



# Ysgol Uwchradd CASTELL ALUN HIGH SCHOOL

CURRICULUM FOR WALES  
Cwricwlwm i Gymru

*Datblygu dyfodol llwyddiannus*

*Developing Successful Futures*



*Respect, Determination, Honesty  
Parch, Penderfynolrwydd, Gonestrwydd*



# Our Journey Starts here...

Mae ein taith yn Cychwyn yma....

Education in Wales continues to evolve with the full implementation of the Curriculum for Wales. At Castell Alun, we have shaped our curriculum over several years and are embracing this change by embedding the four purposes at the heart of everything we do, ensuring that our students become:

- **Ambitious, capable learners** who are determined to succeed and ready for lifelong learning.
- **Enterprising, creative contributors** who use their skills and knowledge with honesty and integrity to make a positive impact.
- **Ethical, informed citizens** who show respect for others and their community, understanding their responsibilities in a diverse and changing world.
- **Healthy, confident individuals** who develop resilience and self-belief to thrive in all aspects of life.

Aligned with the **Curriculum for Wales**, our curriculum is built on the core values of **Respect, Determination, and Honesty**, shaping an inclusive, ambitious, and dynamic learning experience. We collaborate with students, parents, staff, the wider community, and our governing body to create a curriculum that fosters academic excellence, personal growth, and lifelong learning. **Bilingualism** is embedded throughout, enriching students' linguistic skills and cultural understanding while preparing them for a bilingual Wales.

Through engaging lessons, enrichment activities, school trips, sporting events, and performances, we provide a broad and balanced education that encourages independence, creativity, and critical thinking. **RSE (Relationships and Sexuality Education), RVE (Religion, Values, and Ethics), and CWRE (Careers and Work-Related Experiences)** are woven into the curriculum to support students' personal development and future aspirations. We ensure **stretch and challenge** opportunities for all learners, fostering resilience and high aspirations. With **literacy, numeracy, and digital competency** integrated across all subjects, students are equipped with real-world skills. The **Curriculum for Wales** enables us to create a relevant, responsive, and evolving learning experience, ensuring that every student is prepared for the challenges and opportunities of the future.



RESPECT, DETERMINATION, HONESTY

PARCH, PENDERFYNIOLRWYDD, GONESTRWYDD

## VISION

### GWELEDIGAETH

The Castell Alun team will work in partnership with our local community and embrace national priorities to provide all students with excellent **learning** experiences that will develop them into **ambitious** and **capable, enterprising** and **creative, ethical** and **informed, healthy** and **confident** young people, who are fully prepared to reach their potential.



## VALUES - GWERTHOEDD

Learning is underpinned by our values of **respect**, **determination** and **honesty**, so that we all thrive and achieve.

### At all times we demonstrate:

#### RESPECT / PARCH

- We treat everyone equally
- We are kind, polite and help others
- We behave appropriately

#### DETERMINATION / PENDERFYNOLRWYDD

- We are ready to learn and reach for the stars
- We remain positive and persevere
- We never give up; we are 'all in'

#### HONESTY / GONESTRWYDD

- We take responsibility for our actions
- We are truthful in what we say and do
- We are trustworthy and reliable

The creation of our vision and values was a collaborative and inclusive process that drew inspiration from the four purposes of the Curriculum for Wales.

To begin, we engaged students, teachers, parents and governors in meaningful discussions and brainstorming sessions. They played a vital role in selecting keywords that resonated with their experiences and captured the essence of what we value as a school community.

Using these keywords as a starting point, we then crafted our school values, which reflect our collective beliefs and aspirations.

Our vision and values serve as a compass, guiding our actions and decisions as we strive to provide an education that develops Successful Futures.



# Stakeholder consultation in the development of the curriculum



## Leadership Engagement

We attended all regional training courses provided by GwE during the early stages of new curriculum development. Key leaders within the school have also worked on GwE teams, with one assisting in the leadership of Health and Wellbeing across Flintshire and another appointed regional lead for Flintshire schools, with the remit of curriculum design. Research into Claire Hill and Kat Howard's theories on curriculum design was undertaken. Hence, a methodical approach to designing and delivering a curriculum has been used in school, to ensure that all feel part of a collective curricular journey. We also explored the work of Mary Myatt, focussing on whole school as well as subject specific curriculum design.

## Learning Managers

This team of school leaders are a driving force in the development of the curriculum and hold regular planned meetings, both together and with their individual teams, which currently focus principally on the development of progression and assessment in the curriculum.

## Teachers

We consider professional learning to be fundamental to the development of successful and impactful pedagogical approaches. Key SLT members have attended training days, focussing on curriculum design. Our monthly school meeting schedule makes regular developmental and sharing practice provision for colleagues in all Areas of Learning and Experience during weeks 1 and 3. We are participants in an Assessment Focus Group and one colleague has subsequently based his PHD on the theme of Assessment.

## Students

Student feedback is regularly and systematically gleaned through learner voice, school council and further Learning Area quality assurance practices, with key developments being shared with students through whole school and year group assemblies.

## Parents

Our parents played a key role in forming our core school values, upon which the curriculum is founded. Parents were consulted widely on key principles which should be evident throughout our school. Regular scheduled and anecdotal feedback continues to allow us to monitor parental views on the development of the new curriculum during its formative years of delivery.

## Governors

We have provided regular updates on new developments to the Curriculum sub committee. Both challenge and support have been provided in equal measure in order to refine our planning. The school five year roadmap was shared with the full governors' meeting at its inception in 2019.

## Primary schools

We held a joint planning event during the early stages of development of the new curriculum on a bespoke training day with our primary colleagues. Progress is discussed during cross phase meetings on a regular basis.

## Collaboration with High Schools

We held a joint planning event on a county training day in 2022, during which specialists compared plans and practice across all subject areas.



# Curriculum for Wales Cwricwlwm i Gymru

Our curriculum is centered around the four purposes and through our curriculum we will enable our students to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens, ready to take part in Wales and the world
- healthy, confident individuals, ready to lead a fulfilling life as a valued member of society

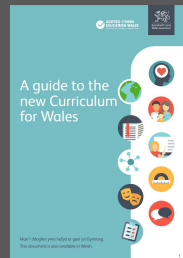


Overview of the new  
Curriculum for Wales

<https://www.youtube.com/watch?v=SCMLn3IMsEQ&list=PL39>

A Parents Guide to the new  
Curriculum for Wales

<https://hwb.gov.wales/spi/storage/4c56c555-73a0-44ee-93e5-1e612906f1d2/220308-parents-carers.pdf>







# Developing a 3-16 Curriculum

## Datblygu Cwricwlwm ar gyfer 3-16 oed

We maintain **strong links with our cluster primary schools** to ensure a smooth and seamless transition for students. **Half-termly meetings** bring together representatives from each school to discuss both **academic and pastoral progression**, ensuring students continue their learning journey with confidence. Collaboration is key, as we work together to **align teaching strategies, content, and assessment methods**, creating a consistent and supportive learning experience across all schools.

A **shared understanding of progression** has been a key focus of our work, with two significant events providing opportunities to **share best practices and explore curriculum delivery** in each school setting. We have also undertaken **learning walks in our feeder primary schools** to gain deeper insight into what learning looks and feels like at earlier stages. To strengthen collaboration further, our cluster has developed a **consortium shared drive**, accessible to all staff, containing **learning plans, resources, and examples of student work** that exemplify expected standards.

Student **well-being remains central** to our cluster collaboration. Together, we have developed a **three-year plan** that prioritizes well-being, ensuring students feel supported and engaged in their learning. By fostering strong relationships and a **cohesive educational approach**, we create a unified community that is dedicated to the **success, progress, and well-being** of every learner.





# Learning is organised into 6 Areas of Learning and Experience (AOLEs)



In Expressive Arts, students will explore art, dance, drama, film and digital media and music to develop their creative, artistic and performance skills.



In Humanities students will learn about the world, society and events in the past and present. They'll explore the challenges and opportunities that face us, and what ethical action we can take to safeguard the world and its people in the future



In Languages, Literacy and Communication, students will learn about languages. They'll understand and use Welsh, English and other languages. They'll study and create literature, and communicate in spoken, written or visual ways. This could include poetry, drama and film.



In Science and Technology students will learn about biology, chemistry, physics, computer science and design and technology. They'll learn about design and engineering, living things, matter, forces and energy, and how computers work.



Health and Well-being is about looking after student physical and mental health including emotional well-being. Students will learn about healthy eating and how to make good decisions, deal with influences and develop healthy relationships.



In Mathematics and Numeracy, students will develop their understanding of numbers and use symbols in maths. They'll explore shapes and measurement and learn about statistics and probability.





## The Role of Breadth and Balance - Y Rol o Ehangder a Chydbwysedd

Our curriculum offers a rich and diverse range of learning experiences across the Areas of Learning and Experience (AoLEs), promoting creativity, critical thinking, and practical skills. These include:

- **Expressive Arts**, which inspire creativity and cultural appreciation.
- **Health and Wellbeing**, which prioritise physical and emotional health.
- **Humanities**, fostering an understanding of history, geography, and culture.
- **Mathematics and Numeracy**, building problem-solving and analytical skills.
- **Science and Technology**, encouraging innovation and inquiry.
- **Literacy, Languages and communication**, celebrating linguistic diversity and global engagement.

This breadth ensures that learners experience a balanced education that promotes academic achievement, personal development, and cultural awareness.







# The Upper School Curriculum (Yr 10& 11)

## Cwricwlwm yr Ysgol Uchaf (bl.10 & 11)

Our curriculum is built on the principles of providing learners with a high-quality, well-rounded education that equips them with the skills, knowledge, and values to succeed in an evolving world. Recognising the importance of the core subjects, such as English, Maths, Science and Welsh, we ensure these foundations are strong while embracing the breadth and richness of a balanced curriculum.

We value Personal, Social, and Health Education (PSHE), Religion, Values, and Ethics (RVE), and Relationships and Sexuality Education (RSE) for their role in shaping confident, empathetic, and ethical learners. Alongside this, we place a strong emphasis on Careers and Work Related Education (CWRE), ensuring learners are prepared for the challenges and opportunities of life beyond school.

### Core Subjects: Building Strong Foundations -Pynciau Craidd: Yn adeiladu seiliau cadarn

Core subjects provide the essential tools for success in life and learning. English and Literacy fosters effective communication, critical thinking, and creativity, empowering learners to articulate ideas and engage with the world meaningfully. Mathematics and Numeracy underpins logical reasoning, problem-solving, and real-world applications, while Science nurtures curiosity, analytical skills, and an understanding of the world around us.

Welsh is central to our curriculum as a core subject, not only reflecting our national heritage and identity but also fostering bilingualism, which has proven cognitive, cultural, and social benefits. Our commitment to Welsh ensures that learners leave school as confident users of the language, able to contribute positively to the bilingual society of Wales.





# Diwylliant a'r Iaith Gymraeg

## Welsh Language and Culture

In accordance with the Government's 'A Million Welsh Speakers by 2050' strategy and the 'Siarter Iaith' framework, we at Castell Alun are committed to maintaining and further developing a bilingual ethos. Education is central to the Welsh government's vision and we support the vision that young people come out of the education system ready and proud to use the language in all contexts.

Development of the Welsh language and culture is an important aspect of our school and we see the Welsh language being used and developed across all subjects. We aim to ensure that staff and students are given the educational incentive to nurture language skills, which will lead to bilingualism. The school's curriculum has been created to ensure that the rich history of our local area is taught and celebrated alongside learning about Wales and the world.

We are embarking upon the new Cymraeg Campus journey in the hope of gaining awards and recognition for the outstanding work done to enhance bilingualism. Along with our Bilingual Coordinator, our Cyngor Cymraeg play an integral part in the enhancement and development of bilingualism here.





# Cross Curricular Skills

## Sgiliau Trawsgwricwlaidd

The school appointed a Strategic Skills Lead and has three Skills Leaders who work together to provide whole-school support, development, and coordination of literacy, numeracy, and digital competency across all Areas of Learning and Experience. They ensure that these essential skills are embedded throughout the curriculum, offering training, resources, and guidance to staff while also monitoring student progression in these key areas.

Cross-curricular literacy, numeracy, and digital competence are woven into every subject, ensuring learners develop essential, transferable skills. Literacy supports effective communication and engagement across all disciplines, while numeracy helps learners approach problems logically and apply mathematical concepts in a wide range of contexts. Digital competence ensures learners are equipped to safely navigate, create, and innovate in an increasingly digital world. These skills are essential for success in all subjects and areas of learning, ensuring learners are confident, capable, and future-ready.





# Cross Cutting Themes

## Themau Trawsbynciol

Running through and across each subject is the teaching and learning of:

- Human rights
- Diversity and respecting differences
- Experiences and skills for careers and the workplace
- Learning about things on a local, national and international level
- Relationships and sexuality education appropriate to the students development

Our teachers and leaders, using our high levels planning documents, have already mapped where these cross cutting themes occur naturally. As our curriculum develops, year on year, we will refine our approaches. The breadth and depth of topics covered will be age appropriate and increase overtime as students mature and are ready to tackle more complex issues.



## RSE - Relationships and Sexuality Education

## RVE - Religion, Values and Ethics

High quality RSE and RVE is fundamental in creating a safe school environment and is a positive and protective part of the Curriculum for Wales. It plays a central role in supporting learners' rights to enjoy fulfilling, healthy and safe relationships throughout their lives.

Central to the Curriculum for Wales is an aspiration for every child and young person to achieve the four purposes of the curriculum. A rights and equity based RSE and RVE curriculum helps ensure that all learners can develop an understanding of how people's faith, beliefs, human rights and cultures are related to all aspects of RSE and RVE and how these rights can contribute to the freedom, dignity, well-being and safety of all people. It helps to foster positive attitudes towards gender diversity, equality and respectful relationships.

At Castell Alun we discuss RSE and RVE in the context of children's rights as protected by the United Nations Convention on The Rights of the Child. Our students are able to access their key rights of:

**Learning** – (Articles 13, 28 and 29 UNCRC)

**Being Heard** – (Article 12, and 30 UNCRC)

**Feeling Safe** – (Articles 3, 19 and 36 UNCRC)

**Feeling Valued** – (Articles 3, 12 and 13 UNCRC)

Castell Alun is an Anti- Racism school and are inclusive of diversity. We understand the value in using the rights to underpin the RSE and RVE curriculum.





# Curriculum Design

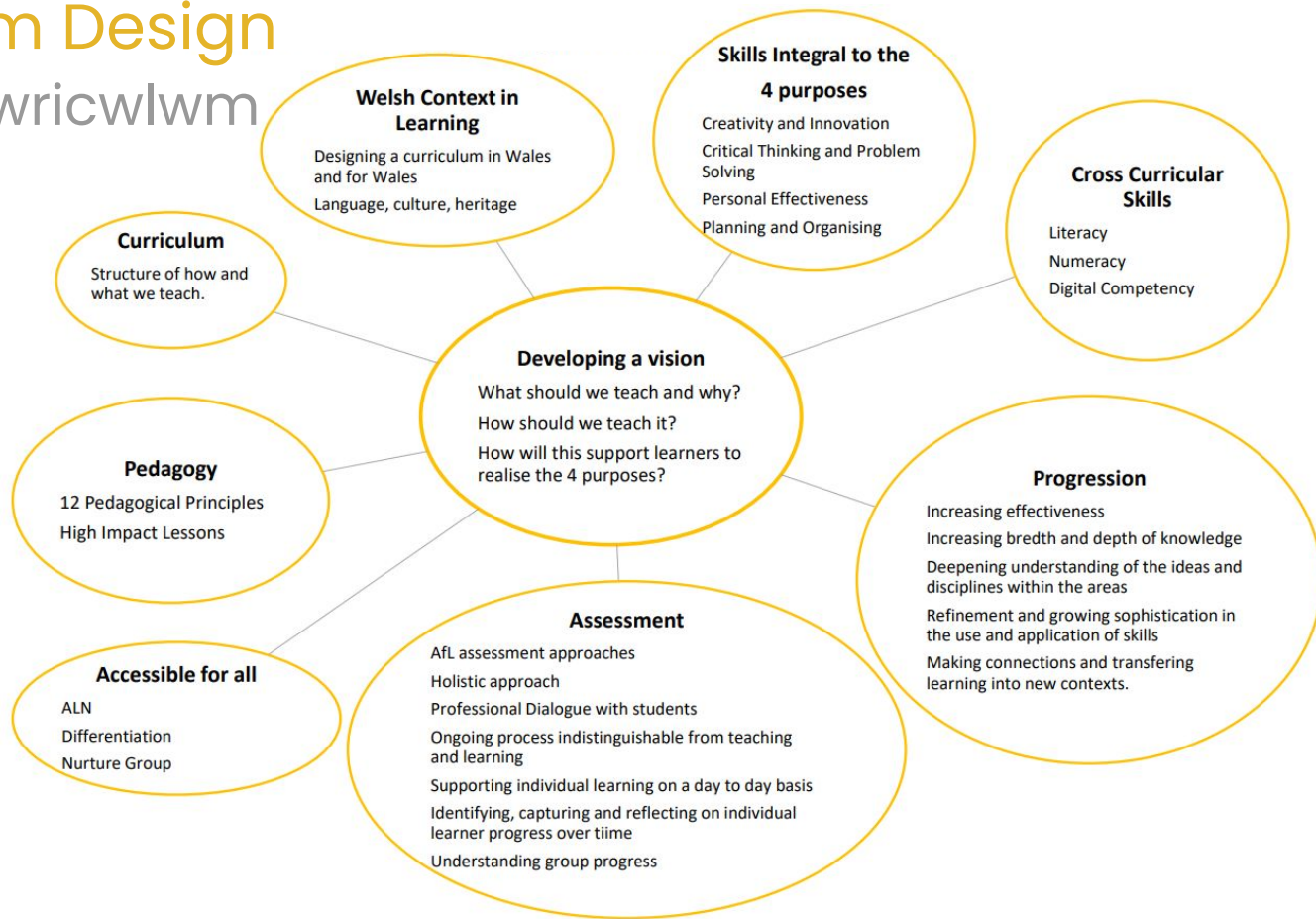
## Dylunio Cwricwlwm

Our curriculum is built with a strong focus on **progression**, emphasising key skills such as **literacy, numeracy, and digital competency**.

We believe that **effective pedagogy** and **high-impact lessons** are essential to the learning process, ensuring all students can access the curriculum while celebrating our rich **Welsh culture and heritage**.

We place a strong emphasis on **tracking student progress**, ensuring that each individual receives the support they need to reach their full potential. Our commitment to a **student-centered, innovative curriculum** drives continuous improvement and adaptation in our teaching practices.

We are dedicated to empowering students to become **lifelong learners**, equipped with the skills and knowledge necessary to succeed in an ever-changing world.



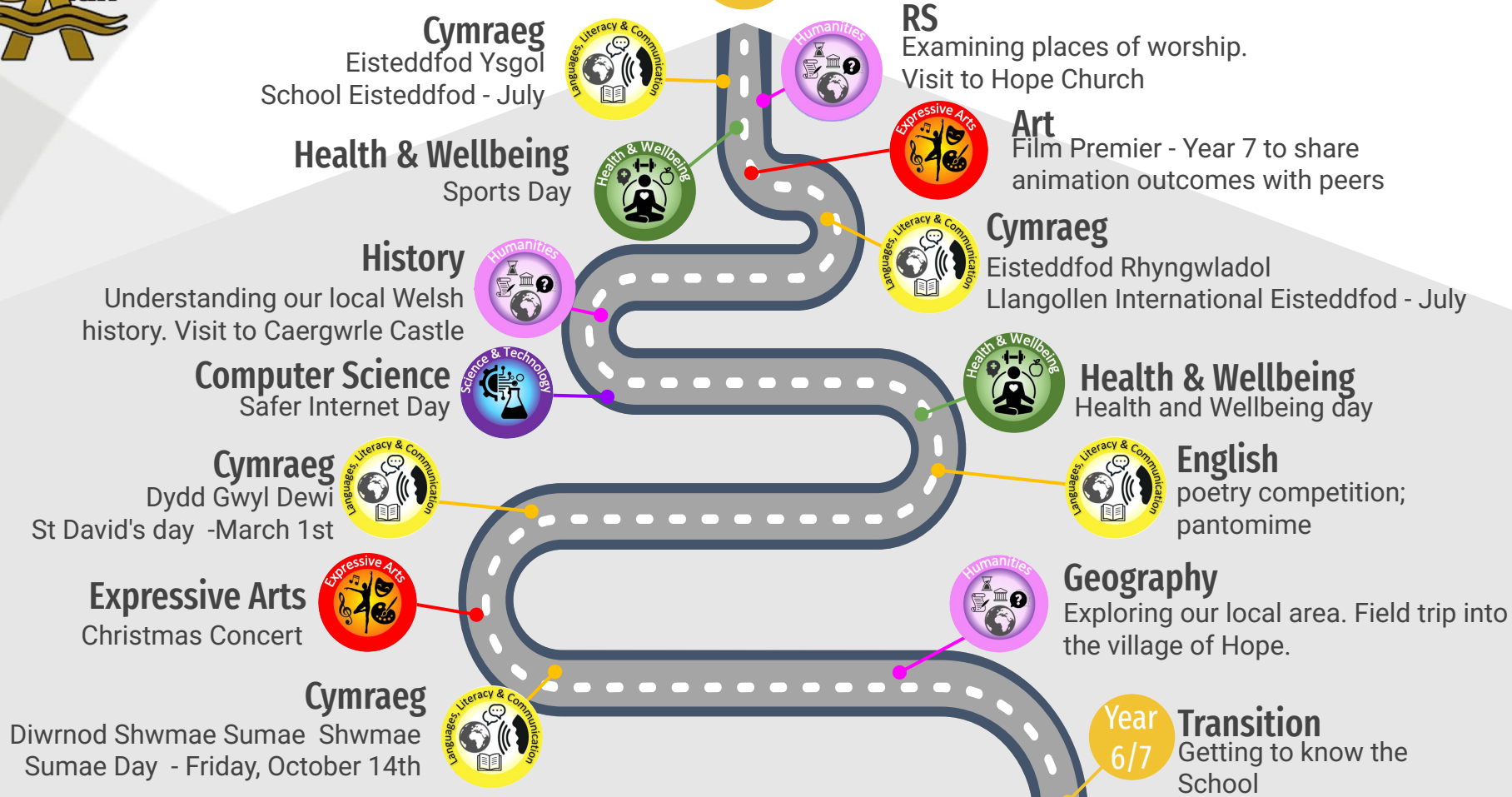




# Year 7 Learning Journey

## Year 8

## Taith Ddysgu Blwyddyn 7





# Progression and Assessment

## Cynnydd ac Asesu

At Castell Alun, we believe that **progression and assessment** are fundamental to achieving our **school vision** and ensuring that every learner reaches their full potential. Drawing on research from **leading practitioners** such as **David Didau, Shirley Clarke, Hattie Donahue, and Mike Gershon**, we have developed a **shared understanding of progression**, placing it at the heart of our **curriculum design and classroom practice**. Our approach prioritises **personalised learning**, ensuring that teaching is tailored to the needs of individual students so they can **progress at their own pace**, receive the right support, and be appropriately challenged. We provide frameworks and strategies that support both **learners with additional learning needs (ALN)** and **more able and talented (MAT) learners**, ensuring equity and high expectations for all.

We use a variety of **evidence-informed formative and summative assessment strategies** to track and support student progress effectively, including:

- **Effective questioning** to assess understanding and challenge thinking.
- **Peer and self-assessment** to encourage reflection and independent learning.
- **Low-stakes quizzes** to reinforce learning and identify gaps.
- **End-of-unit tests** to measure knowledge retention and application.
- **Verbal and written feedback** to provide actionable next steps.
- **Live marking** to offer immediate support.
- **Practical assessments, presentations, and project-based tasks** to assess skills in **authentic contexts**.





# Progression and Assessment

## Cynnydd ac Aseu

Our **whole-school "Reflect and Improve" policy** ensures that students receive **regular diagnostic feedback**, enabling them to identify their strengths and next steps. This approach fosters a culture of **active engagement** between learners and teachers, based on continuous reflection on **where a student is, what their next steps are, and how to support them in achieving their goals**.

Our curriculum is underpinned by the **mandatory principles of progression**, which define what it means for learners to **advance in their learning**:

- Increasing **effectiveness** as a learner.
- Expanding **breadth and depth of knowledge**.
- Deepening **understanding** of key concepts within subject disciplines.
- Refining and applying skills with **growing sophistication**.
- Making **connections** and transferring learning into **new contexts**.

By embedding these principles in both **curriculum design and assessment practices**, we ensure that all learners experience a **structured and meaningful journey of progression** that prepares them for lifelong success.





# Assessment and Feedback Process

## Proses asesu ac adborth

### Data-Informed Planning & Continuous Review

- Use assessment data to adjust lesson plans and interventions, ensuring **targeted support** for all learners.
- Continuously review and update schemes of work to align with evolving student needs and Curriculum for Wales principles.

### Curriculum Alignment & Learning Objectives

- Design schemes of work based on the **What Matters Statements** and **progression steps**.
- Develop specific, measurable **learning objectives** that guide teaching and assessment.
- Plan lessons with integrated assessment opportunities, ensuring cross-curricular links and skill development.

### Tracking Progress Using Data

- Record assessment data in **tracking grids** to monitor individual and group progress.
- Analyse data to identify trends and inform discussions on progress and intervention needs.

### Success Criteria & Ongoing Assessment

- Establish **success criteria** aligned with objectives and progression steps.
- Use **formative assessments** (questioning, peer/self assessments, quizzes) to check understanding, providing timely feedback and encouraging self-reflection.

### Formal Teacher Assessment & “Reflect and Improve”

- Conduct **formal assessments** (projects, tests, assignments) based on success criteria.
- Implement the **Reflect and Improve** process, where students review feedback, set targets, and revise work.





# Monitoring and Evaluation of the Curriculum

## Monitro a Gwerthuso'r Cwricwlwm

To ensure our curriculum remains effective, inclusive, and aligned with the Curriculum for Wales, we implement a comprehensive monitoring and evaluation process. This includes regular assessments, student progress tracking, and performance analysis to measure attainment and identify areas for improvement. Student Target Reviews (STRs) and Quality Assurance Programmes provide ongoing evaluation, ensuring that teaching strategies, learning outcomes, and student engagement remain of the highest standard.

Our Senior Leadership Team (SLT), Learning Area Managers, Heads of Departments, and Governors work collaboratively to review curriculum delivery through lesson observations, book scrutinies, student voice feedback, and parental engagement surveys. We also analyse examination results, internal assessments, and wider learning experiences to refine and enhance our educational provision. By continuously adapting to students' needs and emerging educational research, we ensure that our curriculum remains dynamic, challenging, and relevant, empowering all students to thrive academically and personally.

