

Curriculum Summary

Yr7 2022

Four Purposes

The new national Curriculum for Wales outlines its four Purposes of education, enabling learners to become: *ambitious and capable learners; enterprising and creative contributors; ethical and informed citizens and healthy and confident individuals*. These Purposes inform the design of our own, bespoke curriculum, marrying them with the individual ambitions, interests and potential of every student at MCS.

We believe that our responsibility under the Four Purposes is to ensure that students acquire powerful knowledge to become confident members of society. The curriculum supports our young people to become kind, hardworking individuals, who embody our school values.

Curriculum

At MCS, students will always be taught in subjects. Subjects matter. They have an important body of knowledge, specific skills and belong to a rich tradition that is unique to them. In order for students to think critically and to form their own opinions, it is necessary to have something to think about. We value a knowledge-rich approach, delivered by expert teaching staff. The curriculum at MCS is broad and balanced, exposing students to a wealth of learning across fifteen subjects, and embraces all of the mandatory elements: study of English and Welsh; the three Cross-Curricular Skills (numeracy, literacy, digital competency); Relationships & Sexuality Education; Religion, Values & Ethics; United Nations Conventions of the rights of the child and of the rights of persons with disabilities; Careers and Work-Related Experience.



Monmouth | Ysgol Gyfun
Comprehensive School | Trefynwy

*“Work Hard,
Be Kind”*

Progression and Assessment

Our curriculum is constructed to ensure that all students make progress in their learning as they move through the school, informed by the national *Principles of Progression*. In order to support students’ progress and monitor the effectiveness of our curriculum, we adopt a number of assessment practices.

Day-to-day, ‘formative’ assessment activities are those that occur as part of the learning experience in lessons. Teachers assess students’ understanding and recall during lessons and adapt their teaching or future teaching plans to ensure maximum progress for all students.

In order to identify students’ progress over time and to allow us to evaluate our practice and curriculum, we will conduct more infrequent, substantial ‘summative’ style assessments.

The majority of our students enter the school under Yr6-7 transition and strong links with primary schools allows us to be well informed of our learners. Students joining later will be monitored in line with our usual approaches to assessments and, in order to identify the next steps these students require in their learning, various ‘on-entry’ assessments will be available.

Implementation & Review

Our curriculum is not static: it is subject to continuous review and iteration. Robust self-evaluation of our curriculum and its associated processes will require the input from not only our teaching staff, but also from parents/carers, governors and the students themselves. The curriculum will evolve; restlessly seeking to improve and better meet the needs of our students and the challenges that lie ahead of them.