Ysgol Gynradd Rhigos Primary School



Curriculum Policy

We believe that all pupils should have universal access to, and acquisition of, the experiences, knowledge and skills needed for employment, lifelong learning and active citizenship. The Curriculum for Wales 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 individual and national well-being, tackle ignorance and misinformation, and encourage critical and civic engagement. Our school’s curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and why we teach it.

**The Curriculum for Wales Framework**

The Framework is designed to help practitioners develop a more integrated approach to learning. The six areas bring together familiar disciplines and encourage strong and meaningful links across different disciplines. Those individual disciplines will still play an important role, especially as learners progress and begin to specialise.

The Curriculum for Wales promotes collaboration and cross-disciplinary planning, learning and teaching, both within and across areas. This will enable learners to build connections across their learning and combine different experiences, knowledge and skills.

There are 27 statements of what matters in this Framework. These ensure a level of consistency in curriculum design across settings and schools, as learners must develop an understanding of all statements. The process of exploring and revisiting these statements will enable learners to develop ever deeper knowledge over the learning continuum and to progress to a more sophisticated understanding of the key knowledge, ideas and principles in each area.

This more sophisticated understanding allows learners to value how their learning contributes to these ideas and why it is important, rather than simply being able to recall isolated facts without understanding the context. This progression will be supported by a variety of assessment approaches which enable the learner and the practitioner to understand where a learner is and what they need to do next.

**Designing a School Curriculum**

When designing our School Curriculum, we recognise:

* The role of leadership in enabling high-quality learning and teaching. Establishing a high-performing education system through high-quality learning and teaching depends on building its professional capacity, developing local leadership, responsibility and decision-making
* That schools and practitioners are best placed to make decisions about the needs of their specific learners, including choosing topics and activities which will best support their learning
* The importance of meaningful learning: A content-focused curriculum does not guarantee meaningful learning, only that certain topics are covered to varying extents; instead, the Curriculum for Wales articulates what concepts and essence of learning should underpin a range of different topics, learning activities and acquisition of knowledge
* The need for innovation and creativity: Practitioners select content, enabling them to use their professional skills to drive improved learning and outcomes for their learners
* The scope for practitioners to make greater links between areas and disciplines. Practitioners will have the licence to use topics and activities to combine meaningful learning from different areas, disciplines and concepts.

**The Four Purposes**

The aim of our curriculum is to support our learners to become:

* 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.

All our children and young people will be supported to develop as:

Ambitious, capable learners who:

* Set themselves high standards and seek and enjoy challenge
* Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
* Are questioning and enjoy solving problems
* Can communicate effectively in different forms and settings, using both Welsh and English
* Can explain the ideas and concepts they are learning about
* Can use number effectively in different contexts
* Understand how to interpret data and apply mathematical concepts
* Use digital technologies creatively to communicate, find and analyse information
* Undertake research and evaluate critically what they find and are ready to learn throughout their lives.

Enterprising, creative contributors who:

* Connect and apply their knowledge and skills to create ideas and products
* Think creatively to reframe and solve problems
* Identify and grasp opportunities
* Take measured risks
* Lead and play different roles in teams effectively and responsibly
* Express ideas and emotions through different media
* Give of their energy and skills so that other people will benefit and are ready to play a full part in life and work.

Ethical, informed citizens who:

* Find, evaluate and use evidence in forming views
* Engage with contemporary issues based upon their knowledge and values
* Understand and exercise their human and democratic responsibilities and rights
* Understand and consider the impact of their actions when making choices and acting
* Are knowledgeable about their culture, community, society and the world, now and in the past
* Respect the needs and rights of others, as a member of a diverse society
* Show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world

Healthy, confident individuals who:

* Have secure values and are establishing their spiritual and ethical beliefs
* Are building their mental and emotional well-being by developing confidence, resilience and empathy
* Apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
* Know how to find the information and support to keep safe and well
* Take part in physical activity
* take measured decisions about lifestyle and manage risk
* Have the confidence to participate in performance
* Form positive relationships based upon trust and mutual respect
* Face and overcome challenge
* Have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.

**Skills integral to the four purposes**

The four purposes are also underpinned by integral skills which are developed within a wide range of learning and teaching. At the heart of these skills is the importance of learners recognising, using and creating different types of value. In this context, value means worth and importance in a range of contexts, including financial, cultural, social and learning value.

These skills are noted below:

Creativity and innovation

Learners will be given space to be curious and inquisitive, and to generate many ideas. They will be supported to link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions. They will be able to identify opportunities and communicate their strategies. This will support learners to create different types of value.

Critical thinking and problem-solving

Learners will be supported to ask meaningful questions, and to evaluate information, evidence and situations. They will be able to analyse and justify possible solutions, recognising potential issues and problems. Learners will become objective in their decision-making, identifying and developing arguments. They will be able to propose solutions which generate different types of value.

Personal effectiveness

Learners will develop emotional intelligence and awareness, becoming confident and independent. They will have opportunities to lead debate and discussions, becoming aware of the social, cultural, ethical and legal implications of their arguments. They will be able to evaluate their learning and mistakes, identifying areas for development. They will become responsible and reliable, being able to identify and recognise different types of value and then use that value.

Planning and organising

Where developmentally appropriate, learners will be able to set goals, make decisions and monitor interim results. They will be able to reflect and adapt, as well as manage time, people and resources. They will be able to check for accuracy and be able create different types of value.

When developing these skills, learners will:

* Develop an appreciation of sustainable development and the challenges facing humanity
* Develop awareness of emerging technological advances
* Be supported and challenged so that they are prepared to confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
* Be afforded the space to generate creative ideas and to critically evaluate alternatives – in an ever-changing world, flexibility and the ability to develop more ideas will enable learners to consider a wider range of alternative solutions when things change
* Build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
* Learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.

**Cross-curricular skills**

The mandatory cross-curricular skills of literacy, numeracy and digital competence are essential to all learning and the ability to unlock knowledge. They enable learners to access the breadth of a school’s curriculum and the wealth of opportunities it offers, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling learners to adapt and thrive in the modern world. Learners need to be adaptable, capable of learning new skills throughout life and equipped to cope with new life scenarios.

Our curriculum enables learners to develop competence and capability in these skills and, where there are opportunities, to extend and apply them across all areas.

Learners will be given opportunities across the curriculum to:

* Develop listening, reading, speaking and writing skills
* Be able to use numbers and solve problems in real-life situations
* Be confident users of a range of technologies to help them function and communicate effectively and make sense of the world.

**Principles of progression**

Five principles of progression underpin progression across all areas. The principles are as follows:

* Increasing breadth and depth of knowledge

Learners need to acquire both breadth and depth of knowledge. As learners progress, they develop an increasingly sophisticated understanding of concepts that underpin different statements of what matters. They see the relationships between these and use them to further shape and make sense of knowledge and make links across the whole curriculum. This consolidates their understanding of concepts.

* Deepening understanding of the ideas and disciplines within the areas

Holistic approaches are particularly important to learning in early steps as learners engage with the world around them. Learners should become increasingly aware of ways in which ideas and approaches can be coherently grouped and organised. As they progress they need to experience and understand disciplinary learning in each of the Areas and see these in the context of the statements of what matters and the four purposes.

* Refinement and growing sophistication in the use and application of skills

Learners need to develop a range of skills including: physical, communication, cognitive and Area specific skills. In the early stages of learning, this range of skills includes focus on developing gross and fine motor; communicative and social skills. They also develop intellectual skills in applying what they have learned. As learners progress, they demonstrate more refined application of existing skills, and will experience opportunities to develop new, more specific and more sophisticated skills.

Over time, learners become able to effectively organise a growing number of increasingly sophisticated ideas, to apply understanding in various contexts and to communicate their thoughts effectively, using a range of methods, resources or equipment appropriate to their purpose and audience.

* Making connections and transferring learning into new contexts

Learners should make connections with increasing independence; across learning within an Area, between Areas, and with their experiences outside of school. Over time these connections will be increasingly sophisticated, explained and justified by learners. They should be able to apply their learning in more unfamiliar and challenging contexts.

* Increasing effectiveness

As learners progress, they will become increasingly effective. This includes increasingly successful approaches to self-evaluation, identification of their next steps in learning and more effective means of self-regulation. They become increasingly able to seek appropriate support and to identify sources of that support. They ask more sophisticated questions and find and evaluate answers from a range of sources. They become increasingly effective at learning in a social and work-related context.

**A curriculum in Wales and for Wales**

Our curriculum reflects Wales, its cultural heritage and diversity, its languages and the values, history and traditions of its communities and all of its people. Instilling learners with passion and pride in themselves, their communities and their country is central to the four purposes. Learners will be grounded in an understanding of the identities, landscapes and history. This will allow them to develop a strong sense of their own identity and well-being and to develop an understanding of others’ identities and make connections with people, places and histories elsewhere in Wales and across the world.

It is important for this to be inclusive and to draw on the experiences, perspectives and cultural heritage of contemporary Wales. Confidence in their identities helps learners appreciate the contribution they and others can make within their different communities and to develop and explore their responses to local, national and global matters. It also helps them to explore, make connections and develop understanding within a diverse society. This also recognises that Wales encompasses a range of values, perspectives, cultures and history that includes everybody who lives in Wales. This provides a foundation for a national and international citizenship.

Our Curriculum reflects our bilingual nation. All learners should have appropriate pathways for learning Welsh and English to enable them to develop the confidence to use both languages in everyday life. Opportunities to use Welsh within and beyond the classroom (including on digital platforms) support learners to use Welsh confidently and appreciate its usefulness to communication in a bilingual Wales. Being bilingual is not only a communication skill. Access to both languages helps unlock Wales’s rich and unique literatures, geography, democracy, history and culture. To have knowledge, experience and an understanding of these supports learners to be active and successful citizens in contemporary Wales.

**Assessment**

Assessment is an integral part of the learning process, with practitioners working with learners to help identify their strengths, areas for development and next steps in learning. Our guiding principles are:

* The purpose of assessment is to support the progression of each individual learner in relation to the 3 to 16 continuum.
* Learners are at the heart of assessment and should be supported to become active participants in the learning process.
* Assessment is an ongoing process which is indistinguishable from learning and teaching.
* A shared understanding of progression, developed through professional dialogue, is integral to curriculum design and improving learning and teaching.
* Learning across the breadth of the curriculum should draw on a wide range of assessment approaches, building a holistic picture of the learner’s development.
* Engagement between the learners, their parents/carers and practitioners is essential for progression and well-being.

There are three main roles played by assessment in supporting learner progression:

* Supporting individual learners on an ongoing, day to day basis
* Identifying, capturing and reflecting on individual learner progress over time
* Understanding group progress in order to reflect on practice

**A Curriculum Accessible to All**

Our curriculum will aim to raise the aspirations for all learners. It will consider how all learners will be supported to realise the four purposes and to progress. This is essential for learners to play an active part in their community and wider society, and to thrive in an increasingly complex world.

Our curriculum aims to be inclusive of all learners, including those with additional learning needs (ALN). It is our aim to design an inclusive school curricula. Learners will progress along the same continuum of learning within each area from ages 3 to 16. However, the pace at which they progress along the continuum may differ – allowing for a diversion, repetition and reflection as each learner’s thinking, knowledge and skills develop over time.

**The pedagogical principles**

Our curriculum is underpinned by twelve pedagogical principles, which state that good learning and teaching:

* Maintains a consistent focus on the overall purposes of the curriculum
* Challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
* Means employing a blend of approaches including direct teaching
* Means employing a blend of approaches including those that promote problem solving, creative and critical thinking
* Sets tasks and selects resources that build on previous knowledge and experience and engage interest
* Creates authentic contexts for learning
* Means employing assessment for learning principles
* Ranges within and across areas
* Regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them
* Encourages learners to take increasing responsibility for their own learning
* Supports social and emotional development and positive relationships
* Encourages collaboration.

**The Areas of Learning and Experience (Aoles)**

The following six areas of learning and experience (area/areas) are reflected in the curriculum:

* Expressive Arts
* Health and Well-being
* Humanities
* Languages, Literacy and Communication
* Mathematics and Numeracy
* Science and Technology

**Mandatory Curriculum Elements**

The following are mandatory curriculum elements:

* Religion, values and ethics
* Relationships and sexuality education (RSE)
* Welsh
* English

**United Nations Convention on the Rights of the Child**

Human rights are the freedoms and protections to which all people are entitled. Learners have specific human rights enshrined by the United Nations Convention on the Rights of the Child (UNCRC). Our curriculum incorporates 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.

**Learner Involvement**

Our curriculum aims to consider learners’ input and provide increasing opportunities for learners to help direct their learning as they progress. Learners’ views about their experiences and about what, how and where they learn will be taken seriously when planning and designing our curriculum.

Participation is a key principle of the UNCRC and enabling participation will create an engaging curriculum that responds to learners’ interests, needs and priorities. It is also a process that supports a dialogue between learners and professionals.

Involving learners directly in the designing of their curriculum will include the following steps:

* Enabling learners to make choices about what and how they learn.
* Collecting qualitative feedback after learning experiences, which informs ongoing curriculum design.
* Involving learners in setting priorities for the curriculum and for learning content.

**Cross-Cutting Themes**

Our curriculum aims to incorporate, where appropriate, opportunities for learning and consideration of crosscutting elements.

These will allow learners to:

* Consider local, national and international contexts
* Develop understanding of relationships and sexuality education, human rights education and diversity, and careers and work-related experiences.

**Reviewing our Curriculum**

As a school, we will keep our curriculum under review so that we can respond to the outputs of professional inquiry, changing needs of learners and social contexts and needs.

**Date: 12.05.2022**

**Headteacher: Mrs J H Mundy**

**Chair of Governing Body: Mrs. M E Evans**

**Date for review: Summer 2025**