



**Penywaun Primary School**  
**Curriculum**  
**Policy**

## **Vision Statement**

Penywaun Primary School recognises the Wellbeing of our pupils is at the heart of our curriculum. Our curriculum vision is rooted in Welsh values and culture. It has the development of literacy, numeracy and digital competence at its core, alongside developing the attributes for children to be active learners, as these are the essential life skills for every child to be able to access future learning. Our children learn best through practical 'hands on' learning opportunities; these enable them to 'Explore' and 'Pioneer' learning in a meaningful way that reflects their interest and needs. We tailor learning to provide children with opportunities that are engaging, develop their skills, allows for innovation and enables children to express themselves. These allow them to build their knowledge and understanding through topics that capture their interest and stimulate their imagination; developing ownership and decision making equipping all young people at Penywaun with the knowledge, skills and experiences for future challenges as lifelong learners. Our curriculum enables us to realise our vision.

### **UN Convention on the rights of children**

At Penywaun Primary School we put the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our school's planning, policies, practice and ethos. We are a rights respecting school and follow the Nurture Schools ethos where we teach about children's rights and also model rights and respect in all its relationships: between teachers / adults and learners.

The UNCRC underpins our school vision and aims. In designing, adopting and implementing our curriculum, we incorporate opportunities for learners to:

- learn about human rights: the acquisition of knowledge and skills about human rights, and the sources of those rights
- learn through human rights: the development of values, attitudes and behaviours that reflect human rights values
- learn for human rights: the motivation of social action and empowerment of active citizenship to advance respect for the rights of all.

## **Inclusion**

Penywaun Primary School is an inclusive school that aims to meet the needs of all its learners. The Additional Learning Needs and Education Tribunal (Wales) Act 2018 is a legislative framework for improving the planning and delivery of additional learning provision through a person-centred approach. Identifying needs early, putting in place effective support and monitoring, and adapting interventions is key to ensuring that we deliver desired outcomes.

At Penywaun Primary School we use this framework to allow for a broadening of learning, ensuring that all learners with additional learning needs (ALN) are supported to overcome barriers to learning and achieve their full potential.

### **1. The 'Curriculum for Wales'**

The 'Curriculum for Wales' guidance was published in January 2020. It aims to enable learners to develop towards the four purposes of the curriculum - the starting point and aspiration for every child and young person in Wales.

The purpose of our school's curriculum will be to support our children and young people to be:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Improving education is the national mission. Nothing is so essential as universal access to, and acquisition of, the experiences, knowledge and skills and that our young people need for employment, lifelong learning and active citizenship.

The 'Curriculum for Wales' guidance is a clear statement of what is important in delivering a broad and balanced education. The four purposes are the shared vision and aspiration for every child and young person. In fulfilling these, we set high expectations for all, promote well-being, tackle ignorance and misinformation, and encourage critical and civic engagement.

## 2. Our approach to the 'Curriculum for Wales'

At Penywaun Primary School, we are committed to engaging fully with the national framework of curriculum change. Our curriculum is everything our learners experience in pursuit of the four purposes. It is not simply what we teach, but how we teach and, crucially, why we teach it.

Curriculum development is at the heart of each practitioner and the school's efforts which seek to raise standards for all, tackle the attainment gap, and ensure an education that is a source of pride.

We are required to implement our new curriculum from September 2022 for all learners.

As we continue to implement the new curriculum, we will continue to develop the vision and methodology detailed in the 'designing your curriculum' guidance.

The school has, through social media and surveys, engaged with pupils, staff, governors, parents and the wider community in developing a vision that encompasses the intent and purpose of the curriculum at Penywaun Primary School

Through our topic based curriculum and themed weeks we engage children in purposeful and exciting learning experiences following the four stages of: engage, develop, innovate and express. Our themes utilise the power of pupil voice to guide the learning and by providing pupils with the knowledge and skills they need for the future. We have high expectations of each and every child and are committed to ensuring each child achieves their full potential and has high aspirations.

Our whole school curriculum vision has been further developed through each of the Areas of Learning and Experience

### Our vision for each Area of Learning and Experience (AoLE)

<b>Expressive arts</b>	At Penywaun, Expressive Arts nurture the pupils' creativity in a wide range of learning opportunities through art, dance, drama, digital media and music. An emphasis is placed on the whole creative process from reflection, exploration and creation. All work is valued and appreciated and pupils are encouraged to give each other feedback as a means of improving their work. Our pupils will leave Abercanaid as confident learners who are willing to take risks. They will be resilient,
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	passionate, and reflective and can apply these skills in their future whatever their journey may be.
<b>Health and well-being</b>	We will teach and support every individual on their personal pathway towards achieving high levels of physical, mental and social wellbeing. Through inclusive and enriching experiences the community will be encouraged to lead healthy active lifestyles, having the necessary knowledge, understanding and skills to lead long and happy lives, coping with stresses and anxieties and developing positive relationships as healthy, confident individuals.
<b>Humanities</b>	Humanities at Penywaun creates confident and resilient learners who can develop their knowledge and skills through real life experiences. They are independent in their learning and make choices about what and how they learn. They are given the opportunities to investigate, explore and create a sense of belonging to the wider community. The pupils at Penywaun are able to identify how they can make a positive change to our world and are aware of different cultures and religions within society.
<b>Languages, literacy and communication</b>	The Languages, Literacy and Communication Area of Learning and Experience at Penywaun addresses fundamental aspects of human communication. We aim to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh, English and Spanish, as well as in literature. At Penywaun, different languages will be explored in relation to one another, so too the skills of listening, speaking, reading and writing. It also means that learning about and through literature will be seen as contributing to all aspects of learning about languages. Children at Penywaun will communicate effectively using Welsh, English and Spanish, and will be encouraged to transfer what they have learned about how languages work in one language to the learning and use of other languages. The teaching of effective language skills will help learners at Penywaun to make sense of concepts across the curriculum, for example by enabling them to articulate their reasoning when solving problems and analysing information. Children will be encouraged to experiment and take risks in trying out new structures, sounds and patterns. Learning and experience in this area will empower learners to be creative and to persevere when facing challenges. Together, these skills will build learners' confidence to grasp new opportunities and to adapt to different roles which in turn will develop them as enterprising, creative contributors, ready to play a full part in life and work.
<b>Mathematics, numeracy and computing</b>	Mathematics and Numeracy at Penywaun draws on a range of learning experiences allowing children to think mathematically, enabling them to reason, solve problems and assess risk in a range of contexts. Our aim is for children to leave us as confident, skilled and resilient

	<p>mathematicians, who understand that mathematics is a fundamental part of everyday life and the world we live in. We will give real-life experiences and opportunities to ensure that they are confident to deal with the challenges the World presents. At Penywaun mathematics is integral to all aspects of life and, with this in mind; we endeavour to ensure that all children develop a healthy and enthusiastic attitude, and a deep understanding, that will stay with them for life.</p>
<p><b>Science and technology</b></p>	<p>At Penywaun we are fully aware of the importance of science and technology in our modern world as these developments have always been drivers of change in society, underpinning innovation and impacting on everyone's lives economically, culturally and environmentally. Through robust and consistent evaluation of scientific and technological evidence, learners can become ethical, informed citizens of Wales and the world, who will be able to make informed decisions about future actions. Healthy, confident individuals, ready to lead fulfilling lives as valued members of society are informed by knowledge of their bodies and the ecosystems around them, and of how technological innovations can support improvements in health and lifestyle. This Area draws on the disciplines of biology, chemistry, computer science, design and technology, and physics to enhance learners' knowledge and understanding of the world.</p>

To support our approach to the 'Curriculum for Wales', we facilitate opportunities to:

- engage in regular collaboration to co-construct a curriculum that provides a range of learning experiences that develop the knowledge, skills and experiences of all our learners essential to being able to participate successfully and confidently in the modern world
- engage in collaboration between cluster, AoLE leads and educational establishments to ensure that each participating school's curriculum plan is subject to rigorous external and expert scrutiny
- debate with colleagues how the 'Curriculum for Wales' can be applied taking into account each school's local context, helping to secure a degree of future proofing.
- engage in a wide range of professional learning within the local authority, across the consortium and further afield.

### 3. The principles behind designing our new curriculum

The principles underpinning the curriculum at Penywaun Primary School ensures that the curriculum is:

- **authentic:** rooted in Welsh values and culture and aligned with four 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 character 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:** promoting high expectations and setting no limits on achievement and challenge for each individual child and young person
- **empowering:** developing capabilities 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.

Teachers apply the pedagogical principles when planning their teaching and learning, to ensure that the activities relate directly to the curriculum purposes.

We will design, adopt and implement a curriculum that:

- enables learners to develop in the way described in the four purposes
- is broad and balanced
- is suitable for learners of differing ages, developmental needs, abilities and aptitudes
- provides for appropriate progression for learners and includes a range of provision to ensure this

Our curriculum will:

- contain the six areas of learning and experience
- encompass the statements of what matters (as set out in the statements of what matters code)
- reflect the principles of progression set out in the progression code
- include the mandatory curriculum elements
- encompass the mandatory cross-curricular skills

A number of components of the curriculum framework are mandatory - these are called '**the curriculum requirements**'.

Beyond the curriculum requirements, we have discretion as to how we design our curriculum.

### **3.1 The Curriculum Requirements (Mandatory)**

#### **The four purposes**

The purpose of our curriculum is to enable learners to develop as:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Enabling learners to progress in relation to these purposes is intended to inform all decisions in relation to our curriculum and assessment arrangements.

#### **The areas of learning and experience**

The following six areas of learning and experience (Area/Areas) are reflected in our adopted curriculum.

- Expressive Arts
- Health and Well-being
- Humanities,
- Languages, Literacy and Communication

- Mathematics and Numeracy
- Science and Technology.

### **Statements of what matters**

All the elements set out in the statements of what matters code will be covered in our curriculum.

### **Mandatory curriculum elements**

The following mandatory curriculum elements will be covered:

- Religion, values and ethics
- Relationships and sexuality education (RSE)
- Careers Education

### **Mandatory cross-curricular skills**

Literacy, numeracy and digital competence are mandatory cross-curricular skills and will be embedded in our adopted curriculum.

### **Progression code**

In relation to progression, a significant change within the New Curriculum is the shift from an "expected level" or "expected outcome" to individual pupil progress. This change fits seamlessly with our vision, aims and philosophy of learning which reflects the individual needs, challenges and achievements of our learners.

We believe progression and valuable assessment is fundamental to ensuring we achieve our school vision. Our school curriculum is underpinned by the mandatory principles of progression which describe what it means for learners to progress and the capacities and behaviours our staff will seek to support, regardless of a learners' stage of development. Our assessment arrangements are used in the best interests of the children, enabling teachers to adjust their teaching strategies to support and enhance learners' progress. We use a variety of evidence informed assessment strategies, to enable each individual learner to make progress at an appropriate pace. We ensure our processes identify learners who require further support or challenge and provide rich qualitative evidence for us to inform next steps in learning for individuals and groups of learners. Our assessment arrangements ensure active engagement between learners and

teachers and is based on ongoing reflection on where a learner is, what their next steps are and what is required to support them in achieving these.

Our assessment is based upon direct observation, marking and feedback and testing.

We have a robust assessment calendar, which focuses on key points in the year, allowing pupils' time to receive support if required.

We use a variety of testing to support pupils learning and progress in Health and Wellbeing, LLC, Mathematics and Numeracy.

#### **4. Organisation of curriculum**

Through our topic based curriculum and themed weeks we engage children in purposeful and exciting learning experiences following the four stages of: engage, develop, innovate and express. Our themes utilise the power of pupil voice to guide the learning and by providing pupils with the knowledge and skills they need for the future. We have high expectations of each and every child and are committed to ensuring each child achieves their full potential and has high aspirations.

Aside from the enquiry based approach to learning, discrete teaching will be undertaken where appropriate. For example in the teaching of phonics and reading, number and Physical Activity,

#### **5. Monitoring and Review**

Monitoring of the curriculum, including coverage, planning and standards of teaching and learning, is conducted by the Headteacher, Senior Leadership Team, and AoLE Leaders. Our Curriculum is one that is not set in stone, it will always have the four core purposes and the six AOLES at its core but will need to be reflected upon and adapted to be current, fully inclusive and relevant for our learners in order for them to become successful with the world of work on the horizon.



