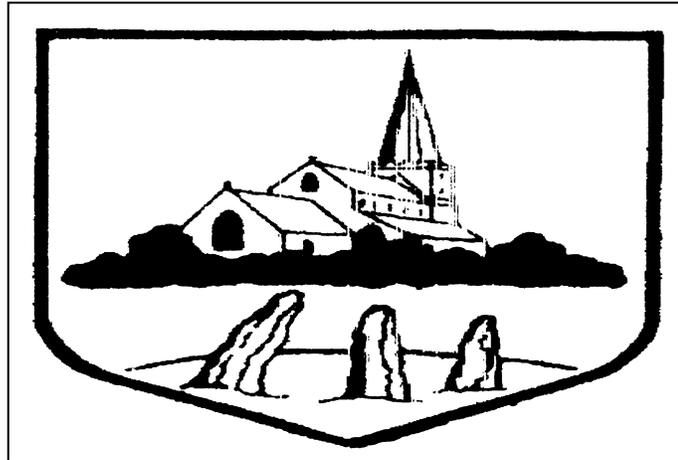


# Trellech Primary School



## Policy For Whole School Curriculum

2017-18

## AIMS

At Trellech Primary we aim to:-

Provide a varied, balanced and evolving curriculum that celebrates individuals learning styles whilst promoting stimulating, lively, enquiring minds and a natural curiosity about the world in which they live.

Allow individuals to develop their confidence and self-discipline, in order to become independent learners and thus initiate a lifelong love of learning.

## RATIONALE

All school policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole-school approach of which staff, children, parents, governors have a clear understanding. This policy is the statement of intent for the current curriculum and curriculum reform at Trellech Primary School. This policy also facilitates how we, as a school, meet the legal requirements of recent Education Acts and National Curriculum Requirements.

## DOCUMENT PURPOSE

This policy reflects the values and beliefs of staff in relation to the teaching and learning in line with statutory National Curriculum.. It gives a framework to which teaching and support staff work, giving guidance on teaching and learning.

From September 2016, the school has trialled and implemented its own bespoke curriculum, incorporating elements of 'Successful Futures' curriculum reform, using a thematic approach with the Four Purposes and the six Areas of Learning and Experience (AOLEs) at its core.

As a Curriculum pioneer school, we provide a range of creative, rich learning experiences driven by the Four Purposes. Pupils are encouraged to be:

- Ambitious capable learners
- Enterprising, creative contributors
- Healthy, confident individuals
- Ethical informed citizens

Curriculum reform is a key feature of the school's improvement processes. Over the last two years, we have:

- reviewed planning in light of Welsh Government recommendations and implemented changes to the curriculum

- ensured a sound understanding of the pedagogical principles and creativity as outlined in Successful Futures, with a focus on metacognition, assessment for learning, creativity and pupil voice
- aligned planning to the four purposes and continued to raise the profile of assessment for learning

## PLANNING

Staff work collaboratively to develop medium term planning that include the national curriculum skills to be taught, the application of literacy and numeracy framework objectives, pupils' ideas and the four purposes. This allows staff to innovate, yet ensure necessary coverage and skills progression. All staff actively engage in collaborative planning to ensure continuity and progression of skills.

Planning is related to the skills defined in the Foundation Phase revised curriculum and National Curriculum 2008 documentation, Activities are appropriately targeted at the correct skill level, Foundation Phase Outcome or National Curriculum Level.

**Medium Term Planning** -: topic focused around the six AOLES and includes the national curriculum skills to be taught, the LNF and DCF skills to be taught or applied, links to the core purposes and proposed activities

**Short Term:** weekly/fortnightly detailed overview, including differentiation of activities.

## PROVISION FOR CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Training and staff development in each curriculum area is undertaken as a direct response to needs analysis, which is set out in the School Improvement Plan. The TLR Leaders for Learning in each Key Phase may also be able to provide support for any staff who wish to discuss planning, teaching and learning or training issues that may arise. Staff may also request to attend any external training courses that are available, regardless of subject specialism. These courses will be selected for their suitability to raising the standards of teaching and learning throughout the school, and for the individual teacher's professional development.

## DEVELOPMENT OF SKILLS

The school strives to provide opportunities for the inclusion of activities that promote learning in the main skills as set out in Curriculum 2008, Foundation Phase documents, Religious Education Agreed Syllabus, National Literacy & Numeracy Framework, Digital Competency Framework and Personal and Social Education.

The EAS and other external providers of professional learning provide ongoing support in this area. These opportunities are included in individual teaching plans.

We also believe that the active promotion of the child's emotional health and wellbeing leads to improved learning in the classroom and throughout the whole school. Therefore, we place great emphasis on our children becoming more engaged in the planning and learning process. We know that if

our children feel happy and safe they will engage in all aspects of school life, increasing their self-esteem and confidence.

We endorse the aspirations concerning the statutory curriculum and we seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

### THE LITERACY AND NUMERACY FRAMEWORK

The Literacy and Numeracy Framework describes in detail the skills that we expect children and young people to acquire and master from ages 5 to 11. It has two components – literacy and numeracy. These are divided into the following strands.

Within literacy we expect children and young people to become accomplished in:

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

Within numeracy we expect children and young people to become accomplished in:

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

The LNF focuses on the learners' acquisition of and ability to apply the skills and concepts they have learned to complete realistic tasks appropriate for their stage of development. Teachers will be able to use the LNF to:

- develop curriculum content to ensure that all learners have opportunities to develop and refine the skills set out in the LNF
- integrate literacy and numeracy into their teaching – whatever the subject matter
- inform discussions with parents/carers, learners and other teachers about learner performance
- help learners with their own self-assessment activities and planning for learning
- monitor, assess and report on individual learner performance
- identify learners who may benefit from intervention or who are working beyond age-related expectations.

Teachers will use this statutory document to plan and assess pupil's Literacy and Numeracy skills. The assessment will be supported by the National Literacy and Numeracy tests sat by pupils annually.

### THE DIGITAL COMPETENCY FRAMEWORK

The school aims to include digital competency skills in all areas across the curriculum. These skills are highlighted on weekly and medium term planning. Digital competence is the set of skills, knowledge and

attitudes that enable the confident, creative and critical use of technologies and systems. It is essential for learners if they are to be informed, capable and have the potential for success in today's society. Digital competence should not be confused with information and communication technology (ICT). Digital competence is one of three 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 that are transferable to the world of work. However, it is not intended that digital competence should be artificially imposed into all subject areas. The DCF therefore includes examples of classroom task ideas that can be used to develop skills in naturally occurring, meaningful ways. Once applied in areas across the curriculum, the DCF skills are tracked termly using the DCF mapping tool.

### LEARNING ACROSS THE CURRICULUM

With the implementation of Successful futures, LNF and DCF will be referred to Cross Curriculum Responsibilities (CCRs) from 2018 onwards.

Curriculum reform is a key feature of the school's improvement processes. Over the last two years, we have:

- reviewed planning in light of Welsh Government recommendations and implemented changes to the curriculum
- ensured a sound understanding of the pedagogical principles and creativity as outlined in Successful Futures, with a focus on metacognition, assessment for learning, creativity and pupil voice
- aligned planning to the four purposes and continued to raise the profile of assessment for learning

### Developing thinking

Learners develop their thinking across the curriculum through the processes of planning, developing and reflecting.

### Curriculum Cymreig

Learners aged 7–14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

### HEALTH AND SAFETY

It is the responsibility of all staff and pupils to be aware of possible Health and Safety issues in relation to all curriculum areas. Pupils will be encouraged to develop positive attitudes to the safety of themselves and others whilst they are using mathematical tools and equipment. Risk Assessments will be carried out if necessary for an activity.

## ADDITIONAL EDUCATIONAL NEEDS (AEN) INCLUDING MAT

All children have access to a broad, balanced curriculum. Provision for children with SEN is the responsibility of the class teacher, support staff and AEN Coordinator, as appropriate, using a variety of suitable strategies and equipment. For further details, see the school's SEN Policy.

Teachers will where appropriate challenge pupils who are More Able Learners.

'More Able and Talented' encompasses an identified proportion of the total school population and is used to describe pupils who require enriched and extended opportunities across and beyond the curriculum in order to develop their abilities in one or more areas. In Trellech there will be a group of pupils who require greater breadth and depth of learning activities than is normally provided for the usual cohort of learners. In addition, there may be a need to provide for exceptionally able pupils. Where this occurs there will be an Individual Development Plan created.

## EQUAL OPPORTUNITIES

All children are given the opportunity to access all aspects of the curriculum, regardless of gender, religion, ability, ethnic or home background. For further details, see the school's Strategic Equality Plan.

## SEX EDUCATION

The school's programme of sex education as agreed by the Governing Body is linked with areas of National Curriculum and also a broad based social education. The main emphasis is on relationships and will reflect the needs of pupils as they develop over the Key Stages. Parents will be notified when this is to take place and may exercise their right to withdraw their child on request.

## CURRICULUM INFORMATION:

A Policy statement for each Area of Learning and Experience (AOLEs) follows.

Whilst we are planning and preparing for curriculum reform 2019 , we are continuing to use the skills from Foundation Phase Framework for Learning, Revised Foundation Phase Framework and National Curriculum 2008 documents.

## NEW AREAS OF LEARNING AND EXPERIENCE

<b>SUBJECT AREA</b>
Language Literacy and Communication
Mathematics and Numeracy
Humanities (including Religious Education)
Health and Well-Being

Science and Technology
Expressive Arts

***For full details of the school's implementation of Literacy, Numeracy and Science, please see separate policies.***

## FOUNDATION PHASE

Foundation Phase practice places great emphasis on the holistic development of children and the development of skills across the curriculum building on previous learning experiences and knowledge. By providing a broad, rich and exciting curriculum using a variety of approaches we aim to develop children as individuals, recognising their level of maturity and interests.

The Foundation Phase Framework areas of learning are:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

These subjects are not taught in isolation and in readiness for curriculum reform, teachers are making more cross curricular links and plan under the six new Areas of Learning and Experience.

### **Continuous Provision, Enhanced Provision and Focused Activities within Foundation Phase**

Pupils have access to areas of continuous provision - these are then enhanced according to the theme and skills development relevant to the learners and class. Pupils have daily access to the different areas of continuous provision within the classroom, are challenged by the enhanced provision and also take part in focused tasks in groups, which are directed by an adult.

For further information, please refer to the Foundation Phase policy

## KEY STAGE TWO

### Humanities (Geographical focus)

Children build on the skills, knowledge and understanding that they acquired during the Foundation Phase. Through the study of their own locality, the world beyond and different environments they

understand what places are like. They develop skills to consider issues about the environment, recognise how people of the world are linked and that they are global citizens.

Children develop their thinking skills through investigation, planning enquiries and carrying out fieldwork. They ask and answer questions, and gather, sort and evaluate information. They draw conclusions, make decisions and form opinions about places, environments and the geographical issues that affect the world around them.

Children develop their Literacy skills when they select, use, apply and combine a variety of skills to communicate their geographical understanding, through maps, images and extended writing with specialist terminology.

Children develop their ICT skills to access the Internet for information, including maps and satellite images. They use different databases, spreadsheets, multimedia and geographical information systems (GIS) to identify relationships and patterns.

Children develop their Numeracy skills when they apply them in the classroom and in fieldwork to measure, gather and analyse data. They use mathematical information to understand direction, distances and scale and to determine locations when using plans, maps and globes.

### Humanities (Historical focus)

Learners build on the skills, knowledge and understanding acquired during the Foundation Phase. They have experiences that make history enjoyable, interesting and significant. They develop their curiosity about the past, the characteristics of different periods, from early times to the present, and the ways in which they are different from each other and from the present. They learn by enquiry about the ways of life of different people in these periods of history, drawing on important developments, key events and notable people in their locality, Wales and Britain. They engage in stimulating and focused historical enquiry using a wide range of sources, including representations and interpretations of the past, and organise and communicate their skills, knowledge and understanding in an increasing variety of ways.

### Skills across the curriculum

Learners develop their thinking across the curriculum through the processes of planning, developing and reflecting.

In history, learners develop their thinking skills through historical enquiry and reflection on key questions, ideas and interpretations.

Learners develop their Literacy skills through the skills of oracy, reading, writing and wider communication through using aural and written sources and communicating ideas, opinions, arguments and conclusions.

Learners develop their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.

Learners develop their Numeracy skills by using mathematical information, calculating, and interpreting and presenting findings. In history, learners develop their number skills through developing chronological awareness, using conventions relating to time, and making use of data, *e.g. census returns and statistics*.

Skills are developed through:

- Chronological Awareness
- Historical Knowledge and Understanding
- Interpretations of History
- Historical Enquiry
- Organisation and Communication

### Humanities (Religious Education)

For the teaching of, and learning through Religious Education, Monmouthshire County Council has, as a whole Authority, chosen to follow the statutory 'Agreed Syllabus for Religious Education' from ages 3 to 11.

Many of the themes and areas closely follow the guidelines set out in the 'National Exemplar Framework for Religious Education for 3 to 19 year olds in Wales.'

Religious Education fosters learners' interest and wonder in the world and human experience. Learners ask investigating, deep questions that relate to their personal experiences, religion and life in general, and build on skills, knowledge and understanding acquired during the Foundation Phase.

Through active participation learners explore spiritual and moral dimensions to inform their own search for meaning and purpose. They will develop skills and gather information to help them think creatively about fundamental religious and moral questions and share ideas through discussion. They express their own feelings and opinions and identify how their actions may affect others, recognize that other people's viewpoints may be similar or different to their own and reflect on and revise their perspectives on life. In Religious Education, learners develop skills in oracy, reading and writing, and wider communication skills through a range of activities. Learners ask questions, communicate ideas and express their own feelings and opinions using different forms as appropriate to the audience and purpose of the activity.

Learners use ICT: to communicate and share information to present information in a variety of formats using word processing and graphics; to find and develop information on the internet and other sources including CD-ROMs, etc.; to support oral presentations and the creation of ideas and strategies to improve the impact of their work.

In religious education, learners develop skills in Numeracy by using information such as ordering events in time, by measuring time through the calendars of various religions and by considering the significance of number within religions. They interpret results/data and present findings from questionnaires, graphs and other forms of data in order to draw conclusions and ask further questions about issues relating to religion and the world.

Skills are developed through;

- Questioning and valuing
- Developing knowledge and understanding
- Reflecting, Responding and Communicating.

## Health and well-being (Personal and Social Education focus)

Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

The effective provision of Personal and Social Education (PSE) is an essential element in a well rounded and balanced education. It equips children and young people to be more personally effective, healthy and responsible and therefore more confident to engage in the processes of society and make decisions about their future.

PSE empowers pupils to be active and informed citizens, who are aware of both their rights and the accompanying responsibilities. It enables children and young people to develop a sense of self-worth and enhances learning, motivation and achievement.

### Aims

- To develop learners' self esteem and a sense of personal responsibility
- To promote self-respect, respect for others and celebrate diversity
- To equip learners to live safe, healthy lives
- To prepare learners for the choices and opportunities of lifelong learning
- To empower learners to participate in their school and communities as active responsible citizens locally, nationally and globally
- To foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship
- To prepare learners for the challenges, choices and responsibilities of work and adult life.

It is important to remember that in developing the attitudes, values and skills of PSE, we must be sensitive to the home environment of our pupils. However, PSE can provide a very necessary framework for those children who may not have support at home.

### The themes of PSE

- Active citizenship
- Health and emotional well-being
- Moral and spiritual development
- Preparing for lifelong learning
- Sustainable development and global citizenship

These themes are inextricably linked and are not discrete areas of development. Learning in PSE includes incidental experiences as well as the planned PSE curriculum and is further extended by the part played by all staff as well as by the ethos and organisation of the school. The key stage learning outcomes for each theme are detailed under the headings 'range' in the curriculum orders. These include the attitudes, values, knowledge and understanding that will be used to develop PSE related skills together with the skills across the curriculum. Attention will also be paid to the *Curriculum Cymreig*. Throughout KS2, learners will be building on their experiences gained during the Foundation Phase.

## Science and Technology (Technology focus)

Children build on their skills already learnt and develop their design and technology capability through tasks covering a range of materials and components, including food, rigid and flexible materials, systems and control and ICT.

### Skills across the Curriculum

When designing, children are given opportunities to use a range of information sources, investigate how different products look and function, develop their own specification or recipe, resolve their own solutions to problems that may arise, and communicate their ideas in a variety of ways using ICT where appropriate.

Whilst making, children should work to their own design or recipe, choose the appropriate materials and tools, measure, mark out, cut, shape and join, weigh their ingredients/materials. They should be able to provide solutions to any problems that they encounter and apply appropriate finishes to their products, then discuss and evaluate their work.

During working with food children should plan and carry out food preparation, consider nutritional needs and group foods understanding their nutritional value.

When using rigid and flexible materials they should use a wide range of materials, learn about the efficient use of them, use techniques for reinforcing and strengthening structures.

Whilst working within systems and control children should construct simple mechanisms to produce movement, build low voltage electrical circuits and use programmable computer control systems.

## Health and Well-being/Expressive Art (Physical Education focus)

Physical education encourages learners to explore and develop the physical skills essential to taking part in a variety of different activities. Building on these skills are opportunities to be creative and imaginative in gymnastic and dance activities. Through adventurous activities, they learn how to swim, be safe and feel confident in water and how to read a map or follow trails, so that it becomes safer to go further afield and explore the seashore and countryside. Competitive activities offer the chance to learn games skills and play in a team, as well as how to run faster, jump higher and throw further. Learners begin to understand that physical education is about learning how to feel healthy and stay fit while having fun, and knowing how these different types of activities help them to stay that way.

### Skills across the curriculum

In Physical Education, learners engage in planning how to design and make progress in their performance, developing their ideas and strategies, and reflecting on how they might further improve their own and others' performance.

Learners communicate through the selection and use of key words related to their activity to help them analyse and improve their own and others' work. They ask questions and communicate their ideas using different forms depending on the audience and purpose of their activity. They listen to others' contributions, identify possible problems, suggest alternative approaches, and help to develop group activity.

Learners also develop their ICT skills through their analysis of performance and data in order to improve their own and others' work, and through the creation of ideas and strategies to improve the impact of their work.

In physical education, learners develop their number skills by using mathematical information and data. They use the language of position (including co-ordinates and compass points) and movement, as well as data handling and measures in athletic and adventurous activities. They use scale in plans and maps. They measure and record performances, e.g. time, distance and height, and use the data to set targets and improve their performance.

### Expressive Arts (Art and Design focus)

Children build on the skills, knowledge and understanding that they have acquired. Their imagination and creativity is stimulated through art and design. It challenges them to make informed judgments and practical decisions. The work of artists, craft workers and designers create investigations and the making of their own work. Using a variety of materials and processes, they communicate their ideas and feelings through visual, tactile and sensory language. Their personal and public lives are enriched through exploration, appreciation and enjoyment in art and design.

Art aims to:-

- Stimulate children's creativity and imagination by providing visual, tactile and sensory experiences.
- Help children explore the world at first hand using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live.
- Develop children's understanding of colour, form, texture, and pattern; and their ability to use materials and processes to communicate ideas, feelings and meanings.
- Inspire confidence, value and pleasure in Art.
- Cultivate children's aesthetic awareness and enable them to make informed choices and judgements about art and become actively involved in shaping environments.
- Teach children to express their own ideas, feelings, thoughts and experiences.
- Develop children's design capability.
- Enhance children's ability to value the contribution made by artists, craft workers and designers, and respond critically and imaginatively to ideas, images and objects of many kinds and from many cultures, with particular reference to Curriculum Cymreig

### Skills across the Curriculum

Children's art, craft and design skills should be fostered and promoted through using their senses, imagination and experience. All activities should enable children to express themselves freely. Children will explore and experiment with a range of information and resources to plan, develop and reflect on their creative activities. They develop the ability to recognise similarities or differences and make unlikely connections, build on ideas to make better ones and take advantage of the unexpected. They develop wider Literacy skills to express their ideas and emotions. They inform their own work by responding to the work of others. Children will apply their ICT skills to investigate, manipulate, develop or realise creative ideas. They can select appropriate software and equipment as an aid to designing and making. Numeracy skills such as measurement, estimates, scale, proportion, pattern and shapes can be applied to develop, inform and resource their creative activities.

### Expressive Arts (Music Focus)

Music activities should enable learners to build on the skills, knowledge and understanding acquired during the Foundation Phase.

Music education enables learners to engage with and enjoy making music. Through active involvement in performing, composing and appraising, learners will develop their sensitivity to and understanding of music.

Learners will develop musical skills relating to the control, manipulation and presentation of sound.

These skills include:

- singing, playing instruments and practising;
- improvising, composing and arranging music;
- listening to and appraising music.

Learners should improve their performing, composing and appraising by developing and applying their thinking and communication skills.

### Skills across the curriculum

Wherever possible in music, learners plan, develop and reflect, both over time and during live music-making. For example, learners choose suitable resources for performing and composing, create and develop musical ideas, evaluate their own and others' music and reflect on their methods of working. Learners communicate through performing and composing, and develop and apply the skills of speaking and listening through appraising their own and others' work.

Learners also develop and apply their ICT skills by using music technology to explore, create, develop and realise musical ideas.

### PLANNING, ASSESSMENT, RECORDING AND REPORTING

Please see separate policy for Planning, Assessment, Recording and Reporting.

### SELF EVALUATION

We have a robust cycle of self- evaluation. On a termly basis subject coordinators will monitor and evaluate their areas. Coordinators are responsible for giving feedback to the all staff on the outcomes of this monitoring and evaluation and in setting termly areas for development.

Head teacher:

March 2018

Chair of Governors: