



**COEDFFRANC  
PRIMARY**

Giving our children the roots to grow  
and the wings to fly

# Curriculum Policy

September 2024

Approved on: \_\_\_\_\_

Approved by: \_\_\_\_\_

To be reviewed September 2025



# Coedffranc Primary School Curriculum Policy

## 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 whilst 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.”

## 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.

We have structured and effective plans in place for the teaching of Literacy and Numeracy through the school which are monitored closely by leaders and teachers. The school uses Read, Write Inc and Literacy and Language as the primary vehicles for delivering high-quality teaching and learning for pupils to develop their skills ready for application across the curriculum. The school uses Whiterose Maths through a carousel approach to deliver high-quality teaching and learning for pupils to develop their numeracy skills to use across the curriculum also.

**The Blooming Marvellous Learning Journey – planning and learning through a ‘Concept’**

As a school, we offer a curriculum which is broad and balanced, with teaching and learning experiences that are engaging, inspiring and empowering addressing the Areas of Learning and Experience. This enables 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 curriculum is carefully constructed to meet the requirements of the four purposes with learning opportunities planned to give pupils the chance to develop the skills, knowledge and experiences they need through purposeful concepts and real-life contexts which develop pupils who can use their thinking skills to analyse, evaluate and create in different contexts when required.

The ‘What Matters’ statements from the Areas of Learning and Experience have been carefully considered and, through our concept-based curriculum plans, learning opportunities have been identified to provide meaningful learning activities which require the pupils to develop and apply their integral, discipline and higher-order thinking skills in their learning to make progress in their understanding towards both these statements and in their skills, knowledge and experiences. All teachers plan for the cross-curricular responsibilities of literacy, numeracy and digital competence to support learning, where appropriate. These are essential for learners to be able to participate successfully and confidently in the modern world.

### **Planning for Conceptual elements from the ‘What Matters’ Statements**

The concepts below are grouped together from the ‘What Matters’ Statements in the Areas of Learning and Experience. When we are planning our units of learning experiences for the pupils, we ensure that conceptual enquiry processes run strongly through them, that morals and values should be developed and challenged and that pupils are given opportunities to develop and revisit their conceptual understanding of the attitudes.

	<b>Overarching Concept</b>	<b>Key Sub-Concept Groupings</b>
<b>Conceptual Enquiry Processes</b>	<b>Enquiry</b>	<ul style="list-style-type: none"> <li>• Drawing conclusions and reflection</li> <li>• Reliability, validity and bias</li> <li>• Questioning and testing hypothesis</li> </ul>
	<b>Decision making</b>	<ul style="list-style-type: none"> <li>• Reaching judgements, reasoning and making informed decisions</li> <li>• Risk, cause and effect, impact</li> <li>• Citizenship, governance and participation</li> <li>• Challenging, evidence and significance</li> </ul>
	<b>Viewpoints</b>	<ul style="list-style-type: none"> <li>• Perspectives, representations, conjecture and interpretations</li> <li>• Challenging viewpoints, mediation and reasoning</li> </ul>
<b>Conceptual Values</b>	<b>Morals and Values</b>	<ul style="list-style-type: none"> <li>• Ethics, norms and morals</li> <li>• Justice, rights and responsibilities</li> <li>• Values, attitudes and beliefs</li> <li>• Social influences and attitudes</li> </ul>
	<b>Change</b>	<ul style="list-style-type: none"> <li>• Change and continuity</li> </ul>

<b>Conceptual Attitudes</b>		<ul style="list-style-type: none"> <li>• Imagination, creativity, enterprise and physical processes</li> <li>• Place, space and context</li> <li>• Ambition, overcoming challenge and adaptability</li> </ul>
	<b>Diversity and Belonging</b>	<ul style="list-style-type: none"> <li>• Identity and belonging, inspiration, heritage and culture</li> <li>• Community, connection, interconnectedness and diversity</li> <li>• Tradition, similarities and differences</li> </ul>
	<b>Emotions and health</b>	<ul style="list-style-type: none"> <li>• Feelings, mood, seeking and giving support and emotions</li> <li>• Care, mental and physical health and well-being</li> <li>• Healthy and unhealthy relationships, empathy and nurture</li> <li>• Resilience, confidence and motivation</li> </ul>

Teachers within Progression Step groups will plan together to develop units of work which develop pupils' knowledge, skills and understanding along with their conceptual understanding. Though these units of work will have a similar starting point, pupil voice and professional judgement will be used by teachers to shape the curriculum to meet the needs of the pupils. This will provide pupils with a more personalised learning experience within their class.

Here at Coedffranc Primary School, much of our curriculum is delivered through the Coedffranc Blooming Marvellous Learning Journey: a termly body of learning 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, knowledge and understanding that they have acquired.

As well as being designed to encompass the vision of our four purposes, our learning journeys through concepts 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 evidence-based research and enquiry
- **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.

## **Pupil Progress**

Learners make progress within our curriculum by building on what they know and can do, by adding to and changing their knowledge, skills, capacities, dispositions and values, or by applying them in more complex situations.

In Coedffranc Primary School, we are developing a shared understanding of the principles of progression and we characterise learning progressions as:

- developing the knowledge and discipline skills specified in a planned curriculum, such as those in mathematics, science, or the arts;
- more broadly, developing the capacity to think about and explain what has been learned or apply this learning in new ways to other parts of the curriculum or to life outside school; and
- even more broadly, developing personal attributes for learning, such as ecological and cultural awareness, commitment, self-regulation, collaboration and independence.

We aim to develop a shared understanding of progression with the following stakeholders through the following actions:

### *Governors*

- Through inviting members of the governing body to listen to learners and take part in learning walks on the theme of the principles of progression
- Through key members of staff sharing the principles of progression within governing body meetings

### *Parents*

- Through taking part in enquiry based professional learning, we will develop and share information on pupil progression with parents to develop their understanding of progression
- Discuss progress made by pupils with progress and share how parents can support pupils to make further progress

### *Staff*

- Through taking part in enquiry based professional learning, we will develop our understanding of the purpose of progress so that it raises the aspirations of every child and young person in our school
- Ensure that professional learning meets the needs of staff to achieve the objectives of this curriculum summary

- Through INSET and ADDS sessions, come to an agreement on what progression looks like in our school in respect of learning
- Ensuring our designed curriculum delivers on providing aspirations for our pupils and that children are aware of what they are learning and why
- Develop purposeful assessment processes that show that progress is being made and establish if pupils truly understand

### *Pupils*

- Through teaching, ensure that pupils understand what they are learning and why
- Discuss, in an appropriate way, what the principles of progression are and ensure that they deepen their understanding of these principles as they move through the school
- Listen to our pupils regarding their experiences and views of their learning journey with us

### *Teacher Training Institutions and Local Authority*

- The school will engage with universities and other training providers to share our understanding of progress and use their guidance to shape and refine our own understanding
- The school will engage meaningfully with the Local Authority to discuss provision for professional learning of all staff, ensuring that leaders are reflecting through self-evaluation on whether our planned curriculum is meeting the needs of our pupils and community

## **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.

Pupils will be given effective feedback and time to act on the feedback given so that they have a clear idea of what they need to do to improve. This will be achieved through regular and consistent use of success criteria, formative assessment for

learning techniques and the use of longer-term targets. A range of assessments will be used by teachers, both summative and formative, to record and evidence the pupils are making and to indicate where they need to go next on their learning journey.

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.

### **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.

### **Policy Review**

This policy will be reviewed every year in line with the curriculum statement.



T. Richards  
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