

Danygraig Primary School

Ysgol Gynradd Danygraig



Curriculum Policy

Introduction

Our Curriculum Policy is at the very heart of our school. Our Curriculum Policy will inform classroom practice and learning experiences. We have a growth mindset culture where children and adults work together in an atmosphere of mutual respect, resilience and reflection about their learning and wellbeing.

The Curriculum is the interaction between the teacher and the learner and, as such, transmits attitudes and values, in addition to knowledge, skills, experiences and understanding. High standards are created through high expectations, which are at the core of the attitudes and values we transmit through our curriculum delivery.

Our curriculum design journey has been carefully considered and co-constructed, and is influenced by all our stakeholders. It is essential that we adopt and implement a curriculum which fulfils the curriculum requirements of Welsh Government and Curriculum for Wales 2022..

Learning activities are authentic, purposeful, engaging and wherever possible linked to real life situations. Learning objectives will be clear and challenging yet achievable, differentiation will be effective and assessment will influence teachers' planning. In line with the 12 Pedagogical Principles and the Curriculum for Wales philosophy, teachers are encouraged to innovate in their approach to delivering high quality teaching and learning experiences for *all* our learners.

Aims

The curriculum at Danygraig must :

- Reflect our unique context and the school's Vision, Values and Mission Statement.
- Enable our learners to realise the Four Purposes.
- Ensure that learners make progress in accordance with the Principles of Progression.
- Be delivered to provide a range of learning experiences to motivate and stimulate interest and curiosity.
- Offer high expectations and support all learners to experience challenge and success.
- Provide a broad and balanced range of learning experiences for all children appropriate to their ability,
- Provide a daily act of collective worship.
- Develop positive attitudes and behaviour, including self-control and resilience.
- Develop high self-esteem and confidence.
- Encourage pupils to think for themselves and become independent learners.
- Encourage children to learn to question; and respond to challenge.
- Develop respect for self and others.
- Enable children to acquire knowledge, skills and understanding through a range of experiences in school and beyond.
- Build on previous experience through reflection.
- Promote the use the outcomes of assessment in order to make progress.
- Develop creativity, imagination and initiative.
- Encourage children to communicate effectively and express themselves clearly.
- Facilitate collaborative and independent working.
- Promote the intellectual, spiritual, moral, cultural, mental and physical development of all pupils.
- Promote partnership working between the child, the teacher, parents, partner agencies and the community.

The policy seeks to:

- Meet the needs of staff and retain the best features of educational practice when seeking to develop skills and implement the current National Curriculum for Wales 2022.
- Identify opportunities for Professional Learning of staff by offering developmental opportunities in line with the 12 Pedagogical Principles.
- Meet the needs of pupils by offering good quality universal provision, and where necessary, targeted provision. This policy should be read in conjunction with the revised ALN Policy.
- Provide flexibility as the school reviews its current curriculum arrangement in following the development and implementation of Curriculum for Wales 2022.

Engagement and Relevance

- Our curriculum must be engaging and allow learners to engage with learning experiences that are authentic purposeful and linked to real-life experiences wherever possible.
- Curriculum content must be interesting and relevant for our learners and include Cross-cutting Themes.
- Topics and learning experiences must be relevant and reflect local, national and international contexts.
- Our curriculum will promote health and wellbeing, so that children are Happy, Healthy and Safe, and understand their rights, while respecting the rights of others
- Our curriculum must offer broad and balanced learning, which enables all learners to make links between each AoLE and apply their learning to new situations and to more complex issues.

The Curriculum at Danygraig

Our curriculum consists of engaging, rich and relevant topics and themes that ensure:

- Continuity and progression of skill application, and deepening of specific knowledge and values, that supports learners to realise the Four Purposes.
- Provision of increasingly sophisticated understanding and application of the Statements of What Matters, which provide the basis for learners' progression.
- Provide further depth and breadth through awareness and application of the Descriptions of Learning across all AoLEs over time.
- Application of Cross-curricular and Integral Skills of Literacy, Numeracy and Digital Competence skills
- Consideration of Cross-cutting elements, which allow learners to:
 - consider local, national and international contexts,
 - develop understanding of real world experiences,
 - develop understanding of human rights education and diversity.

Cynefin

Our school has almost 150 years of history, all of which is underpinned by our community ethos. This is “Cynefin”, a Welsh word that cannot be directly translated into English but means a place of multiple belongings. We have a responsibility to ensure that we build aspirations, ambition, and positivity in our learners. It is vital that our learners’ experiences are grounded in an understanding of their identities and their world to form their Cynefin. This will not only allow them to develop a strong sense of their own identity and well-being, but to develop an understanding of the diversity of others’ and make connections with people, places and histories elsewhere in Wales and across the world. We are fortunate to have a strong community of pupils, parents, staff, Governors and partners. We work together, striving to give our children Cynefin, so that they feel that they really do belong.

Our Vision and Values



Learning now for our future
 Dysgu nawr ar gyfer ein dyfodol

Our Vision

Danygraig Primary School is at the heart of our community. The school and community work together to ensure everyone is safe and happy. Wellbeing is our priority, so we can grow to be confident individuals who are able to make healthy choices. In our learning community, we work together to be ambitious, capable learners. We provide a range of creative learning experiences in a stimulating and nurturing environment, where everyone's contribution is valued. We are ethically informed citizens who are respectful to everyone, and we celebrate diversity.

The Learning Environment – The Indoor / Outdoor Classroom

The aim of our Curriculum at Danygraig is to facilitate learning experiences that teach our children how to learn and to be life-long learners.

To achieve this, the learning environment of the classroom should:

- Be clean, tidy, well organised and supplied with the relevant learning resources for the pupils' needs.
- Be stimulating and interactive, and promote learning through authentic, purposeful and where possible – learning activities related to real life contexts.
- Contain displays to challenge and support learning. Displays in all classes should include: Celebration; Working Walls; Growth Mindset; Welsh and multilingualism.
- Facilitate independent and collaborative work.
- Encourage pupils to make choices about their own learning and how to facilitate and record it.
- Enable pupils to have access to areas which promote enquiry.
- Promote opportunities for learners to lead and influence their learning through questions generated through the use of a Question Grid, and where possible, record these on the class Wonder Wall.
- Enable pupils to take increasing responsibility for the organisation and care of learning resources.
- Provide areas of learning outdoors which are safe, secure and stimulating.
- Enable pupils to have access to a variety of digital resources including laptops, chromebooks, iPads and other devices.
- Provide pupils with opportunities to develop and consolidate a range of skills and make links and transfer these in other areas across the curriculum in and out of school.
- Provide pupils with opportunities to access local, national and global aspects of their learning.
- Enable pupils to develop and apply the attitudes, values, skills, knowledge and understanding relating to their physical and mental wellbeing.
- Access activities which enrich their learning experiences, eg. Enrichment afternoons or days.

The Extended Learning Environment

The extended learning environment should provide opportunities for pupils to:

- Experience first-hand learning through targeted visits and visitors to school including topic launch experiences and end of topic celebrations.
- Work with other members of the school's community and members of the community e.g. local artists, writers in residence, Show Racism The Red Card, NSPCC, PCSO and Firefighter visits.
- Experience at least one residential visit during their time in school.
- Experience challenge and have opportunities to extend individual talents and skills through attending extra-curricular activities offered by school staff e.g. Music, Sports, the Arts clubs etc.
- Participate in school and/or public performances.
- Participate in local events in the community including sporting tournaments and cluster school events including transition activities and events with partner schools.

The Teacher - Good Practice

As a constructor and implementer of our curriculum, we have agreed collaboratively that following elements are identified as contributing to 'Good Practice' -

- Create authentic contexts for learning.
- Encourage learners to take risks in their learning but to also take responsibility for their learning.
- Support social and emotional development and positive relationships.
- Promote sustained pupil effort to reach high but achievable targets.
- Employ a broad repertoire of teaching styles and approaches as outlined in the 12 Pedagogical Principles.
- Promote problem solving, cognitive challenge, creative and critical thinking.
- Build on previous knowledge and experience to engage interest.
- Focus on the Four Purposes.
- Make connections within and across AoLEs.
- Have high expectations and aspirations for all learners keeping basic, key and transferable skill development and independence as the prominent aim for all activities.
- Ensure Literacy, Numeracy and Digital Competence skills are constantly developed across all AoLEs.
- Provide interactive teaching and learning, offering universal provision to make learning and the environment as accessible as possible for all learners.
- Create a stimulating classroom environment that promotes independence indoors and Outdoors.
- Ensure displays contain examples of pupils' work that are attractively displayed and used as a teaching and learning resource to show 'What A Good One Looks Like - WAGOLL'.
- Ensure a range of flexible pupil groupings are in operation, both within and across classes and phases where appropriate.
- Create a self-evaluating environment that promotes reflection through a range of Assessment for Learning (AfL) strategies.
- All learners should have a sense of ownership of their surroundings and a voice in their education through pupil influenced planning and contributions to the planning of Challenges and Missions and contributing to the class Wonder Wall and Leading our Learning in 'LoL time'.
- Provide Extension and Enrichment activities that engage pupils beyond the classroom.
- Provide useful and progressive feedback and feed forward to learners on the basis of high quality formative and summative teacher assessment using a range of available data.
- Value every pupil and recognise the individuality of each child.

Pupils' Learning

Learning experiences offered to pupils should provide them with the opportunity to:

- Develop a range of key, basic and transferable skills within our school level curriculum.
- Enable them to develop skills and knowledge through first-hand experience and engage in investigative work.
- Engage in planned and sequential opportunities to work individually and collaboratively.
- Reflect on their own work and progress as well as the work of others.
- Acquire a sense of well-being and concern for others, and their environment.
- Enable them to make choices and play an increasing role in planning and organising their learning through a child centred approach to learning.
- Establish positive attitudes towards learning and develop a growth mindset.
- Gain access to the key concepts and modes of enquiry associated with the different areas of the curriculum.
- To practise and apply newly acquired skills and knowledge.
- Select learning materials and tools appropriate to the work at hand.
- Use appropriate and relevant technology as an aid to learning.
- Learn through discussion and debate.
- Learn from adults in the wider community.
- Create, express, enact, recount and communicate to others using a variety of media.

Monitoring and Evaluation of Standard of Teaching and Learning

- Standards in teaching and learning will be monitored in accordance with accepted definitions (ESTYN) of excellence in teaching and learning.
- Monitoring through Looking for Learning activities will include classroom observations (Teaching and Learning), Learning Walks, scrutiny of learning through Listening to Learners; observation of displays, teachers' plans and evaluations, Pupil Progress data and resources.
- The Headteacher, SLMT, AoLE Leaders and Link Governors monitor regularly. Pupil Voice Groups will also be involved in Looking for Learning activities.
- The purpose of monitoring and observation is to establish and share good and excellent practice, to improve systems and ultimately improve provision and raise standards.
- Monitoring and Observation should be carried out in the spirit of professional support, and with respect for and trust of professional colleagues being monitored.
- Regular Book Looks in staff meetings or Adds.
- Assessments of the quality of marking including feedback and feed forward.
- Monitor and review the effectiveness of the learning environment, classroom organisation and resources at regular intervals.
- Tracking of pupils' progress through formative and summative assessments.
- Evaluation over time of the national data available – Baseline Assessments, National personalised assessments.
- Parent, learner, staff and Governor surveys.
- Trio or duo working: staff planning and supporting each other to share practice.
- Structured opportunities for staff discussion about teaching and learning.
- Staff planning together at the outset of each topic.
- Setting realistic but challenging targets for improvement.

Non-negotiables			
When?	What?	Where?	Why?
Daily	Phonics Guided Reading Slott Ddrilio	Classroom	Consolidation Drip, drip, drip Health and wellbeing
Weekly	Pupil Voice Groups Celebration Assembly P.E DCF LoL Time (fortnightly)	Classroom Additional rooms Hall Outside	Pupil engagement Health and wellbeing Mandatory
Half-termly	Assessments AoLE action plans SDP reviews Website updates	Class Leadership time Hwb Adds meetings	AfL Planning Self-evaluation Monitoring Inform parents
Termly	Whole school planning Topic Launch Topic Celebration Event Parent consultation meetings Pupil Progress meetings	Hall Where suitable	Inclusive Engaging Celebration Collaboration Informative
Annually	Report to Parents Performance Management AoLE review	School Hwb	Informative Celebrate and reflect Monitoring Self-evaluation

Parental Support

At Danygraig Primary School we encourage parents and carers to play an active role in their child's education through:

- Talking and listening to their child
- Regular attendance
- Attending parental review meetings
- Listening to their child read
- Supporting home/school tasks
- Supporting school topics
- Keeping up to date with school information through the school's website, twitter feed and reading newsletters
- Communicating any issues/concerns relating to their child to the school
- Supporting social and fundraising events

Conclusion

This policy should be read in conjunction with the National Curriculum Orders and the Curriculum for Wales 2022 and all related Statutory Requirements, the Additional Learning Needs (ALN) Code of Practice, the Relationships and Sexuality Education (RSE) Policy, Effective Marking and Feedback Policy, and the Equal Opportunity and Race Equality Policy.

Policy Evaluation and Review

This policy will be subject to a formal review at least annually. During these reviews consideration will be given to:

- the value of the policy and practice to staff
- how far it has achieved its stated aims

The SLMT will be responsible for conducting the dialogue with colleagues that will be essential for policy review.

Reviewed – May 2023

This policy has been reviewed in line with the UNICEF rights of the child
Articles relating to this policy:

- **Article 28 Right to an Education.**
- **Article 19 Right to be safe.**
- **Article 14 Right to follow your own religion.**
- **Article 29 Right to be the best that we can be.**
- **Article 31 Right to relax and play.**

Headteacher

Chair of Governors