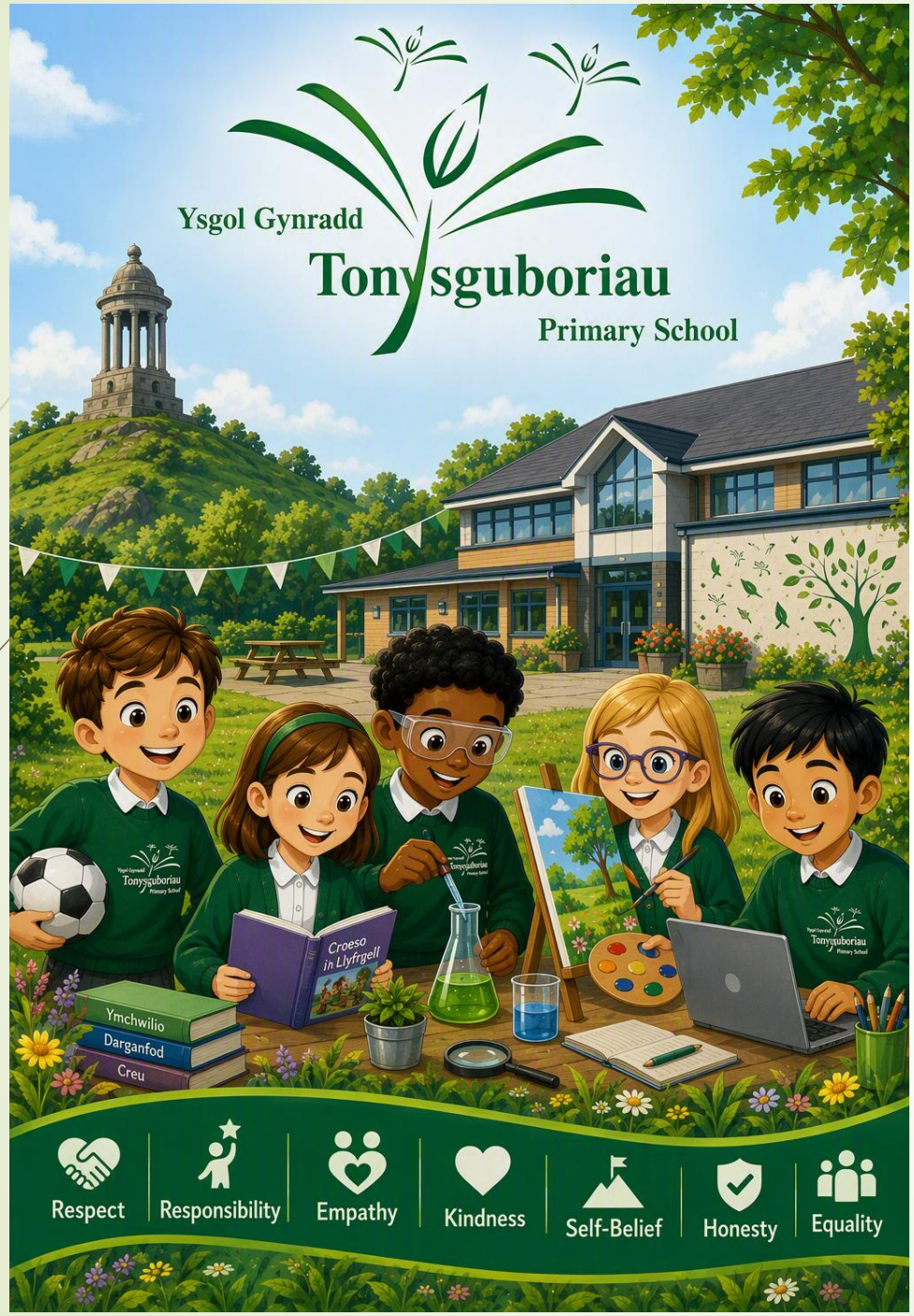


Tonysguboriau Primary School

Curriculum Summary

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.

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, 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 are 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, considering 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 several 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 needed 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. Every class has literacy and numeracy working walls associated with the appropriate skills and knowledge of the current writing journey text type, or the strand of mathematics for pupils to develop their independent learning skills.

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 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 ways, we therefore deliver teaching in diverse 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, and the local authority 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:

Class	Cycle A	Cycle B
Nursery / Reception (Progression 1)	Me & My Community / Starry Night Signs of Spring / Once Upon a Time Move It / Mini-beasts	Let's Explore / Night Eggs / Stories & Rhymes
Year 1	Our Wonderful World School Days Animal Parts	Superheroes Childhood Paws, Claws & Whiskers
Year 2	Let's Explore the World Scented Garden Land Ahoy	Street Detectives Towers, Tunnels & Turrets Beachcombers
Year 3	Mighty Metals Rocks & Rumbles Nutrition / Food	Our Planet Romans Predator
Year 4	Misty Mountain Sierra Potions Burps, Bottoms & Bile	Castles & Kingdoms Mountains & Rivers Blue Abyss
Year 5	Allotment Alchemy Island Scream Machine	Stargazers Pits & Ponies Beast Creator
Year 6	Our Changing Planet Britain at War Frozen Kingdoms	MAAFA A Child's War Blood Heart / Champions