Ysgol Gynradd Tonysguboriau Primary School

Curriculum Policy

Curriculum definition

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes formal requirements of the Curriculum for Wales 2022, the Framework for Children's Learning for 3 – 7 year olds in Wales, the Literacy and Numeracy Framework(LNF), the Personal and Social Education Framework for 7 – 19 year olds in Wales and the National Exemplar Framework for Religious Education for 3 – 19 year olds in Wales. In addition, it includes the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Introduction

This policy outlines the management of Teaching and Learning at Tonysguboriau Primary School. The policy has been drawn up to reflect our whole school approach and has been discussed with staff and has the agreement of the Governing Body.

The implementation of this policy is the responsibility of all practitioners in the school learning community to meet the school's mission statement to "create a stimulating and caring environment that values diversity and respect. This enables all individuals to become healthy, confident and ambitious learners so they succeed and achieve their full potential."

At Tonysguboriau Primary School we encourage our pupils to strive for excellence, academic and personal success. We aim to produce successful, rounded individuals. We want to be a school where children thrive in a positive, caring environment and where their time is enjoyable and productive. We want to foster academic and personal development and setting ever higher standards of learning and teaching. We believe in lifelong learning and want all our pupils to have the best start in life, the opportunity to reach their full potential and to succeed academically and personally. We maintain that learning should be a rewarding and enjoyable experience. Through our teaching, we want to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Tonysguboriau School Vision

Our School vision is:

Happy to do our best... Hapus i wneud ein gorau...
for ourselves, for each other, for our community for our world, for our future !

The **values** that underpin our vision are;

Self-belief, Respect, honesty, equality, kindness, responsibility, empathy,

Tonysguboriau Mission Statement

Our school mission statement is to provide a caring and stimulating environment which fosters a culture of respect and values diversity. This enables all individuals to become healthy, confident and ambitious learners so they succeed and achieve their full potential.

Aims and objectives

We want to provide a welcoming, stimulating and comfortable environment that allows all children to develop their skills and abilities to achieve their full potential.

Through our teaching, we aim to:

- foster the children's natural curiosity and provide them with opportunities to raise questions, explore, discover and investigate the world
- enable pupils to work independently or co-operate and collaborate to solve problems
- enable pupils to become confident, resourceful, resilient and reflective learners
- enable pupils to take greater responsibility for their learning, thus developing more independence
- foster children's self-esteem and respect for them to function as part of a community of people with shared values
- treat children sensitively so they learn to build positive relationships with a diversity people
- enable children to understand their heritage and community, and help them feel valued as part of it.

Effective teaching and learning

Teaching

Our teaching is focused on motivating all pupils, building on and furthering their skills, knowledge and understanding of the curriculum, so that they reach the highest level of academic and personal achievement.

Curriculum

The curriculum map, Cornerstones curriculum, planning policy and curriculum policy guide our teaching. These documents provide practical support for teaching and learning. They specify the aims, objectives and values of the school, and details the knowledge and skills of what is to be taught to each year group in a two-year cycle. Also, the content, learning objectives and clusters of programmes of study are derived from the topic plan. Tasks and activities are planned to help pupils achieve the learning objectives. Progression within subjects and across year groups is secured in this way.

Assessment

Teachers make on-going evaluations and assessment of each child's progress, and they use this information when planning lessons, taking into account the abilities of all pupils.

Differentiation / ALN / MAT

Teachers strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with additional and special educational needs, due regard is given

to information and targets contained in the children's Individual Development Plans (IDPs). Teachers modify teaching and learning as appropriate for children with disabilities, valuing each child as a unique individual. The equal opportunities legislation and policy covering race, gender and disability is relevant here. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

Planning

Planning provides an effective means of translating our curriculum into classroom practice and pupil experiences. It is an integral part of children's learning and a powerful tool in the development of learning in all its forms. Planning takes place on a number of levels:

- Curriculum Design: Linked to the overall aims and objectives of the school; how learning is approached as a whole school.
- The Long Term Overview: Skills and Knowledge progression throughout the school and across classes.
- The Medium Term Plan: Indicates how learning is organised on a cross-curricular, thematic basis (or on a discrete subject basis for example Mathematics, Literacy: Writing Journey) and how this links to the subject skills and knowledge of the Curriculum for Wales.
- The Short Term Plan: A detailed class by class breakdown describing the more detailed organisation of learning activities. As the learning needs of classes / groups and individuals vary, detail is provided in short term planning. Short term planning is undertaken on a four stage planning cycle for themes - Engage, Develop, Innovate, Express. Short term discrete planners are used for English and Mathematics and provide a weekly overview. It provides detail when appropriate, but remains flexible so that pupils' learning is at its heart.

In Mathematics the short term planner includes a mental maths focus, starter activity, objectives, the main teaching activity and differentiated activities. In English it includes guided reading, objectives, skills, main teaching activity and differentiated activities. All short term planning is the responsibility of individual class teachers.

Learning environment

Our classrooms are attractive learning environments. Each classroom has an interactive whiteboard with access to the internet and a wide range of resources hosted on the school server. The classroom reflects the functional information required for the pupils' study. We endeavour to ensure that children have the opportunity to display their work. Displays relating to work in curriculum areas are displayed in public areas.

Staff deployment

We deploy learning support assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups. Our adult helpers also assist with literacy based activities e.g. listening to readers.

Professional Development

All of our teachers reflect on their practice. They plan their professional development accordingly, to support the development of their skills, so that they can continually improve their practice. We conduct all our CPD within an atmosphere of trust and respect for all.

Effective learning

We are aware that pupils learn in many different ways, we therefore deliver teaching in different ways to address the needs of all our learners. We endeavour to ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, with the challenge set at the right level.

All learning will be structured to maximise learning opportunities. It is planned in accordance with the following principles:

- build on previous learning
- learning objective provided
- the learning objectives, and why the lesson is important explained
- learning presented in a range of styles
- opportunities for the pupils to build up their own understanding through various activities and include success criteria for the lesson
- opportunities for the children to review what has been learnt
- opportunities for feedback to the children – peer, self and teacher assessment, celebrating success
- indicate what the next step in the learning will be

We offer opportunities for children to learn in different ways. These include:

- mixed ability classes or groups
- varying groups to suit tasks
- extension opportunities
- child initiated learning opportunities
- differentiated teacher questioning
- targeted use of classroom assistants
- investigation and problem-solving
- research and discovery
- group work
- pair work
- independent work
- whole-class work
- asking and answering questions
- use of ICT
- fieldwork and visits to places of educational interest
- creative activities
- watching video and responding to musical or recorded material
- debates, role-plays and oral presentations
- designing and making things
- artistic endeavours

- participation in athletic or physical activity
- Visits by experts
- Use of more able and talented children as tutors

In Tonysguboriau progression and assessment is fundamental to ensuring we achieve our school vision. Our school curriculum is underpinned by the mandatory principles of progression which describe what it means for learners to progress and the capacities and behaviours our staff will seek to support, regardless of a learners' stage of development. Our assessment arrangements are informed by these principles of progression. We use a variety of evidence informed assessment strategies to enable each individual learner to make progress at an appropriate pace. We ensure that our process identifies learners who require further support or challenge and provide rich qualitative intelligence for us to inform next steps in learning for individuals and groups of learners. Our assessment arrangements ensure active engagement between teachers and learners and is based on ongoing reflection on where a learner is, what their next steps are and what is required to support them in achieving these next steps of progression in their learning.

Our school curriculum will be kept under review to ensure that it is meeting the needs of our learners and meeting our school vision. Throughout the year there will be a variety of self-evaluation activities to inform our understanding of the effectiveness of the curriculum and the required revision that may be needed. We will work within our school, across the cluster and in partnership with governors, the regional consortia, the local authority, Diocese and our ITE partnership to further develop a shared understanding of progression and to ensure a high quality 3-16 continuum of learning for all.

Tonysguboriau Curriculum Two year cycle

Cycle A

Autumn Term		Spring Term		Summer Term	
H&W	Humanities WM3	S&T – WM4 Matter and the way it behaves defines our universe and shapes our ideas		S&T – WM3 The world around us is full of living things which depend on each other for survival – Animals including humans	
S&T – WM5 Forces and energy provide a foundation for understanding our universe – Sound, Light, Electricity	Ex. Arts - Drama	Humanities WM4	Ex. Arts Dance & Music	H&W	Ex. Arts Digital Media

Cycle B

Autumn Term		Spring Term		Summer Term	
H&W	Humanities WM5	Humanities WM4		S&T – WM3 The world around us is full of living things which depend on each other for survival – Living things and their habitats	
S&T – WM5 Forces and energy provide a foundation for understanding our universe - Forces	Ex. Arts - Drama	S&T – WM4 Matter and the way it behaves defines our universe and shapes our ideas	Ex. Arts Dance & Music	H&W	Ex. Arts Digital Media

Two Year Cycle: Class Topics:

Cycle B: 2024-2025, Cycle A: 2025-2026

	Cycle B					
	Autumn		Spring		Summer	
Nursery & Reception Cycle B	Exploring Autumn	Ready, Steady, Grow	Long Ago	Dangerous Dinosaurs	Big Wide World	Sunshine & Flowers
Year 1 Cycle B	Superheroes		Dinosaur Planet		Paws, Claws & Whiskers	
Year 2 Cycle B	Street Detectives		Towers, Tunnels and Turrets		Beachcombers	
Year 3 Cycle B	Our Planet, Our World		Emperors and Empires / Romans are working		Predator	
Year 4 Cycle B	Castles & Kingdoms / Invasion		Ancient Civilisations		Blue Abyss	
Year 5 Cycle B	Stargazers		Alchemy Island		Beast Creator	
Year 6 Cycle B	MAAFA		A Child's War		Blood Heart / Champions	

	Cycle A					
	Autumn		Spring		Summer	
Nursery & Reception Cycle A	Me & my community	Me & my community	Signs of Spring	Puddles and rainbows	Let's explore	On the beach
Cycle A	Our Wonderful World		School Days		Animal Parts	
Cycle A	Let's Explore the World		The Scented Garden		Land Ahoy!	
Cycle A	Gods and Mortals		Flow / Rocks, relics and rumbles		Animal Nutrition and the skeletal system / Scrumdiddlyumptious	
Cycle A	Mist Mountain Sierra / Misty Mountain, wild river		Potions / States of matter		Burps, Bottoms and Bile	
Cycle A	Allotment		Roses & Royals		Scream Machine	
Cycle A	Our changing world / Light theory		Britain at War		Frozen Kingdoms	

Policy Reviewed

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Headteacher:	T. Hames	**Date:**	13/3/25
Chair of Governing Body:		**Date:**	13/03/25