



# Trellech Primary School

## Whole School Curriculum Policy

### ❖ Introduction/ Rationale

All school policies form a corporate, public and accountable statement of intent. 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, current National Curriculum Requirements and the implementation of the 'Statement of What Matters' within the Areas of Learning and Experience curriculum.

### ❖ Our Curriculum Vision

At Trellech, our vision is for our learners to receive a high quality and inclusive educational experience. We aim to help children 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.

We provide a curriculum that is inclusive, engaging, and rooted in Welsh values and culture. Through topics that capture their interest and stimulate their imagination, our pupils will acquire and refine new skills, knowledge and understanding progressively.

We will use a wide range of approaches to ensure that learning is made relevant to our learners and provides opportunities to develop skills and explore richer experiences.

We encourage our learners to have high aspirations. We celebrate their best endeavours and open their imagination to the potential future they could achieve.

### ❖ Aims

Through the curriculum, learning and teaching experiences we offer at Trellech Primary School, we aim to:

- Create a happy school environment that fully engages and stimulates all pupils
- Provide an inclusive education for all, supporting all children to learn and develop skills to their best ability
- Deliver a "Four Purpose" driven curriculum which makes connections within and across the Areas of Learning and Experience.
- Use every opportunity to develop the skills of Numeracy, Literacy and Digital Competency enabling each child to experience achievement at all levels.
- Develop an appreciation of the heritage and history of Wales through authentic contexts, as well as learning the Welsh language.
- Develop imagination and creativity by offering a wide range of authentic learning experiences which promote problem solving, creativity, collaboration and critical thinking
- Promote high standards and expectations in all teaching and learning, using Assessment for Learning to accelerate progress
- Deliver a broad, balanced, engaging, exciting and stimulating curriculum, providing the highest quality teaching and learning experiences for all children

- Promote wellbeing and a healthy lifestyle, and support social and emotional development of all learners
- Allow individuals to develop their confidence, self-discipline and a positive attitude towards learning, in order to become independent learners and thus initiate a lifelong love of learning
- Ensure consistency of effective teaching and learning throughout the school, aligned to the twelve pedagogical principles within curriculum transformation

## ❖ A Purposeful, Authentic and Relevant Curriculum

A new curriculum has been developed for settings and schools in Wales, implemented from September 2022. The principles underpinning every Area of Learning and Experience (AoLE) at Trellech Primary School ensures that the curriculum is:

- **Authentic:** rooted in Welsh values and culture, and driven by the Four Purposes
- **Evidence-based:** drawing on the best of existing pedagogy within Wales and from elsewhere, and on sound research
- **Inquiry-based:** Allowing children to discover and form their own opinions through research and experimentation.
- **Responsive:** relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions needed for their futures
- **Inclusive:** easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society
- **Ambitious:** embodying high expectations and setting no limits on achievement and challenge for each individual child and young person
- **Empowering:** developing resilience and competences which will allow young people to engage confidently with the challenges of their future lives
- **Progressive:** enabling continuity and flow of skills and knowledge which combine and build progressively
- **Engaging:** encouraging enjoyment from learning and satisfaction in mastering challenging subject matter

A curriculum driven by the Four Purposes ensures that our pupils will be: -

- *ambitious, capable learners*
- *enterprising, creative contributors*
- *ethical, informed citizens*
- *healthy, confident individuals*

Following our introduction of Curriculum for Wales, we organise our learners into Progression Steps rather than Key Stages as below

Year Group	Progression Step
Reception	PS1
Year 1	PS1
Year 2	PS2
Year 3	PS2

Year 4	PS3
Year 5	PS3
Year 6	PS3

## ❖ Planning and Preparation for Learning

Our curriculum places emphasis on equipping young people for life. It provides pupils with opportunities to learn new skills and apply their knowledge positively and creatively. Planning for learning takes account of the Four Purposes, which are at the heart of curriculum design, and is based on the principles of offering a broad and balanced curriculum to pupils based on the 6 Areas of Learning and Experience. Teachers take account of the What Matters statements which set out broad learning ideas within each AOLE and give consideration to the knowledge, skills and experiences that pupils need in order to progress in their learning.

We strongly believe that *how* children learn is as important as *what* they learn. Our teachers teach through a range of approaches including, but not restricted to, those outlined in Donaldson's 12 Pedagogical Principles (See below). Teachers plan and prepare learning with a clear understanding of pedagogy. Within any given lesson, adults consider their selection of methods in light of the purpose of learning. This involves the teachers' blend of theoretical and practical knowledge, deciding on how best to promote effective learning.

### ➤ **Planning**

Staff work collaboratively within Progression Steps to plan the curriculum in three phases

**Long Term Plans:** map the topics that have been chosen to ensure even coverage of all 6 AoLEs throughout the year. The long-term plan highlights learning opportunities in each AoLE, and shows where links between areas can be made.

**Medium Term Plans:** these are completed in staff SMILE books and build upon the long-term plans. Planning takes into account Pupil Voice to ensure learning is 'child-influenced'. A Four Purpose focus is identified, and links are made to the Literacy and Numeracy Framework and Digital Competency Framework. Staff highlight which What Matters Statements will be focused on, and which descriptions of learning will be covered.

**Short-term plans:** are those that teachers write on a weekly basis. These include:

- A Learning Objective for every lesson,
- Identification of the Cross Curricular Skills that will be covered within the lesson,
- Which of the Four Purposes will be the focus within the lesson,
- A differentiated focus activity for the lesson,
- Enhanced Provision and Outdoor Learning activities, where appropriate.
- Pedagogical strategies to be used
- Assessment for Learning opportunities

### ➤ **Skills across the curriculum**

We believe children should be given as many opportunities and experiences as possible to develop the following skills through group and individual tasks in a variety of contexts across the areas of learning:

- Thinking – by using the processes of planning, developing and reflecting.
- Communication – through the skills of oracy, reading, writing and wider communication.
- ICT – by creating, presenting, finding and developing information and ideas.
- Number – by using mathematical information, calculating and interpreting and presenting results.

We therefore use a cross-curricular approach to all AoLEs and help children to see the links in their learning.

### ➤ **Cwricwlwm Cymreig**

Cwricwlwm Cymreig will be developed across all areas of learning through an integrated approach by developing children's understanding of the cultural identity unique to Wales.

- Children will experience trips to the local area including the beach, shop, library and walks.
- Role plays will reflect the local area e.g. castles, beach, cafes etc.
- Children will sing songs and listen to stories from and about Wales.
- Children will experience festivals unique to Wales including St David's day.
- Children will have the opportunity to cook and taste traditional food from Wales and the world.
- Visitors from the local community will be encouraged e.g. librarian, community police officer and parents, including parents from other cultures and races to highlight the ethnic diversity within our school and Wales.
- Children will learn about where Wales is as part of the World and about Welsh artists, scientists and influential people. They will learn about the specific history of Wales, including Black History, through all AoLEs.
- Links will be fostered with other countries and schools so that children begin to see themselves as Global citizens.

### ➤ **Outdoor Learning**

The development and use of the outdoors as a learning environment is very important for the development of all children. Opportunities provided outdoors will reflect a balance of child initiated and adult directed activities.

We feel that:

- children's health and fitness will benefit from exercise outside and using outdoor equipment
- children will have first-hand experience of nature
- problem solving will relate to experiences
- children will have first-hand experience of conservation and sustainability
- children will develop a love of nature and take part in outdoor activities
- children will have the opportunity to achieve the same learning objectives through planned outdoor activities

All classes have access to designated outdoor learning areas and make use of the wider school grounds to enhance their learning. Staff are committed to providing a secure and stimulating environment, and safe use of equipment is taught and promoted. All learners will visit Forest School throughout the year, to further enhance learning opportunities in the outdoors.

### ➤ **Critical thinking and problem-solving**

Learners are supported to ask meaningful questions, and to evaluate information, evidence and situations. They should be able to analyse and justify possible solutions, recognising potential issues and problems. Learners will become objective in their decision-making, identifying and developing arguments. They will be able to propose solutions which generate different types of value.

### ➤ **Literacy, Numeracy and Digital Competence**

Under the new curriculum, digital competence - the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems - has been outlined as a third cross-curricular responsibility, of equal importance to Literacy and Numeracy. Staff use the Literacy and Numeracy Framework and Digital Competence Framework alongside Curriculum for Wales when planning learning experiences to

- develop curriculum content to ensure pupils have opportunities to develop these important cross—curricular skills in a wide range of contexts
- integrate literacy, numeracy and digital competences 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

The frameworks focus 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.

### ➤ **Monitoring and review**

Planning and work is monitored by AoLE leads on a fortnightly basis to ensure curriculum coverage, continuity and progression throughout the school, as well as high standards and quality of work. Professional conversations are carried out with individual teachers where necessary, and general feedback is given to SLT and whole staff each term to identify our strengths and areas for development. SLT monitors the quality of teaching and learning throughout the school, examining long-term and medium-term planning to ensure that appropriate teaching strategies are used.

Our Governing Body's curriculum committee is responsible for monitoring the way school curriculum is implemented. This committee reviews each subject area in its cycle of review and development.

### ❖ **Addition Learning Needs (ALN), Including MAT**

The curriculum at Trellech is designed to provide access to a broad, balanced curriculum for all pupils who attend the school. If a pupil has an additional learning need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the ALN Act 2018.

Provision for children with ALN is the responsibility of the class teacher, support staff and ALN Coordinator, as appropriate, using a variety of suitable strategies and equipment. For further details, see the school's ALN 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, ethnicity or home background. For further details, see the school's Strategic Equality Plan.

We will mainstream equality through the curriculum in our choice of diverse and challenging materials and activities. We will support children and young people to examine their lives and personal identity in the light of people's experiences which are both similar and different to theirs. We give opportunities to discuss and explore their personal perspectives on religious and non-religious worldviews, ethical challenges and social inclusion issues. The activities, images and resources we use will reflect the diversity of society in a positive way so to meet the third duty of the Equality Act - to promote good relations between people. We will welcome people across the protected characteristics to our school to share their skills and experience. We will make sure that we make all people feel welcome.

## ❖ **Relationships and 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.

## ❖ **AoLE Information**

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

### ➤ **Languages, Literacy and Communication**

Our Curriculum will support pupils to be able to read fluently and develop their comprehension of a text. In English, pupils will have a good knowledge of phonics through a systematic approach and apply this within their reading skills through our Read Write Inc provision. There are texts that are linked to RWInc, as well as a recent purchase of a range of reading materials that are appropriate to their reading ability. In line with this, pupils engage in guided reading, group reading and individual sessions as appropriate. Home reading is encouraged, together with a close link with parents. Carefully selected texts lead to creative learning and should teach children morals, empathy, diversity, Welsh culture and a heartfelt compassion. We believe that reading teachers = reading pupils, so there is a great emphasis on reading aloud to children to model the reading process and encourage a genuine love of reading. Teaching reading equips children to learn vocabulary, read for meaning, skim and scan, paraphrase, summarise, predict, infer, compare, generalise and navigate a text. These skills will prepare children for the future and provide them with the tools to enable them to read successfully.

Pupils are encouraged to gain a coherent knowledge of spoken language, listening, communication and performance skills. Our curriculum allows children the opportunity to explore feelings, emotions, knowledge and understanding which leads to a deeper understanding of different texts. Using the Power of Reading, high quality and inspiring texts should lead to boundlessly creative performances and interpretations where children are not afraid to express themselves and share their ideas. Speaking, listening and drama equips our children to be confident to perform a range of styles in front of their peers and adults, with clear pronunciation and appropriate expression. All pupils should be given opportunities to improvise, devise and script drama for a range of audiences in a variety of settings. Teachers give children the chance to rehearse, refine and respond to various drama and theatre performances. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. The Curriculum allows children to approach drama tasks with courageous optimism, which along with spoken language, are vital skills that they will need to master in order to be successful in life.

RWInc is the synthetic approach to reading and writing that we use in our school. Pupils are taught in small groups so that they quickly develop their use of phonic knowledge to read, write, spell and use grammar correctly, together with a clear understanding of writing for a range of purposes. All teaching staff support children to form letters correctly, so that pupils are encouraged to take pride in their presentation. Pupils are assessed every half term to monitor progress and ensure children are reaching their potential. When children have progressed off the RWI program they are taught Literacy, Language and Communication based around a novel that provides the children with a wide range of experiences, together with cross curricular activities. Wherever possible teachers create authentic learning experiences together with outdoor learning opportunities. In our school we use an interesting word of the week to promote and develop a love of language and encourage creative writers. We are looking forward to **Clever Writing** training in the new year to support all staff to further develop our use of writing across all areas of the curriculum.

pupils are developing Welsh reading skills within guided reading and group sessions throughout the school on a half termly basis. Pupils will learn the skills mentioned above via text related activities such as 'Pa dudalen' (on which page can you find a word or sound); differentiated questioning; wordsearches and crosswords. The texts used are age appropriate and many are related to the Welsh schemes of work.

Pupils are developing Welsh oracy skills through discrete lessons and daily Welsh sessions throughout the school. We ensure the coverage of language patterns provided by the EAS in each year group and these are alongside Welsh Schemes of work that can be referred to.

In Welsh, pupils are developing their use of vocabulary: grammar, spellings and sentence structure within discrete lessons and daily Welsh lessons. We ensure that language patterns are embedded orally prior to engaging in written work.

### ➤ **Mathematics and Numeracy**

Mathematics equips pupils with a uniquely powerful set of tools to understand which include logical reasoning, problem solving skills and the ability to think in an abstract way.

Mathematics is vital and integral in everyday life. With this in mind, we endeavour to ensure that our children develop a healthy and enthusiastic attitude towards Mathematics that will stay with them. We ensure that mathematics and numeracy experiences are engaging, exciting and accessible for learners, and that they ensure that learners develop mathematical resilience (the ability to embrace challenge as a positive aspect of learning).

In all progression steps, outdoor and authentic learning for mathematics is a fundamental part of numeracy lessons, helping to provide rich and unique learning experiences for all our learners. Real-life examples drawn from the local, national and international environment help them make connections between the concrete and the abstract.

In Trellech Primary School, we encourage learners to explore links with mathematics and numeracy across all areas of learning and in the real world. We are committed to providing our learners with a broad and balanced curriculum that enables them to realise the four purposes and equips them for ongoing learning, work and life.

### ➤ **Science and Technology**

Science and Technology draws on the disciplines of biology, chemistry, computer science, design and technology, and physics to enhance learners' knowledge and understanding of the world.

At Trellech, we recognise the importance of science and technology in our modern world. Developments in these areas are drivers of change in society, underpinning innovation and impacting on everyone's lives economically, culturally and environmentally. As such, Science and Technology is becoming increasingly relevant in the opportunities young people encounter and the life choices that they make.

It is important for our learners to understand the basis of information presented as fact, and make informed judgements that impact their own behaviours and values. We will support them in developing the ability to meaningfully ask the question, 'Just because we can, does that mean we should?'

All learners will be given the opportunity to engage with and evaluate scientific and technological evidence, through which they can become ethical, informed citizens of Wales and the world. We will support our children to become healthy, confident individuals by developing knowledge and understanding of their bodies and the ecosystems around them, and of how technological innovations can support improvements in health and lifestyle. By engaging with scientific and technological change we aim to develop ambitious, capable learners who live independent and fulfilling lives, contributing to society and culture in a variety of ways. As enterprising, creative contributors, learners will be encouraged to take risks, innovate and evaluate, and learn to solve problems and develop solutions, so becoming more resilient and purposeful learners.

### ➤ **Expressive Arts**

In Trellech Primary school, we encourage learners to explore the Expressive arts to help them learn new skills and create a better understanding of each of the five disciplines - art, dance, drama, film and digital media, and music - both locally and around the world. By doing this, our learners become creative and curious individuals.

We encourage our learners to take the opportunity to explore different pieces of art and use their own interpretations to understand it. Throughout the school, our learners evaluate their own and their peers work in order to share their ideas and give constructive feedback through each of the five disciplines of 'Expressive Art.' We encourage our pupils to see this as a positive opportunity in order to better both their own as well as their peers learning.

As our pupils' progress through the school, they use their skills and understanding to help engage them with their senses and imagination when participating in Expressive Arts. As well as re-embedding skills they already have, we strive for our pupils to also learn new ones too within this area of learning experience.

We ensure that all learning is completed in an environment which is safe, positive and encouraging so that our pupils feel they can appropriately express themselves freely and without judgement.

### ➤ **Humanities**

Humanities is about children developing an understanding of Geography, History and RE skills, learning about the world we live in and how it has evolved. Developing their ability to express themselves, through imaginative inspiring lessons and tasks. Children build on the skills, knowledge and understanding 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.

In Humanities, children develop their literacy, numeracy, ICT and thinking skills, through a variety of authentic learning opportunities including investigations, planning enquiries, accessing ICT for research, data gathering and carrying out fieldwork. This allows them to ask and answer questions, gather, sort and evaluate information, draw conclusions, make decisions and form opinions about places, environments and the geographical issues that affect the world around them, communicate their understanding, through drawing maps, images and extended writing with specialist terminology, use different databases, spreadsheets, multimedia to identify relationships and patterns, to understand direction, distances and scale and to determine locations when using plans, maps and globes.

### ➤ **Health and Wellbeing**



In Trellech Primary School learners are 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 develop lifelong skills.

The effective provision of Health and Well Being is an essential element in a balanced education. Equipping children and young people to be more personally effective, healthy and responsible; therefore, being more confident to engage in the processes of society and make decisions about their future. Empowering 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.

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Head teacher:

Chair of Governors: