



Crynallt Primary School Curriculum Policy

Introduction:

The curriculum is all the planned activities that we organise in order to promote learning and personal growth in school. It is underpinned by the values which we consider to be important in school. It 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. As a Curriculum Pioneer School, Crynallt Primary has worked on the 2022 Donaldson Curriculum for Wales and this is the basis for our current curriculum. It not only includes the subjects and activities to meet the new curriculum for Wales, but also a wider education, including the development of social skills, an awareness of citizenship and an ability to learn independently.

These are the main values of our school, upon which we have based our curriculum:

- we value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all 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. We organise our curriculum so that we promote co-operation and understanding between all members of our school 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 aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- we value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Aims and objectives

The aims of our school curriculum are:

- to develop pupils' wellbeing and sense of self to ensure they are healthy, confident individuals;
- to enable all children to be ambitious, capable learners 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 information communication technology (ICT);
- to enable children to be creative contributors and to develop their own higher order thinking and problem solving skills;
- to teach children about their developing world, including how their environment and society have changed over time, so allowing them to become ethically informed;
- to provide children with an understanding of Wales' cultural heritage;
- to enable children to be positive citizens in society;

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- to fulfil all the requirements of the new curriculum for Wales document and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand 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 be able to live and work co-operatively with others.
- to develop pupils' physical skills and foster an enjoyment of sport and exercise

Organisation and planning

Our curriculum has four overarching purposes as outlined in the Welsh Curriculum. They are the starting point for all decisions on the content and experiences developed as part of the curriculum to support our children and young people to be:

- ✓ 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 of Wales and the world
- ✓ healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The curriculum is organised into 6 Areas of Learning and Experience:

- ✓ Expressive arts
- ✓ Health and well-being
- ✓ Humanities (including RE)
- ✓ Languages, literacy and communication (including Welsh)
- ✓ Mathematics and numeracy
- ✓ Science and technology (including computer science).

The new curriculum also includes will includes 3 cross curriculum responsibilities: literacy, numeracy and digital competence

- To achieve this our curriculum is organised into topics. These topics are decided upon by the class teacher, in liaison with the class but will always be designed to ensure that, over the year, a broad and balanced curriculum is delivered. This is organised to provide sufficient flexibility to ensure pupil engagement and a degree of choice for pupils.
- There is often a greater emphasis on particular subject areas over a given term. For example the topic of Tudors and Stuarts is clearly a history based topic whereas the topic of Spaceship Earth lends itself far more to science and geography work. Topics are carefully planned so that over any year, pupils have a balanced and coherent curriculum.
- We plan our curriculum in three phases. Our long term planning sets out the skills that should be covered by any age group in a given year. Our medium term planning is completed in teaching teams at the end of each term, ready for the subsequent term and our short term planning consists of fortnightly plans which teaching staff develop ensuring pupils' individual 'next steps' are be planned for. We aim to review our long-term plan on a bi-annual basis.
- Within our medium-term plans, we give clear guidance on the objectives and teaching strategies that we will use when teaching each topic.

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- Our short-term plans are those that our teachers complete weekly. We use these to set out the learning objectives and skills to be covered for each session, and to identify what resources and activities we are going to use in the lesson. We also use them to ensure that there is a sufficient and appropriate emphasis on Numeracy, Literacy and Digital Competency skills as well as learning and thinking skills. Teachers evaluate lessons daily and identify the next steps for their class, groups of pupils or individuals.
- We place a heavy emphasis on cross curricular teaching whenever possible. We have adopted an inter-disciplinary topic approach to curriculum planning. Throughout the school, there are many opportunities to develop pupils' key skills within topics. There is a very particular focus on pupils' literacy, numeracy, Digital Competency and creative thinking skills.
- In Years 2-6 pupils engage in 'rich tasks' at least once a term. These are opportunities for pupils to use the skills they have been taught in 'real life' situations. Examples of rich tasks include: designing and making a chocolate bar, organising a sustainable fashion show, making a computer game and organising a Chinese new Year party.
- Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. We deliver a play based curriculum in the Early Years and encourage experiential learning throughout the school as we believe that this develops pupils learning more effectively, as well as developing an enjoyment of learning.
- Throughout each stage of the planning process opportunities for developing pupils thinking and problem solving skills are identified. Pupils are also taught explicitly how to evaluate their own work and that of others, identifying ways in which they can move it forward.

Key skills

The school has identified the following skills 'key skills':

- Literacy;
- numeracy;
- information technology;
- working with others and independently;
- using and developing higher order thinking skills;
- improving own learning and performance;
- problem solving.

In our curriculum planning we highlight these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

Children with additional learning needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

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If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the new ALN Code of Practice in providing for children with special needs. If a child displays signs of having additional needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we will take advice from outside professionals such as speech therapists, the Wellbeing Team or Educational Psychologists. When pupils need a great deal of extra support we would consider the child for a statement of special needs. In these cases we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.

The school provides an Individual Development Plan (IDP) for each of the children who are on the additional needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

The role of the curriculum groups

Management of the curriculum is allocated to 7 curriculum groups. The groups are divided into Language and Communication, Science and Technology, Humanities, Expressive Arts and Health and Wellbeing. The work of these groups is governed by School Improvement Priorities but, in general, the role of the curriculum groups is to:

- provide a strategic lead and direction for an area of learning;
- support and offer advice to colleagues on issues related to that area;
- monitor pupil progress in that area;
- provide efficient resource management for the area.

The school gives all staff non-contact time to monitor their areas as identified by the SIP. In this time, they review the way the area is taught in the school and plan for improvement by talking to pupils, looking at planning and looking at work. Following monitoring they provide feedback to teachers and governors in the form of presentations or written reports. They may also have time to develop their own knowledge and skills, introduce new initiatives or develop their subject in other ways. This development planning links to whole-school objectives.

Monitoring and review

We have named governors for literacy, numeracy, ICT, data, Wellbeing and Additional Learning Needs. The governors liaise with the subject groups for these areas, and monitor closely the way the school teaches these subjects.

The headteacher is responsible for the day-to-day organisation of the curriculum. The headteacher monitors the fortnightly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum or Desirable Outcomes, and that all lessons have appropriate learning objectives.

This policy is due for review in the Summer Term 2023

Signed:

Date: