



Ysgol Gynradd Gymraeg Penderyn.

Policy for: Curriculum.

Approved by Governing Body: 18/10/22

Signed (Chair of Governors): Mrs P Oliver

Signed (Headteacher): Mr A Wood

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Curriculum Policy.

1 Introduction

- 1.1 Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.
- 1.2 We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

2 Values

- 2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- 2.2 These are the main values of our school, upon which we have based our curriculum:
- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
 - We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
 - We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
 - We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
 - We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
 - We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

3 Aims and objectives

- 3.1 The aims of our school curriculum are:
- to enable all children to learn, and develop their skills, to the best of their ability;
 - to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
 - to teach children the basic skills of literacy, numeracy and ICT;
 - to enable children to be creative and to develop their own thinking;
 - to teach children about the developing world, including how their environment and society have changed over time;
 - to help children understand Wales' cultural heritage;

- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to fulfil all the requirements of the Foundation Phase, National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

4 Organisation and planning

- 4.1 We plan our curriculum in three phases. We agree a long-term plan for each Progression Step. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.
- 4.2 Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic.
- 4.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.
- 4.4 We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage. We recognise that children progress and develop at a stage not age model.

5 The curriculum and inclusion

- 5.1 The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted.
- 5.2 If children have Additional Learning Needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the ALN Legislation. If a child displays signs of having additional needs, then the teacher informs the ALNCO and they make an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.
- 5.3 The school provides an Individual Development Plan (IDP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The IDP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.
- 5.4 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

6 The Foundation Stage Principles.

- 6.1 Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching the Foundation Phase principles builds on the experiences of the children in their previous learning.
- 6.2 Teachers regularly assess the skills development of each child, and record this. This assessment forms an important part of the future curriculum planning for each child.
- 6.3 We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

7 Skills

- 7.1 In our curriculum planning, we emphasise the importance of skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

8 The role of the Area of Learning and Experience (AoLE) leader

- 8.1 The role of the subject leader is to:
 - provide a strategic lead and direction for the subject;
 - support and advise colleagues on issues related to the subject;
 - monitor pupils' progress in that subject area;
 - provide efficient resource management for the subject.
- 8.2 The school aims to give AOLE's non-contact time where possible, so that they can carry out their duties. It is the role of each AOLE leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each AoLE leader reviews the curriculum plans for the subject, ensures that there is full coverage of the Curriculum, and sees that progression is planned.

9 Monitoring and review

- 9.1 Our governing body's curriculum committee is responsible for monitoring the way in which the school curriculum is implemented.
- 9.2 There is a named governor assigned to each of the AOLE's. These governors liaise with the respective leaders, and monitor closely the way in which these subjects are taught. There is also a named governor assigned to ALN, who liaises with the ALNCO, and monitors the ways in which ALN are addressed.
- 9.3 The headteacher is responsible for the day-to-day organisation of the curriculum.
- 9.4 AOLE leaders monitor the way in which their subject is taught throughout the school. They ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Curriculum for Wales.

The school has collected the views of children, parents, staff and Governors for their vision for school which will align with the Curriculum for Wales which was launched in September 2022. (Further information is available on the website).

We are constantly trialling and adapting our current themes and activities following the new Curriculum.

The Curriculum is built on the **four purposes of the curriculum** for learners to become:

- **Ambitious and Capable Learners.**
- **Enterprising and Creative Contributors.**
- **Ethically informed Citizens of Wales and the World.**
- **Healthy and confident individuals.**

The new areas of the curriculum are known as **Areas of Learning and Experiences** which are:

- **Health and Wellbeing.**
- **Science and Technology.**
- **Language, Literacy and Communication.**
- **Maths and Numeracy.**
- **Expressive Arts.**
- **Humanities.**

All of these areas are as important as each other and interlinked. However,

- Language, Literacy and Communication.
- Maths and Numeracy.
- Digital competence,

are to be developed across all areas of the AoLE's.

The developmental stages at school under the new Curriculum is as follows:

Progression Step 1: Nursery and Reception.

Progression Step 2: Years 1, 2 and 3.

Progression Step 3: Years 4, 5 and 6.

Unfortunately, owing to the size of the school our classes don't fall into neat little compartments. The new curriculum is based on a continuum of learning as pupils progress and the school adapts Learning and Experiences accordingly.