Ysgol y Lawnt

Curriculum Statement Policy

Curriculum Statement

At Ysgol y Lawnt 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 New 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 are set for our pupils. High standards are set for our pupils and high standards are set for all of staff, 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. Cymreictod, Cwrteisi a Chyfrifoldeb – Courteous, Responsible, Welshness. 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; encourage the pupils to appreciate the 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.

Organisation

The Statutory Curriculum

The school makes use of National Literacy and Numeracy and Digital Competency Frameworks as a basis for planning and teaching, alongside the New Curriculum for Wales @Successful Futures'. We also use the appropriate documentation for PSE, Skills Framework and the Agreed Syllabus for RE. The New Curriculum for Wales is to be to implement fully for pupils from Nursery to Year 7 from September 2022.

There are 4 core purposes at the heart of the new curriculum. These are to help 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.

Learning will be 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

As a school, we are working closely with Pioneer schools in moving towards the new curriculum. 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 two year 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.

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 y Lawnt.

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. SEAL (Social and Emotional Aspects to Learning), PE and RE.

The School recognises the importance of developing learners' skills as identified in the Skills Framework through all aspects of the Primary Curriculum. These skills of Thinking, Communication, ICT and Number together with the Curriculum Cymreig, PSE and social skills, Problem-solving Skills, Creative Skills will flow through our curriculum and provision for learning. The opportunities to develop these key skills will be highlighted in the termly and daily planning. Similarly, where appropriate, IT skills will be meaningfully developed across the curriculum. For example, for data handling, locating, storing, recording and recalling information, art applications, word processing and desk top publishing activities, adventure programmes to develop curriculum knowledge and understanding, etc.

Religious Education

Religious Education is taught throughout the School in line with our local SACRE statutory requirements. 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.

The Welsh language

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

Planning

We follow discreet themes from Nursery to year 6. Pupils voice is pivotal at the planning stage and each class will decide which learning route they'd like to follow. 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.

The New Curriculum allows change and this will be recorded on planning sheets.

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

School Self-Evaluation

Each term the school will focus on specified areas for whole school self-evaluation. Curriculum leaders will contribute to 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, Deputy Headteacher and SMT 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.

Class Organisation

Children are generally grouped in 8 mainstream classes; Nursery, Reception, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6. 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. The school operates a 'Whole school Approach' to teaching several skills, experiences and interventions are taught to mixed-age groups- these groupings are based on a wide range of assessment evidence and allow for flexibility based on topic and progress. 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 teamwork skills. Groups should usually contain children of both genders and staff will not allocate tasks and responsibilities on the basis of gender.

In the nursery, reception year 1 and 2, we adopt an interdisciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of skills and there is planned progression in all curriculum areas. In years 3,4,5 and 6 core subjects are taught discretely during the morning sessions, the skills taught are then applied to thematic work. An interdisciplinary topic approach to curriculum planning is used for thematic work.

The school endeavours to set up a stimulating environment to provide the right sort 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.

Special Educational Needs/Additional Learning

Provision for children and young people with special educational needs is a matter for the school as a whole: in addition to the governing body, the headteacher and the SENCo, 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, (EDUKEY) which provides evidence on the impact of interventions, pupil outcomes and value for money. The school endeavours to identify as early as possible children requiring SEN support and implements the code of practice in identifying and assessing special educational needs. The school has a total commitment to the full inclusion of children with ALN and ensure full access to the whole curriculum for all children. Where appropriate, National Curriculum modifications are catered for through individual programmes of work drawn up by the ALN Coordinator/Class Teacher/ learning support staff. Full details of the school's ALN provision may be found in the school's ALN policy document.

Homework

The School has 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 half 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. 'Main' tasks will usually be open ended; encouraging pupils to demonstrate their learning in a way which is relevant to them. Learning Logs will be sent home and 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 at lunchtime or after school. We offer a wide range of activities including sports, art and craft, performance and Eco club.

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. When such occasions arise, priority will be given to ensuring coverage of the Core Curriculum and RE.

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 y Lawnt have worked closely with Mudiad Meithrin to provide optional 'Wraparound' care for afternoon sessions for our Nursery pupils. Pupils from Reception through to Year Six are in school form 09.00am – 15.30pm. 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.

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.

Assessment.

Teachers use a wide range of formative assessment strategies on a daily basis which enable them to plan for progression and development of skills. These include marking, questioning, observation and discussion. Pupils are encouraged to evaluate their own work and that of their peers.

Pupils are tracked on a termly basis and under-performance addressed immediately. During the first half-term each child in Nursery/ Reception is assessed against a baseline in order to gauge their skill-level across the Areas of Learning using the statutory Foundation Phase Profile. Throughout the Foundation Phase teachers and teaching assistants will assess the skills development of each child and record this on our internal tracking system. This assessment forms an important part of the future curriculum planning for each child. Staff also use record pupils' progress in literacy, numeracy and Digital competency skills throughout the year. End of Key stage teacher assessments are made at the end of Foundation Phase/ Year 2 (Language, Literacy + Communication/ Mathematical development/ Personal, Social and well-being) and at the End of Key Stage 2/ Year 6 (English/ Welsh/Mathematics/ Science)

Online personalised assessments are replacing the current paper-based national tests for all learners in Years 2 to 9 over a three-year period.

We realise that all teachers in our school have a role in preparing children for such assessments and equipping them with other social and academic skills and this preparation starts on the very first day a child enters our School.

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.

Monitoring and review

Our governing body is responsible for monitoring the way the school curriculum is implemented.

The Headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher, SMT and subject leaders, monitor short-term planning for all teachers weekly, ensuring that all classes are taught the full requirements of the New Curriculum, LNF, and that all lessons have appropriate learning objectives.

Subject leaders monitor the way subjects are taught throughout the school. They examine long-term planning and ensure that appropriate teaching strategies are used. Subject leaders also monitor lessons and resources.

This policy is monitored by the Governing Body and will be reviewed every two years, or before if necessary.

Policy reviewed: 2022

Signed: Headteacher: _____

Chair of Governors: _____