

## THE CURRICULUM – THE YBA WAY

**YBA has uncompromising aspirations for every individual and for our school to be an exceptional and inspirational community of lifelong learners.**

Our values “DREAM, REACH, ACHIEVE” highlight our aim to ensure that students at YBA are provided with high-quality, ambitious learning experiences based on a broad and balanced curriculum to allow every student to achieve their dreams.

YBA prepares and motivates our students for a rapidly changing world by supporting them to become ambitious and capable learners, enterprising creative contributors and ethically informed citizens with a respect for our core values of **resilience, effort, aspiration, cooperation and honour**. Students experience success today and are prepared for tomorrow.

We believe that a happy child is a successful one. We provide a welcoming, happy, safe, and supportive learning environment in which everyone is valued, respected and all achievements are celebrated encouraging our students to be healthy and confident individuals. Our school empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.

We strive to prepare all students to become lifelong learners and responsible citizens ready to meet the challenges of the future. YBA is a student-centred organization delivering excellence in education. In partnership with families and the community, our goal is to create relevant learning opportunities for students — both inside and outside the classroom — that help them develop the knowledge, critical thinking skills, and character necessary to succeed in a technologically advanced world.

Our team is committed to our students, our communities, and each other. We believe that our cohesion and morale help us to achieve excellence in our school. **Our commitment to our students and our dedication to impacting their education through innovative methods makes us unique.**

## WHAT IS THE YBA CURRICULUM?

From September 2023, YBA will be moving to the delivery of the New Curriculum for Wales (NCFW) for Year 7 and Year 8. This new curriculum is designed by teachers for the pupils we teach, and over the last 2 years staff at YBA have been developing both the content and the pedagogy to ensure that learning at YBA is exciting, relevant, and inspiring.

In designing our new curriculum, we have ensured that:

- ⇒ it is broad and balanced;
- ⇒ it is suitable for all students of different ages, abilities and aptitudes;
- ⇒ it provides appropriate progression using the principles of progression set out in the 'Progression Code';
- ⇒ it encompasses the concepts set out in the 'Statement of What Matters Code';
- ⇒ it reflects the 4 Core Purposes.

The new curriculum at YBA has been built around our 3 key values of DREAM, REACH and ACHIEVE and underpinned by our commitment to ensure that:

- YBA is a successful and vibrant learning community where both students and staff develop the resilience to succeed as lifelong learners.
- YBA students receive high quality teaching and learning experiences which inspire and develop both key knowledge and skills.
- YBA creates equality of opportunities and removes disadvantage.
- YBA achievement is recognised and celebrated, and ambition is encouraged.
- YBA has high expectations of our students, staff and wider community.
- YBA supports our students, staff and communities to feel happy and safe and willing to engage with our school.

CURRICULUM – THE YBA WAY		
DREAM	REACH	ACHIEVE
At YBA students are prepared for life by providing them with important knowledge and skills that enable them to be responsible members of society, understand the world they live in and prepare students for safe and successful futures.	At YBA students are given opportunities to develop lifelong passions by ensuring students have access to a wide range of enrichment and extra-curricular opportunities. All part of the YBA100.	At YBA will ensure that students have knowledge for life through our innovative, exciting, and stimulating learning experiences that focus on the development of key knowledge and skills that enable pupils to succeed.
Careers Health and well-being Religion, Values and Ethics Relationships and Sexuality Education	Leadership opportunities Children’s University Enrichment Extra-curricular Trips Expressive Arts Experiences STEM REACH 100 REACH PROGRAMME	Academic qualifications Vocational qualifications Bespoke pathways Literacy skills Numeracy skills Digital technology skills

### How have we developed our curriculum at YBA?

We have worked closely with our Governors, students, and cluster primary schools to design a curriculum to meet the needs of our students. Nationally collected data such as the SHRN report and PASS data has been used to support the identification of key curriculum content in key subject areas such as Health and Well-Being. On-going review by both internal and external processes means that our curriculum and its delivery is constantly being evaluated and improved. This includes local alliance work and our involvement with the National Academy for Leadership in Wales.

As part of our whole school ongoing self-evaluation, we review our curriculum offer, progression plans and assessment arrangements regularly with all stakeholders. This allows us to make suitable changes to ensure we meet the needs and interests of our students.

## How is the curriculum organised at YBA?

Our taught curriculum is delivered through a two-week timetable with each day divided into 5 teaching periods and form tutor time. The timing of the day is as follows:

- ⇒ 8.40 – 9.00: Form time
- ⇒ 9.00 – 10.00: Lesson 1
- ⇒ 10.00 – 11.00: Lesson 2
- ⇒ 11.00 – 11.20: Break
- ⇒ 11.20 – 12.20: Lesson 3
- ⇒ 12.20 – 1.20: Lesson 4
- ⇒ 1.20 – 2.00: Lunch
- ⇒ 2.00 – 3.00: Lesson 5

### Year 7 and Year 8.

At YBA we believe that if students are to build strong foundations in both knowledge and skills across a range of subjects then this is best delivered by specialist teachers who are passionate about pedagogy and inspiring our young people. Our curriculum provision reflects this belief and students will continue to be taught individual subjects, such as English, geography etc., as they always have been. However, the difference is that the curriculum has been organised into the six Areas of Learning and Experience (AOLEs) and delivered in school via 7 Faculty Areas. At YBA we have deliberately chosen to split the AOLE Languages, Literacy and Communication into two faculties – English & Literacy and Languages. This is because we place great emphasis on the importance of developing key literacy skills within our pupils to enable them to be successful learners of the future. Our decision to separate languages (Welsh and Spanish) is to enable us, as an English medium school on the English border, to promote the importance of the Welsh language and culture 'Cynefin' in line with Cymraeg 2050. However, subjects within an AOLE work closely together to ensure a continuity of learning and the development of key subject specific skills.

The Six Areas of Learning and Experience at YBA.

Languages, Literacy and Communication	Mathematics and Numeracy	Science and Technology	Humanities	Health and Well-being	Expressive Arts
English Literacy Welsh Spanish	Mathematics Numeracy	Biology Chemistry Physics Design Technology Computer science	Religion, Values and Ethics (RVE) Geography History Social Sciences/ Business	Physical Education Nutrition Relationships and Sexuality Education (RSE).	Music Art Drama Dance Media

When students reach Y10, they will continue to be taught in individual subject disciplines and sit GCSEs in these individual subject areas.

### **YEAR 9 CURRICULUM**

Year 9 pupils in September 2023 will be the last students to follow the old national curriculum. Year 9 pupils study the following subjects: Mathematics, English, Science, ICT, Design and Technology History, Geography, Religious Education, Welsh, Spanish, Dance, Drama, Art, Music, PE, Nutrition and PSE.

In Year 9, through a structured guidance programme, pupils select 3 option subjects to study in Year 10 and Year 11. These option choices include: Art and Design, Agored Cymru, Dance, Drama, Geography, History, Digital Technology, Media Studies, Music, Physical Education, Prince's Trust with the XL Programme, Product Design, Religious Education, Spanish, SWEET: Personal Growth and Wellbeing and Triple Science.

### **Wrexham Network 14 -19 Opportunities**

As well as the courses we provide as a school, there are several opportunities available in association with the Wrexham 14-19 network (other schools and colleges). These courses are offered through partnership with Coleg Cambria and are held on Tuesday and Wednesday afternoons at different locations in Wrexham.

The confirmed courses for Ysgol Bryn Alyn pupils:

L2 Business

L2 Computing

L2 Construction

L2 Engineering

L2 Hair & Beauty

L2 Hospitality & Catering

L2 Public Services

### **YEAR 10 AND YEAR 11 CURRICULUM**

In years 10 and 11 nearly all students follow a common core of subjects and their three options choices selected in Year 9. The core curriculum of GCSEs (or equivalent) is made up of English Literature and English Language, Mathematics and Numeracy, Double Award Science, Equality and Diversity, Welsh 2<sup>nd</sup> language, Skills Challenge Certificate and core PE (non-examined).

Students continue to receive an education in RSE via calendared drop down days. The content of these sessions are based on the needs of the pupils at the time.

## **How will students be assessed at YBA?**

Fundamental to the success of pupils at YBA is high quality assessment for learning. Assessment for learning is a teaching approach that generates feedback (written or verbal) which students use to support their progress. Research shows (Hattie 2011) effective assessment for learning is one of the most impactful factors on student achievement, with an average effect size of 0.79 – twice the average effect of all other schooling approaches.

At YBA we know that the greatest difference to our pupil's success is linked to timely and regular feedback. Live feedback during the learning phases of lessons is used to:

- ⇒ Correct misconceptions
- ⇒ Stretch and challenge thinking
- ⇒ Check for understanding
- ⇒ Support literacy development

A successful YBA learner will respond to this live feedback positively by re-engaging with their learning, improving their work or correcting errors.

Three times a year all pupils in all subjects will sit a summative assessments in Year 7 to 10. In Year 11 pupils sit 2 summative assessments. These assessments are designed to test knowledge and skills developed over a period of time. The results of these assessment are fed back to parents. Following a summative assessment pupils have the opportunity to self-reflect on their key strengths and areas for development. This is supported by carefully planned DIRT (Dedicated Improvement and Reflection Time) lessons in which students re-visit knowledge that is not secure.

A range of national tests are used to build a picture of our learners' abilities and aptitudes. These are carried out twice a year and form part of our transition arrangements allowing us to track progress along the continuum of learning.

Success at YBA is recognised with our Achievement points, celebration assemblies and REACH awards.

## How will students be supported?

In years 7 and 8 students are taught in mixed ability classes as this creates equity and has a positive impact on behaviour and achievement. Staff have access to a variety of information on our students such as access arrangements/SEN type/SEN need/ethnic origin/national literacy/numeracy scores/CATS data. This is used by staff to plan high quality learning experiences. These are essential in enabling students to fulfil their potential and we use a range of teaching methods to stimulate, challenge and support our students.

For our learners to be successful and reach their potential students need functional literacy, numeracy and digital skills. At YBA we place a strong emphasis on developing disciplinary literacy skills. In Year 7 there is a strong focus on developing their oracy skills and vocabulary.

Throughout YBA learners will be given planned and regular experiences where they will:

- 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 their function and communicate effectively and make sense of the world.

For those learners requiring significant support, especially literacy interventions a clear programme of support is in place. This supports start in Year 6 as part of our Transition work, and those learners identified as requiring additional support follow the YBA Enhanced Curriculum. From September 2023 these students will follow the YBA Humanities Intervention curriculum where they will be taught in smaller groups and study the core elements of geography, history and RE with specialist English teachers using targeted and proven literacy interventions embedded within the schemes of work. Once their literacy skills have been boosted they will be reintegrated back into the main curriculum.

For our learners identified as gifted and talented, additional challenge is provided in lessons through our REACH tasks and with our homework tasks for the curious mind.

Based on academic data and other related information our MAT pupils may be enrolled onto the SEREN Project or the Children's University Programme. Talented pupils have the opportunity to excel across the curriculum by engaging with subject specific enrichment opportunities such as Sport's Leaders or STEM activities through the YBA REACH Programme. The YBA REACH programme is a bespoke programme for MAT pupils in which learners can experience curriculum content not delivered as part of the standard YBA curriculum provision.

Pupils that show strong leadership skills can support the YBA through our student leadership programme.

In addition to this, we also place significant emphasis on developing more personal skills which will allow young people to engage confidently with the challenges of their future lives. These include: creativity and innovation; personal effectiveness; critical thinking and problem solving and planning and organising.

YBA prides itself on creating environments which inspire, stimulate and value diversity and demonstrate inclusivity.

## How do pupil's learn at YBA?

At YBA we aim for all students to fully engage with the learning process. As leaders of learning in the classroom we strive to engage, motivate, support, direct and assess learners as they progress in their learning. Learning at YBA is viewed as pupils' development of knowledge and skills which reflect the ever-changing demands of the local and the wider global community our pupils are part of. We aim to equip pupils with knowledge and a set of skills, appropriate to their age and ability to help them communicate and function positively as young adults.

At YBA, we have taken the approach that all decisions in terms of teaching and learning must be backed with research and be evidence based. Hattie (2006) found a 0.81 effect on students learning from direct teaching compared to a 0.31 effect from inquiry-based learning, and school-based evidence shows that our staff and learners benefit most from a direct teaching model that has clear steps and is simple to implement in all lessons.

Our focus in L&T is therefore based upon direct teaching supported by ongoing targeted live feedback. Following initial modelling/quality explanations, students are then given structured tasks to practice the new information culminating in independent work. We believe our model reflects the four purposes of the Curriculum for Wales, 2023 and reflects the 12 pedagogical principles identified in the Donaldson report.

When planning learning at YBA emphasis is placed on offering our learners high quality, rich, broad and deep learning experiences. This means giving learners the time to acquire, practice and apply knowledge and skills to embed their learning and not to rush through work to 'achieve content'. This lays a solid foundation for the next stages of their learning and means that they build on their learning and progress throughout their time at YBA.

At YBA our curriculum and learning experiences supports a YBA learner to:

- Know and Recall More
- Participate and contribute
- Be resilient
- Be curious
- Be positive role models
- Speak impressively
- Read Impressively
- Write Impressively

**YBA** Dream. Reach. Achieve.

**YBA LEARNERS CAN.....**

<b>Know and Recall More</b> <ul style="list-style-type: none"><li>• Recall powerful knowledge and skills</li><li>• Are ready to learn</li><li>• Respond positively</li><li>• Want to succeed</li></ul>	<b>Speak Impressively</b> <ul style="list-style-type: none"><li>• Audible</li><li>• Confident</li><li>• Like an expert</li></ul>
<b>Participate and Contribute</b> <ul style="list-style-type: none"><li>• In the classroom</li><li>• Outside the classroom</li><li>• Celebrate and share success</li></ul>	<b>Read Impressively</b> <ul style="list-style-type: none"><li>• For sustained periods</li><li>• Aloud</li><li>• Focused upon vocabulary</li><li>• Challenging tasks</li></ul>
<b>Be Resilient</b> <ul style="list-style-type: none"><li>• Engage with challenging activities</li><li>• Correct mistakes</li><li>• Work independently</li></ul>	<b>Write Impressively</b> <ul style="list-style-type: none"><li>• Handwriting</li><li>• Impressive vocabulary</li><li>• Spelling and Grammar</li><li>• Extended writing</li></ul>
<b>Be Curious</b> <ul style="list-style-type: none"><li>• Ask questions</li><li>• Study independently</li><li>• Digitally aware</li><li>• Ethically informed</li></ul>	<b>Be Positive Role Models</b> <ul style="list-style-type: none"><li>• Strive for excellence</li><li>• Support and work together</li><li>• Make a difference</li></ul>

Resilience Effort Aspiration Cooperation Honour

## How is the curriculum kept under review?

As part of our whole school ongoing self-evaluation, we review our curriculum offer, progression plans and assessment arrangements regularly with all stakeholders. This allows us to make suitable changes to ensure we meet the needs and interests of our students.

Created by Deputy Headteacher, Alison Kipping July 2023.