



Maesteg School

Curriculum Summary September 2022



Our curriculum is based on the principles of empowerment, equity and aspiration. We wish for our young people to gain the knowledge and skills to become ever-more powerful thinkers, communicators and leaders in the communities they inhabit. We wish them to have the courage to challenge what they know is wrong; the kindness to respond to others; the resourcefulness to always seek out answers; and the character to lead a fruitful and rewarding life. Our knowledge-based and pupil-centred curriculum allows all our children to experience each day a school which strives to transform them into agents of change and be always 'motivated to strive'.

Our school curricular vision was developed over a period of twelve months through a range of engagement and professional activities including discussions with our pupils, staff, parents, governors and local schools. Each of these have helped to inform decisions regarding the design of our curriculum and have included:

- Our school leaders and teachers considered reading and research into aspects of curriculum design, at school-, subject-, and inter-disciplinary-level.
- Our involvement in the 'Pioneer School' programme over the last five years and exploration of different curriculum models as a result.
- Teachers' involvement in Action Research into the Four Purposes and using this to explore links between curriculum, pedagogy and learning.
- Use of surveys with parents in which they were asked what they thought their children should learn and which learning dispositions they should develop.
- Collaborative work with the Maesteg cluster primary schools to ensure a continuum of experience for learners.
- Educational visits by staff to schools in Finland, Iceland and across England to learn more about curriculum design.
- Continual and on-going partnership work with a range of providers and organisations both within the educational context and outside of it to develop enriching and educational experiences.

Our curriculum is designed to allow all learners to realise the characteristics and mindset set out in the Four Purposes (ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals) and provides for appropriate progression. This is achieved through:

- Maesteg school's adoption of the 'Areas of Learning and Experience (AoLEs)' to structure the learning experiences of each child. These are: Expressive Arts; Health and Wellbeing; Humanities; Language, Literacy and Communication; Mathematics and Numeracy; and Science and Technology.
- The use of the What Matters statements to develop conceptual threads through each subject and across AoLEs.
- A series of pedagogical principles and strategies to support and complement the requirements and opportunities of this curriculum.

The school also aligns to the mandatory requirements of teaching:

- Welsh
- English

- Religion, Values and Ethics (RVE)
- Relationships and Sexuality Education (RSE)
- Cross-curricular skills of literacy, numeracy and digital competence

Ensuring that our children makes progress, regardless of a learner's stage of development or starting point, is at the heart of all our curriculum design. Our principles of progression are:

- Increasing effectiveness: we aim for our pupils to become more independent, curious and self-motivated as a result of the learning experiences we plan.
- Increasing breadth and depth of knowledge: each of our AoLEs approaches planning according to the concepts which teachers at Maesteg School regarded as essential to learning and progression.
- Deepening understanding of the ideas and disciplines within the Areas: pupils focus on at least one new 'Context for Learning' or topic within each AoLE each term. The 'traditional' discrete subjects within these AoLEs all contribute to and develop learning in reference to this topic.
- Refinement and growing sophistication in the use and application of skills: Assessment within AoLEs operate along the principles of mastery learning and are open-ended to allow pupils to make links across their learning and demonstrate disciplinary knowledge. We want our pupils to become increasingly confident and inquisitive experts within the fields of the AoLEs.
- Making connections and transferring learning into new contexts: Pupils are given opportunities to use the learning from one AoLE to enrich and challenge their learning in other areas.

Our school improvement planning and review cycle will continue to focus on ensuring that our curriculum will continue to meet the need of our learners, ensure our pupils make progress and is in line with our overall school vision. We will continue to seek and employ the feedback from pupils, staff, parents, Governors, cluster schools and evidence-based research to amend and refine our curriculum design.