



# Curriculum for Porthcawl Summary



## Introduction

Porthcawl Comprehensive School’s Curriculum for Wales (CFW) summary for September, 2023 outlines how we have fully embraced, designed and developed our new curriculum for adoption and implementation from September, 2023. Working alongside stakeholders at all levels, this Curriculum summary outlines how Porthcawl Comprehensive School has:

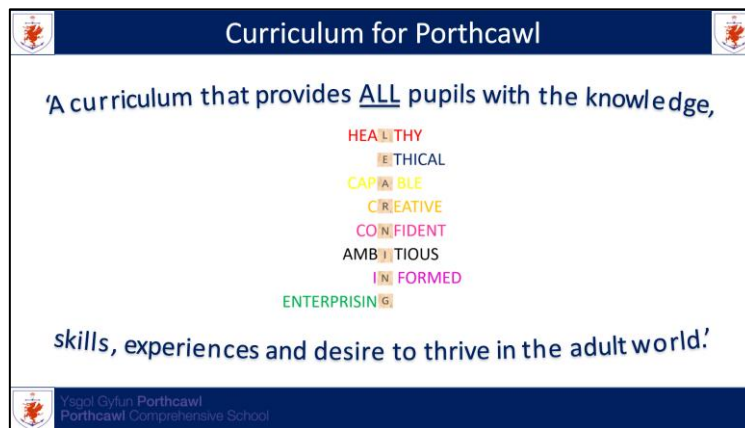
- Developed a clear vision for our school’s curriculum;
- Complied with ‘The Curriculum for Wales Framework’;
- Adopted an integrated approach to learning and teaching;
- Effectively designed a coherent school curriculum; and
- Placed progression and assessment at the heart of curriculum design.

*(as outlined within: Introduction to Curriculum for Wales guidance, September 2021)*

## What is the Curriculum for Porthcawl Aiming to Achieve?

### Vision:

Our vision statement for the ‘Curriculum for Porthcawl’ is:



### Intended Curriculum Outcomes:

Ultimately, the intended outcome of the Curriculum for Porthcawl is to make its vision a reality. At Porthcawl Comprehensive school, our currency for learning will be articulated, measured and evaluated against a wide-ranging evidence base to establish how successfully our pupils:

- Are happy and supported to develop self-worth and understand the worth of others as valued members of their community and wider society;
- Foster the values, attributes and integral skills to thrive in the present and the future, as articulated through the ‘Porthcawl Purposes’ and the ‘Porthcawl Pupil’;
- Learn the disciplinary knowledge and skills contained within the Curriculum for Porthcawl Overviews that each subject area has as their intended curriculum and criteria for success;
- Develop the capacity to transfer learning sequentially within subject disciplines, across the curriculum and to wider contexts to accelerate progress and future learning;
- Participate in purposeful and authentic experiences that enrich and enhance their learning experience;
- Acquire and refine underpinning, cross-curricular literacy, numeracy and digital competency skills;
- Develop their understanding of relationships and sexuality education, human rights education, diversity, careers and work-related experiences;
- Consider and understand the local, national and international contexts that their learning takes place within; and
- Make progression along a 3-19 continuum of learning in line with the expectations contained within the Principles of Progression.

## The Porthcawl Purposes:

As our vision statement and intended curriculum outcomes communicate, the Four Purposes of Learning are at the centre of the Curriculum for Porthcawl. In order to provide an authentic, contextualised and bespoke approach to the development of the purposes at Porthcawl Comprehensive School, a synthesis of stakeholder input into the development of the 'Porthcawl Purposes' was created and is displayed below:



## The Curriculum for Porthcawl ensures pupils:

- Have a refined understanding of morality and well-developed personal values and beliefs.
- Are conscientious, kind and respectful to all people.
- Are knowledgeable about culture, community and the world and how all people are legally protected by universal human rights.
- Actively and purposefully fulfil their role as a Global Citizen and lead an environmentally responsible lifestyle.

**HEALTHY**

**ETHICAL**

**CAPABLE**

**CREATIVE**

**CONFIDENT**

**AMBITIOUS**

**INFORMED**

**ENTERPRISING**

- Actively participate in all aspects of school life.
- Purposefully use their voice and attentively listen to others so that all people feel valued and empowered to contribute to the school and wider community.
- Understand that confidence comes from within; without recognising their own self-worth or the worth of others, a person can never be or enable others to be truly confident.

- Understand the necessity of developing the knowledge, skills and metacognition to become an effective life-long learner.
- Are enabled to be an active, independent and self-reliant learner able to flexibly respond to situations.
- Take leadership responsibility for themselves and within the school and wider community.
- Are eloquent, informed and confident communicators.

- Produce work creatively and through a variety of media and methods to develop and express understanding.
- Find innovative solutions to overcome problems or challenges and keep progressing forward.
- Are curious, imaginative and inspired to seek answers to topics that are studied and to life's big questions.
- Value creativity as a way to display but, also, deepen comprehension of what has been learned.

- Make brave decisions and take measured risks that benefit themselves and others.
- Are resilient; never give up and realise that no problem is without a solution.
- Are confident, adaptable and able to draw links between what they have learned to enhance their understanding of a new topic or situation that they are in.
- Provided with opportunities to enquire and discover information independently and collaboratively in the classroom, at home and through experiential learning opportunities.

- Realise that they have uncapped potential and with perseverance, commitment and determination, they can succeed in all that they do.
- Never accept the minimum expectation for themselves and act, behave and work to a standard that they are always proud of.
- Seize the opportunity to be engaged, contribute to and lead aspects of school life.
- Consistently set bold targets and strive to meet them.

- Have a strong understanding of the day-to-day life and long-term vision of the school to contribute to decision-making and the overall culture at PCS.
- Have a sophisticated and detailed understanding of knowledge that extends beyond the parameters of examined syllabuses.
- Have the necessary skills, experiences and desire to always seek for information and for truth to have strong reasoning, the capacity for informed decision-making and high levels of cultural capital.

## Ysgol Gyfun Porthcawl Porthcawl Comprehensive School

## The 'Porthcawl Pupil'

Yet, as a school, we realise that ensuring pupils are equipped to thrive in the present and future requires a layered, multi-faceted approach. Consequently, through further collaboration with stakeholders at all levels and in-depth reflection upon the integral skills that our pupils need, Porthcawl Comprehensive School has developed the 'Porthcawl Pupil'. The Porthcawl Pupil delves deeper into the wider skills, values and characteristics that are being developed at Porthcawl Comprehensive School to will enable our pupils to lead successful lives:

### The 'Porthcawl Pupil'

Pupils at Porthcawl Comprehensive School are becoming (the):

- Porthcawl Purposes;
- Organised;
- Resilient;
- Thoughtful;
- Happy;
- Critical thinkers;
- Authentic;
- Wonderers; and
- Leaders of self and others.

Curriculum for Porthcawl

'A curriculum that provides ALL pupils with the knowledge, skills, experiences and desire to thrive in the adult world.'

Ysgol Gyfun Porthcawl  
Porthcawl Comprehensive School

## How Will We Achieve This?

### Curriculum Design:

As a school of great tradition, all at Porthcawl Comprehensive School wanted to ensure that the implementation of the Curriculum for Porthcawl was born from the values, principles and legacy of success that the school has achieved. Consequently, the Curriculum for Porthcawl is taught within subject disciplines. Each subject area has identified key, subject-specific concepts that are the fundamental golden threads that run through each discipline's curriculum. Pupils, subsequently, develop their conceptual understanding and knowledge of those concepts as they progress through the Curriculum for Porthcawl. These concepts and the knowledge and skills contained within them have been sequenced, spaced and spiralled across subject curriculums to enable learning to link and incrementally build upon what has been taught previously. In doing so, the Curriculum for Porthcawl is the progress model (which is explained below). This approach is enhanced further through appropriate and purposeful opportunities to develop cross-curricular literacy, numeracy and digital competency skills and cross-cutting themes that are mapped and quality-assured against relevant mandatory expectations and by coordinators, respectively.

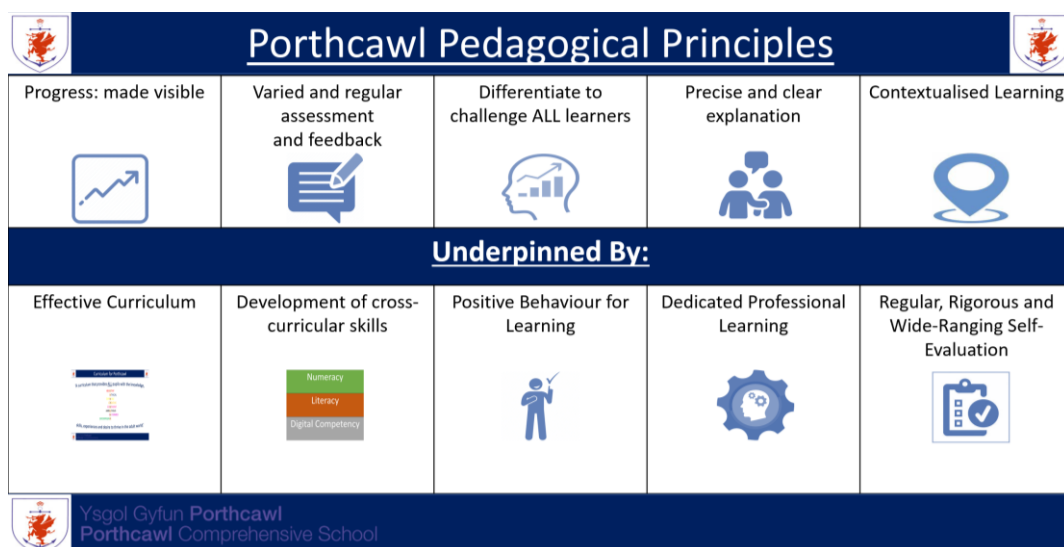
In order to enable pupils to be able to transfer the knowledge and skills that they develop within one subject area to another, the Curriculum for Porthcawl establishes:

- Inter-AoLE Knowledge, Skills and What Matters Links;
- Cross-Curricular Knowledge, Skills and What Matters Links;
- A *joined-up*, cohesive approach to appropriate and purposeful embedding of Cross-Curricular Skills teaching and acquisition;
- A *joined-up*, cohesive approach to appropriate and purposeful embedding of Cross-Cutting Themes teaching and acquisition; and
- A *joined-up*, cohesive approach to the development of the Porthcawl Purposes and Porthcawl Pupil.

All of the above will be vehicles to empower pupils to be able to transfer, fuse and build upon previous learning to accelerate progress when encountering opportunities for new learning.

### Porthcawl Pedagogical Principles:

To support the delivery of the Curriculum for Porthcawl, the school has developed the Porthcawl Pedagogical Principles. The shared understanding and approach to the delivery of the Curriculum for Porthcawl is paramount to its success. The Porthcawl Pedagogical Principles are:



## How Will We Know If We Have Been Successful?

### Progress and Assessment in the Curriculum for Porthcawl:

As stated above, to know if we have been successful, we will draw upon a wide-ranging evidence base to determine whether we have achieved our 'Curriculum for Porthcawl Vision' and our 'Intended Curriculum Outcomes'. However, to understand progress in line with the principles of progression, when designing and developing the Curriculum for Porthcawl, all teachers have done so to enable the 5 Principles of Progression for all learners. These 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.

Each Area of Learning Experience has these principles contextualise for their area; these can be found at: [curriculum-for-wales-progression-code.pdf \(gov.wales\)](https://gov.wales/curriculum-for-wales-progression-code.pdf)

### Principles of Progression in Practice:

At Porthcawl Comprehensive School, we have designed our curriculum to be the progression model. To achieve this, our concept-based curriculum spaces, sequences and spirals subject-specific concepts, statements of what matters, knowledge and skills that are retrieved, revisited and incrementally built upon to enable pupils to make progress in these aspects as they progress through the curriculum. This approach is mapped across long-term progression plans, curriculum overviews and underpinned by assessment maps that measure and inform future learning.

### How Progress Is Measured:

Teachers monitor pupil progress regularly through a variety of Assessment for Learning strategies which should be conducted on a regular basis through methods such as verbal feedback, peer and self-assessment. Assessment for learning is one of the main means by which a learner's needs can be identified and their learning personalised. Assessment for Learning helps pupils to take control of their learning by identifying where they are in their learning and how to progress further. Alongside this, assessment of learning takes place to enable a more detailed assessment of work with specific feedback for improvement provided to students.

## How Pupil Progress is Captured:

- At times, Porthcawl Comprehensive School believe that it is important to capture a measurable snapshot of pupil progress to inform pupils, parents/carers, teachers and leadership. Assessment and reporting draws upon holistic assessment of pupil progress through a variety of assessment techniques, as well as key assessments. Teachers then make a judgement of pupil progress against 'Curriculum Overviews' that have been designed and developed to highly effectively meet the bespoke needs of the pupils at Porthcawl Comprehensive School, whilst fulfilling and being influenced the respective mandatory and advisory expectations of Curriculum for Wales legislation.
- The school utilises 'The 4Es' to capture pupil progress. 'The 4Es' (Emerging, Expected, Exceeding and Excelling) capture where pupils are progressing against the curriculum at that moment of time on their personal learning journey. Definitions of 'The 4Es' can be found below:

The 4Es	Definition
Emerging	<ul style="list-style-type: none"><li>• Pupils display a <b>limited</b> understanding of the studied curriculum which is reflected in a <b>satisfactory</b> application of the learned knowledge and skills.</li></ul>
Expected	<ul style="list-style-type: none"><li>• Pupils display a <b>comprehensive</b> understanding of the studied curriculum which is reflected in a <b>sound</b> application of the learned knowledge and skills.</li></ul>
Exceeding	<ul style="list-style-type: none"><li>• Pupils display a <b>very strong</b> understanding of the studied curriculum which is reflected in a <b>confident</b> application of the learned knowledge and skills.</li></ul>
Excelling	<ul style="list-style-type: none"><li>• Pupils display an <b>exceptional</b> understanding of the studied curriculum which is reflected in a <b>highly effective</b> application of the learned knowledge and skills.</li></ul>

## How will we ensure progress across the 3-19 continuum?

Porthcawl Comprehensive School and our Cluster Primary Schools have established deep-rooted, collaborative approaches to transition to support pupils to progress seamlessly between institutions. Extensive approaches to transition projects, visits, parental visits, cross-phase teaching, professional dialogue and information sharing are embedded between schools and have been further strengthened through collaborative work on Curriculum for Wales (Porthcawl) development. Work between institutions is a continuous process and has and will continue to focus on:

- Establishing links between conceptual understanding, knowledge and skill development within subject disciplines and across the curriculum;
- Developing and implementing a shared understanding of progression and the contextualisation of the principles of progression within the Porthcawl Cluster; and
- Establishing a shared vision for excellent teaching and learning and utilising more consistent approaches to curriculum design and pedagogical approaches.

## How will the success of the Curriculum for Porthcawl be Sustained?

### Sustained Success: On-Going Evaluation

In order to guarantee the sustained success of the Curriculum for Porthcawl, continuous self-evaluation of the 'Design, Development and Delivery' of the Curriculum for Porthcawl has and will continue to be implemented to inform future improvement planning and development. Self-evaluation of the Curriculum for Porthcawl has and will continue to be regular, rigorous and wide-ranging, drawing upon the views of all stakeholders, to consistently reflect upon the impact the delivery of the Curriculum for Porthcawl has on learning and how successfully it achieves its desired outcomes and vision so that: ALL pupils develop the knowledge, skills, experiences and desire to thrive in the adult world.