

Ysgol Cybi

Polisi Cwricwlwm Newydd *New Curriculum Policy*

Tymor y Gwanwyn 2024 / Spring Term 2024

<p>Ynglŷn â'r polisi hwn:</p> <p>Amlinellir gyfrifoldeb statudol yr ysgol i gynnig darpariaeth sydd yn ymateb yn llawn i ofynion Cwricwlwm i Gymru a fframweithiau eraill cysylltiedig. Mae'r cynnwys yn berthnasol i bob un o rhan ddeiliaid yr ysgol.</p> <p>Mae'r polisi hwn yn cael ei gefnogi gan adnoddau ar https://hwb.gov.wales/</p>	<p>About this policy:</p> <p><i>The policy outlines the school's statutory responsibility to offer provision that fully satisfies the requirements of Curriculum for Wales and other related frameworks. The content is relevant to all of the school's stakeholders.</i></p> <p>This policy is supported by resources on https://hwb.gov.wales/</p>
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Date adopted by Governing Board (should also be recorded in the minutes of the meeting where it was accepted and adopted)	1/2/24
Chair of Governors (signature)	
Headteacher (signature)	
Date of review	Spring Term 2027

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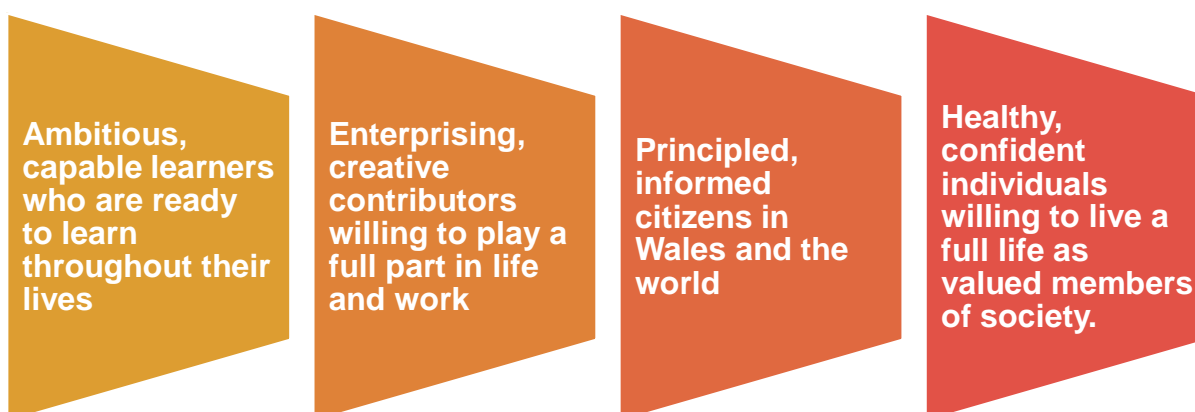
1.0 Principles of the school curriculum

In our school we aim to introduce the principles of our curriculum based on the requirements of the national set out in legislation, our curriculum in particular will be designed to:

- enable learners to make progress towards achieving the four purposes;
- enable all children to develop their skills in the Welsh language;
- supporting children to understand the cultural heritage of Wales;
- be broad and balanced;
- be suitable for learners of different ages, abilities and aptitudes;
- provide for learners' appropriate progress;
- include all six Areas;
- cover all statements of what is important;
- include the mandatory elements of the curriculum, namely religion, values and ethics, relationship education and sexuality, English and Welsh;
- incorporate the mandatory cross-curricular skills;
- include a range of assessment methods that support learners' progress;
- provide wide-ranging learning, drawing together a range of experiences, knowledge and skills across a range of contexts, texts and activities, creating links across Areas;
- over time, provide for increasingly deep and sophisticated learning;
- be developmentally appropriate and stimulate learners' progress;
- include opportunities for learning and consider cross-cutting elements, which:
 - o enable learners to consider local, national and international contexts
 - o develop an understanding of careers and experiences related to the world of work
 - o develop an understanding of human rights education and diversity.

2.0 The school's curricular vision

In our school we aim to introduce a curriculum that prepares our pupils for the four purposes. Ultimately, our school curriculum aims to support our learners to realise our aspirations of being:



The school and teachers consider what the four purposes mean for our learners and how our curriculum will support our learners to achieve them. Our vision, the four purposes and

the learner voice will then inform curriculum planning and assessment. This will include developing our whole-school approach to curriculum planning.

2.1 Skills essential to the four purposes:

The school develops the holistic skills to underpin the four purposes and develops these within a wide range of teaching and learning. At the heart of these skills will be the importance of ensuring that learners recognise, use and create value of different kinds. In this context, value means importance in a range of contexts, including monetary, cultural, social and learning value.

The holistic skills are set out below.

- **Creativity and innovation**
- **Critical thinking and problem solving**
- **Personal effectiveness**
- **Planning and organising**

3.0 Cross-curricular Skills

The school interweaves the mandatory cross-curricular skills of literacy, numeracy and digital competence across our curriculum. These are skills that can be transferred into the world of work, enabling learners to adapt and prosper in today's world. Learners need to be able to adapt, learn new skills throughout their lives and be prepared to cope with new life situations. In our school the Cross-curricular Skills Frameworks are a curriculum planning tool that help teachers to incorporate literacy, numeracy and digital competencies into curriculum teaching.

Literacy	Numeracy	Digital Competency
<ul style="list-style-type: none">• Translingualism• Listening• Reading• Oracy• Writing	<ul style="list-style-type: none">• Mathematical delight• Number• Geometry• Data and Statistics	<ul style="list-style-type: none">• Citizenship• Interacting and Collaborating• Producing• Data and Computational Thinking

4.0 Areas of Learning

Our school encourages cross-disciplinary teaching and learning, both within and across the Areas of Learning.

The Areas of Learning and Experience are:



4.1 What Matters

The school is developing all elements within the fields developed to support teaching and learning including:

- **Statements of what matters**
- **Learning descriptions**
- **Principles of progress**

The school curriculum covers all statements of what matters from ages 3 to 11, engaging with their key concepts in an appropriate developmental way. Therefore, these statements are an essential part of a school curriculum plan.

The content of our curriculum links back to the statements of what is important. This helps all learners to make sense of everything they learn throughout the learning continuum. We will use a range of contexts, perspectives and topics to contribute to the learning within statements. This enables learners to develop a coherent framework of learning and to understand and use those ideas or principles in an increasingly sophisticated way as they make progress.

4.2 Learning Descriptions

The learning descriptions provide guidance on how our learners should make progress within each statement of what is important on their journey along the learning continuum. These are organised in five stages of progress which provide reference points for the pace of that progress. These expectations are expressed from the learner's perspective and frame

them widely so that they can sustain learning over a series of years. They are not designed to be independent tasks, activities or assessment criteria.

Although the continuum of learning for all learners is the same, they may make progress at different speeds. As a result, there is only a broad link between the stages of progress and age. Broadly speaking, they correspond to expectations for learners aged 5, 8, 11, 14 and 16.

4.3 Principles of progress

In our school progress in learning is a process of increasing sophistication, rather than dealing with a larger body of content. This is unique to all learners. This requires opportunities for learning, reinforcing and reflecting as learner awareness develops over time reaching new levels.

Although there may be specific threshold concepts that represent a significant change in a learner's understanding, these are not linked to specific ages, nor will they occur simultaneously in different areas for individual learners.

Learners with additional learning needs (ALN) will make progress on a scale that will be unique to the learner, and this may not be in line with the stage of progress that is supposed to be around two to three years. The pace of progress should be evaluated by the professionals working with learners with ALN.

5.0 Assessment

The school believes that assessment is an integral part of the learning process, with teachers working with learners to help identify their strengths, areas for development and their next stages of learning. In designing assessment arrangements as part of a school curriculum, we follow the following guiding principles.

- The purpose of assessment is to support the progress of each individual learner in relation to the 3 to 16 continuum.
- Learners are at the heart of the assessment process and should be supported to participate actively in the learning process.
- Assessment is an ongoing process that is a natural part of teaching and learning.
- A common understanding of progress, fostered through professional dialogue, is an integral part of curriculum planning and improving teaching and learning.
- Learning across the breadth of the curriculum should take advantage of a wide range of assessment methods, creating a holistic picture of a learner's development.
- Engagement between learners, their parents/carers and practitioners is essential to ensure progress and wellbeing.

In our school, the overall purpose of assessment is to support all learners to make progress. In planning, and providing learning experiences, we are clear about the specific role of each assessment undertaken and the purpose for which the understanding gained from the assessment is used, and why. In this respect, assessment plays three main roles in supporting learners' progress.

5.1 Continuous day-to-day support of individual learners

Our assessment processes focus on identifying each individual learner's strengths, achievements, areas for development and, where appropriate, should consider any barriers to learning. By using this process, and in discussion with the learner, we decide on the next steps needed to develop learning, including any additional challenges or any support needed.

5.2 Identify, record and reflect on individual learners' progress over time

In our school it is not believed that the assessment process helps teachers to identify the progress made by individual learners, recording this where appropriate, to understand their journey over different periods of time and in a variety of ways, to ensure that progress is made. This includes gaining an understanding of 'how' a learner has learned, as well as what they have learned and the ability to demonstrate. In reflecting on a learner's progress over time, teachers can provide feedback and help plan their future learning, including any interventions, any additional support or challenge that may be needed.

5.3 Understand group progress to reflect on teaching approach

The school believes that the assessment process also enables teachers and leaders of our school to understand whether different groups of learners are making the expected progress. This process is used to identify strengths and areas for improvement in the school curriculum and the daily teaching method, including consideration of how the needs of learners as individuals have been met.

6.0 Curriculum in Wales, for Wales

Our curriculum reflects Wales, its cultural heritage and diversity, its languages and values, the history and traditions of its communities and all its people.

We encourage all learners to develop a sense of passion and pride in themselves, their communities and their country at the heart of the four purposes. Our learners are immersed in an understanding of the identities, landscapes and different history that come together to form their 'habitat'. This will not only enable them to develop a strong sense of their own identity and well-being, but also enable them to develop an understanding of the identity of others and make connections with people, places and history elsewhere in Wales and around the world.

It is important that this is inclusive and draws on the experiences, views and cultural heritage of contemporary Wales. Having confidence in their identity helps learners to appreciate the contribution they and others can make in their communities and to develop and explore their responses to local, national and global issues.

The school will provide rich language environments for learners, and reading, listening, speaking and writing tasks across the curriculum should be developmentally appropriate. For more guidance see our language policy.

The school follows the guidelines of the Language Charter. The Language Charter is a national framework for all settings and schools that provides a holistic basis for planning experiences across the curriculum in order to increase learners' use of Welsh and gain their confidence in the language from a young age.

7.0 Organisation and planning

We are planning on acycle?

Long-term.....?

Medium...?

Short.....?

We review our plans.....?

8.0 Religious Education

Religious education has now developed into the Humanities Area of Learning and Experience. This area is intended to ignite a sense of wonder, ignite imagination and inspire learners to grow in knowledge, understanding and wisdom. This area motivates learners to engage with the most important issues facing humanity, including sustainability and social change, and helps to develop the skills needed to interpret and describe the past and present.

This area covers geography; history; religion, values and ethics; business studies and social studies.

9.0 Pupils with Additional Learning Needs

The curriculum at our school is designed to provide admission and opportunity for all children attending school. If we feel that it is necessary to adapt the curriculum to meet the needs of individual children, then we will only do so in consultation with the child's parents and the Anglesey ALN strategy.

10.0 Monitoring and review

Our Governing Body's Curriculum Committee is responsible for monitoring the operation of the curriculum in the school. This committee reviews each area of learning and experience in its review and development cycle, observing children's sessions and work.

The Headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the new Curriculum for Wales 2021.