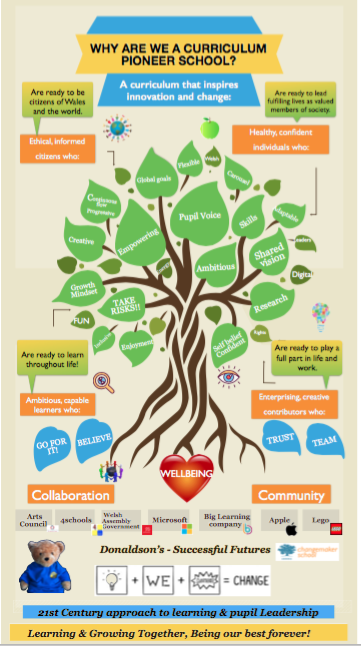
**Cadoxton Primary School**

**Ysgol Gynradd Tregatwg**

**Curriculum Policy:**

**Learning and Growing together, being our best forever!**

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This tree was created by the pupils, staff, parents, partners and governors of Cadxoton Primary School.

Approved by........................................................................................ Headteacher

Approved by........................................................................................ Chair of Governors

Approved by........................................................................................ Chair of pupil Senedd

Staff have matched the following articles from the UN Convention on the Rights of the Child to the Curriculum Policy: 1,2,3,4,6,12,13,15,23,27,28,29,30 and 31



**Our School:**

At Cadxoton Primary School, we are a community who have a shared vision in learning and growing together, being our best forever. We believe that we are all lifelong learners – children and adults alike and this means we are always evolving in order to embrace change for the better. We maintain that learning should be a rewarding and enjoyable experience for everyone: with wellbeing and fun at its core. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We empower them to make choices about their own learning pathways and allow them to lead their learning experiences and drive their own tailor made curriculum. We believe that change is the most powerful driving force at Cadxoton and that with innovative teaching and learning experiences children can lead happy and rewarding lives whatever their social and economic circumstances.

We work hard to ensure that all children are given a wide range of the highest quality learning and teaching experiences during their time at Cadoxton Primary School. We offer a curriculum which is broad and balanced, and teaching and learning experiences that are engaging, inspiring and empowering and differentiated to meet children’s individual needs and abilities. The curriculum and learning and teaching experiences are driven by the school’s Mission Statement and Aims illustrated in our school logo – The Cadoxton curriculum tree (see above)

**Equalities:**

Every effort is made to ensure that teaching and learning provides equal entitlement of the curriculum for all children who attend Cadoxton irrespective of race, religion or belief, gender, age, disability and language. Sensitivity and fairness is emphasised during monitoring and assessment to take into account equality of opportunities. Each child is valued and seen as unique. We endeavour to ensure the curriculum and learning and teaching opportunities cater for the learning needs of the individual pupil with the aim of stretching them to the full extent of their capabilities and providing them with the opportunity to demonstrate fully what they know, understand and can do. The children’s wellbeing is always central to everything we do.

**Aims:**

Through the curriculum, learning and teaching experiences we offer at Cadoxton Primary School, we aim to:

* Focus on the learner as the central driver to all we do including leading their own learning.
* Support Donaldson’s new curriculum recommendations for innovation and change.
* Make well being the core of everything we do and achieve.
* Ensure that appropriate skills development is woven throughout the curriculum and is the starting point for planning and the means by which we assess.
* Inspire all learners to believe in themselves.
* Focus on continuity and progressions made for all our learners.
* Be flexible and adapt and respond to Pupil Voice
* be current in all we do and lead in many aspects of the new curriculum, embrace digital technology and all its possibilities.
* Be highly creative in our approach to learning and teaching.
* Be willing to learn and share good practice in order to encourage positive change.
* support Government policy including bilingualism, Curriculum Cymreig/Wales, Healthy Living, Education for Sustainable Development and Global Citizenship and the world of work and entrepreneurship.

**Curriculum Organisation and Delivery**

The Primary Phase is split into 2 phases of education: Foundation Phase (Reception – Year 2) and Key Stage 2 (Years 3 - 6).

**Foundation Phase - Reception to Year 2**

The Foundation Phase (FP) places great emphasis on learning by doing. Children are given many opportunities to gain first hand experiences through play and active involvement. Much of their learning takes place through the continuous and enhanced provision.

The statutory Areas of Learning in the Foundation Phase are:

* Personal and Social Development, Well-Being and Cultural Diversity
* Language, Literacy and Communication Skills
* Mathematical Development
* Welsh Language Development
* Knowledge and Understanding of the World
* Physical Development
* Creative Development

Literacy and Numeracy Alongside Digital competency are central to the curriculum and are planned, taught, monitored and assessed through all areas of learning. **National Curriculum -** Year 3 to Year 6

The National Curriculum identifies three core subjects:

* English
* Mathematics
* Science

There are also eight foundation subjects:

* Welsh 2nd Language
* Information and Communication Technology (ICT)
* Design and Technology (D&T)
* History
* Geography
* Art and Design
* Music
* Physical Education (PE).
* RE

Personal and Social Education (PSE) is also taught cross Key Stage 2. PSE relates to everything that a school does to support and promote the personal and social development and wellbeing of its learners.

At Cadoxton Primary School, we implement ‘thematic approaches’ to learning across the primary phase with children leading their own learning in a highly creative way. Some subjects are taught in discete methods such as phonics through letters and sounds, Big Maths and basic skills development. We plan out the intended skills for the half term and then plan with the children on an immmersion day how the skills will be delivered. This approach makes learning more interesting and purposeful for learners and gives an emphasis to skills development and application whilst allowing pupils to direct their own learning.

**Welsh Second Language/Bilingualism**

Cadoxton Primary School is an English medium school and no pupils come from Welsh speaking homes. We take pride in our role as welsh educators and actively promote and develop the use of Welsh as a living language. We have the aim of making our children’s learning as bilingual as possible.

In addition to discrete weekly sessions in all year groups where we teach ‘Welsh as a Second Language’, the school tries to promote the use of Welsh through a variety of strategies:

* All classes spend 10 minutes each day – during Cymraeg Cyflym - practising vocabulary appropriate to their age and ability, e.g. greetings, informal conversations, instructions, songs and rhymes, games, etc.
* A consistent approach to the role of helpwr heddiw and a progressive set of sentence patterns used daily.
* Almost all instructions are given bilingually or in Welsh, for children to hear and respond to, e.g. register, hands up, line up, asking for the toilet.
* Staff members and pupils greet each other throughout the day using the medium of Welsh and pupils are encouraged and supported to use the short sentence patterns they know outside of the classroom in the playground.
* A key member of staff supports a group of interested children to promote Welsh outside of the classroom. This group is known as Criw Cymraeg. They have an action group of their own and they set their own targets.
* Subject/area of learning specific Welsh is used by children and teachers appropriate to their age and ability.
* The use of Welsh is promoted through prayer and Worship, both in classes and in collective worship.

**National Literacy and Numeracy Framework (LNF)**

Literacy and numeracy skills are essential in order for young people to reach their potential. We believe they are the key to closing the gap for our children. The National Literacy and Numeracy Framework has been developed to help achieve the Welsh Government’s aim that the children of Wales are able to develop excellent literacy and numeracy skills during their time at school. Expectations for literacy and numeracy are given for each school year group

At Cadoxton the LNF is at the heart of the curriculum planning, ensuring the embedding of literacy and numeracy across the curriculum. This is reflected in the pupils learning where differentiated skills are set in the form of a MUST- below expected level, Should – on expected level, Could – above the expected level.

We use Building Blocks a innovative planning, monitoring and assessment tool to support learning and teaching. Building Blocks takes the two new areas of the new curriculum for Wales, Language, Literacy and Communication and Numeracy and Mathematics, ensuring that Literacy and Numeracy are embedded in cross curricular ‘Rich Tasks’ that are meaningful to the children’s learning experiences ensuring that skills are used in context leading to deep level learning and understanding.

**Learning across the Curriculum**

Children are given opportunities where appropriate in their study of all subjects to promote their knowledge and understanding of Wales and their personal and social development and wellbeing.

* Curriculum Cymreig

Children are given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

* Personal and Social Education

Children are given opportunities to promote their health and emotional wellbeing and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship (ESDGC) and to prepare for lifelong learning.

**Personalised Learning Model**

In Cadxoton we truly believe in 21st century learnng approach where the teacher takes on the role of a faciliator to the lea irng and allows the children to lead and direct their own leanring. Our prime focus is to develop the knowledge and skills of the children what ever their stage. We have high expectations of all learners and believe all children can have the potential to be what ever they want to be. We try to empower our children to make the right choices in school and in life. We use digital technologies to allow children to learn in different styles and believe in a practical hand on approach to learning. We already use the four key purposes set out in Donaldson’s ‘Successful futures’ to shape all learning experiences and create our school and community values. These are Healthy Confident Individuals, Ethical Informed citizens, Ambitious capable Learners and Creative Enterprising contributors. Our practical learning experiences are recorded in class learning logs and are shared on twitter to share with parents.

As a school we are committed to developing lifelong learning. We develop children’s metacognition and learning behaviours through identified opportunities for planning and reflection based on learning objectives and success criteria. This is integrated in all learning experiences.

We believe that learners need to be fully aware of their own learning progress and the next steps for their improvement. We plan exciting learning experiences that engender curiosity and questions in our learners and encourage them to make independent choices.

**Learners Leading their learning:**

Our school senedd has been created to allow all pupils to have a say in how they learn and allows pupils to have a voice that is heard and acted upon. All children from year 2 to year 6 are apart of 10 action groups which they choose to join. These are: criw cymreig, ecadets, sport, teaching and learning.

At the start of every topic we have an immersion day where all learners engage with the new focus in an exciting new way and the pupils also plan their own learning for the topic from the skills provided by the teacher.

**Enterprise:**

In Cadoxton every year group runs their own enterprise project. They learn valuable skills that allow them to collaborate with their peers and lead a mini business. They are run as mini projects and the pupils have ownership over what is created and sold and how the profit is spent. This way of working allows them to work fully in a cross curricular way with valuable literacy and numeracy skills being taught. The planning for these projects happens with the teacher acting as a facilitator. The research is a very important part of the project and allow the learners to develop a more global approach to learning.

**Enrichment Clubs:**

All pupils from year1 to year 6 chose to take part in enrichment clubs on a Friday afternoon; the pupils get to have new learning experiences with pupils of different ages. This allows them to discover new skills and try new approaches to learning. These include: art, DT, wood work club, gardening, sewing, cooking, computer, film, music and sport.

We encourage children to take responsibility for their own learning, and to be involved in the learning process as far as possible through:

* opportunities to initiate and influence learning, e.g. through class planning sessions and School Parliament groups
* an Assessment for Learning (AfL) approach
* ensuring that thinking time is given
* learning objectives and success criteria being shared, displayed and discussed
* modelling of work and activities taking place
* involving children in setting their own personal targets
* celebrating children’s attitudes and efforts
* providing high quality feedback to children on their learning
* encouraging and facilitating self and peer support and evaluation
* recognising and celebrating children’s achievements in all areas of life.

We believe that children learn when learning and teaching is relevant to their lives in the wider community. In our school you will see:

* members of the local and wider community engaging in school life
* celebrations of national and international events
* an extensive programme of extra-curricular activities
* visits to places which enhance pupils learning
* links with the local business community, charities and cultural organisations

**Review**

We are aware of the need to review the Curriculum, Learning and Teaching Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. The policy will be reviewed at least every two years and more regularly if appropriate.

This policy must be read in conjunction with the following policies:

* Assessment, Recording and Reporting Policy
* Teaching and Learning Policy
* Foundation Phase Policy
* Key Stage 2 Policy
* Inclusion Policy
* SEN Policy
* EAL Policy
* More Able and Talented Policy
* Curriculum Policies