



Sully Primary School

Curriculum, Teaching & Learning Policy

Ratified March 2024

Introduction

During recent years we have introduced and refined our approach to the Curriculum for Wales. We are committed to ensuring that we create learners who are ready to live and work in the 21st century and as such, we have been working hard to ensure that our curriculum allows pupils to develop the skills in order to do this.

Our School Aims

- ❖ Create a happy school environment that fully engages and stimulates all pupils
- ❖ Create a curriculum that is broad and balanced and relevant to the changing demands of our local community and broader society
- ❖ Deliver a curriculum that enables pupils to realise the Four Purposes
- ❖ Develop each individual to their potential through offering a wide range of high quality skills and knowledge based experiences
- ❖ Encourage a love of learning and high levels of confidence through a growth mindset approach
- ❖ Seek and respond to Pupil Voice in all aspects of school life.
- ❖ Ensure our curriculum includes a variety of teaching and learning styles to ensure it is inclusive and allows all learners to succeed
- ❖ Promote equality of opportunity and respect for everyone, irrespective of belief, race, sexual identity, age and gender
- ❖ Develop effective thinking, independent learning and the ability to solve problems creatively
- ❖ Use every opportunity to develop the skills of Numeracy, Literacy and Digital Competency enabling each child to experience achievement at all levels
- ❖ Enable pupils to be given progressive responsibility for organising their learning and management of time
- ❖ Develop an appreciation of the heritage and history of Wales, including Black achievement, through authentic contexts, as well as learning the Welsh language
- ❖ Enhance self-worth and the ability to value each person's own worth through a caring, secure environment
- ❖ Develop imagination and creativity by offering a wide range of authentic learning experiences
- ❖ Develop the natural curiosity that children exhibit about themselves and their world, and use their curiosity to foster positive attitudes to learning
- ❖ Ensure every opportunity is used to promote the ethos of "Together Everyone Achieves More".

Our Vision & Mission Statements

Following consultation with all stakeholders and a consideration of the knowledge, skills and experiences that we want our children to have by the time they leave primary education, we have developed our vision and mission statements for Sully Primary School. These closely align with the Four Purposes set out in Curriculum for Wales.

Our Vision

We learn, we smile, we live, we dream

TOGETHER

Our Mission Statements

We learn - We aim to develop curious, reflective and resilient learners who take risks and embrace challenges.

We smile - We aim to create a fun, pupil-influenced and inclusive learning environment that nurtures the well-being of everyone and celebrates success.

We live - We aim to develop ethically informed learners who play a full part in Sully, as their local community, and understand their place in Wales and the wider world.

We dream - We aim to develop resourceful, creative, lifelong learners who aspire to be the best they can be in a changing world.

Our Values

Our pupils have decided on a core set of values that they believe should underpin everything that we do in Sully Primary School.

These values are:

Honesty

Kindness

Respect

These values are weaved throughout our curriculum and form the basis of our values education and our Positive Relationships policy. Pupils are praised for displaying these values and reminders of these values are displayed around the school.

Learning Assets

Pupils are introduced to key Learning Assets that permeate the curriculum. These have been developed alongside our pupils and reflect the key learning behaviours that we hope to develop in our pupils. We believe that these learning assets support learners in realising the Four Purposes set out in Curriculum for Wales.

Our Learning Assets are:

We are **curious**;

We are **resilient**;

We are **resourceful**;

We are **reflective**;

We are a **team**.

Staff across the school plan specific activities at the beginning of every term designed to support pupils to develop these learning assets. Our Learning Assets are also highlighted in daily practice when displayed by our pupils.

Curriculum Design

Our pupils and other stakeholders (pupils, parents, Governors, staff and local community) have had many opportunities to influence the content of our curriculum and have been involved in its co-construction from the start of our journey towards its implementation. Through questionnaires, meetings and pupil voice we have gathered ideas about curriculum content and experiences and this, along with Welsh Government guidance documents, has formed the basis of our curriculum design.

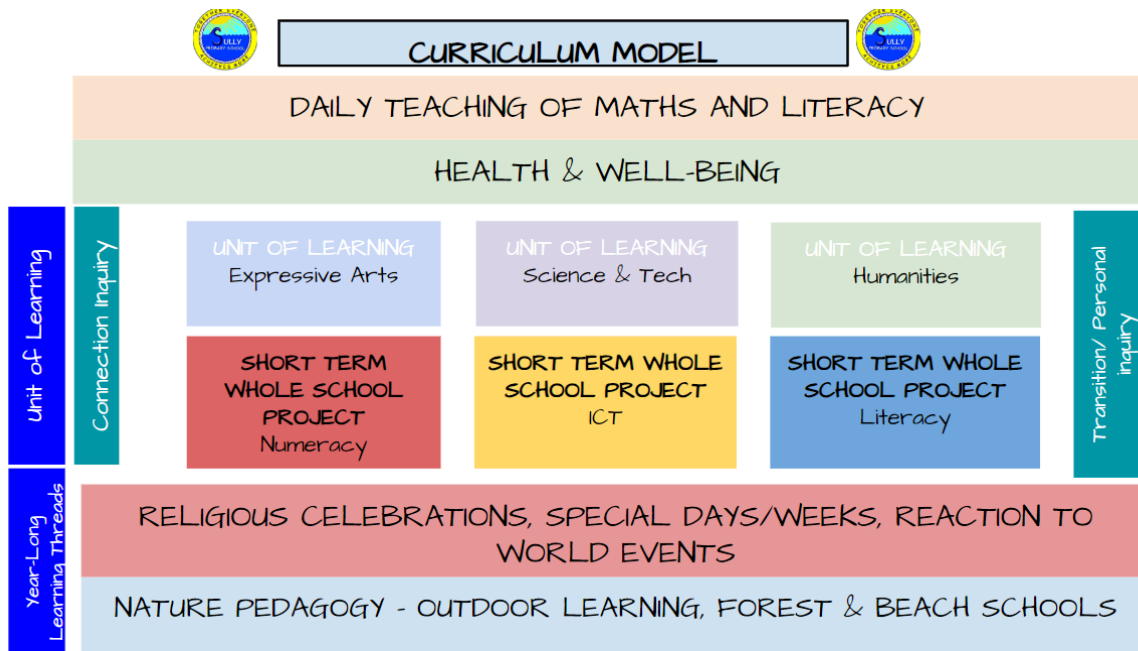
Our curriculum aims to be:

- ❖ **Authentic:** offering our pupils real-life learning experiences taking into account Welsh values and culture
- ❖ **Evidence-based:** drawing on the best of existing pedagogy within Wales and around the world
- ❖ **Inquiry-based:** Allowing children to discover and form their own opinions through research and experimentation and to develop independence
- ❖ **Responsive:** relevant to the needs of today (individual, local, national and international) but also equipping all young people with the knowledge, skills and dispositions needed for their futures
- ❖ **Inclusive:** accessible to all learners taking into account the need to support and challenge and for the curriculum to reflect the diverse nature of our school
- ❖ **Ambitious:** embodying high expectations and setting no limits on achievement and challenge for each individual child and young person
- ❖ **Empowering:** developing resilience, competence and curiosity which will allow young people to engage confidently with challenges and to influence their learning
- ❖ **Progressive:** enabling continuity and flow of skills and knowledge which combine and build progressively
- ❖ **Engaging:** encouraging enjoyment from learning and satisfaction in mastering challenging subject matter
- ❖ **Rights-based:** underpinned by the principles of the United Nations Convention on the Rights of the Child.

Our Curriculum Model

With these aims in mind we have devised our own curriculum model which sets out the 'rhythm of the year' for pupils.

This model is included below.



Daily Teaching of Maths and Literacy - Maths and literacy skills are taught daily.

Health and Well-Being - Health and Well-Being is taught explicitly in planned lessons based on the themes identified in the Jigsaw scheme of work. Health and well-being is a thread that runs throughout the year to ensure that teachers respond to any specific needs of the learners in their class.

Units of Learning - Each term has a main unit of learning. This unit of learning has either Expressive Arts, Science and Technology or Humanities as the leading AOLE. This approach allows pupils to increase their effectiveness as a learner, increase their depth and breadth of knowledge and deepen their understanding of key ideas. Other AOLEs are included within each unit of learning where they enhance learning in this area and are naturally linked to the main ideas. Pupils are encouraged to learn about key concepts within each unit through an inquiry based learning model (detailed within 'pedagogy'). This allows them to apply across different disciplines and within new contexts. Each academic year will begin with a 'Connection' inquiry to help learners transition into their new classes, feel connected to the school, local community and Wales (Cynefin). Furthermore, we will end each academic year with a 'Transition' inquiry that will help learners look forward to the following year.

Short-term whole-school projects - During each term, the whole school focuses on the same short-term project. This project focuses on either Numeracy, Literacy or ICT and always ends with a celebration of learning. Pupils will explore the same key ideas across the school delivered and presented in age-appropriate ways. These projects often allow pupils to apply their skills in a cross-curricular way.

Year-Long Learning Threads - Our Curriculum Model identifies key threads that run throughout our curriculum. This allows us the flexibility to celebrate religious events, special national days or weeks and to stop to react to world events. We recognise that Outdoor Learning has a huge benefit to physical and mental health as well as providing opportunities for

building strong relationships and developing life skills. As such, all year groups have access to outdoor learning opportunities as part of our curriculum.

Curriculum Content

Our curriculum incorporates all of the elements detailed within the Curriculum for Wales.

Four Purposes - The curriculum has been designed to ensure that pupils have appropriate experiences and are taught appropriate skills and knowledge to allow them to realise

- Ethical, informed citizens ready to play a part in Wales and the wider world;
- Healthy, confident individuals ready to lead fulfilling lives as valued members of society;
- Ambitious, capable learners ready to learn throughout their lives;
- Enterprising, creative contributors ready to play a full part in life and work.

Areas of Learning Experiences - Our curriculum allows equal coverage of the 6 AOLEs- Languages, Literacy and Communication, Mathematics and Numeracy, Science and Technology, Health and Well-Being, Humanities and Expressive Arts. Coverage of essential knowledge, skills and experiences for each is mapped within our long term curriculum document.

What Matters Statements - Statements of What Matter are mapped within our long-term curriculum document. This gives staff guidance on which aspect of the AOLE needs to be focused upon within a unit of learning to ensure appropriate coverage across the curriculum.

Descriptions of Learning - Staff are aware of the descriptions of learning within each statement of What Matters. These are used to guide both medium term and weekly planning.

Cross Cutting Themes - Our long-term curriculum has been designed to incorporate opportunities for learning and consideration of the cross-cutting themes

Integral Skills - Our curriculum is designed to allow pupils to develop the integral skills identified within Curriculum for Wales - Creativity and Innovation, Critical Thinking and Problem-Solving, Personal Effectiveness and Planning and Organising.

Maths and Literacy lessons - Maths teaching follows the White Rose Maths scheme of work which allows us to ensure progression of skills but also consolidation of skills through the use of manipulatives and moving from concrete learning to more abstract learning. These should allow learners to learn through the following lenses:

- Local, national and international contexts
- Relationships and sexuality education
- Human rights education
- Diversity
- Careers and work-related experiences

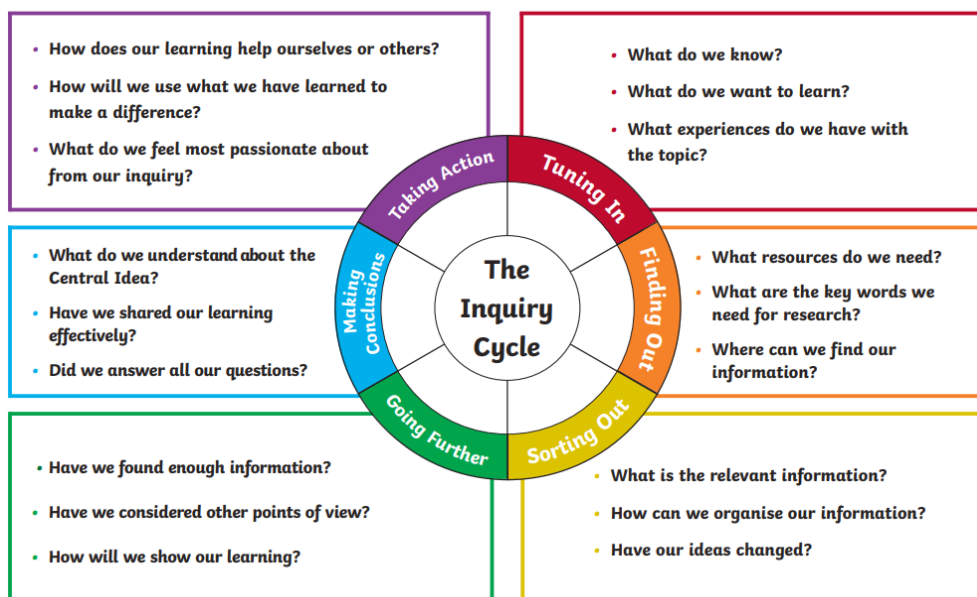
RVE - Religion, values and ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. Our RVE curriculum allows our learners to explore and critically engage with a broad range of religious and non-religious concepts. In

addition, we celebrate the diversity of our school community by pausing for important religious festivals throughout the year.

Pedagogy

As a staff team we have explored various pedagogical approaches and have considered the most appropriate approaches for our pupils. Approaches that we adopt include:

Inquiry Based Learning - During our units of learning we adopt an inquiry based learning approach to allowing pupils to develop deep level thinking, independence and collaboration skills. This approach uses an 'inquiry question' to spark curiosity. Pupils are supported to move through the 'Cycle of Inquiry' (based on the work of Kath Murdoch) ending with a performance of understanding where pupils are given the opportunity to present what they have learned.



Blended Learning - Teachers will provide opportunities for pupils to access learning in a variety of ways, including using technology, working as part of a group and working independently. Pupils will regularly be given choice in the ways in which work is presented

Authentic Contexts - Teachers plan opportunities for pupils to apply their skills in authentic contexts. This ensures that pupils see real meaning in their learning and can see the authentic application of their taught skills.

Collaboration - Pupils will be given regular opportunities to work as part of a team, group or with a partner. Through the use of inquiry pupils will get the opportunity to work with pupils who share their interests within a Unit of Inquiry.

Independence - Pupils are given opportunities to develop their independence during teaching and learning activities to ensure that they are equipped with the skills to become ambitious, capable learners. Independence is developed by giving pupils the skills needed to help themselves within their learning and explicitly teaching skills that support their independence.

Cross - Curricular - Pupils are taught explicit literacy, numeracy and digital skills. Careful consideration is given to ensure pupils have opportunities to apply these skills in a cross-curricular and meaningful way.

Assessment for Learning - Pupils are assessed through a range of strategies including observations and high quality questioning to ensure that pupils continue to make progress. Pupils are given immediate feedback which allows them to improve their learning both within and across lessons. Assessment for Learning also allows teachers to make adaptations to curriculum plans to ensure that they meet the needs of learners.

Inclusivity

Our curriculum has high aspirations for all learners. As a school we always consider how all learners will be supported to realise the Four Purposes and to make progress. We are aware of the needs and circumstances of all of our learners and have ensured that our curriculum is accessible to all.

Our ALN provision is comprehensive, offering additional support and intervention where necessary to ensure effective progress.

Our pupils are encouraged to be aspirational in their learning and offer challenges in all curriculum activities.

We have carefully considered our curriculum coverage to ensure that, as well as considerable coverage of Welsh culture and heritage, it is reflective of all areas of modern society. This includes Black and Asian Minority Ethnic and LGBTQ+ history, achievement and role models.

Pupil Progress

Learner progression is at the heart of our curriculum. We understand that every pupil makes progress at different rates and work hard to ensure that each pupil is making progress along their own education continuum. Our curriculum is designed to ensure that pupils are able to apply skills with greater sophistication and develop knowledge at greater depth as they move through the school. The Descriptions of Learning and Principles of Progression within each AOLE have allowed us to plan this progression effectively. More details about assessment can be found within our Assessment and Feedback policy.

Review and Refinement

Our staff team continues to collaborate with other schools to ensure that we are learning from each other and continue to provide quality learning experiences. Our curriculum offer is reviewed regularly and amendments made to ensure that it continues to meet the needs of our learners.

