



Curriculum Policy

The curriculum consists of everything that promotes pupils' and students' spiritual, moral, cultural, mental, intellectual, personal, social and physical development and wellbeing. It includes lessons and extracurricular activities, approaches to teaching, learning and assessment, the quality of relationships within school, and the values embodied in the way the school operates.

The curricular organisation within the school is the responsibility of the Headteacher and the teaching staff and is achieved within the LA and Governor's Policies, making effective use of and with regard to the available human and material resources.

Aims

The aim of the curriculum at Ysgol Friars is to develop the knowledge, understanding, skills and attitudes which are necessary for each pupil's wellbeing and development as an active and responsible citizen.

The curriculum prepares pupils for further study, employment and adult life. The curriculum aims to enable all pupils and students to become:

ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

and **are ready to learn throughout their lives**

enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks

- lead and play different roles in teams effectively and responsibly
 - express ideas and emotions through different media
 - give of their energy and skills so that other people will benefit
- and **are ready to play a full part in life and work**

ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

and **are ready to be citizens of Wales and the world**

healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

and **are ready to lead fulfilling lives as valued members of society.**

Achieving the aims through the curriculum

1 Nature and scope of the curriculum

1.1 The curriculum includes all the activities which are planned or encouraged in order to promote the spiritual, mental, personal, social and physical development of the pupils.

1.2 In one aspect it is expressed through the school's ethos, i.e. those aspects and values that are reflected in its organisation, in the relationship of the teachers and pupils, in the extra-curricular activities promoted and in the links with other educational establishments and with the community in general.

1.3 In another aspect it is manifested in the educational provision offered through schemes of work, learning programmes and through experiences gained within and outside of the classroom.

1.4 Both aspects are linked together and the quality of the pupil/teacher relationship as well as the effectiveness of learning and teaching methods are essential to the success of that which it is aimed to achieve.

2 Characteristics of the curriculum

2.1 Breadth

2.1.1 The curriculum is broad, allowing all pupils to receive a range of educational experiences from the perspective of knowledge, skills, concepts, values and attitudes and in the following Areas of Learning Experience (AoLE): Expressive arts, health and wellbeing, humanities, languages, literature and communication, mathematics and numeracy, science and technology.

2.2 Balance

2.2.1 The curriculum provided should be balanced. In order to achieve this attention in terms of time and resources is given to each of the above learning elements and all areas of experience.

2.2.2 The aim is to provide balance over a specific period such as a term or year and also involves using a range of learning methods, the didactic and the pupil-centred, the practical as well as the theoretical, individual work, group work and whole class work.

2.3 Relevance

2.3.1 The curriculum should be relevant to the needs and expectations of pupils, their parents and the community in general.

2.3.2 Pupils' prior experience and understanding are built upon, and tasks organised which provide an opportunity for pupils to learn through practical and real situations and link and apply what is achieved to the daily life of youths and adults.

2.4 Differentiation

2.4.1 Although the curriculum is expected to offer a range of broad and balanced experiences and to reflect educational aims which are appropriate to each pupil, consideration also has to be given to differences in pupils' ability, achievement and motivation.

2.4.2 Action is taken to ensure that the content of the programmes, learning methods and materials are appropriate to the individual's needs, that the work is sufficiently challenging for more able pupils and attention given to those pupils with special educational needs.

2.4.3 Consideration is given to the way pupils are grouped, the use of time within teaching periods, the expectations regarding work in the school and at home, and an assessment scheme and record of achievement.

2.5 Coherence

2.5.1 Although the framework of the curriculum is based on areas of experience and individual subjects, the aim is for the whole to form a complete programme of experiences.

2.5.2 The unique contribution offered by each subject is recognised but plans are drawn to ensure coherence, especially regarding literacy, numeracy and ICT skills which are presented across the curriculum.

2.5.3 To this end the need to discuss and agree upon whole-school policies is recognised, regarding teaching strategies, learning and setting presentation and assessing work.

2.6 Continuity and progression

2.6.1 As the development of children and young people is a continuous process the school provides appropriate contexts and experiences to support and promote development whilst recognising that improvement will not be steady and regular.

2.6.2 The need is recognised to build upon the foundation of knowledge, understanding and skills of the pupil and to create a comprehensive scheme for assessment, recording and reporting on improvement and achievement.

2.6.3 The assessment scheme is based on recognising the pupil's achievement and helping him/her to overcome his/her difficulties by setting targets, counselling and encouragement.

2.6.4 As he/she transfers from class to class or to another establishment the information is summarised in a meaningful form which is intelligible to those who will make use of it.

2.7 Bilingualism

2.7.1 The Education Authority operates a bilingual policy through all the County's schools with the aim of 'developing the ability of the county's pupils and students to become confident bilingually in order to enable them to become full members of a bilingual society'.

2.7.2 Ysgol Friars is designated a category Ch system and operates within the framework of the LEA Welsh Language Plan, offering up to a maximum of 30% of its curriculum bilingually.

Formal Curriculum

The school delivers the Curriculum for Wales in year 7 and the National Curriculum in years 8 & 9 and KS4 and fulfils the requirements of the Learning and Skills (Wales) Measure 2009 as amended by the Education (Local Curriculum for Pupils in Key Stage 4) (Wales) (Amendment) Regulations 2014. However the aim of Ysgol Friars is to provide more than this; the curriculum responds to the needs and interests of our students.

The curriculum will:

- ensure all learners, whatever their ability, make the best progress possible and achieve the highest possible standards in subjects and qualifications;
- narrow the gaps in achievement and enable those not achieving age-related expectations to catch up with their peers;

- reflect learners' needs and meet the needs of particular groups at risk of underachievement or who face barriers to learning;
- work with other partners and agencies to help those at risk of dropping out and
- challenge MAT pupils/students so that they achieve their full potential and their progress is sustained and enhanced.

Integral skills

The four purposes of the curriculum are underpinned by the integral skills of:

- **Creativity and innovation**

Learners should be given space to be curious and inquisitive, and to generate many ideas. They should be supported to link and connect disparate *experiences, knowledge* and *skills*, and see, explore and justify alternative solutions. They should be able to identify opportunities and communicate their strategies. This should support learners to create different types of value.

- **Critical thinking and problem-solving**

Learners should be supported to ask meaningful questions, and to evaluate information, evidence and situations. They should be able to analyse and justify possible solutions, recognising potential issues and problems. Learners should become objective in their decision-making, identifying and developing arguments. They should be able to propose solutions which generate different types of value.

- **Personal effectiveness**

Learners should develop emotional intelligence and awareness, becoming confident and independent. They should have opportunities to lead debate and discussions, becoming aware of the social, cultural, ethical and legal implications of their arguments. They should be able to evaluate their learning and mistakes, identifying areas for development. They should become responsible and reliable, being able to identify and recognise different types of value and then use that value.

- **Planning and organising**

Where developmentally appropriate, learners should be able to set goals, make decisions and monitor interim results. They should be able to reflect and adapt, as well as manage time, people and resources. They should be able to check for accuracy and be able create different types of value.

When developing these skills, learners should:

- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances

- be supported and challenged so that they are prepared to confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- be afforded the space to generate creative ideas and to critically evaluate alternatives – in an ever-changing world, flexibility and the ability to develop more ideas will enable learners to consider a wider range of alternative solutions when things change
- build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.

Cross curricular skills

The mandatory cross-curricular skills of *literacy*, *numeracy* and *digital competence* are essential for learners to be able to access knowledge. They enable learners to access the breadth of a school's curriculum and the wealth of opportunities it offers, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling learners to adapt and thrive in the modern world.

The curriculum enables learners to develop competence and capability in these skills and, where there are opportunities, to extend and apply them across all Areas. Developing these skills is therefore a consideration for all practitioners.

Learners are given opportunities across the curriculum to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world

Transition

The Transition Plan describes the procedures that support pupils from primary feeder schools settling into the school.

The post-16 transition plan describes the procedures that support pupils in moving from compulsory education into post-16 education.

Setting

Years 7,8 & 9

In year 7 pupils are taught in mixed ability groups for the majority of the time, the exceptions being mathematics and ~~modern foreign languages~~ where the students are re-grouped into sets within each half of the year during the first term.

In Y8 and 9, science, Welsh, modern foreign languages and year 9 ICT are broadly set according to ability. This is done in order to match the learning experiences to the ability of the pupil so that they reach the highest possible standards of achievements. All other subjects are taught in mixed ability tutor groups.

For PE lessons, pupils are grouped by gender in KS3 and 4, but may sometimes be taught in mixed groups for some activities.

KS4 and 5

Students on courses with more than one class in the same timetable block are set at the discretion of the Head of Department. The sixth form prospectus describes this in more detail for 16+ students. Other subjects are taught in mixed ability groups.

Individual support

The ALNCO works closely with all departments, in order to support ALN and MAT students so that they all have access to a suitable curriculum.

(See Equal Opportunities Policy)

Religious Studies

There ~~is~~ are discrete Religious Studies lessons for all students in key stages 3 and 4. In key stage 4, students study for a GCSE short course or full course qualification. All students in key stages 3 to 5 have a daily act of collective worship during tutor time or year group assembly.

The Welsh Baccalaureate

The letter dated 14th November 2014 from the DfES to Directors of Education sets out a requirement that at least 30% of students study the Welsh Baccalaureate from September 2015 rising to 100% by 2019. In Ysgol Friars, at both KS4 and KS5 students are required to choose the Baccalaureate in one of their option columns. ~~During the transition years between 2015 and 2019,~~ The school will exempt sixth form students under the following categories, provided the government requirements are still met:

1. Students with the ability and determination to study 5 AS subjects in Year 12 (typically this will be the top five percent of students in the year group).
2. Students studying 4 timetabled AS subjects in year 12 who gained 7 or more A*/A grades at GCSE and intend progressing to a high tariff university. The Director of Studies will have the authority to pay due regard to the need for such students to offer a choice of A2 subjects that avoid undue overlap of content when making his/her decision. For example Biology and Physical Education or Mathematics and Further Mathematics, since many universities do not consider such combinations as giving the necessary breadth of knowledge and understanding for some of the more demanding degree courses.
3. Students who, for reasons of mental or physical health, cannot cope with the workload of the Welsh Baccalaureate and at least three AS or A2 subjects and for whom their AS/A2 subjects are a higher priority for progression.

4. Students who, for timetabling reasons, cannot attend the entire complement of timetabled Welsh Bac lessons. Such a situation may arise if the timetable has to be amended early in the new academic year. For example:
- when there is a much larger than anticipated number of students choosing a particular AS subject and it may only be possible to arrange the extra class(es) needed at a time that clashes with some or all Welsh Bac lessons;
 - if a teacher has a long term absence and lessons have to be covered by another teacher at times that clash with Welsh Bac lessons.

In such circumstances the school will make all reasonable attempts to mitigate the impact of not studying the Welsh Bac on the students involved.

5. Students who are exceptionally talented in an extracurricular activity that requires them to give extraordinary amounts of extracurricular time to that activity and who intend pursuing that activity as their chosen progression route beyond A-level. Examples of such exceptionally talented young people would include: very talented musicians intending to progress to a conservatoire or similar, and for whom attendance at weekend courses in College(s) of Music is a requirement for further progression.

The Director of Studies will have the discretion of requiring students to provide documentary evidence in support of any application that they make for exemption from the Welsh Baccalaureate and will also have the discretion of referring to the reason(s) for students not following the Welsh Bac in any references that he/she may write.

Learning Core

The Learning Core is delivered via a combination of RSE, PE, RS and Welsh Baccalaureate lessons.

Continuity and progression

The 14–19 curriculum secures continuity of learning and progression. Every key stage 4 course has a progression route at 16+. In most cases this is via Ysgol Friars' internally delivered curriculum, but in a few cases it is offered at one of the other institutions in the local partnership.

The Learning and Skills (Wales) Measure 2009

Pupils in KS4 and 16+ students access a local curriculum consisting of courses of study from each of the learning domains (a: mathematics, science and technology; b: business, administration and law; c: services for people; d: arts, media, culture and languages and e: humanities, social sciences and preparation for life and work), including a minimum proportion of vocational courses of study. This is achieved through collaboration with our local 14-19 Partnership institutions (Coleg Llandrillo-Menai and the other Arfon and Anglesey secondary schools). The curriculum offer exceeds the requirements of the Measure as amended by the Education (Local Curriculum for Pupils in Key Stage 4) (Wales) (Amendment) Regulations 2014.

Learning Coach

All Pupils in KS4 and 16+ students have access to learning coach support via the form tutor or one of the dedicated Learning Coaches.

Relationships and sexuality education

Relationships and sexuality education (RSE) is a statutory requirement in the Curriculum for Wales framework and is mandatory for all learners from ages 3 to 16.

RSE encompasses the knowledge, skills, dispositions and values that will empower learners to:

- support their health and well-being
- develop healthy, safe and fulfilling relationships of all kinds, including those with family and friends, and in time, romantic and sexual relationships
- navigate and make sense of how relationships, sex, gender and sexuality shape their own and other people's identities and lives
- understand and support their rights and those of others to enjoy equitable, safe, healthy and fulfilling relationships throughout their lives and advocate for these

RSE provision helps to ensure learners develop a positive understanding of relationships and sexuality and to recognise misconceptions. RSE aims to empower learners in line with their needs, experiences and wider development. Through discussion and by responding to learners' questions and needs, it can provide safe and empowering environments that enable learners to reflect on and express their views and feelings on a range of issues.

RSE in the curriculum focuses on three broad strands:

- **Relationships and identity:** helping learners develop the skills they need to develop healthy, safe, and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.
- **Sexual health and well-being:** helping learners to draw on factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives.
- **Empowerment, safety and respect:** helping to protect learners from all forms of discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.

Careers and Work Related Experiences

Careers and Work-Related Experiences (CWRE) is a cross-cutting theme through the Curriculum for Wales framework for all learners. CWRE enables learners to develop their knowledge, skills and understanding in preparation for the challenges and opportunities of further learning and the ever-evolving world of work. CWRE contributes towards learners' realisation of the four purposes of the Curriculum for Wales.

CWRE should inspire learners to:

- develop an understanding of the purpose of work in life, both for themselves and for society as a whole

- become increasingly aware of the range of opportunities available to them, broadening their horizons
- develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning
- appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important
- explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship
- develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life

Careers Wales Advisor

Careers education is well developed in all year groups. A Careers Wales advisor is based in school. Specialist advice is provided as follows:

- Provide Year 9 pupils and parents with careers related information by use of school communication systems and through attendance at Year 9 options information and parents evenings
- By use of a Careers Check, completed in either the summer term of Year 10 or the start of Year 11, the Careers Wales advisor is able to identify and offer Careers Information and Guidance (CIAG) to either individuals or targeted groups based on need. For example, potential NEETS and labour market entrants.
- Provide help and support to learners with regard to college applications by use of groupwork activities in Year 11 Autumn/Spring term.

Progression

Progression in learning is a process of developing and improving in skills and knowledge over time.

Effective pedagogy is paramount to supporting progression. The pedagogical approaches used by practitioners should be selected to support progression and these will need to adapt to learners' needs.

The pace at which learners progress will be individual to each learner. Support for progression should provide space for diversion, reinforcement and reflection as a learner develops over time. This is not a linear process, or simply moving from one topic to another. It involves making connections between learning and developing understanding of the underlying, shared fundamental concepts.

The principles of progression provide a mandatory requirement of what progression must look like for learners. They are designed to be used by practitioners to:

- understand what progression means and should look like in a given Area
- develop the curriculum and learning experiences to enable learners to progress in the ways described

- develop assessment approaches which seek to understand whether this progress is being made

The five principles of progression are:

Increasing effectiveness

As learners progress, they become increasingly effective at learning in a social and work-related context. As they become increasingly effective they are able to seek appropriate support and independently identify sources of that support. They ask more sophisticated questions and find and evaluate answers from a range of sources. This includes increasingly successful approaches to self-evaluation, identification of their next steps in learning and more effective means of self-regulation.

Increasing breadth and depth of knowledge

Learners need to acquire both breadth and depth of knowledge. As learners progress, they develop an increasingly sophisticated understanding of concepts that underpin different statements of what matters. They see the relationships between these and use them to further shape, make sense of and apply knowledge. This consolidates their understanding of concepts.

Deepening understanding of the ideas and disciplines within the Areas

Holistic approaches are particularly important in early learning as learners engage with the world around them. Learners should become increasingly aware of ways in which ideas and approaches can be coherently grouped and organised. As they progress they need to experience and understand disciplinary learning in each of the Areas and see these in the context of the four purposes and the statements of what matters.

Refinement and growing sophistication in the use and application of skills

Learners need to develop a range of skills including: physical, communication, cognitive and Area specific skills. In the early stages of learning, this range of skills includes focus on developing gross and fine motor; communicative and social skills. They also develop the skills of evaluating and organising information in applying what they have learned. As learners progress, they demonstrate more refined application of existing skills, and will experience opportunities to develop new, more specific and more sophisticated skills.

Over time, learners become able to effectively organise a growing number of increasingly sophisticated ideas, to apply understanding in various contexts and to communicate their thoughts effectively, using a range of methods, resources or equipment appropriate to their purpose and audience.

Making connections and transferring learning into new contexts

Learners should make connections with increasing independence; across learning within an Area, between Areas, and with their experiences outside of school. Over time these connections will be increasingly sophisticated, explained and justified by learners. They should be able to apply and use previously acquired knowledge and skills in different, unfamiliar and challenging contexts.

Assessment

Assessment is an integral part of the learning process, with practitioners working with learners to help identify their strengths, areas for development and next steps in learning. The following should be guiding principles.

- The purpose of assessment is to support the progression of each individual learner in relation to the 3 to 16 continuum.
- Learners are at the heart of assessment and should be supported to become active participants in the learning process.
- Assessment is an ongoing process which is indistinguishable from learning and teaching.
- A shared understanding of progression, developed through professional dialogue, is integral to curriculum design and improving learning and teaching.
- Learning across the breadth of the curriculum should draw on a wide range of assessment approaches, building a holistic picture of the learner's development.
- Engagement between the learners, their parents/carers and practitioners is essential for progression and well-being.

The overarching purpose of assessment is to support every learner to make progress. When planning and delivering learning experiences, schools and practitioners should be clear about the specific role of each assessment being undertaken and what the understanding gained from assessment will be used for and why. There are three main roles played by assessment in supporting learner progression:

Supporting individual learners on an ongoing, day to day basis

Assessment should focus on identifying each individual learner's strengths, achievements, areas for improvement and, if relevant, any barriers to learning. This understanding should be used by the practitioner, in discussion with the learner, to ascertain the next steps required to move learning forward, including any additional challenge or support required. This should be achieved by embedding assessment into practice in a way that engages the learner and makes it indistinguishable from learning and teaching. This allows the practitioner to respond to the individual needs of the full range of learners within their classroom on an ongoing basis.

Identifying, capturing and reflecting on individual learner progress over time

Assessment should support practitioners in identifying the progress being made by an individual learner, recording this where appropriate, to understand their journey over different periods of time and in a variety of ways, in order to ensure there is progression. This includes developing an understanding of how a learner has learned, as well as what they have learned and are able to demonstrate. Reflecting on a learner's progress over time should enable practitioners to provide feedback and help plan their future learning, including any interventions, additional support or challenge which may be required. This should include both immediate next steps and longer-term objectives and goals that the learner should work towards to help keep them moving forward in their learning. It can also be used as a basis for communicating and engaging with parents/carers.

Understanding group progress in order to reflect on practice

Assessment should also enable practitioners and leaders within the school to understand whether different groups of learners are making expected progress. This should be used to

identify strengths and areas for improvement in both the school curriculum and daily practice, including consideration of how the needs of learners as individuals have been met.

Curriculum Plan:

2022

7	MATHS	ENGLISH	CYMRAEG	SCIENCE	FRE	FRE	Literacy	GEOG	HIST	HIST	RE	ICT	D&T	D&T	ART	MUSIC	PE	PE	PSE											
8	MATHS	ENGLISH	CYMRAEG	SCIENCE	FRE	FRE	Literacy	GEOG	GEOG	HIST	RE	ICT	D&T	D&T	ART	MUSIC	PE	PE	PSE											
9	MATHS	ENGLISH	CYMRAEG	SCIENCE	FRE	FRE	GEOG	GEOG	HIST	HIST	RE	ICT	D&T	D&T	ART	MUSIC	PE	PE	PSE											
Y10	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	MATHS	ENGLISH	SCIENCE	GCSE DA	OPTION 3	OPTION 2	OPTION 1	CYMRAEG	PE	RE	RE																			
	MATHS	ENGLISH	SCIENCE	GCSE DA	OPTION 3	OPTION 2	OPTION 1	CYMRAEG	PSE	PE	RE	RE																		
	MATHS	ENGLISH	SCIENCE	GCSE DA	Separate Science	OPTION 2	OPTION 1	PE	PE	RE	RE																			
Y11	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	MATHS	ENGLISH	SCIENCE	GCSE DA	OPTION 2	OPTION 1	CYMRAEG	PE	RE	WBQ																				
	MATHS	ENGLISH	SCIENCE	GCSE DA	OPTION 3	OPTION 2	OPTION 1	CYMRAEG	PE	PE	RE	WBQ																		
	MATHS	ENGLISH	SCIENCE	GCSE DA	Separate Science	OPTION 2	OPTION 1	PE	PE	RE	WBQ																			
12	4	4	5	5	2	2	3	3	4	4	5	5	5	5	3	3	1	1	1	1	2	2	4	4	2	2	1	1	3	3
13	3	3	4	4	1	1	5	5	3	3	4	4	4	4	5	5	2	2	2	2	1	1	3	3	1	1	2	2	5	5

The curriculum plan shows how many lessons are devoted to each subject in each year group. In year 10 and 11 there are a number of different possibilities depending on the Science course chosen and whether the student is following a course at a partner institution in option column 4.

Post 16 courses have up to six periods per week arranged as shown in the common timetable. Courses at Coleg Menai are on Monday or Wednesday extended afternoons.

The options process:

14+

1. Students discuss their learning pathways with careers advisors and tutors. They are taught the mechanics of the options process. A parents evening is held in October of year 9 to explain the process to parents. Representatives of Careers Wales and local employers attend to discuss employment trends and what employers are looking for, and school staff describe the mechanics of surveying the students choices.
2. Students make a 'free choice' from the range of courses on offer in the school and via collaboration with partnership institutions. The results of this survey are used to draft the option columns.
3. Students make their choices from the option columns. Some adjustment is sometimes necessary at this stage to balance class sizes.
4. Students should not be permitted to make changes to their options after the October half term of year 10.
5. Some children with particular additional learning needs or for medical reasons may need a reduced curriculum. This will be noted in their statement of additional needs or may be recommended by a specialist in the relevant field, e.g. in the case of mental health, CAMHS. Such adaptations can only be made in response to a need identified by a relevant specialist and not on the whim of the parent, student or a general practitioner.

16+

1. Students make a 'free choice' from the range of courses on offer in the school and via collaboration with partnership institutions. The results of this survey are used to draft option columns.
2. Students make indicative choices from the option columns. Some adjustment is sometimes necessary at this stage to balance anticipated class sizes and solve staffing problems, and a final set of columns is drafted.
3. Students make their final choices on their return to school in September.
4. Students should not be permitted to make changes to their options after the October half term of year 12.
5. In very exceptional cases the Director of 6th Form Studies may agree to a change, for example, on the advice of a relevant specialist, e.g. in the case of mental health, CAMHS.

Year 10 Option 2021-22:

CoIA	262	233	CoIB	270	233	CoIC	259	233
Construction	5	4	Business Studies and LIBF	60	50	Hair and Beauty (C&G level)	5	9
Public Service	5	1	Design & Technology	20	23	Countryside and environment	2	3
Digital media	2	0	Food & Nutrition	20	16	Land based studies	2	3
Art & Design	30	43	Geography	30	28	Performing Arts	5	3
PE	20	31	History	30	31	Animal Husbandry	2	5
Digital Technology	30	35	Music	20	10	Triple Science	78	77
Drama	30	13	PE	30	27	Art & Design	30	11
Engineering	20	23	Psychology	30	34	Business Studies and LIBF	30	30
French	30	17	Spanish	30	14	Engineering	20	18
Geography	30	22				Media Studies	30	27
Health and Social Care	30	18				ODA	15	12
History	30	26				Design & Technology	20	24
						Food & Nutrition	20	11

Year 11 Options 2021-22

Ysgol Friars Key Stage 4 Draft Option Columns for 2020-22

Choose **three** subjects in each column. Write 1, 2 or 3 next to each to indicate first second and third choice.

Column 1		
Engineering level 1/2	20	15
GCSE French	30	21
GCSE Geography	30	24
GCSE Health & Social Care	30	24
IT level 1/2	30	33
GCSE Drama	30	13
GCSE PE	60	68
GCSE Product Design	20	11
Construction L1 (Llangefni) Taught in Llangefni 1:35-4:25pm Thursday	7	5
Public Services L2 (Bangor) Taught in Bangor 1:20-4:10pm Thursday	3	1
	260	215

Column 2		
GCSE Art & Design	30	27
GCSE Business Studies	60	36
GCSE Food & Nutrition	20	22
GCSE Geography	30	36
GCSE History	30	34
GCSE Product Design	20	20
GCSE Psychology	30	26
GCSE Spanish	30	11
French in the Business Context (GBC)	0	3
	250	215

Column 3		
Triple Sciences	75	72
BTEC Level 2 Sport (Outdoor Activities)	12	32
GCSE Art & Design	30	14
GCSE Music	30	10
Engineering level 1/2	20	27
GCSE History	30	20
GCSE Media Studies	30	11
Hair and Beauty L1 and L2 Taught in Bangor 1:20-4:10pm Wednesday	3	8
Countryside and environment L2 Taught in Glynllifon 1:15-4:15pm Wednesday	3	3
Land based studies L1 Taught in Glynllifon 1:15-4:15pm Wednesday	3	1
Performance & Dance L2 (Bangor) Taught in Bangor 1:20-4:10pm Wednesday	3	6
Animal Husbandry L2 Taught in Glynllifon 1:15-4:15pm Wednesday	3	10
	242	214

White	GCSE or vocational courses in school
Grey	Coleg Menai courses

BTEC Music Technology L2	11	This is a <u>1 year</u> course, taught Mon 4pm - 6pm in Coleg Menai (Bangor). It is additional to other options
BTEC Website coding L2	11	This is a <u>two year</u> course taught in Llangefni 4-6pm on Wednesdays.
HSK Mandarin Chinese	12	Taught in school on Wednesdays between 3:30 and 5:00pm leading to an HSK qualification. Note: HSK is a Chinese qualification, it does not count towards Welsh government performance measures but may be recognised by bodies used to dealing with international students

Note: The allocation of subjects to columns may be adjusted following this survey to maximise the number of pupils able to take their first choices. Courses with a very small number of candidates may not run.

Year 12 Options 2021-22:

Column A	
BTEC Law	
English Lit.	
French	
Further Maths	
Music	
Religious Studies	
Welsh Baccalaureate	

Column B	
Drama	
Finance	
History	
Maths	
Tourism	
Welsh Baccalaureate	

Column C	
Art	
BTEC Sport	
English Lang & Lit.	
Geography	
Physics	
Welsh Baccalaureate	

Column D	
Biology	
D&T	
Medical Science	
Welsh Baccalaureate	

Column E	
Business Studies	
Chemistry	
Psychology	
Welsh 2 nd A2	
Welsh Baccalaureate	

Courses in other centres Column A	
BTEC Creative Media Computer Game Design (CML)	
BTEC Creative Media TV & Film (CML)	
BTEC Mechanical Engineering (CML)	
AS/A2 German (YDH)	

Courses in other centres Column B	
BTEC Civil Engineering (CML)	

Courses in other centres Column D	
AS/A2 Computing (YLI)	
AS/A2 Sociology (YT)	

CMB – Coleg Menai Bangor
 CML – Coleg Menai Llangefni
 YT – Ysgol Tryfan
 YDH – Ysgol David Hughes
 YLI – Ysgol Llangefni

Year 13 Options 2021-22:

Column A	
English Literature	18 - 21
French	5
Further Mathematics	18 - 19
Medical Science Level 3 Certificate and Diploma	26 - 28
Welsh Baccalaureate	

Column B	
BTEC Sport Level 3	20 - 22
Drama & Theatre Studies	8
Mathematics	46 - 55
English Literature and Language	16
Financial Studies Level 3 Certificate and Diploma	9 - 11
Welsh Baccalaureate	

Column C	
Business Studies	18 - 19
Chemistry	49 - 57
History	19 - 23
Psychology	15 - 17
Tourism Level 3	10 - 11
Welsh Baccalaureate	

Column D	
Music	6-7
Physics	49 - 56
Religious Studies	4
Geography	9 - 10
Welsh 2 nd Language A2	7
Welsh Baccalaureate	

Column E	
Art	7-8
Biology	43 - 50
Design and Technology	12 - 14
BTEC Law Level 3	17 - 20
Welsh Baccalaureate	

Courses in other centres Column A	
BTEC Creative Media Computer Game Design (CML)	1
BTEC Creative Media TV & Film (CML)	1
BTEC Mechanical Engineering (CML)	3
BTEC Music Technology (CMB)	2
AS/A2 German (YDH)	

Courses in other centres Column B	
BTEC Civil Engineering (CML)	
AS/A2 Computing (YLI)	

English L&L swapped with Lit, numbers out of date

CMB – Coleg Menai Bangor
 CML – Coleg Menai Llangefni
 YT – Ysgol Tryfan
 YDH – Ysgol David Hughes
 YLI – Ysgol Llangefni

Networking with other educational providers

The school is a member of the local 16+ consortium and very active in the local 14-19 Partnership and led development of the common timetable at 16+ that enables students to study at more than one institution. This allows us to use the expertise and facilities that other providers possess in developing joint provision, especially vocational courses.

We have strong educational links with local primary schools. This eases the transition of students from primary school to secondary school through the sharing of information about students, and by joint working on transition projects and through the sharing of resources, and expertise across phase.

Enhancing the Curriculum

Ysgol Friars provides students with a large range of extra-curricular activities. All of these activities are seen as enhancing the learning experience and providing students with opportunities not available during the school day.

Sport is a strength within the school, with all the major sporting activities catered for and new, additional courses being offered. This is supplemented by the work of the 5x60 officer and the Duke of Edinburgh scheme.

The quality of the music department has long been recognised and as well as individual peripatetic tuition being available to all students, there are regular practices and concerts for the ensembles and choirs.

Homework Clubs exists for pupils and students who require help after school or at lunch time.

There is an extensive range of clubs and societies. The school also enters many local and national competitions and quizzes.

The wide range of trips and visits provide opportunities for pupils and students to enhance their learning and social skills.

Curriculum evaluation

Evaluation of the curriculum is an on-going process with specific opportunities to gather, analyse and act on the information identified in the calendar.

The range of options available at 14+ and 16+ is under constant review and changes are made to improve progression routes and in response to national priorities and the needs, demands and interests of students.

All departments review what is taught and how it is taught at Key Stage 3 and 4 and 16+. In particular:

- the pace, content and pedagogy employed in lessons
- the most appropriate time for assessment and the methods and purposes of each assessment
- the suitability of courses being offered to cater for the range of ability and numbers of students
- the development of transferable skills

Evaluation includes and responds to:

- What are its strengths and what needs to be developed?
- How well does it meet the wider aims of the curriculum including transferable skills development?
- Does it reflect local contexts and meet the needs, interests and aspirations of all learners?
- How might the curriculum be developed to improve motivation and engagement and raise standards?

Adopted by Resolution of the Governing Body 15 September, 2011.

Revised 12th October 2015, 14th February 2022