



Curriculum Policy

This policy should be read in conjunction with the schools Assessment, Recording and Reporting Guidance Document and the Teaching and Learning and Marking Policies and with the following Welsh Government documents:

The Learning Country: Vision into Action

Wales Curriculum 2008

Making the most of learning: Implementing the revised curriculum

Review of Qualifications and Curriculum 2013-14

Successful Futures – Donaldson Report 2015

And is supported by the following whole school policies:

Assessment Policy

Teaching and Learning Policy

Inclusion Policy

Pathways Policy

Transition Policy

Relationship Policy



The curriculum at Monmouth Comprehensive School aims to:

- Focus on the learner.
- Ensure that appropriate skills development is woven throughout the curriculum.
- Focus on continuity and progression from Years 6 – 13.
- Offer reduced subject content with increasing focus on skills.
- Provide flexibility.
- Be relevant to young people in the 21st Century.
- Meet the statutory requirements of Wales Curriculum 2008.

The curriculum at Monmouth Comprehensive School meets the statutory requirements of the Wales Curriculum 2008. It also meets the 14-16 and 16-19 Learning and Skills (Wales) Measure (2009).

The curriculum enables all learners to learn in the way, and at the pace that allows them to succeed. The curriculum is planned to:

- Promote inclusion and engagement in education and learning.
- Ensure that individual learner's needs are met effectively.
- Identify learners' strengths and areas for development through effective assessment so that learners' know:
 - Where they are in their learning and how they are achieving.
 - Where they need to go.
 - How best to get there.

Sufficient flexibility exists within the curriculum to meet the needs of all learners. Some may consolidate skills from a previous key stage whilst others may be challenged by extending the breadth and depth of study through the development of independent study skills.

Integrated learning is at the core of the curriculum. Personal and Social Education (PSE), World of Work and statutory Religious Education framework themes are developed through authentic challenges within the Integrated Curriculum in each key stage. In Key Stages 4 and 5 these integrated programmes are assessed through the National and Advanced Welsh Baccalaureate.

Two hour periods of learning are scheduled into all curriculum programmes, including the Integrated Curriculum, to support the development of independent project based learning.



Key Stage 3 (see School Prospectus)

The main features of the curriculum in this key stage are:

- **Continuity**
In learning between Key Stage 2 and 3 supported by joint curriculum planning. (see Transition Policy).
- **Integration**
An integrated competency based curriculum including Humanities, Performing and Expressive Arts and Technology faculty based programmes as well as the Integrated Curriculum.
- **Skills**
An Integrated Curriculum that is planned around the development of skills and which reflects the authentic needs of students as they progress from Year 7 into Years 8 and 9.
- **Assessment**
A focus on assessment for, as well as of learning. Feedback allows for progression through and between Key Stages when ready. Pathways and transition programmes are embedded in Year 9 (see transition plan attached).

Key Stage 4 (see Option Booklet)

The main features of the curriculum in this key stage are:

- **Inclusion**
Through the Welsh Baccalaureate Integrated Curriculum, including a continued focus on skills development and assessment (see Welsh Baccalaureate), student groupings and vocational programmes.
- **Personalisation**
Through a diverse range of learning pathways and qualifications (Entry Level, GCSE, BTEC Level 1 and 2, IVET's, Essential Skills).
- **Monitoring and Mentoring**
Personal mentoring within the Integrated Curriculum support students to achieve (see Mentoring and Support Policy). A range of further mentoring programmes including Literacy and Numeracy are available to support student achievement.
- **Transition**
The Pathways Policy outlines the support and guidance available to students as they make their next steps.



Key Stage 5 (see Sixth Form Prospectus)

The main features of the curriculum in this key stage are:

- **Consolidation**

Level 2 English and Maths programmes provide a small number of students with the opportunity to consolidate their learning and achieve 'core' qualifications.

- **Progression**

Vocational and non-vocational pathways extend learning from Level 2 to Level 3.

- **Independence**

Programmes of study provide students with the opportunity to further develop independent study skills especially within the Advanced Baccalaureate. The availability of mobile technology allows students to work anywhere, anytime, anyplace.

- **Support and Guidance**

The Pathways and Assessment Policies and Sixth Form handbook outline structures that support students in monitoring and improving their own learning and in making their next steps.



KS2-3 Transition Plan

Month	Teaching and Learning	Assessment, Recording and Reporting	Additional Educational Needs	Pastoral Support	Continuing Professional Development
<p>Sept.</p> <p>Meeting between Primary Heads and Assistant Headteacher, Teaching and Learning, to review transition arrangements from previous year</p>	<p>Induction day for all Year 7 students. Students work together to look at learning and set generic learning targets for the term. Students work with SLT and Pastoral team.</p>	<p>Year 7 Students set learning targets from their induction day activities. Targets are generic and focus students on personal learning.</p> <p>Year 7 NFER tests are completed to gain information about students' learning aptitudes.</p> <p>Year 7 Reading Comprehension Age and Standardised Spelling Age tests.</p> <p>Nursery and Reception Baseline</p>	<p>At primary schools Additional Needs Co-ordinators arrange annual reviews for all students with additional needs in Year 5 looking to join secondary school in the following year. Additional Needs Co-ordinator from MCS to be invited to annual reviews and any reviews with external agencies in Year 6</p>	<p>Form Tutors work with tutees on learning targets and activities that support students 'getting to know each other'</p> <p>Year 7 'Tutors At Home' Year 7 tutors meet with parents of their tutees to discuss settling into school and learning. Home/school agreement signed at the meeting.</p> <p>Parents/students complete questionnaire on Transition practices.</p> <p>Transition ILPs are reviewed at this stage by The ALN Team. IDP actions are agreed with parents and student.</p> <p>Information from the meeting will be collected for the Learning review document published in December.</p> <p>Attendance by Assistant Headteacher, Teaching and Learning, to review meetings for all LAC to support transfer to secondary school.</p>	<p>Opportunities for whole cluster training at the start of the academic year.</p> <p>Year 7 Tutor team receive training on the 'Learning to Learn' agenda</p>



MONMOUTH COMPREHENSIVE SCHOOL
'Learning to Lead our Lives'

Month	Teaching and Learning	Assessment, Recording and Reporting	Additional Educational Needs	Pastoral Support	Continuing Professional Development
Oct.	Open Evening At secondary school. Information given out at primary school	Open Evening At secondary school. Information given out at Primary school Y4 NFER CATS Y2 – 6 Spelling (NFER SWST) (NRT, NNT)	Open Evening At secondary school Information given out at Primary school. Parents of students with additional needs meet with ALNCo.	Open Evening At secondary school. Information given out at primary school	Open Evening At secondary school Information given out at Primary school. Cluster meets with LEA Admission team to discuss admission round and procedures
Oct	Meeting for Primary/ Secondary co-ordinators, Year 6 teachers and KS3 co-ordinators to discuss learning activities and approaches Students start the BLP work with 6 th formers. Fresh Start/spelling clinic/Circle of Support interventions start. Share schemes of work Y6/Y7	SEG Groups to be created.	Attendance by Additional Needs co-ordinator at Year 6 Annual Reviews. Discussion with Ed Psych. and other agencies (external) about provision for students.	LEA Admissions team meets with Assistant Headteacher and Primary Headteachers to look at admission process and ensure all parents of Year 6 have the correct forms to complete for application. Meetings with parents at schools to discuss admission process (led by LEA). Attendance by Deputy Headteacher to all review meetings for LAC transferring to Secondary school the following Sept.	



MONMOUTH COMPREHENSIVE SCHOOL
'Learning to Lead our Lives'

Month	Teaching and Learning	Assessment, Recording and Reporting	Additional Educational Needs	Pastoral Support	Continuing Professional Development
Nov.	Learning Review Meetings led by Progress Leader for Year 7. Teachers of classes to meet to discuss learning of students and share practice.	NFER, NRT and NNT data used to support learning review meetings.	Attendance by Additional Needs co-ordinator at Year 6 Annual Reviews. Discussion with Ed. Psych. about provision for students.	Meeting with LEA to look at admission lists. Primary schools to be sent lists to check for student who have not made an application.	
Dec. Meeting with Primary Heads and Secondary Deputy Headteacher	Publication of Learning Review. All Subject leaders receive a copy to share with subject teams. Review contains data from 'Tutors at Home', FFT Data, NRT, NNT, NFER and Tutors reflections from Learning Review meetings.	½ termly Literacy and Numeracy Assessment. Marks entered on SIMS.	Whole School Additional Needs co-ordinator meet with Deputy Head to look at additional needs requirements for students entering the school in Year 7 of the following year	Year 7 Pantomime trip. Year 6 Christmas Concerts.	Monitoring and Evaluation of Transition Policy and Practice
Jan.	Progress Leader and Form Tutors analyse data on students' performance	Year 7 Progress Check. Progress check data sent home. Year 7 Tutor team meet to standardise and moderate project. Assessment to be entered on SIMS	Progress check data used to evaluate performance of students with ALN. Progress Leader meets with ALNCo to discuss progress of students and support students are receiving to help them with their learning. LEA SEN meet with Assistant Head, ALNCo	Students use information from Progress Check to prepare for Target Setting day. Tutors work with tutees in pastoral period in how to set targets for learning	Tutors work together to look at how to set targets with students and preparation for Target Setting with Tutor



Month	Teaching and Learning	Assessment, Recording and Reporting	Additional Educational Needs	Pastoral Support	Continuing Professional Development
			to discuss Y6 students with statements of SEN. Annual Reviews for Y7 Students with Statements of Special Educational Needs, ALNCo, parents and other agencies involved.		
Feb. Meeting with Primary Headteachers and Assistant Headteacher	Year 7 Target Setting with Tutor. Primary/Secondary co-ordinators from Primary and Secondary phase meet to discuss joint learning projects	Year 7 Target Setting with Tutor. Students review progress and set future learning targets with Form Tutors and Parents. ILPs are reviewed at this stage. Analysis of SEG Groups.	Year 7 Target Setting with Tutor. Additional Needs Co-ordinators Year 6 invites Year 7 Additional Needs Co-ordinators to SpLD Reviews in the Summer Term.	Students prepare for Target Setting day and then follow up work on review and reflection of targets to support learning.	Pastoral team reflection on target setting day
March	Assistant Headteacher works alongside Year 6 classes to look at learning approaches	Students work with Form tutors on the Targets they set to ensure progress is made. Year 7 Parents' Evening. NRT and NNT Practice Tests.	Schedule of visits to primary schools to look at learning of students with a statement of additional need.	Year 6 Parent Consultation, Assistant Headteacher from Secondary school attends. Year 5 Parent Consultation, Assistant Headteacher from Secondary School attends. School receives data on students who have been given a place at the school for the following Sept. Schedule of visits by Progress Leader and Additional Needs co-	



MONMOUTH COMPREHENSIVE SCHOOL
'Learning to Lead our Lives'

Month	Teaching and Learning	Assessment, Recording and Reporting	Additional Educational Needs	Pastoral Support	Continuing Professional Development
				ordinator sent out to all Primary schools. Year 7 Parents' Evening.	
April	Assistant Headteacher works alongside Year 6 classes to look at learning approaches. (BLP) Training day to look at developments in teaching and learning	Year 7 end of Key stage Targets set in core subjects. Nursery – Y9 Moderation and Standardisation. ½ termly Literacy and Numeracy Assessments	Students with additional needs set targets for end of Key stage. Y7 Students with ALN passed onto Whole School ALNCo.	Year 7 Progress Leader organises materials and data collection sheets for visits to primary schools to collect information	Cluster training day to review, reflect and develop practice.
May.	Progress Leader for Year 7, for the following Sept, visits Primary schools to meet students and discuss learning with Year 6 class teacher	National Literacy and Numeracy tests. Learning data for Year 6 collected by Progress Leader and team, on visits to Primary school. Year team meet to moderate and standardise NRT, NNT. Co-ordinators for subjects KS2 and KS3 meet to moderate work in core subjects. Moderation portfolio used to support the work of the Cluster. Y2 – Y6 NFER Maths NFER Group Reading/ spelling	Learning data collected on students with additional needs at School Action and School Action Plus stages. Information collected by Additional Needs co-ordinator	Pastoral data collected on Year 6 students by Progress Leader. Start the process of putting together learning groups for the following Sept.	Progress Leader for Year 7 the following Sept looks at training requirements of tutor team.



MONMOUTH COMPREHENSIVE SCHOOL
'Learning to Lead our Lives'

Month	Teaching and Learning	Assessment, Recording and Reporting	Additional Educational Needs	Pastoral Support	Continuing Professional Development
June	<p>Progress Leader for Year 7, for the following Sept, visits Primary schools to meet students and discuss learning with Year 6 class teacher.</p> <p>Year 7 Full Written Reports.</p>	<p>Learning data for Year 6 collected by Progress Leader on visits to Primary school.</p> <p>Y 7 Full Written Reports. ILPs are reviewed for transfer to Year 8. Year 7 reports published.</p>	<p>Learning data collected on students with additional needs at School Action and School Action Plus stages. Information collected by Additional Needs co-ordinator. Additional Needs co-ordinator completes ILPs for all students who require additional support when entering the school at Year 7. ILPs are generated. Year 6 SpLD Reviews attended by ALNCo</p>	<p>Complete the process of putting together learning groups for the following Sept.</p> <p>Year 7 Full Written Reports.</p>	<p>Progress Leader works with Tutor team to look at learning needs of students and the vision for the Year Group.</p>
July	<p>2 Induction days for Year 6 at Secondary school.</p> <p>Welcome to Wales Day as part of the induction day</p> <p>New Intake Evening for Parents</p>	<p>As part of the Induction Days Year 6 NFER tests are completed to gain information about students' learning aptitudes.</p> <p>Receipt of NFER data about student aptitudes for learning. Year 7 Progress leader to analyse data and working with the Assistant Headteacher for Student Progress produce</p>	<p>ILPs are distributed to Form Tutors and teaching staff. Year 7 SpLD Reviews. Y7 ILPs reviewed for re-issue in Yr 8.</p>	<p>New Intake Evening for parents.</p> <p>Year 6 Welcome Disco</p>	<p>Tutor Team Tea and Training. Sharing of information and preparation for the Welcome Evening.</p>



Month	Teaching and Learning	Assessment, Recording and Reporting	Additional Educational Needs	Pastoral Support	Continuing Professional Development
		information for all teachers. Nursery and Reception Baseline All learning data transferred to subject leaders including ILPs. End of Key Stage Outcomes from Primary to Secondary.			
August	August mailing to all Year 7 parents about the learning year	August mailing to all Year 7 parents about the learning year	August mailing to all Year 7 parents about the learning year	August mailing to all Year 7 parents about the learning year	August mailing to all Year 7 parents about the learning year



Key Stage 3 → Key Stage 4 Transition Plan

Aims

Programmes in learning centres should ensure that students and parents are fully informed about their options and clear what implications certain choices may have on their curriculum. Students should feel supported when making decisions, and during induction onto their programmes of study.

To achieve these aims we:

- Ensure information about possible pathways is incorporated into Integrated Curriculum schemes of work and assemblies.
- Pathways Coordinator, Progress Leader, Vocational Coordinator
June 2016
- Carry out 'Free Choice' process to construct option blocks
Curriculum Manager
December
- Review the Option Booklet, the Options Form and CWOL
-Curriculum Manager, Pathways Coordinator and Deputy Curriculum
December
- New course information included in Option Booklet and CWOL
-Curriculum Manager
January
- Plan IC learning and review Pathways lesson plans
January
- Analyse the learning strengths, attainment and progress of the cohort by defined learner groups, including SEG, and determine an initial transition mentoring group. Refine T20 group.
-Progress Leader
January/February
- Ensure that students have the opportunity to research and explore pathways available through the 14-19 Network.
-Launch Assembly
9th Jan January 2017
- First set of broad pathways interviews- Learning Support. SEG, FSM, ALN
-(First Interviews)- Progress Leader
February 2017
- Mentoring - Use a range of learning data, including attendance, to identify and interview students who have the potential to engage and make good progress through vocational learning, wellbeing and MAT Pathways.
including BTEC(inc. Level 1) and Vocational programmes at this point-
Voc Coordinator, Progress Leader, Voc Mentor, Pathways, Additional Needs & MAT Coordinators(Second interview)
February/March



- Identify students with the potential to become NEET. Allocate specific personal support to these students
-Inspire to Achieve **February**

- Ensure parents have the opportunity to explore the various pathways on offer and the option process.
-Options & Parents Evening (8th February), Reports Home (4th February), Option Booklet, Careers Wales on Line. TB, Pathways Coordinator. **February**

- Indicate how students and their parents can apply to follow or select a vocational pathway.
-(Option Forms in on 28th February) **February**

- Analyse and evaluate option data.
-Third interview (Team) **March**

- Set up and confirm appropriate learning pathways with their 14-19 partners.
-TB, Vocational Mentor and Youth Service **April**

- Monitor induction of students onto programmes of study. Finalise any movement between programmes by the end of October 2017
-Progress Leader, Additional Needs and Pathways Coordinators. **June-October**

- Set up meetings with parents and students to confirm the nature, location, support and qualification on each vocational pathway.
-TB, Vocational Mentor and Progress Leader **June**

- Arrange visit with learning partners, students and parents to confirm arrangements and expectations while inducting students into a new learning centre. Protocols to be signed. -
TB, Vocational Mentor, Progress Leader and Youth Service **June**

- Evaluate Pathways process to include learner voice
-Pathways Coordinator. **July**



Key Stage Four → Five Transition Plan

Aims

To ensure that learners and their parents have the opportunity to research and discuss the full range of potential pathways and providers and to support students in matching their aspirations and skills to local and national opportunities.

The Key Stage Four to Five Transition Team is made up of the Progress Leaders for Year 11 and Sixth Form, the WBQ and Pathways Coordinator, the MAT and ALN Coordinators, the Assistant Headteacher SEG & ARR and the Deputy Headteacher Learning.

Key Stage Four Integrated Curriculum and Welsh Baccalaureate Programme July

Whole Year Group Review of Learning **November**

Learning and achievement of whole year group reviewed. Interventions reviewed or put in place to support students' progress. SEG and FSM groups reviewed. PL

Work Experience **November**

Evaluations may inform future pathways, applications and interviews

Pathway Survey – Student Voice **November**

Students indicate potential destinations and future pathways.

Focus Interviews – WBQ Mentoring **November-December**

Individual interviews are focused around achievement and next steps. Those requiring further support are identified to PL and WBQ Coordinator.

HE Taster Days advertised **January**

Identification of NEET Cohort **January**

Those with the potential to become NEET are identified (RAG). This cohort is continually reviewed from this point on in fortnightly KS4 meetings. Support put in place for visits & interviews.

Careers and Higher Education Fair **January**

Provides students and parents with the opportunity to explore higher and further education programmes, apprenticeships and college courses.

Parents Evening **January**

Opportunity for parents and students to discuss future pathways with teachers



Distribution of Sixth Form Prospectus	January
Admissions criteria and course requirements made clear.	
Pre Sixth Form Open Evening	February
Admissions criteria and course requirements made clear.	
Final Learning Review	February
Learning and achievement of whole year group reviewed. Interventions reviewed or put in place to support students' progress. SEG and FSM groups reviewed. PL	
Prioritised Sixth Form choices selected	February
Students identify prioritised choices from 6 th Form Option Menu	
Next Step Assembly	March
Next Steps Interviews	March
All Year 11 students and their parents invited to attend a meeting with their mentor to explore attainment, progress, targets and next steps. Referrals made to Careers Wales. Post Sixteen Options recorded	
Key Stage Five choices selected	March
Transition learning data created	March
Priority groups identified by transition team to include SEG, FSM, MAT, ALN and four choices. Students receive one of a range of preliminary admission letters to our school. Course specific requirements considered.	
Transition Interviews Commence	April
Interviews carried out if learning data does not support pathway choice. Multiagency involved as required.	
NEET Cohort reviewed	April
Post Sixteen Transition Worker invited in to meet cohort and to start to build relationships.	
Examinations start	May
Form Building	June
KS5 and Year 11 Progress leaders building forms using pastoral and social information	
Results Day	August



All students making applications to MCC interviewed, pathways guidance provided. Careers Wales available to provide independent support and guidance.

Monday After Results Day

Interviews conducted for those unsure about future pathways or admission to our school. Year 12 -13 interviews conducted on same day.

Forms Reviewed

August

MAT Coordinator involved in reviewing form groups and tutors to meet the needs of MAT students.

Admission and Patway Interviews – PRAG SLT/KS5

August

Sixth Form Registration and Induction Day

September

SLT and Subject Leaders – final triage.

Induction, learning and skills programme

September

Successful Transition Review

October

Successful transition data recorded. Attendance and achievement data collected alongside transition data. PL and tutor mentoring interviews support the review of pathway choices.



SETTING AND GROUPING ARRANGEMENTS 2016-2017

Key Stage 3 Arrangements

Students are taught in mixed ability form or curriculum groups in most subjects in Key Stage 3.

Area of Learning	Setting and Grouping Arrangements
English	In Year 7 students are taught in forms. In Year's 8 and 9 they are taught in broad ability streams.
Maths	In Year's 7 and 8 students are taught in three broad ability streams. In Year 9 students are regrouped to reflect Key Stage 4 examination structures.
Science	Students are taught in broad ability streams throughout Key Stage 3.
Welsh	In Year 7 students are taught in forms. In Year's 8 and 9 they are taught in broad ability streams.
Physical Education	Students are taught in mixed ability or activity groups throughout Key Stage 3.
Integrated Curriculum	Students are taught in form groups throughout Key Stage 3.
Humanities	In Year 7 students are taught Humanities in mixed ability form groups. In Year's 8 and 9 they are taught in three broad ability streams.
Performing and Expressive Arts	Students are taught in mixed ability groups throughout Key Stage 3, with a MAT stream existing in Music.
Business, Enterprise and Technology	Students are taught in broad ability streams throughout Key Stage 3.
Technology	Students are taught in broad ability streams throughout Key Stage 3.
Modern Foreign Languages	In Year 7 students are taught in forms. In Year's 8 and 9 they are taught in broad ability streams.



Key Stage 4 Arrangements

Students are taught in mixed ability option block groups in many subject areas in KS4. Grouping will often therefore be determined by student Pathways.

Area of Learning	Setting and Grouping Arrangements
English	Students are taught in broad ability streams throughout Key Stage 4.
Maths	Students are grouped by ability and aptitude into five or seven sets per half year group throughout Key Stage 4.
Science	Students are grouped into broad ability bands determined by pathways throughout Key Stage 4.
Welsh	Students are taught in broad ability streams throughout Key Stage 4.
Physical Education	Students are grouped by pathway throughout Key Stage 4. Within GCSE PE students are grouped differently for theory and practical.
Integrated Curriculum	Students are taught in form groups throughout Key Stage 4.
Humanities	Students are taught in mixed ability option block groups.
Performing and Expressive Arts	Students are taught in mixed ability option block groups.
Business, Enterprise and Technology	Students are taught in mixed ability option block groups.
Technology	Students are taught in mixed ability option block groups.
Modern Foreign Languages	Students are taught in mixed ability option block groups.

PDG and School Action Plan funding is used to create student teacher ratios of 16, 17 and 18 :1 in identified bands within all core subjects.



Key Stage 5 Arrangements

All students are taught in mixed ability option block groups.



Integrated Curriculum – Years 7-13

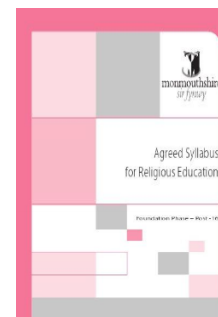
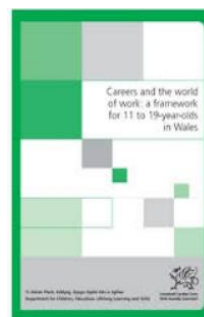
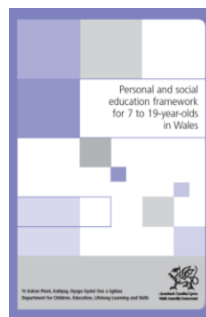
This document provides an outline of the learning in the Integrated Curriculum. It provides information on the timescales, outcomes and learning opportunities within each year group. Students will develop and use skills in a number of 'challenges'. At Key Stages 4 and 5 the Integrated Curriculum is the delivery model for the National and Advanced Welsh Baccalaureate (WBQ).

The Integrated Curriculum provides opportunities for learners to develop skills and evidence outcomes to become:

- ambitious, capable learners;
- enterprising, creative contributors;
- ethical, informed citizens;
- healthy, confident individuals

The following areas have been identified where relevant:

- **Outcomes**
- **PSE Framework**
- **Careers and the World of Work Framework**
- **Agreed Syllabus for Religious Education**
- Each challenge is underpinned and supported by the **Literacy and Numeracy Framework (LNF)** and the **Welsh Baccalaureate Qualification** at Key Stages 4 and 5
- **Overviews and Schemes of Work** for each challenge will contain further information



The Six Areas of Learning and Experience (*Successful Futures, 2015*) have also been considered in the planning and delivery of the Integrated Curriculum.





MONMOUTH COMPREHENSIVE SCHOOL
 'Learning to Lead our Lives'

	SEP	OCT		NOV	DEC	
Year 7	Our Stories (Transition) (Presentation) Developing and presenting information linked to a narrative , self esteem, learning to learn , individual and group work (building relationships), our values, personal worth and identity . Using ICT safely. Understand the impact of telling our stories online. Select Form Representatives (Active Citizenship). <i>ICT & English Faculty support.</i>		NRT/NNT Mock Tests	Do They Know It's Christmas? (Enterprise Challenge) (Report) Intro – Charity . Purpose – raising money for chosen charity. Enterprise activity linked to selling a Christmas product at the Christmas Fair. Use profit and loss in buying and selling calculations , ICT skills. Writing to explain ideas. Structuring and organising information.		
Year 8	Life, The Universe and Everything (Creative Response to the problems affecting young people) Sexual health , links with Aneurin Bevan Health Board, promotion of lifelong learning, healthy and positive relationships and values, the use of contraception, values and attitudes on abortion in different cultures . Creationism. E-safety. Year 8 Conference. Take a range of roles in discussion and respond to and present opinions. <i>RE & English Faculty support.</i>			HALF TERM	Water Wheels (Extended Writing/Scientific Report) Students to make a water wheel from a bottle and a windmill. Students to investigate a variable and determine its effect on the revolutions. Link to alternative energy , historical and regional developments. Make connections between topic materials. Construct graphs to represent data. Possible calculations - revolutions per unit of time, area, flow rate. ICT skills to present results. <i>Science Faculty & ICT support.</i>	
Year 9	WBQ Enterprise Challenge (WBQ) (Business Portfolio and Pitch) Enterprise project. Financial literacy. Market patterns. Exploring the role of enterprise and wealth creation. Development of roles. Sustain a convincing point of view and take a range of roles.				Enterprise Challenge (WBQ) (Business Portfolio and Pitch) CONTINUED Market research, E-safety, resourcing, advertising. Evaluate business and present findings (Dragons' Den). Present ideas convincingly and respond to listeners.	
Year 10	Global Citizenship Challenge (WBQ) (Personal Standpoint & Raising Awareness Pack) Individual/team task to produce a Personal Standpoint and Raising Awareness Pack on the issue.		Global Citizenship Challenge (WBQ) (Personal Standpoint & Raising Awareness Pack) - Continued Individual/team task to produce a Personal Standpoint and Raising Awareness Pack on the issue.			
Year 11	Individual Project (Completion of Project) Focuses on the skills needed to investigate a topic of their choice. Referencing their work. Project linked to Sixth Form Course, college, career, or area of personal interest. Exploration of local and global contemporary issues . Students given the opportunity to be ambitious, adaptable and embrace learning opportunities (lifelong learning). Opportunities to investigate spiritual, moral and cultural perspectives of chosen topic.		Individual Project (Completion of Project) Focuses on the skills needed to investigate a topic of their choice. Referencing their work. Project linked to Sixth Form Course, career, or area of personal interest. Exploration of local and global contemporary issues . Students given the opportunity to be ambitious, adaptable and embrace learning opportunities (lifelong learning). Opportunities to investigate spiritual, moral and cultural perspectives of chosen topic.			



MONMOUTH COMPREHENSIVE SCHOOL
‘Learning to Lead our Lives’

Year 12	Successful Transition & Global Citizenship Challenge (WBQ) (Personal Standpoint and Global Conference)			Global Citizenship Challenge (WBQ) (Personal Standpoint and Global Conference) Continued	
	Personal Standpoint on one of 6 issues (Health, Food and Shelter, Population, Transportation, Economy, Natural Environment).			Personal Standpoint on one of 6 issues (Health, Food and Shelter, Population, Transportation, Economy, Natural Environment).	
Year 13	Enterprise and Employability Challenge (WBQ) (Personal Digital Record and Pathways Plan) Innovation proposal			Individual Project (Completion of Project) Focuses on the skills needed to investigate a topic of their choice. Referencing their work. Project linked to University Course, career, or area of personal interest. Exploration of local and global contemporary issues. Opportunities to investigate spiritual, moral and cultural perspectives of chosen topic.	
		JAN	FEB	MAR	
Year 7	NRT/NNT Mock Tests	Do They Know It's Christmas? (Enterprise Challenge) CONTINUED (Report) Report writing: explanation linked to implications and consequences. Adapting structure for purpose. – shared with DV. Charity investigations. Statistics , ethics with regard to charities. Collate and summarise information.		HALF TERM	Stop Press (Community Challenge) (Creative Response) BBC Young Reporters Day. Reading and selecting main points: collate information. Present topic clearly, linked to audience and context. Focus to be determined – relevant, topical and authentic. Links with ICT and English Faculties
Year 8		How High Is The Sky? (Investigation) Freedom of choice of topic. Links to potential citizenship and sustainable development. Developing investigation skills. What? Why? (rationale) How? (Methodology). Reading: broadening understanding. Summarise and synthesise information. Organising ideas and information.			How High Is The Sky? (Investigation) CONTINUED Opportunities to draw valid conclusions and evaluate findings. 'Energy pulses'. Written accuracy: drafting, peer assessment, checking.
Year 9		Choices Year 9 Option Process (Research, undertake and reflect upon choices) Making decisions and choices. Linked to Year 9 options. What choices do we make in life? What do we need to consider before making choices? Evaluating what they have read, linked to personal choices.			Highs and Lows (Group Discussion) Drugs and Alcohol (DNA) – addiction. Legal, illegal highs, tobacco, electronic cigarettes. Energy drinks. Impact on communities. Social and anti-social behaviour. Sustained discussion of complex ideas. Responding to what has been read: synthesis and analysis of information.
Year 10		Healthy body – Healthy mind (Students/Tutors determine outcomes) What are the health and well-being issues in Year 10? Dealing with stress. Preparation for exams, revision techniques , controlled tasks, managing workload. Drugs and Alcohol (DNA) – visits from external organisations.			World of Work (Research and confirmation of WEX placement) Researching potential placements, links to future careers, C.V.s, challenging stereotypes, how to contact placement providers.



MONMOUTH COMPREHENSIVE SCHOOL
‘Learning to Lead our Lives’

Year 11	Masterclasses Health and well-being focus. Dealing with stress. Preparation for exams, revision techniques, controlled tasks, managing workload. Literacy and Numeracy focus. Subject specific focus. PSE topics. Use of data to inform groupings.			Masterclasses Health and well-being focus. Dealing with stress. Preparation for exams, revision techniques, controlled tasks, managing workload. Literacy and Numeracy focus. Subject specific focus. PSE topics. Use of data to inform groupings.				
	Community Challenge (WBQ) (Community Portfolio) What is community? Issues within the local community (social, economic, religious). Personal skills audit. Aims and objectives and roles and responsibilities. PDP linked to the community organisation.	Enterprise and Employability Challenge (WBQ) (Personal Digital Record and Pathways Plan) Innovation proposal, skills audit, destination plan, C.V.s, letters of application, UCAS personal statements, cost analysis of personal financial demands.		CONTINUED Enterprise and Employability Challenge Innovation Proposal (WBQ) (Personal Digital Record and Pathways Plan) Innovation proposal, skills audit, destination plan, C.V.s, letters of application, UCAS personal statements, cost analysis of personal financial demands.				
	Individual Project (Completion of Project) Focuses on the skills needed to investigate a topic of their choice. Referencing their work. Project linked to University Course, career, or area of personal interest. Exploration of local and global contemporary issues. Opportunities to investigate spiritual, moral and cultural perspectives of chosen topic.			Masterclasses Health and well-being focus. Dealing with stress. Preparation for exams, revision techniques, controlled tasks, managing workload. Literacy and Numeracy focus. Subject specific focus. PSE topics. Use of data to inform groupings.				
APR		MAY		JUN		JULY		
Year 7	Eggsperiment (Scientific Report) Problem Solving challenge. Development of rationale, methodology, hypothesis, testing, analysis of results, conclusion, evaluation.		NRT/NNT Tests	Eggsperiment (Scientific Report) CONTINUED Supported by Science and Engineering (STEM). Writing: accuracy and organising ideas.		HALF TERM	Life on the Edge (Blog/Image Analysis) Preparation for OEC visits. Summer Learning OEC visits. Outside speakers, evaluation of OEC, review writing of blog. Support from ICT and English faculties.	
	Year 8	Wonderful Welsh Weekend (Enterprise Challenge) (Itinerary) How is Wales changing? Welsh Assembly, links to politics, regeneration projects (Cardiff Bay, Monmouth). Local perspectives. Job opportunities in Wales – local entrepreneurs. Reading wide range of texts.		Wonderful Welsh Weekend (Enterprise Challenge) (Itinerary) Ethnic minorities in Wales, immigration, cultural and religious beliefs.			Wonderful Welsh Weekend (Enterprise Challenge) (Itinerary) Transactional writing: presenting material linked to audience and purpose – itinerary for a weekend in Wales for Year 6 students. Supported by Summer Learning visits and conference. Evaluation of Year 8.	



MONMOUTH COMPREHENSIVE SCHOOL
‘Learning to Lead our Lives’

Year 9	<p>Global Citizenship Challenge (WBQ) (Personal Standpoint & Raising Awareness Pack)</p> <p>Individual/team task to produce a Personal Standpoint and Raising Awareness Pack on the issue.</p>	Global Citizenship Challenge (WBQ) (Personal Standpoint & Raising Awareness Pack)	<p>Global Citizenship Challenge (WBQ) (Personal Standpoint & Raising Awareness Pack) - Continued</p> <p>Individual/team task to produce a Personal Standpoint and Raising Awareness Pack on the issue.</p>
Year 10	<p>Community Challenge (WBQ) (Personal Digital Record)</p> <p>What is community? (school, local). Values and responsibilities of the community, developing respect. The role of community organisations e.g. Rotary Club. Issues in the community (drugs, unemployment, crime). Personal skills audit, aims and objectives, plan of action.</p>		<p>Community Challenge (WBQ) (Personal Digital Record) CONTINUED</p> <p>Explore the possibilities of engaging in practical involvement in the community (Community Fair). Religion in the community. Volunteering in Summer Learning (10 hours). Personal reflection.</p>
Year 11	<p>Masterclasses</p> <p>Health and well-being focus. Dealing with stress. Preparation for exams, revision techniques, controlled tasks, managing workload. Literacy and Numeracy focus. Subject specific focus. PSE topics. Use of data to inform groupings.</p>		Study Leave
Year 12	<p>Enterprise and Employability Challenge (WBQ) (Personal Digital Record and Pathways Plan) Innovation proposal, skills audit, destination plan, C.V.s, letters of application, UCAS personal statements, cost analysis of personal financial demands.</p>		<p>Enterprise and Employability Challenge (WBQ) (Personal Digital Record and Pathways Plan) Innovation proposal, skills audit, destination plan, C.V.s, letters of application, UCAS personal statements, cost analysis of personal financial demands.</p>
Year 13	<p>Masterclasses</p> <p>Health and well-being focus. Dealing with stress. Preparation for exams, revision techniques, controlled tasks, managing workload. Literacy and Numeracy focus. Subject specific focus. PSE topics. Use of data (groupings).</p>		Study Leave



MONMOUTH COMPREHENSIVE SCHOOL
'Learning to Lead our Lives'