



Curriculum Policy for the Curriculum for Wales

Beliefs and Values linked to the Four Purposes

At Melin Primary School we believe that the emotional wellbeing of the child, developed through a curriculum based on activity and experience is at the heart of learning.

Early childhood is an important time in a child's life in which many of the habits and attitudes are formed that will stay with us for the rest of our lives. With this in mind, we have high expectations that encourage good habits, promote ambition and positive attitudes to learning. This will enable the children to grow to be literate, numerate, digitally competent and independent life-long learners. They will be happy, healthy, safe and contribute creatively and ethically to their community, Wales and the world.



Ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find
- and **are ready to learn throughout their lives**



Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- are questioning and enjoy solving problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit
- and **are ready to play a full part in life and work**



Ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet
- and **are ready to be citizens of Wales and the world**



Healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can
- and **are ready to lead fulfilling lives as valued members of society**

Our main aims and objectives while meeting the four purposes are:

For learners to build on the skills, knowledge and understanding and that they have already acquired during the Foundation Phase.

To develop and stimulate learners' interest in, and foster a sense of wonder of, places and the world about them.

To study their own Welsh locality, the world beyond, different environments and events in the news as learners will develop their understanding of what places are like and how and why they change.

Through practical activities and first-hand investigations in the classroom and out of doors, to develop skills to gather and make sense of information, use maps, think creatively and share ideas through discussion.

To provide opportunities for learners to consider important issues about their environment, and to recognise how people from all over the world are linked.

To understand the importance of sustainability, develop an informed concern about the quality of their environment, and to recognise that they are global citizens.

Skills integral to the four purposes

Integral skills

The four purposes are also underpinned by integral skills developed within a wide range of learning and teaching. At the heart of these skills is the importance of learners recognising, using and creating different types of value - worth and importance in a range of contexts, including financial, cultural, social and learning value.

Creativity and innovation

Learners are given space to be curious and inquisitive, and to generate many ideas. They are supported to link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions. They identify opportunities and communicate their strategies. This support learners to create different types of value.

Critical thinking and problem-solving

Learners are supported to ask meaningful questions, and to evaluate information, evidence and situations. They analyse and justify possible solutions, recognising potential issues and problems. Learners become objective in their decision-making,

identifying and developing arguments. They are able to propose solutions which generate different types of value.

Personal effectiveness

Learners develop emotional intelligence and awareness, becoming confident and independent. They have opportunities to lead debate and discussions, becoming aware of the social, cultural, ethical and legal implications of their arguments. They evaluate their learning and mistakes, identifying areas for development. They become responsible and reliable, being able to identify and recognise different types of value and then use that value.

Planning and organising

Where developmentally appropriate, learners are able to set goals, make decisions and monitor interim results. They are able to reflect and adapt, as well as manage time, people and resources. They are able to check for accuracy and be able create different types of value.

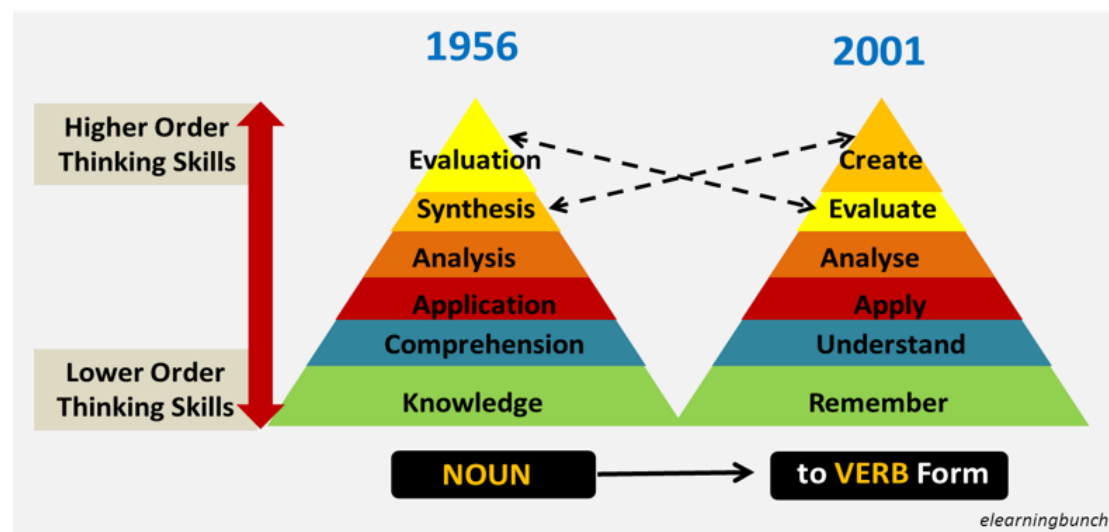
The development of these skills allows learners to work across disciplines, providing them with opportunities for both synthesis and analysis. There is particular potential for innovation in making and using connections between different disciplines and Areas.

When developing these skills throughout their time with us in Melin Primary School, learners:

- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances
- are supported and challenged so that they are prepared to confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- are afforded the space to generate creative ideas and to critically evaluate alternatives – in an ever-changing world, flexibility and the ability to develop more ideas will enable learners to consider a wider range of alternative solutions when things change
- build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.

These skills, when carefully planned for in a way which provides progression within meaningful contexts, help to provide a journey for the pupils to meet the four purposes of the curriculum. At Melin Primary School, we aim to provide the opportunities to develop these skills in contexts that matter to the children and the community.

The development of 'higher order thinking skills' is intrinsic to meeting the objectives within the four purposes and achieving the vision of Melin Primary School. The learning opportunities for pupils will include the teaching of the stages of Bloom's Taxonomy (1956) and opportunities to engage with and use them through learning experiences in a real-life and purposeful context.



Melin Missions

'Melin Missions' aim to bring the best of Foundation Phase pedagogy in a consistent and carefully planned way, through to the older year groups within the school. Differentiated 'missions' will be planned over a period of weeks for pupils to develop and apply their skills independently while a 'focus group' remain with the teacher. In Years 3 and 4, the missions will be available through all areas of learning and experience. For Years 5 and 6, 'Melin Missions' will only take place through the topic work.

Missions will focus on the application of skills within Languages (including Welsh), Numeracy, Thinking Skills (problem solving and investigation), Creative and ICT. Solutions to the missions could be found inside or outside and be solved at fixed or flexible working spaces within the learning environment. The working spaces will be themed through the school through the following labels:

- Communication Cwtch
- Numeracy Nook
- Digi Den
- Puzzle Pod
- Creative Corner

Pupils will be encouraged and supported to develop their independence in their learning to avoid 'learned helplessness' through over support from adults within the setting. Differentiation and learning resources will be tailored to enable successful learning within these missions. Teachers will have high expectations for the learning completed by pupils within their missions and pupils will be encouraged to give of their best, demonstrate resilience and show levels of effort as if they were working directly with a member of staff.

Bespoke units of work will be created to develop areas of the curriculum which are not linked to explicit learning opportunities within the Cornerstones-based school curriculum. These areas, linked largely to the Health and Well-being Area of Learning and Experience will be meaningful, have a clear purpose and contribute effectively towards the attainment of the Four Purposes.

Existing school reward systems will be tailored to reward effort and progress along with each classroom featuring a 'mission board' to show off and praise effort and perseverance to develop the growth mindset.

Teaching and Learning through the Twelve Pedagogical Principles

Our staff will, on a daily basis:

- identify pupils' greatest needs, match these with the most appropriate pedagogical approach and assess the impact of the teaching approach through pupil progress
- create authentic contexts for learning
- encourage learners to take increasing responsibility for their own learning
- support social development and positive relationships
- encourage collaboration
- sustain pupil effort to reach high but achievable targets
- employ a broad repertoire of teaching approaches
- promote problem solving, creative and critical thinking
- build on previous knowledge and experience to engage interest
- focus on the 'Four Purposes'
- use assessment for learning to accelerate progress
- make connections within & across AoLEs (areas of learning and experiences)
- reinforce Cross Curricular responsibilities – Literacy, Numeracy and Digital Competence
- ensure that the needs of all pupils, regardless of ability, are catered for within their planned learning experiences so that they make the best possible progress.

As we are proud to be a school in Wales, we have given a high priority to the Welsh language and our culture and aim to give the children opportunities to develop and use the Welsh language within the school. We will provide the children with a clearly mapped progression through which pupils will foster a love of and develop their use of Welsh.

Teachers will

- Teachers will have good up to date subject knowledge and high expectations of all their pupils.
- Teachers will use research to inform and improve their own practice through professional learning
- Lessons will be planned effectively and in detail with clear learning intention and success criteria which are shared with learners and evaluated at the end
- Teachers will use a good a variety of teaching techniques and strategies in their lessons in order to inspire and engage and motivate pupils
- Teachers will ensure that activities support the learning outcome desired and link to experiences or real life contexts.
- Assessment for Learning will be used to support assessment.
- Teachers will ensure that pupils know how to make progress and check progress in learning e.g verbal feedback, assessment and marking.
- Teachers will allow pupils time to reflect on feedback and use it to develop their progress further
- Assessment information should inform future planning and will show clear evidence of skills development across the curriculum.
- Support staff should be used effectively to support all pupils to make progress

Cross-curricular skills

The mandatory cross-curricular skills of literacy, numeracy and digital competence are essential to all learning and the ability to unlock knowledge. They enable learners to access the breadth of a school's curriculum and the wealth of opportunities it offers, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling learners to adapt and thrive in the modern world. Learners need to be adaptable, capable of learning new skills throughout life and equipped to cope with new life scenarios.

Our curriculum enables learners to develop competence and capability in these skills and, where there are opportunities, to extend and apply them across all AoLEs (areas of learning and experiences).

Learners are given opportunities across our curriculum to:

- develop listening, reading, speaking and writing skills through both English and Welsh
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world.

These skills are embedded across the curriculum.

Principles of progression

Five principles of progression underpin progression across all Areas. The principles are as follows:

Increasing breadth and depth of knowledge

Learners need to acquire both breadth and depth of knowledge. As learners progress, they develop an increasingly sophisticated understanding of concepts that underpin different statements of what matters. They see the relationships between these and use them to further shape and make sense of knowledge and make links across the whole curriculum. This consolidates their understanding of concepts.

Deepening understanding of the ideas and disciplines within the Areas

Holistic approaches are particularly important to learning in early steps as learners engage with the world around them. Learners should become increasingly aware of ways in which ideas and approaches can be coherently grouped and organised. As they progress, they need to experience and understand disciplinary learning in each of the Areas and see these in the context of the statements of what matters and the four purposes.

Refinement and growing sophistication in the use and application of skills

Learners need to develop a range of skills including physical, communication, cognitive and Area specific skills. In the early stages of learning, this range of skills includes focus on developing gross and fine motor; communicative and social skills. They also develop intellectual skills in applying what they have learned. As learners progress, they demonstrate more refined application of existing skills, and will experience opportunities to develop new, more specific and more sophisticated skills.

Over time, learners become able to effectively organise a growing number of increasingly sophisticated ideas, to apply understanding in various contexts and to

communicate their thoughts effectively, using a range of methods, resources or equipment appropriate to their purpose and audience.

Making connections and transferring learning into new contexts

Learners should make connections with increasing independence; across learning within an Area, between Areas, and with their experiences outside of school. Over time these connections will be increasingly sophisticated, explained and justified by learners. They should be able to apply their learning in more unfamiliar and challenging contexts.

Increasing effectiveness

As learners progress, they should become increasingly effective. This includes increasingly successful approaches to self-evaluation, identification of their next steps in learning and more effective means of self-regulation. They become increasingly able to seek appropriate support and to identify sources of that support. They ask more sophisticated questions and find and evaluate answers from a range of sources. They become increasingly effective at learning in a social and work-related context.

Meeting the needs of all pupils

Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly.

Pupils with Additional Learning Needs, including those who are more able, will be provided with opportunities to develop their skills, knowledge and experience at an appropriate level through carefully planned learning activities which challenge at the appropriate level. Please see our Additional Learning Needs Policy for more information on how our school will work with pupils, parents and partners to achieve the best for pupils with additional learning needs.

Learning Experiences

We have a planned sequence of learning experiences in place for our pupils. Over their course of their time with us, pupils can expect to experience the following:

Pupil Group	Educational visits (off-site)	Educational visitors (on-site)	Residential visits	Forest Schools	Arts and culture	Community and partnership learning	Specialist curriculum days	Music Service Provision	Block Play (per pupil)	Specialist Arts and Crafts Sessions
Reception	3 days	1 days			1 days	0.5 days		20 sessions		
Year 1	3 days	1 days			1 days	0.5 days		20 sessions		
Year 2	3 days	1 days		7 sessions	1 days	0.5 days		20 sessions	6 sessions	
Year 3	3 days	1 days			1 days	0.5 days	0.5 days	20 sessions	6 sessions	
Year 4	3 days	1 days	3 days	7 sessions	1 days	0.5 days	0.5 days	20 sessions		
Year 5	3 days	1 days	3 days		1 days	0.5 days	0.5 days	20 sessions		6 sessions
Year 6	3 days	1 days	3 days	1 sessions	1 days	1 days	0.5 days	20 sessions		6 sessions
Totals	4 weeks, 1 days (21 days)	1 weeks, 2 days (7 days)	1 weeks, 4 days (9 days)	15 sessions	1 weeks, 2 days (7 days)	4 days	2 days	140 sessions	12 sessions	12 sessions

Effective Differentiation

Within Melin Primary School, we believe that differentiation is simply a teacher attending to the learning needs of a particular pupil or small groups of pupils, rather than teaching a class as though all individuals in it were basically alike.

We believe that effective differentiation takes place when:

- There is an engaging learning environment that invites pupils to learn, to take risks, while encouraging them to aim high with the knowledge there is support to get there.
- There is a high quality, engaging planned curriculum featuring clearly defined learning goals and progression based on the LNF, Outcomes/Levels and Progression Steps which are understood by all and meet the needs of and

challenges individuals/groups. There is a clear, consistent expectation of what pupils should know, understand, be able to do at the end of a planned learning sequence.

- Ongoing assessments are in place and used routinely so that teachers use summative and formative assessment information to have a sense of the level of understanding, the achievements and progress of pupils and what they need to do next to succeed.
- The teacher reflects on the information gathered and adapt plans to meet the needs of the pupils showing they understand what the pupils know now, what they need to do next and how planned learning experiences need to change as a result.
- Effective classroom management in which pupils are partners in putting the environment together with a predictable and supportive structure in place which helps the pupils to take risks in their learning.

It has to be possible for more than one thing to happen at the same time so that it doesn't hinder or prevent pupils from learning independently.

The Role of the Area of Learning and Experience Leader

The role of the area of learning and experience leader/subject coordinator is to;

- Provide a strategic lead and direction within the planning, monitoring and evaluating of the Areas of Learning and Experience,
- Offer support, advice and training for colleagues in the understanding and delivery of the area of learning and experience,
- Monitor quality of provision and pupil progress in the area of learning and experience through planned self-evaluation activities,
- Take responsibility for resource management,
- Engage parents and the community with purposeful activities to develop the area of learning and experience
- Keep up to date with developments and good practice within the area of learning and experience at both local and national level and be able to identify and share good practice within our school.

At Melin Primary we have teams of teachers who are responsible for an Area of Learning and Experience.

AOLEs	Health and Wellbeing and Humanities	Languages, Literacy and Communication and Expressive Arts	Mathematical Development and Science and Technology
--------------	--	--	--

Lead Person	Danielle Harris	Laura Jeremy	Sian Cooke
Team Members	Beth Burge Tim Richards	Rhian Davies Anwen Asquith Angela Cameron	Natalie Davies Danielle Cooze Lucy Richards

Team members are to assist and support the team leader in the implementation, monitoring and evaluation of the Area of Learning and Experience and may have specific areas of responsibility within the AOLE.

Planning, Assessment, Recording and Record Keeping

The planning of learning activities by teachers and other members of staff should be time-effective and impact positively on pupil progress, while helping to ensure a healthy work-life balance for staff.

Assessment of pupils across the school will be carried out at present using the Incerts system as part of our formative assessment procedures. The skills outlined within the teachers' planning will be assessed through a variety of methods, as outlined in our Assessment, Recording and Record Keeping Policy. Progression of pupils skills, knowledge and experience through the continuum is tracked and monitored by teachers.

A range of personalised assessments and screening tools are used to identify strengths and areas for development within pupils' learning. Information is shared to enable the tailoring of support to meet the identified needs of pupils.

Assessment for Learning (AfL) is an important part of the process to develop our pupils' independent learning skills. Teachers will plan carefully for opportunities for teachers, peers and pupils themselves to identify what they have done well and what they could do to improve. Pupils will then be provided with time to make these changes in all areas of the curriculum. A framework for AfL development is provided within the Assessment, Recording and Record Keeping Policy.

Additional Learning Needs and Inclusion

As a school, we believe in providing all pupils with opportunities to develop their skills, experience and learning in all areas of the Curriculum for Wales. Reasonable adjustments will be made to enable all learners to take part in activities, with differentiation and adaptations made to ensure true inclusivity.

More able and talented pupils will have work differentiated appropriately within the subject areas. Teachers will liaise effectively with Cefn Saeson to ensure pupils are sufficiently challenged on transition.

Monitoring, Evaluation and Review

This policy will be reviewed in Autumn Term 2025 or when curriculum reviews require it.

T. Richards

September 2021