

Curriculum Statement Policy



Curriculum Statement

At Ysgol Gymraeg Penalltau we aim to provide each child with opportunities to develop socially, emotionally, physically, spiritually and intellectually. It is our aim to provide a broad, balanced, exciting and stimulating curriculum providing the highest quality teaching and learning experiences for all children. Our school's curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the Curriculum for Wales and the National Literacy/ Numeracy and Digital Competency Frameworks but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the ethos - 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 co-operate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We want our pupils and their parents to look back on their days at our school with warmth, affection and pride. We want each and every child to be a happy, confident, secure individual, realising their full potential.

High expectations and standards are set for our pupils and staff alike, who strive to improve the quality of teaching and learning throughout the school.

Values

Our school curriculum is underpinned by the values that we hold dear at our school. Parch, Parodrwydd, Perthyn- Respect, Readiness and Belonging. Every member of our school is important and valued. 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.

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

- ❖ We value effort, hard work and good behaviour.
- ❖ We listen to the views of individual children, and we promote respect for our own culture and 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, co-operation 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.

Aims

The aims of our school curriculum are to:

- ❖ create a happy community where each individual can develop their personal skills, their knowledge and their talents in a Welsh atmosphere;
- ❖ engage leaders, governors, practitioners, learners, parents, carers and the wider community to inform the curriculum's development
- ❖ encourage the pupils to appreciate their Welsh heritage, to enjoy Welsh culture and to use the Welsh language with pride;
- ❖ introduce a broad and balanced curriculum which will assist the pupils to fulfil their potential in all areas;
- ❖ develop moral and spiritual values and teach them to show respect for each other and for those from different backgrounds and cultures;
- ❖ help children to understand the environment of the world around them and their role as citizens of the future;
- ❖ provide a wide range of extra-curricular experiences for the pupils through performances within the local community and beyond and through educational visits.

Curriculum For Wales

As of September 2022, The Curriculum and Assessment (Wales) Act 2021 has placed mandatory duties on schools. We are legally required to design, adopt and implement our own local curriculum, publish a summary, implement assessment arrangements and keep these under review.

Our curriculum encompasses the following criteria:

The 4 Core Purposes

At the heart of the Curriculum for Wales, these purposes are designed to help our learners become:

- ❖ Ambitious and capable, ready to learn throughout their lives.
- ❖ Enterprising and creative contributors to life, ready to play a full part in life and work.
- ❖ Ethical and informed citizens of Wales and the world.
- ❖ Healthy and confident, ready to lead life to the full and be valued by those around them as valued members of society.

The Principles of Progression

Learning is split into six Areas of Learning and Experience (or AoLEs):

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

For each AoLE, along with the Statements of What Matters and Descriptions of Learning, the Progression Principles ensure:

- ❖ Increasing effectiveness as a learner

- ❖ Increasing breadth and depth of knowledge
- ❖ Deepening understanding of the ideas and disciplines within areas of learning and experience
- ❖ Refinement and growing sophistication in the use and application of skills
- ❖ Making connections and transferring learning into new contexts

In the Mathematics and Numeracy AoLE, we follow the Five Proficiencies:

- ❖ Conceptual understanding
- ❖ Communication using symbols
- ❖ Fluency
- ❖ Logical reasoning
- ❖ Strategic competence

As a school, we place considerable emphasis on developing pupils' skills in a systematic and structured way. The school plans for cross curricular and discrete teaching and learning activities. A rolling programme of cross-curricular themes and topics for each year group/class is planned to take account of children's interests, their stage of development, curriculum coverage and continuity and progression. Thematic work and cross curricular links are of particular value in providing an integration of knowledge and skills, making literacy, numeracy and digital competency far more purposeful. Themes are planned to ensure regular revisiting of skills as pupils progress through the school.

It is intended that planning thematic work will allow for the development of investigation and information gathering skills, the acquisition of knowledge and understanding, within a meaningful framework. Developing skills and positive dispositions to learning is at the root of our aim to develop effective life-long learners at Ysgol Gymraeg Penalltau.

Alongside our thematic work we will run mini topics and/or discrete teaching relating to curriculum schemes of work. This will allow for the necessary curriculum coverage which cannot be easily incorporated into a theme, or particular skills which need to be developed e.g. PHSE (Personal, social, health and economic), RSE (Relationships and Sex Education), PE (Physical Education) and RVE (Religious Values and Ethics).

The Welsh Language

All pupils from Nursery class to year 2 are taught solely through the medium of Welsh using immersion strategies. English is introduced in the Summer Term of Year 2. English is taught as a subject from year 3-6 but pupils will be given opportunities to use English, Welsh and additional languages across the curriculum.

Religious Values and Ethics (RVE)

Aspects of the curriculum and learning and teaching relating to RVE accord with the locally agreed syllabus in schools without a religious character. The School recognises some parents will wish to exercise their right to request withdrawing their children from Religious Education. The school will discuss and accommodate any such requests where appropriate.

Relationships and Sexuality Education (RSE)

RSE is a mandatory element of the Framework and our curriculum must accord with

the RSE Code. Teaching and learning in RSE is supported by a whole-school approach to RSE and this is critical in supporting learners' well-being. The content is set within the context of broad and interlinked learning strands, namely:

- relationships and identity
- sexual health and well-being
- empowerment, safety and respect

These learning strands need to be developmentally appropriate for learners therefore we will take account of a range of factors including the learner's age, knowledge and maturity; any additional learning needs and anticipating their physiological and emotional development.

Cross-Curricular Skills

Literacy, Numeracy and Digital Competence are mandatory cross-curricular skills within Curriculum for Wales. It is the responsibility of all practitioners, across all curriculum areas, to develop and ensure progression in these skills.

Planning

Termly themes are mapped across the school years and classes. Long Term planning allows us to achieve effective coverage of the curriculum requirements and helps to avoid any unplanned or unnecessary repetition. It allows us to establish links between subjects and to identify common skills and learning processes where appropriate. Long term planning allows us to provide the children with a broad and balanced curriculum. Effective whole school long term planning enables good continuity and progression through the school as skills, processes, competences and cross-curricular themes are mapped out.

All staff plan termly, weekly and daily forecasts of work. In these plans staff will recognise the opportunities to differentiate the tasks and experiences offered to pupils so that the needs of all pupils are met and all pupils are challenged appropriately with meaningful and relevant tasks.

All staff evaluate their work and the responses of their pupils on a daily basis.

Assessment.

We are clear that the purpose of assessment is to support each individual learner to progress at an appropriate pace, ensuring they are supported and challenged accordingly. To do so, the Curriculum for Wales (CfW) (as defined in the Supporting Learner Progression: Assessment Guidance) sets out that we assess for three key reasons:

- ❖ to support individual learners on an ongoing, day-to-day basis
- ❖ to identify, capture and reflect on individual learner progress over time
- ❖ to understand group progress in order to reflect on practice

We are currently receiving training from Impact Wales with our cluster schools in order to create a shared understanding of assessment and progression.

Baseline assessments will be undertaken as pupils start at our school. Staff will use these and ongoing formative assessment to plan for next learning steps.

The arrangements for taking Personalised Assessments for reading and numeracy will continue for pupils in Year 2-6. The Personalised Assessments as part of Curriculum for Wales, in-line with the new approach to assessment, will provide the school with a formative tool to reflect on learners' strengths in reading and numeracy, and possible next steps to take their learning forward.

Class Organisation

Children are at present grouped in 9 mainstream classes; Nursery, Dosbarth Melangell, Guto Nyth Bran, Dwynwen, Llywelyn, Seithennyn, Gelert, Blodeuwedd and Branwen. Where we have individuals in mixed age classes, children are grouped on the basis of birth dates but will be grouped according to needs for activities. These groupings may vary throughout the day depending on activity. All classes are organised to take account of the great variation in physical, mental and emotional development of each child. Teaching techniques vary. All teachers are aware of the need for a balance of teaching styles, individual teaching, group teaching and class teaching, the need for differentiation and the importance that must be placed on providing each pupil with materials and experiences of an appropriate level to challenge both their interest and ability. Children tend to be grouped, within each class, according to their needs.

Where children are engaged in group work, it is important that they do indeed function as a group, working collaboratively on activities, rather than merely sitting together. Through group work children are provided with vital opportunities to develop listening and speaking skills, problem solving and team work skills. Groups should usually contain children of both genders and staff will not allocate tasks and responsibilities on the basis of gender.

In the Early Years, we adopt an inter-disciplinary approach to learning. As pupils progress, we usually teach the core subjects separately during the morning sessions, though sometimes these subjects are also taught through the thematic teaching which usually takes place in the afternoon sessions. An inter-disciplinary topic approach to curriculum planning is used for thematic work.

The school endeavours to set up a stimulating environment to provide the right sorts of experiences encompassing all areas of learning, promoting all aspects of the child's development. The organisation of space, resources, time and children needs careful consideration to provide stability, continuity and progression throughout the school.

Each member of staff is responsible for the organisation, management and structure of their classroom. Some of the following criteria should be considered:-

- The physical organisation of the classroom space;
- How the children are grouped;
- Time management;
- Resources;
- The need to provide children with the opportunity:-
 - (i) to work as a class;
 - (ii) to work in groups;
 - (iii) to be independent;
 - (iv) to collaborate and be interdependent;
 - (v) to experience different activities;
 - (vi) to ensure that they experience a curriculum that provides for all aspects of development.

It is the responsibility of each member of staff to ensure that their classroom is safe, well organised, free from clutter and that resources are clean and orderly.

Resources

Curriculum Co-ordinators are responsible for the identification of resource needs and maintenance of adequate resources throughout the school. In deciding on funding for resources, consideration is given to the school development plan and identified areas of priority. The school has a reference library which houses many school resources. Resources are selected as and when required by staff and pupils. All classes have their own stock resources of everyday items which are regularly used. Each class has a wide variety of ICT equipment and a range of fiction and non-fiction reading materials.

Additional Learning Needs and Intervention

Provision for children and young people with Additional Learning needs is a matter for the school as a whole: in addition to the governing body, the headteacher and the ALNCo, all the other members of staff have their roles and responsibilities. Our school self-evaluation process helps identify good practice and areas for improvement. This process is further supported by a Provision Mapping Quality Assurance tool, which helps monitor the impact of interventions, pupil outcomes and value for money. The school endeavours to identify as early as possible children requiring extra support and implements the code of practice in identifying and assessing Additional Learning needs. The school has a total commitment to the full inclusion of children with ALN and to ensure full access to the whole curriculum for all learners of different ages, abilities and aptitudes. Where appropriate, National Curriculum modifications are catered for through individual programmes of work drawn up by the ALN Coordinator /Class Teacher / learning support staff, in conjunction with support from outside agencies where deemed necessary. Full details of the school's ALN provision may be found in the school's ALN policy document.

Homework

The School has drawn up a Home School Agreement. An interest in books is encouraged and children are expected to read at home with their parents. Homework

is set on a termly basis as a 'Homework Menu' and this is usually related to on-going work in the classroom or research in preparation for future learning. 'Mains' tasks will usually be open ended; encouraging pupils to demonstrate their learner in a way which is relevant to them. Homework books will be sent home and then when returned the children's work will be shared with class.

Extra-Curricular Activities

Extra-Curricular Activities are organised by staff on a voluntary basis to take place after school. We offer a wide range of activities including various sports, Expressive Arts, STEM and cookery clubs.

There will be opportunities when pupils from our school will be invited to take part in events which may take up part of our school day. Each of these opportunities will need to be considered on their individual merits. Indeed if our pupils are to participate in such activities it may be necessary for them to miss out or cover different aspects of the curriculum which have already been planned for. When such occasions arise the school shall consider whether the benefits and advantages of our pupils' participation outweigh the disadvantages of missing out an area of the curriculum.

Teaching Time and Discretionary Time

Nursery pupils are entitled, and funded, to attend school on a part time basis. We currently only hold morning sessions. Governors at Ysgol Gymraeg Penalltau have worked closely with Menter Caerffili to provide optional 'Wraparound' care for afternoon sessions for our Nursery pupils. Pupils from Reception through to Year Six are in school from 09.00am–15.15pm. We believe that the effective management of time and resources is an essential ingredient to a well organised and balanced curriculum. The school makes effective use of 5 INSET days each year to ensure staff skills are current and of a high standard. A further 6th INSET day for curriculum planning is being considered by WG.

Individual teachers may well have different approaches to how they timetable the delivery of the curriculum. Our long-term planning arrangements ensure balanced coverage through the school for each year group and class. Teachers may, on occasions, find it appropriate to deliver some subject areas in an intensive block of lessons and activities rather than on the lesson per week basis.

Reporting to Parents

Parents' evenings are held in the Autumn and Spring term. A written report is given to parents at the end of the Summer Term and parents are invited to make an appointment to discuss this report if required. Reports include a narrative report on pupils' progress based on the National Literacy and Numeracy Framework.

School Self-Evaluation

Each term the school will focus on specified areas for whole school self-evaluation. Curriculum leaders will contribute in monitoring the quality of educational provision and where appropriate provide curriculum support and guidance.

Regular whole school staff meetings focus on specific areas of school and staff development and help ensure staff commitment to whole school policies and the continuity of teaching and learning throughout the school.

The Headteacher and Deputy Headteacher as well as all other teachers are responsible for monitoring and evaluating teaching and learning intentions and the quality of outcomes. This may take the form of regular scrutiny of class planners, examples of children's work, talking to children about their work and class observations.

Monitoring and review

Our governing body is responsible for monitoring the way the school curriculum is implemented in conjunction with school leaders and practitioners. Each governor has been assigned an area to monitor, including the six areas of learning, Additional Needs, Health and Safety and The Welsh Language Charter.

The Headteacher is responsible for the day-to-day organisation of the curriculum, Foundation Phase Framework and LNF. The Headteacher, SMT and subject leaders, monitor short-term planning for all teachers at least once a term, ensuring that all classes are taught the full requirements of the National Curriculum, including Cross-Curricular Skills, and that all lessons have appropriate learning objectives.

The Senior management Team and AoLE leaders monitor the way areas of learning are taught throughout the school. They examine long-term planning and ensure that appropriate teaching strategies are used. The SMT and AoLE leaders also monitor planning, assessment, progress and resources.

The school's curriculum policy and implementation will be kept under review, including regular stakeholders' feedback and ongoing revision.

Signed: Headteacher: _____

 Chair of Governors: _____



