

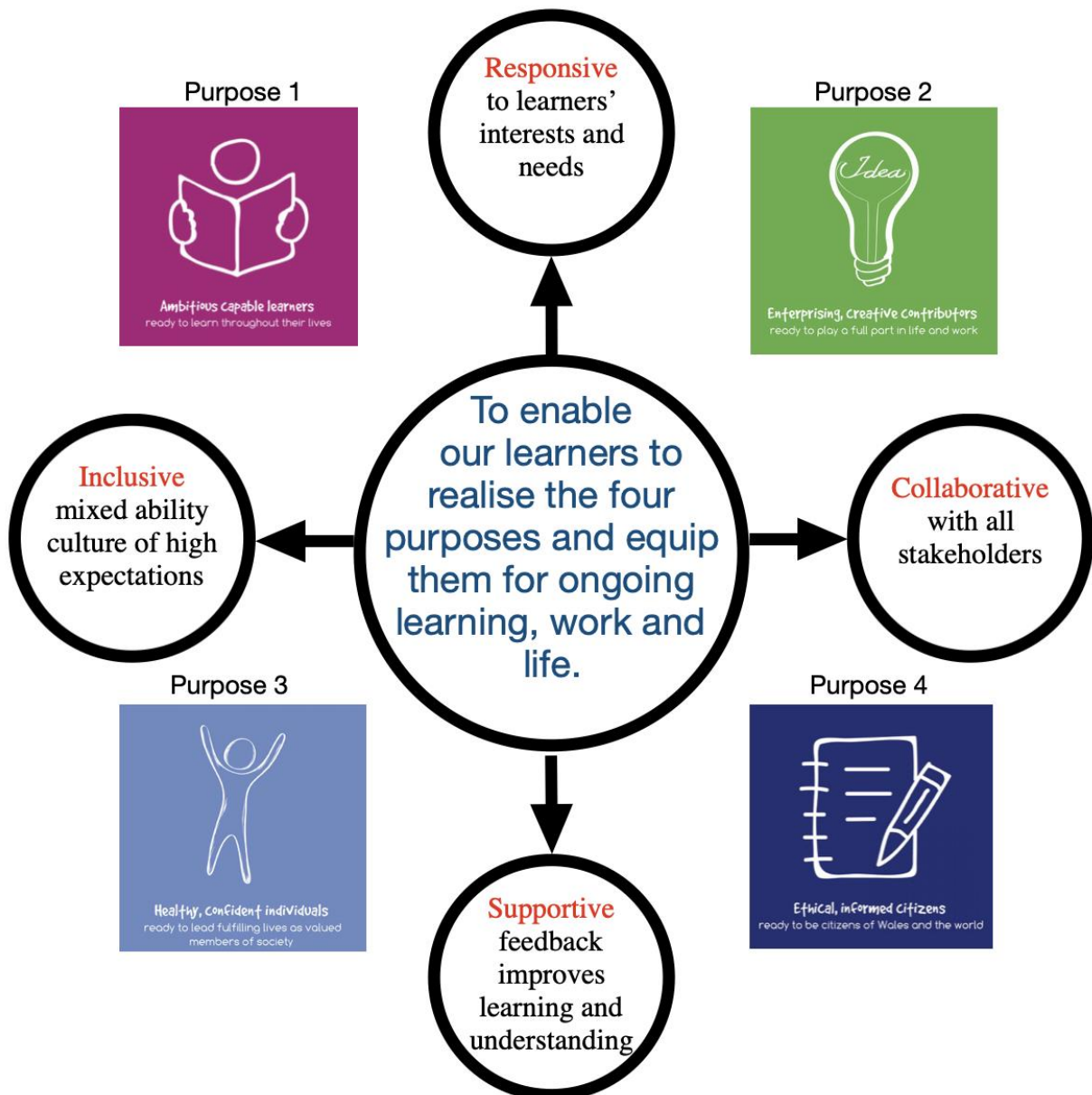


## The Federation of Ysgol Bryn Clwyd and Ysgol Gellifor

### CURRICULUM POLICY

The curriculum is all planned activities that we organise to promote learning, personal growth and development. It includes statutory requirements, extra-curricular activities and key skills that underpin learning throughout the school. At Ysgol Bryn Clwyd and Ysgol Gellifor, we aim to enable our learners to realise the four purposes and equip them for ongoing learning, work and life.

#### Aims and Values



What we teach

Roots to grow, wings to fly / Together Everyone Achieves More

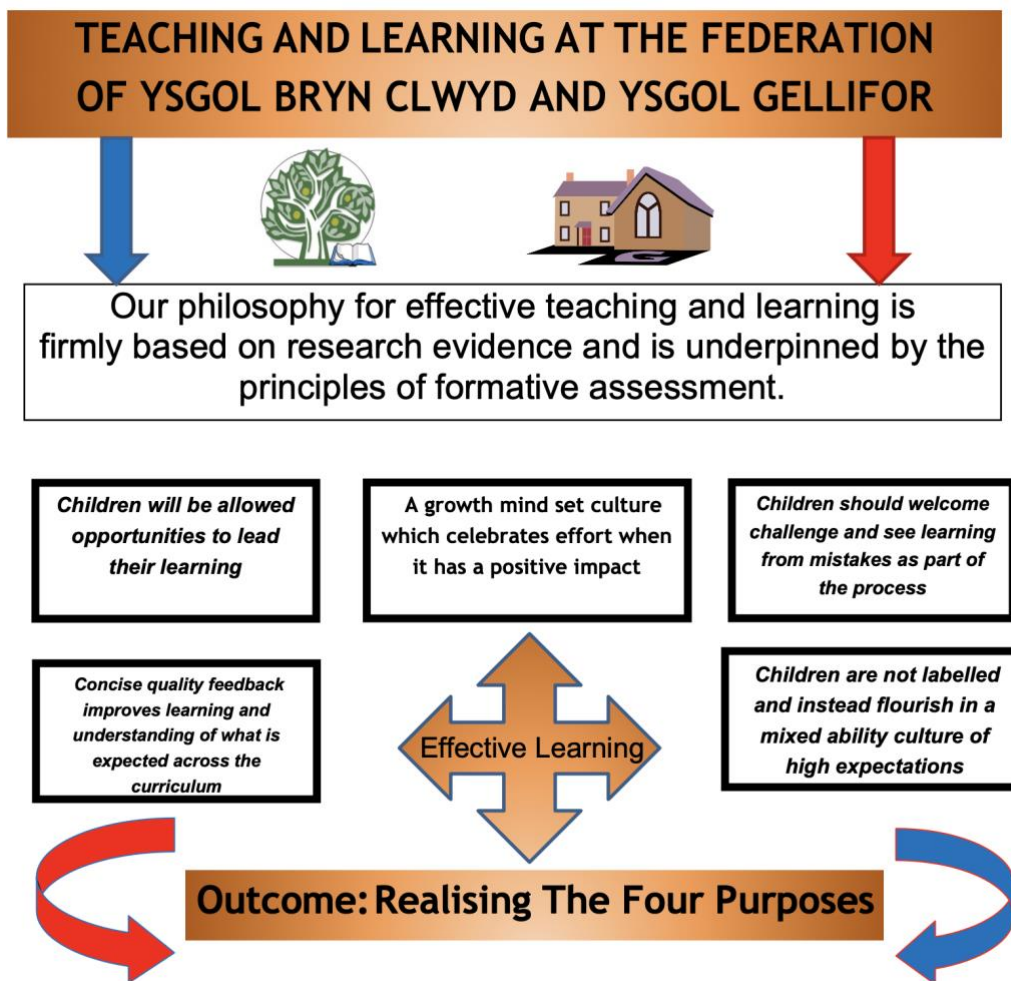


- The skills within each of the six Areas of Learning Experience (AoLE).
- Content that is responsive to our pupils' interests and needs.
- Local, national as well as international issues included those suggested by our Governing Body.
- Geographical, historical, religious and cultural features of our local area.
- Lessons that are mindful of local links and cultural diversity.

How we teach

- By applying the twelve pedagogical principles.
- Through a variety of guests, visitors and educators.
- Visiting places of interest.
- Applying a multidisciplinary approach to teaching.
- Bilingually.

How we support our learners to realise the four purposes





## Curriculum for Wales

We carry out curriculum planning in two phases (a long-term plan and a breakdown of each topic and how the AoLEs are covered). The long-term plan maps the topics studied in each term. There are opportunities for pupils to influence the content that is taught in class with their teacher ensuring that the relevant skills are covered. Through this programme of study we teach the skills as set out in the Curriculum for Wales ensuring that the skills taught reflect the content of the what matter statements for each AoLE with planning guided by the progression steps and achievement outcomes in the curriculum for Wales guidance.

Topic plans, give details of each of the skills to be covered and an example of the activities to be carried out in the unit of work. The leader for each AoLE and the head teacher are responsible for keeping and reviewing these plans.

The class teacher writes the topic plan, which list the specific, progressive skills for each lesson. The class teacher is responsible for keeping these individual plans, and the class teacher and AoLE leader often discuss them on an informal basis. Topic plans also identify next steps of learning for pupils.

## Literacy and Numeracy Framework and Digital Competence

Cross curricular literacy, numeracy and digital skills are included in topic plans. Junior pupils are given opportunities to record their progress against meeting these skills. The school has separate policies for literacy, numeracy and ICT.

## Welsh Across the Curriculum

Children are given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales at local, regional and national levels. Progression in Welsh is planned for across the curriculum in both taught and incidental Welsh.

## Children with Additional Learning Needs

The curriculum in both schools is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of the individual children, then we do so only after parents of the child have been consulted.

If a child has an additional learning need, both schools do all they can to meet these individual needs. Each school has a designated Additional Learning Needs Coordinator (ALNCo) who the class teacher works closely with. Together the class teacher and ALNCo are able to provide the necessary or additional resources for the child. For more information please refer to the Additional Learning Needs Policy.



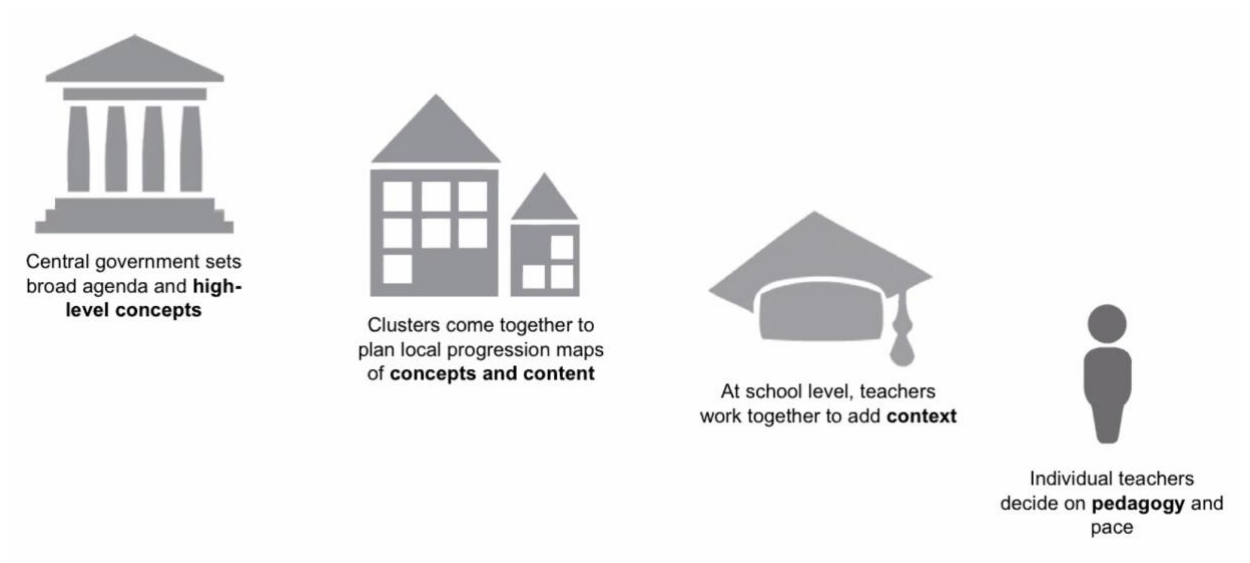
## Equal Opportunities

All teaching and non-teaching staff are responsible for ensuring that all children, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible.

## Collaboration across the cluster

Ideally liaison meetings with our colleagues at Ysgol Brynhyfryd take place regularly to ensure that there is progression and continuity. Year 5 & 6 pupils, carry out transition work throughout the year as advised by the high school. When moderating standards of work across the AoLEs our teaching staff from both schools meet together with invitations sent to cluster schools to join us. The ALNco and class teacher meet with secondary staff to ensure there is a smooth transition for pupils with additional learning needs.

The diagram below shows a possible collaboration approach with our cluster to agree curriculum concept to be delivered across all schools. Each school then delivers these concepts in meaningful and relevant contexts designed as part of their localised curriculum. Other approaches are under consideration.



## The AoLE Leader

The role of the AoLE leader is to:

- Provide strategic lead and direction for the area of learning
- Support and offer advice to colleagues on issues related to the what matter statements
- Monitor pupils' progress in that AoLE
- Provide efficient resource management for the AoLE

It is the role of each post holder to keep up to date with developments in their AoLE, at both local and national level. They review the AoLE each year and fill in a development plan to ensure improvement.



#### AoLE leaders

- monitor the way their AoLE is taught throughout the schools.
- Examine long term and topic planning
- Ensure appropriate teaching methods are used
- Monitor the way in which resources are stored and managed
- Complete lesson observations and moderation reports

For more information please refer to each of the AoLE Leaders File.

#### Link Governors

The Federation works closely with the governors' curriculum committee to monitor curriculum areas and curriculum policies. The curriculum committee meets half termly to receive a report from the head teacher on moderation of curriculum areas, further targets are set at these meetings. When monitoring actions on the school development plan link governors meet with subject leaders to discuss curriculum areas.

#### Parents

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

#### Monitoring and Review

The Head teacher, Assistant head teachers and Governing Body's Curriculum Committee are responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area at the appropriate time allocated in the review cycle.

The Head teacher is responsible for the day-to-day organisation of the curriculum. The Head teacher monitors the topic plans for all teachers, ensuring that all classes are taught the full requirements of the National curriculum, and that all lessons have appropriate learning objectives and success criteria.

#### Progression

Progression is supported by descriptions of learning which provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning. Progression is supported through 'deep' learning. Each description of learning is designed to support increasing depth and sophistication of learning over time. This allows space for a variety of diversion, repetition and reflection as learners' thinking develops over time to new levels of sophistication. They are also designed to be considered through a range of contexts.

#### Assessment



Assessment for and of learning is vital to progression and is key to supporting 'deep' learning. We strategically use assessment to identify whether learners need to consolidate their learning, whether further support is needed and the next steps for learners' progress. Summative assessment goes hand in hand with teacher formative assessment to give greater insight into the following areas:

Individual assessment gives day to day analysis through pupil discussion, assessment of learning and teacher feedback including next steps for learning.

To assess a learner's progress over time we compile samples of work each year in progress books which move through the school with each learner along with a multimedia evidence base which is stored on SeeSaw. Other assessment strategies utilised include target setting at pupil progress meetings, book scrutiny, moderation of work at AoLE meetings, and interpretation of maths and reading standardised scores from in house testing as well as the national personalised assessments.

By assessing groups of learners, we are able to effectively track progress made by learners with additional learning needs, those receiving free school meals or to identify trends between genders. This allows us to ensure that all children are given the same opportunity to progress through the curriculum.

#### Readiness for learning

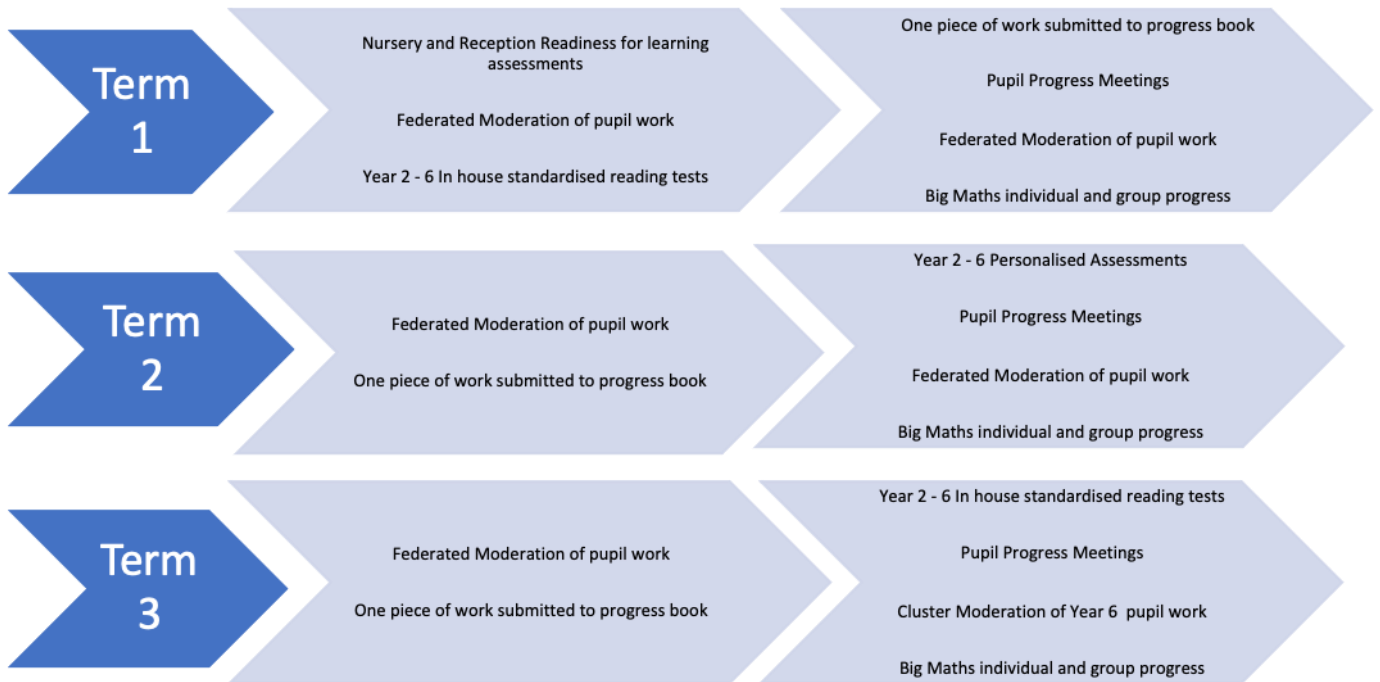
Nursery and reception children at Ysgol Bryn Clwyd and Ysgol Gellifor are assessed during their first few weeks at school. This gives the teacher an insight into each child's readiness for learning and allows for the early identification of any barriers to learning to be addressed.

#### On entry Assessment

When a child transfers to either Ysgol Bryn Clwyd or Ysgol Gellifor a standardised reading and numeracy test is carried out to support any assessment data that is shared with us from the previous school.

#### Pupil Wellbeing

To further support pupil wellbeing teachers utilise. The RISE assessment tool by EdPsychEd. This is used twice a year to highlight possible barriers to pupil wellbeing.



### Assessment Activities Timeline

A collection of Welsh Government guidance aimed at parents / carers and learners can be found by clicking the link below:

[Click Here](#)