



Hendrefoilan Primary School Curriculum Policy

This policy outlines the fundamental aims which underpin the Curriculum at Hendrefoilan Primary School.

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Purposes

At Hendrefoilan, the purposes of the curriculum are as follows:

- To provide and ensure all pupils have access to a curriculum driven by the four purposes and the principles underpinning every Area of Learning and Experience (AoLE) of the Curriculum for Wales (CfW).
- To ensure the delivery of the skills, knowledge and experience described in the 'What Matters' statements of the CfW.
- To deliver and ensure that all pupils have access to the cross-curricular skills of literacy, numeracy and digital competency.
- To teach relationships and sexuality education.
- To teach children and young people about things that will be important to them in life and things that will help them understand others better. For example, human rights, respecting people's differences, like their beliefs or where they come from, learning about work and choosing the kind of work you want to do, learning about Wales, your local area and the world.
- To provide the Foundation Phase Framework and the National Curriculum for pupils in KS2.
- To provide a daily act of collective worship (which is broadly Christian in nature).
- To develop positive attitudes and behaviour, including self-control.
- To develop high self-esteem and confidence.
- To encourage pupils to think for themselves and become independent and self-responsible.
- To motivate pupils and encourage them to learn to question and to respond to challenge.
- To develop respect for self and others.
- To acquire knowledge, skills and understanding.
- To build on previous experience through reflection.
- To use the outcomes of assessment in order to move forward.
- To develop creativity, imagination, spontaneity and initiative.
- To communicate effectively and express themselves clearly, using the key skills.
- To work co-operatively and collaboratively where appropriate.
- To learn to select and use method and resources, and to be discriminating.
- To be motivated to work independently.
- To promote the intellectual, spiritual, moral, cultural, mental and physical development of all pupils.
- To promote partnership between the child, the parent, the teacher and the community.

Broad Guidelines

Broadly, the curriculum at Hendrefoilan Primary School is:

- Based on the motto, vision and ethos of the school.
- Is broad and balanced and is careful to ensure sufficient depth of study.
- Introduces pupils to a wide range of experiences, knowledge skills and understanding.
- Promotes pupils' spiritual, moral, cultural, mental and physical development and prepares pupils for the opportunities, responsibilities and experiences for adult life.
- Is carefully planned, taking into consideration long, medium and short-term goals.

The Four Purposes of the Curriculum

At Hendrefoilan, the four purposes are the starting point and aspiration for the schools' teaching and learning and curriculum policies. The aim is to support learners 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 of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The Hendre-Hearties

The Hendre-Hearties encourage pupils to consider what the four purposes mean for their learning. Learner voice is central to the realisation of the four purposes. The School's Council has decided on the positive mind-set captains and the captain logo was designed and drawn by a pupil. The school is developing stickers to be used in pupil's work to show the application of the purposes to our learning. Stickers of a pirate's hat are in the colour that matches the colour of the Hendre-Heartie. On Fridays there is a Captain's Table for pupils who have shown excellent application of the four purposes

The four purposes are represented by the Hendre-Hearties Pirate Captains.

Captain Ambition

Captain Ambition represents ambitious and capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

and are ready to learn throughout their lives

Captain Enterprise

Captain Enterprise represents enterprising and creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit

and are ready to play a full part in life and work

Captain Inform

Captain Inform represents ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

and are ready to be citizens of Wales and the world

Captain Confident

Captain confident represents healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

and are ready to lead fulfilling lives as valued members of society.

There is also a fixed mind-set captain, **Captain Distracted**, that no one wants to be.

Areas of Learning and Experience

The curriculum at Hendrefoilan is broad and balanced. The structure of the curriculum is based of six areas of learning and experience. These are:

- Expressive Arts
- Health and Well-being
- Humanities
- Language, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

Key Competencies

In addition, the curriculum at Hendrefoilan encourages the development of:

- Literacy (NLF)
- Numeracy (NNF)
- Digital Competency (DCF)
- And the wider skills of critical thinking and problem solving, planning and organisation, creativity and innovation and personal effectiveness.

The Curriculum at Hendrefoilan Primary School in More Detail.

The curriculum at Hendrefoilan is carefully planned and available to all staff

- Is differentiated to meet the needs of all pupils including SEN and more able and talented pupils.
- Includes opportunities for assessment and builds in continuity and progression in future planning, following evaluations of pupil outcomes.
- Is assessed through standardised assessments which take place annually from year 2 – 6 and teacher assessments linked to on-going levelling of pupil work, in addition to non-statutory assessments where appropriate.
- Includes the use of the school and local environment to develop academic, personal and social skills.
- Uses the published materials Abacus Evolve Maths Scheme, White Rose Maths and My Maths to support the teaching of maths.
- Uses ideas and provision from 'Spread the Happiness' and 'Dough Disco' programmes.
- Uses published reading schemes from the Oxford Reading Tree and follows a purpose-built literacy school scheme of work.
- Uses published schemes from Charanga music and BBC bitesize for dance. We use specialist music teachers to provide very high-quality provision for music in expressive arts.
- Uses the PESS scheme of work for gymnastics and published national programmes from Welsh netball, football and rugby delivered by specialist teachers to support the school's provision for health and well-being.

- Ensures the quality of pupil learning by a tracking process which draws from data regarding progress against individual targets set by teachers, attendance, EAL acquisition, ALN progress, diagnostic tests data and other data.
- Has sufficient resources to enable pupils to access their entitlement and to provide value for money.
- Reflects equal opportunities and race equality for all pupils
- Is evaluated and reviewed by the relevant Subject Leaders and the Senior Management Team
- Is monitored evaluated and reviewed by the Governing Body through regular discussion and reports from the AoLE leaders and the Headteacher
- Is reported to parents through the School's Prospectus, the Annual Report from the Governing Body and this policy.
- Uses the agreed Syllabus for Religious Education.
- Uses cross-curricular 'rich tasks' taken from Building Blocks as necessary.

School Structure

At Hendrefoilan, classes are grouped according to age and mixed ability. In the Foundation Phase, the average number of pupils is 15 per class. In KS2, class sizes average 30 pupils per class. All classes have a teacher and a teaching assistant. The learning spaces are well maintained and used creatively to meet the needs of learners. Around the school, small groups of pupils are enabled to work independently outside their registration classes in mixed ability groups. In each of the school's learning areas, pupils are encouraged to stay on task independently using verbal and written success criteria written on mini or fixed whiteboards

Planning for Learning

From Nursery to Year Six Our curriculum maps plot the long-term content covered in each Area of Learning and Experience (AoLE). Each term, teachers use the curriculum maps as a starting point to plan new and exciting learning activities. All teachers are free to teach in ways they feel will have the best outcomes for their learners. Over the past two years they have used action research as a professional tool to inform and improve teaching. 'Everyone Plans in Class' (EPIC) planning encourages all pupils to contribute to their curriculum - ensuring they have control of their learning.

Long term schemes ensure continuity and progression from year to year and are organised by the AoLE leaders into areas saved on Hwb. Schemes are 'broken down' into medium-term topic webs for each class and term. These provide opportunities for cross curricular links, educational visits/visitors and opportunities for depth/mastery. We use the National Curriculum, the National Literacy, National Numeracy Framework and the Digital Competency Framework to set targets and assess pupils' skills.

Our short-term weekly planning is stored on our Building Blocks website and is used consistently across the school. Weekly plans identify opportunities for AfL, differentiation and cross curricular links. Where classes are shared, every opportunity is taken for staff to plan together, for example all teachers share plans on Building Blocks.

Monitoring

Monitoring of the curriculum – coverage, planning and standards of teaching and learning, is conducted by the Headteacher, Senior Management Team and AoLE Leaders.

Review

The Curriculum is reviewed annually by the Headteacher and the Senior Leadership Team. The date of next review is May 2021.

Conclusion

This policy should be read in conjunction with the National Curriculum orders 2008, the CfW 2022, the ALN Code of Practice, the school's ALN Policy the Teaching and Learning Policy, and the six AoLE Policies.

