



# Ysgol yr Holl Saint All Saints' School



## Curriculum Policy

<b>Equality Act Impact Assessment</b>	<b>YES</b>	NO	03.02.2020
<b>Last Review Date</b>	November 2022		
<b>Date to be reviewed by Senior Management Team</b>	November 2025		
<b>Date Adopted by Governing Body</b>	22.11.2022		
<b>Head Teacher - Mr Richard Hatwood</b>			
<b>Chair of Governors - Father Tudor Hughes</b>			



## **Introduction**

All school policies form a corporate, public and accountable statement of intent. This policy is the formal statement of intent for Curriculum areas at Ysgol yr Holl Saint – All Saints' School. This policy also facilitates how we, as a school, meet the legal requirements of recent Education Acts and Curriculum for Wales requirements.

## **Document Purpose**

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

## **Curriculum Aims**

- To provide a varied, balanced, creative 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.
- To allow individuals to develop their confidence and self-discipline, in order to become independent learners and thus initiate a lifelong love of learning.

## **Teaching and Learning**

Early on the learning continuum, pupils will be involved in activities which begin developing their oracy, reading and writing skills. They will have opportunities to use simple language in their play, follow instructions, listen to and join in with rhymes, songs and stories. They will be able to share and handle books, develop their phonological awareness and explore mark making, emergent writing and word building skills. Experiential activities will support development with skills in real and imaginary situations through structured / free play, role-play and using 'small world' resources.

As they progress throughout the early years in school, pupils' confidence in oracy, reading and writing will increase, they will have a wide variety of methods of communication available to them, including ICT and will become more sophisticated in their learning. Through practical experiential learning opportunities, using a range of resources and ICT pupils will incorporate relevant detail in explanations, descriptions and narratives, ask and answer questions to clarify their understanding and recognise the importance of language that is clear, fluent and interesting in order to communicate effectively.

They will begin to read with enjoyment, fluency, accuracy and independence, extending their phonological and grammatical awareness when reading a range of texts. In real and imaginary meaningful situations they will have opportunity to write in a variety of genres, organise and present their writing neatly and develop their use of spelling, punctuation and grammar.

## **Thematic Learning**

The curriculum at Ysgol yr Holl Saint - All Saints' School is broadly delivered through a project based approach to learning, in line with the Curriculum for Wales, the Literacy & Numeracy Frameworks (LNF) and the Digital Competence Framework (DCF).

Thematic learning at Ysgol yr Holl Saint - All Saints' School;

- makes genuine links between areas of the curriculum
- is linked to pupils' experiences and surroundings
- includes student voice – what would the pupils like to learn about this theme?
- incorporates a balance of subject knowledge, skills and application
- is personalised to groups and individuals

- uses Assessment for Learning (AfL) and Listening to Learners (L2L) implicitly in teaching and learning
- inspires learners to go on learning – linked to home learning
- includes themed days/weeks to revisit learning & apply skills
- draws on the current schemes of work as appropriate to support teachers

### **Planning Rationale:**

- Themes or Projects will be skills-based. Teachers will select appropriate skills from the Curriculum for Wales to inform their Medium Term Planning.
- The themes will enable skills acquired in English and Mathematics and ICT to be applied in meaningful contexts. English, Mathematics and ICT will also be developed outside of the themes.
- Curriculum subjects that do not link to the main theme/project may form mini themes/projects or may be taught discretely, as appropriate. Discrete areas of learning may be organised in blocks or separate areas of the curriculum.
- Aspects of the curriculum such as the skills across the curriculum and will also be identified in the Theme/Planning Overview.
- Medium Term Planning will incorporate student voice ideas – harvesting the attitudes, values skills, knowledge and understanding that the pupils would like to learn about the theme/project. Learners will be immersed in experiences linked to the main theme, e.g. a project day, launch event, a visitor to school; enabling them to formulate appropriate questions.

### **Curriculum for Wales**

The school strives to provide opportunities that promote learning in the key skills as set out in Curriculum for Wales and supporting frameworks. The Curriculum for Wales is organised into six Areas of Learning and Experience (AoLE) – expressive arts; health and well-being; humanities; languages, literacy and communication; mathematics and numeracy; and science and technology.

As the cornerstone of our collective effort to raise standards, the new curriculum will embed four core purposes :

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The curriculum at Ysgol yr Holl Saint – All Saints’ School aims to embed the core purposes whilst meeting statutory requirements. As we embrace change we will make learning more experience-based and give the teachers the flexibility to deliver in more creative ways that suit the learners they teach.

### **The Literacy & Numeracy Framework**

The Literacy and Numeracy Framework describes in detail the skills that we expect pupils to acquire and master. It has two components – literacy and numeracy.

Within literacy we expect pupils to become accomplished in:

- Oracy across the curriculum
- Reading across the curriculum
- Writing across the curriculum.

Within numeracy we expect pupils to become accomplished in:

- Developing numerical reasoning
- Using number skills
- Using measuring skills
- Using data skills.

The LNF focuses on the pupils' acquisition of and to complete tasks appropriate for their stage of development.

Teachers will use this statutory document to plan and assess pupils' Literacy and Numeracy skills and their ability to apply the skills and concepts they have learned. The assessment will be supported by the National Literacy and Numeracy tests sat by pupils annually.

### **The Digital Competence Framework (DCF)**

The Framework encapsulates the skills that will help learners thrive in an increasingly digital world.

The Framework has 4 strands of equal importance, each with a number of elements.

- Citizenship – which includes:
  - Identity, image and reputation
  - Health and well-being
  - Digital rights, licensing and ownership
  - Online behaviour and cyberbullying.
  - Interacting and collaborating – which includes:
- Communication
  - Collaboration
  - Storing and sharing.
  - Producing – which includes:
- Planning, sourcing and searching
  - Creating
  - Evaluating and improving.
- Data and computational thinking – which includes:
  - Problem solving and modelling
  - Data and information literacy.

### **Additional Learning Needs and Inclusion.**

Learning opportunities are matched to the needs of all pupils to include challenge and support for our **most** and **least able** pupils. When necessary these take account of any relevant targets set for individual pupils in their Individual Development Plans (IDPs).

Ysgol yr Holl Saint - All Saints' School recognises and supports the needs of all pupils. Pupils will be offered appropriate challenging opportunities to generate their own learning, to think and work independently and to foster a love and commitment to lifelong learning.

### **Curriculum Cymreig**

Opportunities are provided to develop and apply their skills, knowledge and understanding of the cultural, historical and linguistic characteristics of Wales. The local and school environment is utilised to support this. E.g. role play, listening, reading and responding to Welsh stories. The Eisteddfod involves reading, handwriting, and writing for a purpose fiction and non-fiction.

## **Welsh Language Skills**

Ysgol yr Holl Saint - All Saints' School is an English medium school and a very few pupils come from Welsh speaking homes. We are very aware of our role, as a school in Wales, in promoting and developing the use of Welsh as a living language. In addition to discrete weekly sessions in all year groups, the school promotes the use of Welsh through a variety of strategies:

- All classes spend time each week practicing vocabulary appropriate to their age and ability, e.g. greetings, informal conversations, instructions, songs and rhymes, games, etc.
- Instructions are given bilingually for pupils to hear and respond to, e.g. register, hands up, line up, asking for the toilet,
- Subject/area of learning specific Welsh is used by pupils and teachers appropriate to their age and ability. Particular subjects where this is a focus are: PE, RE and Mathematics.
- The use of Welsh is promoted through prayer and worship, both in classes and in collective worship

## **Religious Education**

We follow the Agreed Syllabus for teaching RE throughout the school and work closely with the Diocesan Office to develop teaching and learning in the school. The school adheres to the Religion, Values and Ethics Framework.

## **Teaching and Learning**

In our school you will see:

- a positive, safe and welcoming ethos throughout the school
- excellent relationships between pupils and adults
- consistent approaches to learning and teaching

We believe that pupils learn best when:

- they are inspired by the curriculum, teaching and learning
- their skills and talents are recognised and nurtured
- they are empowered and fully involved in the learning process
- their achievements are valued and celebrated.

We base our teaching on our knowledge of the pupils' level of attainment. Our prime focus is to develop further the knowledge and skills of the pupils. We strive to ensure that all tasks set, are appropriate to each pupil's level of ability. When planning work for pupils with additional learning needs, including those with English as an additional language and those who are gifted and talented, we give due regard to pupils' individual targets.

Pupils learn in a stimulating environment conducive to learning, where they feel safe and secure. This develops confidence, independence and mutual respect within a calm, harmonious atmosphere. In our school we provide:

- clean, bright, well organised and stimulating indoor environments
- a safe and engaging outdoor environment
- displays that inspire and empower pupils, and celebrate their achievements
- learning environments that promote pupils' independence.

Pupils should have access to the best resources, with shared responsibility for their management. We provide:

- most effective use of all resources, including adults.
- high quality resources for all areas of learning
- resources which are suitable to the age groups, with progression across the key stages
- high quality digital technologies in all classes
- resources that are well organised to promote pupils' independence.

Pupils learn when they have the opportunities for practical, relevant exploration and experiences. In all year groups we:

- consider visual, kinesthetic and auditory learning opportunities
- make very good use of resources for practical learning
- use a variety of strategies to engage learners
- make very good use of the school indoor and outdoor learning environments and locality to
- enhance and enrich learning experiences
- work with partners to enhance and enrich learning experiences, i.e. visitors to school.

### **Parent/Carer Involvement, Partnerships & Community**

Parent/Carers and Volunteers from the community come into school to support pupils with their reading, and also help with managing the school library. Authors and poets are invited into school as appropriate to inspire pupils. We engage with our wider community to offer further depth and breadth to our curriculum and our community supports us in varying ways; with gardening, learning activities, supporting project work etc.

### **Transition**

Whole school planning allows for smooth transition between phases. Regular curriculum meetings take place to ensure progression, smooth transition and continuity between the phases.

### **Marking & Feedback**

Marking, feedback and assessment will take place in line with the Marking and Feedback Policy. Non-statutory assessments will take place in line with agreed procedures.

### **Assessment**

Pupils who are first accessing The Early Years at Ysgol yr Holl Saint - All Saints' School will be assessed open entry during the first 6 weeks of the autumn term. Teachers will assess on an ongoing basis to determine pupil progress from their point of entry to the school. Pupils from years 2 to 6 will undertake the Welsh National Tests in numeracy and reading in addition to school-based assessments used as one tool to monitor progress.

### **Equal Opportunities**

All pupils 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.

### **Evaluation & Review**

This policy will be reviewed by the Senior Management Team and Governing Body and adopted by the Governing Body as per the schedule on the front page.