



2017/18

Curriculum Statement

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INTRODUCTION

For our pupils to achieve their “**best**”, the school must provide a Curriculum that adapts to their individual needs and is relevant to both today’s society and the demands of the future.

The way in which learning is arranged to meet changing needs and new challenges must be flexible and responsive.

The school continuously reappraises the way in which it plans and organises learners’ experiences.

SCHOOL AIMS

- To prepare and equip the children for life in the twenty first century.
- To create a stimulating environment with shared values for harmony and wellbeing
- To promote an inclusive approach where all members of the school community are engaged in learning
- To deliver the Foundation Phase, the revised Key Stage 2 Curriculum and the skills framework ensuring every child’s needs are met
- Ensure assessment is learner centered and assessment procedures ensure a learning continuum
- To promote and develop education for sustainable development and global citizenship
- To foster links and communicate effectively with the community, associate primary and secondary schools and the wider world
- To provide quality experiences for the school community ensuring support, guidance enrichment and opportunities for reflection, where acquisition and development of skills of paramount
- To strive to provide the best resources for lifelong learning

MEETING THE NEEDS OF THE LEARNER

WHAT WE TEACH

National requirements:

- Revised Orders 2015
 - LLC/Welsh/Literacy
 - English/Literacy
 - MD/Mathematics/Numeracy
- The Foundation Phase Framework (Pupils in Nursery, Reception and Years 1-2)

- Personal and Social Development, Well-Being and Cultural Diversity
- Knowledge and Understanding of the World
- Physical Development
- Creative Development
- The Statutory National Curriculum for Wales at KS 2 (Pupils in Years 3-6)
 - Science
 - History
 - Geography
 - Art
 - Design Technology
 - Information Technology
 - Physical Education

(Includes Curriculum Cymreig and Personal and Social Education)

- The Agreed Syllabus for Religious Education- Bridgend
- Education for Sustainable Development and Global Citizenship

In addition the school provides:

- A broad range of extra-curricular activities, including lunchtime clubs, after school clubs and residential visits.

HOW WE ORGANISE THE CURRICULUM

The curriculum is organised with a clear focus on Literacy and Numeracy. Throughout the foundation phase, pupils rotate through a variety of learning experiences, some of these are teacher led but many have a strong element of pupil led play-based learning.

At Key stage 2, the fundamental aspects of National Curriculum **Welsh, English** and **Mathematics** are taught mainly during morning sessions. Other subjects of the National Curriculum are delivered mainly through themed topic work usually delivered during afternoon sessions.

Pupils who need greater support or challenge may be grouped for teaching or withdrawn for additional teaching depending on need. These arrangements are flexible and reviewed frequently to ensure all pupils receive their curriculum entitlement.

LEARNING THROUGH THEMED TOPICS

Themes are chosen with the aim to inspire and ignite the children's interest. At the beginning of each theme, as it's introduced, the children have the opportunity to contribute to the planning. This results in ideas for activities, stories, artefacts and school trips.

At Key Stage 2, themes are chosen from a range suggested by the Hamilton scheme. The scheme ensures a broad coverage of all subjects.

Themes are chosen termly, however attention is paid to holidays, seasons, unusual events which may occur and be of benefit and interest and/or offer valuable learning opportunities for the children.

RELIGIOUS EDUCATION

Religious Education is taught in accordance to Welsh Government Guidance. The school is Christian in nature with an emphasis on Values. Key elements of major world religions are taught and significant events i.e. Diwali, Chinese New Year are celebrated.

HOW WE ENSURE PROGRESSION

Statutory documents are used by teachers to plan age appropriate activities for the children. Activities are differentiated effectively in order that children achieve and yet challenged.

Formative assessment is used effectively to plan for the next stages. These are recorded regularly by updating the Assessment Foundation (Incerts), the school's tracking system.

Progress meetings are held termly to ensure that children are making the appropriate progress and discuss the way forward for those who may be having difficulties.

Subject leaders and SLT monitor subjects to ensure consistency across year groups and ensure progression through the school.

End of year transition meetings are held to ensure continuity and progression.

PROVISION FOR SKILLS

The acquisition of a wide range of skills is fundamental to pupils learning. Skills acquisition is a process of interactions between teacher and learner.

	Teacher	Learner
1	Demonstrates, models and guides	Observes, copies and tries out the skill
2	Supports	Practices the skill
3	Coaches	Refines the skill

The Curriculum based skills are:

- The subject skills as outlined in the programmes of study
 - The key skills of thinking, numeracy, communication and ICT.
 - Skills in Welsh language
- Teachers identify the appropriate skills in their short term planning.
 - Learning objectives focus on skills acquisition and development
 - Assessment for learning is focused on skills
 - Pupils' individual targets are skills based
 - Pupils' skills development is tracked and monitored.

WELSH LANGUAGE AND CURRICULUM CYMREIG

Welsh Language

The language of the school is Welsh. All areas of Learning in the Foundation Phase are taught through the medium of Welsh. The full immersion method of teaching the language is adopted in Nursery and Reception.

English is introduced into the curriculum in Year 3.

Curriculum Cymreig

As a Welsh medium school, the culture of Wales is at the heart of our curriculum. Cross- curricular learning provides many opportunities for learners to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

As with the Curriculum Cymreig Cross- curricular learning provides many opportunities for learners to develop their understanding of the seven areas of ESDGC:

- Climate Change
- Consumption and waste
- Health
- Identity and culture
- Wealth and poverty
- Choices and decisions
- The natural environment

AN OVERVIEW OF LITERACY AND NUMERACY

LANGUAGE

All subjects and Areas of Learning are taught through the medium of Welsh. We adopt the total immersion method of teaching the language to children from non-Welsh speaking homes.

Language patterns are introduced and taught orally to the children. These are practiced and encouraged as children undertake their daily activities.

Cynllun Clebran is a school developed scheme devised to further develop the children's oracy skills. The scheme focuses on a range of activities and strategies to encourage the children to think and communicate with others.

The Tric a Chlic programme is used in the Foundation Phase to develop reading skills. It is introduced in Nursery to aid letter recognition and then progresses through the stages as the child begins to read and becomes a confident reader.

Children who have difficulties are assessed and support is provided from Year 2.

WellComm is used to assess children's language acquisition in Nursery. Speech Link and Language Link are used from Reception.

English is introduced in Year 3 as a Core Subject alongside Welsh and Mathematics. Children will start receiving English reading books as well as Welsh reading books.

Children who encounter difficulties will be assessed and support is provided where necessary.

Language is carefully planned in accordance with the National Curriculum document. Lessons are differentiated and children are supported and challenged commensurate with their ability.

Skills are taught and modelled and children are then encouraged to draw upon these skills during writing and reading activities.

Literacy across the curriculum

Literacy skills are consolidated and applied across the curriculum. The broad ranges of topic themes enable the pupils to read and write across many genres for a wide variety of reasons. This approach ensures the pupils are using their developing literacy skills in meaningful contexts and with clear purpose. All of the topic themes require a degree of discussion and oral presentation thereby ensuring that oracy skills are developed alongside reading and writing.

MATHEMATICS

The Teaching of Mathematical Development/Mathematics is guided by the Foundation Phase Framework, The National Curriculum Document and the Numeracy Framework.

Mathematics sessions are supported by Big Maths sessions from Reception to Year 6. Reasoning skills are developed using the 'Siglen' programme

Pupils are taught Mathematics during timetabled sessions. These lessons are carefully planned ensuring progression. In the Foundation Phase there are opportunities for children to practice and refine skills as they access activities in Enhanced Provision.

Numeracy across the curriculum

Numeracy skills are further consolidated and applied across the curriculum throughout the school for example – entrepreneurship.

Pupils need to apply the skills of using numbers across the curriculum. Many of the themes from the pupils' topic support the application of numeracy skills and teachers will exploit these wherever possible.

Teachers must be aware of the need to challenge pupils to the appropriate level of numeracy at all times.

PERSONAL AND SOCIAL EDUCATION (INCLUDING SEX AND RELATIONSHIP EDUCATION)

The school delivers Personal and Social Education (PSE)/ Personal and Social Development, Well-Being and Cultural Diversity (PSD) through a broad and balanced range of learning experiences.

Reference should be made to **The PSE framework** in order to appropriately address the main themes of:

- Active citizenship
- Health and emotional well-being
- Moral and spiritual development
- Preparing for lifelong learning
- Sustainable development and global citizenship.

Circle Time and SEAL resources are also used to support pupils' development.

Sex and Relationship Education (SRE)

Sex education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.