

Llwydcoed Primary School

Curriculum Policy March 2024



Growing, Striving,
Achieving and Believing

Curriculum Policy

1 Introduction

- 1.1 The 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 National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

2 Mission, Vision, Values and Motto

2.1 Mission

The mission statement for Llwydcoed Primary School is:

- To create ambitious capable learners who are ready to learn throughout their lives by developing effective skills and communication abilities, placing digital technology at the heart of the curriculum and making sure all have high expectations of themselves and enjoy a challenge.
- To create enterprising and creative contributors who are ready to play a full part in life at work by giving them confidence to be able to take measured risks, allowing them to express their ideas through problem solving and making sure they grasp every opportunity that comes their way.
- To create ethical informed citizens who are ready to be citizens of Wales and the world by having a strong sense of community and culture, embedded values and a clear understanding of sustainability as well as the impact of their actions.
- To create healthy and confident individuals who are ready to lead fulfilling lives as valued members of society by building their resilience to overcome a challenge, fostering positive physical and mental health and ensuring they have the ability to develop positive relationships with others.

2.2 Vision

For Llwydcoed Primary School to be at the heart of the community and a place where children are able to learn in a safe, happy and secure environment. Empowering children to reach their full potential as they grow up in an ever-changing world.

2.3 Motto

Growing, Striving, Achieving and Believing!

2.4 Values

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.

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

- Honesty
- Happiness
- Kindness
- Trust
- Respect
- Courage
- Perseverance
- Community.

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 DCF;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;

- to help children understand Wales' and Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum;
- 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 inform children that they have rights and to respect the needs and rights of others as members of a diverse society.

4 Organisation and planning

A new curriculum for Wales is being developed with education professionals across Wales. Schools have some flexibility in determining how and when they approach the teaching of the new curriculum. The Welsh Government ambition is that all settings and schools will be using the new curriculum to underpin teaching and learning for children and young people aged 3-16.

The 4 purposes are at the heart of the new curriculum. They are the starting point for all decisions on the content and experiences developed as part of the curriculum to support all 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.

Our School Council has developed 4 characters based around the four core purposes to help the children in our school focus their learning around them!

The characters include the following:

- *Creative Carys*
- *Healthy Heulwen*
- *Ambitious Aled*
- *Global Gerwyn*

4.1 Key Elements:

The new curriculum includes:

- 6 Areas of Learning and Experience from 3 to 16.
- 3 cross curricular responsibilities: Literacy, Numeracy and Digital Competence.
- progression reference points at ages 5, 8, 11, 14 and 16.
- achievement outcomes which describe expected achievements at each progression reference point.

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

- Expressive Arts.
- Health and Well-being.
- Humanities (including RE which should remain compulsory to age 16).
- Languages, Literacy and Communication (including Welsh, which should remain compulsory to age 16).
- Mathematics and Numeracy
- Science and Technology

Developing Wider Skills and Literacy and numeracy framework

All learners at Llwydcoed Primary School are given opportunities to build on skills they have already acquired.

Learners continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum.

These skills include;

Critical thinking and problem solving - marshalling critical and logical processes to analyse and understand situations and develop responses and solutions.

Planning and Organising - implementing solutions and executing ideas and monitoring and reflecting on results.

Creativity and Innovation - generating ideas, openness and courage to explore ideas and express opinions.

Personal Effectiveness - reflecting on and understanding oneself and others, behaving in effective and appropriate ways; being an effective learner.

Literacy and Numeracy Framework

At Llwydcoed Primary School we fully endorse and have integrated the LNF into all our curriculum policies and Schemes of work.

The LNF focuses on the learners' acquisition of, and ability to apply, the skills and concepts they have learned to complete tasks appropriate for their stage of development.

Expectations are given for each school year from Reception to Year 6 in each of the elements and aspects. The LNF is designed to be inclusive of all learners, including those with additional learning needs (ALN).

The two components of the LNF are divided into the following strands. Within literacy the strands are:

- oracy across the curriculum
- reading across the curriculum
- writing across the curriculum.

Within numeracy the strands are:

- developing numerical reasoning
- using number skills
- using measuring skills
- using data skills.

The teaching of these language skills should always be integrated. Numeracy in the LNF is described as consisting of four strands. However, developing numerical reasoning underpins the three procedural strands of using number skills, Using measuring skills, Using data skills. It is vital that numeracy is not viewed as four discrete strands, which are developed in isolation from each other.

Progression through the stages is demonstrated by an ability to develop and demonstrate increasing competence in literacy and numeracy skills. The expectations are essentially concerned with developing and recognising a learner's ability to select and apply literacy and numeracy skills in ways that are appropriate to each context. The expectations are designed to recognise learners' abilities to select and apply numeracy and literacy skills in ways that are appropriate to each context.

Developing Digital Competency

Digital competence is one of 3 cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to a wide range of subjects and scenarios.

4.2 Llwydcoed's Colourful Curriculum - Cwricwlwm Lliwgar Llwydcoed:

Our Colourful Curriculum is unique to our school and puts pupil voice at the centre. Through creative and meaningful activities, pupils experience a thematic approach to learning that helps them create connections and learn through memorable experiences that cater to all pupils.

4.3 Whole School Topics

Broad whole school topics that focus on a particular AoLE are followed by each class in the school.

Examples include the following:

- Llwydcoed and Beyond
- Time Travellers
- Let's Investigate
- Let's Imagine
- Changes
- Our Digital World

4.4 Dazzle Days

Dazzle Days are activities the pupils partake in, related to their topic. The first week of every term there will be a Dazzle Day, which is a hook to immerse and engage the pupils in their topic. These days give pupils the experiences related to the topic and ensure that every child has the same experiences and a base knowledge in preparation to complete work or carry out activities on that topic. The activities are engaging, fun and inspiring in order to motivate the pupils for the duration of the topic and used as an introduction to give pupils an insight into what the topic is going to be about. The main purpose of the Dazzle Day is to aid children in generating ideas that they would like to learn about for that terms topic that focus around the 4 core purposes.

4.5 Golden Quest

Golden Quests are completed at the end of each topic and ideas for this are generated by the children at the start of the topic. The Golden Quest consists of skills that have been taught throughout the topic and give the children the opportunity to apply the skills taught with independence

4.6 Amser Enfys

In Dosbarth Hapus, Heulog and Enfys children take part in Amser Enfys. This

promotes independent learning in enhanced provision and involves children completing rainbow challenges independently while earning coloured lollypop sticks. Children are expected to collect all lollypop sticks by the end of each week!

4.7 Rainbow Missions

In Dosbarth Draig and Dosbarth Seren children take part in Rainbow Missions throughout each topic. They complete these missions independently and earn coloured stickers when each mission is complete. The missions consolidate skills already taught in lessons are based around each AoLE area.

4.8 Numeracy and Literacy Weeks

Children will also take part in stand-alone Literacy and Numeracy weeks across the curriculum which apply skills previously taught. Some of these weeks will include rich tasks which ensure children learn through making connections and inspire use of many skills and experiences previously taught.

4.9 Planning

The first step in the planning process is to identify the What Matter Statement that will be focused on, and select the specific description of learning within the progression step to be taught. Each time a description of learning is taught within a progression step either AoLE, LNF or DCF this is highlighted and a record of the date taught and short term planning document is kept to ensure coverage of the progression steps.

Our short-term plans are those that our teachers write on a weekly 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 as well as identifying the level of differentiation and the role of additional adults. These plans also include the cross cutting and wider skills to be covered as well as any Welsh vocabulary and DCF skills to be taught. Teachers also plan for Rainbow Missions and Amser Enfys which are independent tasks that have been generated by the pupils and teachers following the ideas generated during Dazzle Day.

With our long-term plans, we give suggested guidance on the AoLE progression step as well as the LNF and DCF progression step to be covered during the topic and suggest activities for particular year groups. However, these are not set activities to be taught as our curriculum is driven by pupil voice.

5 Children with ALN

5.1 ALN

At Llwydcoed Primary School we place ALN at the centre of everything and our curriculum is designed to ensure that the needs of all children are met. We ensure that we offer Universal Learning Provision (ULP) necessary to meet Childrens needs and those considered to have additional learning needs is planned for in a timelier, collaborative, consistent and equitable way through effective additional learning provision (ALP). Those with ALN are provided with detailed IDPs which describe the child's ALN and the ALP required to meet those needs. The views, wishes and feelings of children and young people form a central element of our IDP development through Pupil Centred Planning Meetings and emphasises the importance of children, their parents and young people participating as fully as possible in the decisions that are taken in relation to their ALN and the ALP provided.

5.2 Our ALN vision and motto

At Llwydcoed Primary School I will be given the support I need to feel safe, happy and confident. I will be treated fairly and will be listened to so my ideas can make a difference. I will be supported to make important friendships with children, and my teachers, who will all work together to help me become the best that I can be.

'Being the Best We Can Be!'

6 The role of the AoLE Leader

6.1 The role of the AoLE Leader is to:

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

6.2 The school gives AoLE leaders non-contact time which is derived on a needs basis and aligned with the School Development Plan, so that they can carry out the necessary duties involved with their role.

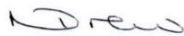
6.3 It is the role of each AoLE leader is to keep up to date with developments in their area, at both national and local level. They review the way the area is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each leader reviews the curriculum plans for their area, ensures that there is full coverage of the National Curriculum and that progression is planned for.

7 Monitoring and review

7.1 Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each area that is directly linked to the SIP.

- 7.2 We have named governors linked to each AoLE Team; Expressive Arts, Health and Well-being, Humanities, Languages, Literacy and Communication, Mathematics and Numeracy and Science and Technology. We also have a named governor for Additional Learning Needs and for 'Closing the Gap'. The governors liaise with the subject/ team leaders of these areas, and monitor the way the school teaches these subjects.
- 7.3 The head teacher is responsible for the day to day organisation of the curriculum. The head teacher monitors the weekly lesson plans every fortnight for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that lessons have appropriate learning objectives.
- 7.4 AoLE leaders monitor the way their area is taught throughout the school. They develop action plans, examine planning, and ensure that appropriate teaching strategies are used. AoLE leaders also have responsibility for monitoring the way in which resources are stored and managed. They take a lead in learning walks and work scrutiny for these learning walks. They also have responsibility for listening to learnings and writing both the learning walk reports and area reports to feed into the SER and SIP.

Natalie Drew (Head Teacher)



Signed Chair of Governors:



Rhian Grundy

Date: March 2024

Review: March 2026

