

Coedffranc Primary School Ysgol Gynradd Coedffranc



Curriculum Policy

September 2022

Signed: _____

To be reviewed: September 2023





Curriculum Policy (CfW 2022)



Our School

At Coedffranc Primary School, we believe that we are all lifelong learners. We maintain that learning should be a rewarding and enjoyable experience for everyone: with pupil wellbeing at its core. Through our teaching, we equip children with the skills, knowledge and experiences necessary to embrace the world around them; developing lifelong learners who are able to thrive on challenge. As a school, we offer a curriculum which is broad and balanced, with teaching and learning experiences that are engaging, inspiring and empowering; enabling children to learn new skills, apply them across a range of experiences and deepen their understanding of how they may be used in their lives beyond school.

Our Vision

“In Coedffranc Primary school we want to achieve excellence in all areas of our provision. We aim to be a school where all pupils strive to flourish personally, emotionally and academically – always progressing towards the 4 purposes. We aim to be a school where all of our team are highly skilled, highly motivated and passionate about all pupils’ progress. We strive for our local community to view us proudly as a place of safety, support and progress for their children. A trusted place where the life chances of all of our pupils are enhanced every day.”

(A culmination of discussions with pupils, parents, staff and governors)

Our Curriculum

Curriculum for Wales 2022 organises learning around six areas of learning and experience. Each of the areas of learning and experience has been designed to support learners to realise the four purposes of the curriculum. They are intended to promote collaboration and cross-disciplinary school-level curriculum development and design. All teachers plan for the cross-curricular responsibilities of literacy, numeracy and digital competence to support almost all learning. These are essential for learners to be able to participate successfully and confidently in the modern world.

The Four Purposes at Coedffranc Primary



Healthy, Confident Individuals

In our school we aim for our children to become valued members of our local community, capable of positively impacting and caring for our world; and confident in making positive life choices as they move through their lives.



Enterprising, Creative Contributors

Here at Coedffranc, we aim for inquisitive, expressive children who use their knowledge and experiences to bring together a range of ideas and skills; creating, innovating, and linking ideas to overcome problems and contribute confidently to society.



Ambitious, Capable Learners

We aim to develop resilient children who thrive on personal challenge, equipping them with the necessary skills for lifelong learning in the 21st century.



Ethical, Informed Citizens

We aim to ensure our children can become a valued, active members within their local community and care for the wider world they live in.

The Blooming Marvellous Learning Journey – planning through a Concept

Here at Coedffranc, much of our curriculum is delivered through the Coedffranc Blooming Marvellous Learning Journey: a termly project that allows the children to use the skills they have been taught previously in exciting, real life contexts. Across the course of each academic year, teaching staff develop a broad range of tasks that provide a wealth of challenges and experiences, all designed to provoke a deeper level of understanding and create authentic contexts in which our children can apply, explore and manipulate the skills they have acquired. As well as being designed to encompass the vision of our four purposes, our learning journeys are:

- **authentic:** rooted in Welsh values and culture and aligned with an agreed set of stated purposes
- **evidence-based:** drawing on the best of existing practice within Wales and from elsewhere, and on sound research
- **responsive:** relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions for future challenges as lifelong learners
- **inclusive:** easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society
- **ambitious:** embodying high expectations and setting no artificial limits on achievement and challenge for each individual child and young person
- **empowering:** developing competences which will allow young people to engage confidently with the challenges of their future lives
- **unified:** enabling continuity and flow with components which combine and build progressively
- **engaging:** encouraging enjoyment from learning and satisfaction in mastering challenging subject matter based on subsidiarity: commanding the confidence of all, while encouraging appropriate ownership and decision making by those closest to the teaching and learning process
- **manageable:** recognising the implications for and supported by appropriate assessment and accountability arrangements.
- **rights-based:** underpinned by the principles of the United Nations Convention on the Rights of the Child.

Assessment

Our Assessment is underpinned by children's rights principles. It is in line with the principle of using a range of assessment effectively to plan next steps for learners. It is fully inclusive, and considers the progress of all learners in both a formative and summative assessment context. We believe that effective assessment provides information to improve teaching and learning. We give our children regular and consistent feedback on their learning so that they understand what it is that they need to do better. This allows us to base our planning on a detailed knowledge of each pupil.

The aims and objectives of assessment in our school are:

- To enable our learners to demonstrate what they know, understand and can do in their work;
- To help our learners understand what they need to do next and how they might go about achieving it;
- To allow teachers to plan work that accurately reflects the needs of each pupil;
- To provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment is an ongoing process which is indistinguishable from learning and teaching. Taking into account our pupils' wellbeing and the necessity to involve children in their own assessment, children form a large part of our ongoing assessment procedures here at Coedffranc; helping them build a holistic picture of where they are in their learning and what comes next.

For further details, please refer to our assessment policy.

Equal Opportunities

At Coedffranc Primary School, we are committed to ensuring equity of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Additional Learning Needs (ALN)

At Coedffranc Primary School we recognise that all pupils come to school at different stages of development and with different needs. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. Pupils who meet our criteria for having ALN will be supported by class teachers, teaching assistants other adults and their learning environment.

For further details, please refer to our ALN policy.

Rights of the Child (UNCRC)

The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships. Our belief in "restorative approaches" ensures that every child is listened to.

We believe that every member of the school community is a learner which includes pupils, staff and parents. Together we develop as a learning organisation, using information from research, other schools, businesses and the real world to build a culture for improvement.

