



Ysgol Gynradd Aberbargoed Primary School

"Everyone Matters" – " Mae Pawb Yn Bwysig"



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Policy Title:	Curriculum Policy		
Adoption Date:	February 2019	Review Date:	Sept 2022
Signed:	<i>A.C. Collins</i>	Signed:	<i>David Lewis</i>
	Chair Of Governors		Headteacher

Curriculum Statement & Long Term Planning

At Aberbargoed Primary School we aim to provide each child with opportunities to develop socially, emotionally, physically, spiritually and intellectually. It is our aim to provide a broad, balanced, engaging, exciting and stimulating curriculum providing the highest quality teaching and learning experiences for all children. We aim to meet the statutory requirements of the National Curriculum and Foundation Phase Curriculum, and more importantly, ensure that we do what is right for the learners in our care.

We want our pupils and their parents to look back on their days at Aberbargoed Primary School with warmth, affection and pride. We want each and every child to be a happy, confident, secure individual, realising their full potential.

High expectations are set for our pupils. High standards are set for our pupils. High standards are set for all of staff, who strive to improve the quality of teaching and learning through out the school.

The Foundation Phase Framework, National Curriculum and Religious Education

The curriculum taught at Aberbargoed Primary School is based on the following Welsh Government documents which set out the statutory requirements for learning in schools.:

- The National Curriculum programmes of study for Key Stage Two
- The Foundation Phase Curriculum



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- Literacy and Numeracy Framework (LNF)
- Digital Competence Framework (DCF)

In addition to these we use other statutory requirements and appropriate non statutory documentation for Sex and Relationships Education, Personal and Social Education, Skills Framework, Education for Sustainable Development and Global Citizenship, careers and the world of work, and the Local Caerphilly SACRE Agreed Syllabus for RE

These documents provide the foundation upon which our curriculum is built. In light of current developments in Wales, we aim to adopt the principles and recommendations of Donaldson's 'Successful Futures' in the delivery of the curriculum.

We seek to fully implement a curriculum which allows us to fully and effectively meet these four core purposes. :

- Ambitious and capable learners
- Healthy and confident individuals
- Enterprising and creative contributors
- Ethical and informed citizens

Skills Across The Curriculum

At Aberbargoed Primary School we recognise the importance of developing our learners skills across the curriculum.

The LNF is a curriculum planning tool that ensures all teachers embed literacy and numeracy skills in their teaching. The framework is a statutory curriculum requirement and all pupils are assessed against it annually. Progression through the LNF and performance in the national reading and numeracy tests demonstrate how learners are achieving against the expectations for literacy and numeracy at the end of each school year. We also use the DCF to embed skills of digital competence across all areas of learning.

Literacy, numeracy and DCF skills drive all learning. These skills are taught discretely and the pupils then apply their learning across other areas of the curriculum using a topic based approach.

Areas of Learning

In the Foundation Phase these areas are:

- Personal and Social Development, Wellbeing and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Creative Development
- Physical Development

In Key Stage 2 these subjects are:

- English Welsh Mathematics Science Geography History
- ICT Modern Foreign Languages Music Art
- Design Technology Physical Education Religious Education

Imaginative Learning Projects & Cross-curricular Themes

The school plans for cross curricular and discrete teaching and learning activities. A rolling programme of themes and topics for each year group/class is planned to take account of



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children's interests, their stage of development, curriculum coverage and continuity and progression.

The primary curriculum is recognised for its cross-curricular links. For example, certain aspects of Mathematics will be included in science activities, aspects of language and IT will be involved in most areas of the curriculum. It is intended that planning thematic work will allow for the development of investigation and information gathering skills, the acquisition of knowledge and understanding, within a meaningful framework. Developing skills and positive dispositions to learning is at the root of our aim to develop effective life long learners at Aberbargoed Primary School.

Alongside our theme work will run mini topics and/or discrete teaching relating to curriculum schemes of work. This will allow for the necessary curriculum coverage which cannot be easily incorporated into a theme, or particular skills which need to be developed e.g. reading, writing skills, maths, PE and RE.

Language work is not confined to English or 'reading' lessons. The link between language and intellectual development is recognised. We place considerable emphasis on developing pupils language and literacy skills in a systematic and structured way. Language is enriched by stimulating and interesting experiences. Theme work and cross curricular links are of particular value in providing an integration of knowledge and language skills, making language far more purposeful.

The use of information retrieval skills, reading for understanding as well as for pleasure, the writing of individual/class books, magazines, recording results and information, discussing, debating, etc., are all examples of providing children with purposeful language experiences within a relevant context.

Similarly, where appropriate, IT/DCF skills are purposefully developed across the curriculum. For example, for coding, data handling, locating, storing, recording and recalling information, art applications, word processing and desk top publishing activities, adventure programmes to develop curriculum knowledge and understanding, etc. Welsh as a second language is taught discreetly and cross curricular. Oral Welsh in particular is used incidentally for example during PE to give and respond to instructions, simple questions and answers, classroom greetings, etc., where appropriate, school labels and notices are bilingual.

Religious Education is taught through the School but is not a statutory requirement for nursery pupils. The School has developed and resourced a very detailed scheme of work based on the new Agreed Syllabus for Caerphilly. The scheme provides three terms of work for each class in the School. The School recognises some parents will wish to exercise their right to request withdrawing their children from Religious Education. The school will discuss and accommodate any such requests where appropriate.

The School recognises the importance of developing learners' skills as identified in the Skills Framework through all aspects of the Primary Curriculum. These skills of Thinking, Communication, ICT and Number together with the Curriculum Cymreig, PSE and social skills, Problem-solving Skills, Creative Skills will flow through our curriculum and provision for learning. The opportunities to develop these key skills will be highlighted in the termly and daily planning.

Schemes of Work/Planning

Our programmes of work will:-

- meet statutory requirements
- determine coverage and progression of skills
- provide support and resources for members of staff
- make reference to skills based learning



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- follows a thematic approach
- include other subjects which need to be taught discretely.
- Ensure that there is balanced coverage of all areas of learning.

Short term planning highlights the learning objectives/skills, outline of the lesson, differentiation and evaluations.

Enrichment Experiences

At Aberbargoed Primary School Primary we enhance the children's learning experiences through a range of enrichment activities intended to engage all learners:

- Enterprise Weeks
- Eco Day
- Health & Fitness Week
- Creative Week
- Learning Detectives
- Educational Visits including residential visits
- A range of visitors
- Extra- curricular activities
- Opportunities to perform in front of an audience and with professionals
- Specialist music/arts tuition
- Specialist sports/physical activities tuition

Health and Wellbeing

At Aberbargoed Primary School we recognise that our children need to experience social, emotional and physical well-being to thrive and engage successfully with their education. Our provision in PSE strengthens the pupils' abilities to develop positive and appropriate relationships, deal with the difficult issues and decisions they will face and ultimately learn to live independently.

Cwricwlwm Cymreig

Pupils are given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales

Bilingualism

Pupils are encouraged to use the Welsh language throughout the curriculum areas. They respond to instructions in Welsh and reply to the teachers in age appropriate manner. Pupils are also encouraged to use Welsh with their peer groups to reinforce learning and to make Welsh a natural part of the day. Helpwr Heddiw sessions are part of the Welsh curriculum.

Special Educational Needs/Additional Learning Needs

The school endeavours to identify as early as possible children requiring support and implements the code of practice in identifying and assessing special educational needs. The school has a total commitment to the full inclusion of children with SEN and ensure full access to the whole curriculum for all children. Where appropriate, National Curriculum modifications are catered for through individual programmes of work drawn up by the SEN Coordinator/Class Teacher/ learning support staff. Full details of the school's SEN provision may be found in the school's SEN policy document.

Home School Agreement & Homework



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The School has drawn up a Home School Agreement following extensive consultation with parents, pupils, teachers and members of the Governing Body. An interest in books is encouraged and children are expected to read at home each night, if possible, with their parents. All children have learning Logs which form the basis of the school's approach to homework. Learning Logs are sent home on Thursday and should be returned to School on by the following Monday/Tuesday when children's work is shared with class. Learning Log tasks normally include pieces of work for English, Mathematics, Science, Project and free choices. Tasks will be related to the work which is ongoing in class. At some point during each term, children may have a Home Task to complete. Again this is usually related to ongoing work in the classroom Children will be required to learn multiplication tables and spellings etc as befits their age and development.

Parental Support

Parents have an important role to play in their child's education. Parents are asked to support learning by:

- Listening to their child read
- Be involved in home/school projects,
- Attend parents' evenings to receive an update on their child's progress
- Inform the school of any issues which could affect their child's progress
- Attend learning exhibitions, curriculum and induction meetings

Self-Evaluation

The school monitors the effectiveness of the teaching and learning of the curriculum using a variety of approaches including lesson observations, listening to learners, and scrutiny of pupil's work.

Consultation with pupils regarding the curriculum and learning is enacted through the Learning Detectives

At Aberbargoed Primary School we recognise that the recommendations made by Professor Donaldson in 'Successful Futures' signifies considerable change in the curriculum in Wales. We are aware of the need therefore to closely monitor and review this school policy on an annual basis in order to ensure that it both reflects and informs the school's work.

The provision of an effective curriculum which is regularly monitored and reviewed ensures that all learners are challenged and equipped as 21st century learners with the skills and flexibility to function in a rapidly changing society.

Equal Opportunities

At Aberbargoed Primary School Primary School, we recognise and celebrate the fact that Welsh, British and European society is made up of people from a wide range of diverse backgrounds and life experiences and as such, seek to reflect this in all of our school policies.

In accordance with the Equalities Act our policies and learning and teaching strategies fulfil the duties to promote equality for all of our learners', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.



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At our school, we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents and carers

and the wider community and this is reflected in the content of each policy.

The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, role models and opportunities that challenge stereotyped thinking

Class Organisation

Children are grouped in classes, according to age. Where we have mixed age classes children will be grouped on the basis of chronological age. All classes are organised to take account of the great variation in physical, mental and emotional development of each child. Teaching techniques vary. All teachers implement a balance of teaching styles, individual teaching, group teaching and class teaching, the need for differentiation and the importance that must be placed on providing each pupil with materials and experiences of an appropriate level to challenge both their interest and ability. Children tend to be grouped, within each class, according to their needs.

Where children are engaged in group work, it is important that they do indeed function as a group, working collaboratively on activities, rather than merely sitting together.

Through group work children are provided with vital opportunities to develop listening and speaking skills, problem solving and team work skills. Groups should usually contain children of both genders and staff will not allocate tasks and responsibilities on the basis of gender.

The school endeavours to set up a stimulating environment to provide the right sorts of experiences encompassing all areas of learning, promoting all aspects of the child's development. The organisation of space, resources, time and children needs careful consideration to provide stability, continuity and progression throughout the school. Guidelines are given on these aspects in the school's Classroom Organisation and Management document.

Each member of staff is responsible for the organisation, management and structure of their classroom. In doing this they consider:-

- The physical organisation of the classroom space;
- How the children are grouped;
- Time management;
- Resources;
- The need to provide children with the opportunity:-
 - (i) to work as a class;
 - (ii) to work in groups;
 - (iii) to be independent;
 - (iv) to collaborate and be interdependent;
 - (v) to experience different activities;
 - (vi) to ensure that they experience a curriculum that provides for all aspects of development.

Resources

Curriculum Co-ordinators are responsible for the identification of resource needs and maintenance of adequate resources throughout the school. In deciding on funding for resources, consideration is given to the school development plan and identified areas of priority. The school has a reference library which houses many school resources. Resources are selected as and when required by staff and pupils. All classes have their own stock resources of everyday items which are regularly used and are housed in class curriculum



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areas, e.g. Language, Maths, etc. Each class has IT and a range of fiction and non-fiction reading materials. Some use is also made of the local Library Service, Techniquest and the Museum Loan Service.