



Curriculum Policy

Date	Review Date	Co-ordinator	Nominated Governor
October 2021	October 2024	Mr. Darryl Evans	

United Nations Convention on the Rights of the Child

At Llangewydd Junior School, we put the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our school's planning, policies, practice and ethos. We are a Rights-Respecting School and teach about children's rights - modelling rights and respect in all our relationships: between teachers/adults and our learners.

The UNCRC underpins our school vision and aims. We encourage our children to:

- listen to others and respect their ideas.
- learn about their rights, respect the rights of others and to inform others of children's rights.

Introduction

This Curriculum policy outlines the purpose and design of the curriculum at Llangewydd Junior School. It is shaped by our commitment to enabling all our learners to achieve the highest academic and personal standards of which they are capable. In designing and continuously refining our curriculum, we aim to provide our learners with a broad and balanced curriculum that enables them to realise the four purposes and equips them for ongoing learning, work and life. Our curriculum currently adheres to the statutory requirements of the National Curriculum as we simultaneously develop high-level curriculum and assessment design in preparation for implementation of the Curriculum for Wales 2022. In trialling aspects of curriculum design, new approaches and pedagogy, we are continually using our own learning to evaluate and refine our approach.

At Llangewydd Junior School, as lifelong learners, we believe that learning should be a positive and inspiring experience for us all with well-being and enjoyment at its core. Through our curriculum provision, we equip our learners with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Through placing an emphasis on Pupil Voice, we empower our children to make decisions about their own learning pathways and enable them to drive their own tailor-made curriculum.

We work hard to ensure that all learners experience the highest quality teaching and learning during their time at Llangewydd Junior School, offering a broad and balanced curriculum that promotes learners' spiritual, moral, social, cultural, mental and physical development and relates to local, national and global contexts. Using the experience, enthusiasm and expertise of staff, we provide engaging and inspiring teaching and learning experiences that are differentiated appropriately to meet children's individual needs and abilities in inclusive classroom and outdoor environments. Our curriculum is driven by Pupil Voice, our Teaching and Learning Policy, our evolving theme maps (See Appendix 1) and the curriculum reform process.

Aims

In undertaking our process of designing, planning and trialling our curriculum, we aspire to develop a curriculum that will:

- enable our learners to realise the four purposes and equip them for ongoing learning, work and life.
- engage our learners in holistic, cross-curricular, topic-based learning informed by salient pedagogical principles.
- build high expectations and enable all learners to achieve their full potential.
- offer a broad and balanced education that enables our learners to make links between the different areas of learning and experience and to apply their learning to new situations and contexts.
- support progression along a continuum of learning, working with our cluster feeder schools and comprehensive school to ensure that there is alignment in the transitions across a 3 to 16 continuum.



- support learners' health and wellbeing.
- support learners' development of the knowledge, skills and experiences that are the foundation of being an informed citizen.
- recognise our learners' identity, language(s), ability and background and the different support they may need given their particular circumstances.
- reflect the diversity of perspectives, values and identities that shape our learners' locality and Wales, as well as develop an understanding of the wider world.
- be shaped by Pupil Voice, co-constructed and responsive to learners, their families and the wider community.
- enable our learners to make sense of growing up in contemporary Wales and of issues that will be important into the future, including well-being, sustainable development and citizenship.
- enable our learners to develop an understanding of their rights and the rights of others.

The Curriculum

The school's curriculum follows statutory requirements and the requirements of:

- National Curriculum 2008.
- Revised Key Stage 2 English and Mathematics Programmes of Study (2015).
- Agreed Syllabus for RE.
- Literacy and Numeracy Framework.
- Digital Competence Framework (DCF).
- Non-statutory Skills Framework 3-19 (Thinking Skills).

We are transitioning to implementing Curriculum for Wales 2022 - designing, adopting and implementing a curriculum that:

- contains the six areas of learning and experience.
- encompasses the statements of '*What Matters*'.
- reflects the *principles of progression* set out in the progression code.
- includes the *mandatory curriculum elements* (Religion, Values and Ethics framework, Relationships and Sexuality Education (RSE), Welsh and English)
- encompasses the *mandatory cross-curricular skills* (Literacy, Numeracy and Digital Competency)
- develops *integral skills* within a wide range of teaching and learning – creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising.
- incorporates opportunities for learning and consideration of *cross-cutting themes* – Local, national and international contexts, Careers and work-related experiences, Human Rights Education and Diversity.

(See Appendix 2)

Principles of our Curriculum Design Process

In our current phase of designing, planning and trialling our curriculum, we are developing high-level curriculum and assessment design, informed by the Curriculum for Wales Guidance, and progress priorities to support curriculum realisation set out in our School Improvement Plan. We are trialling aspects of design, new approaches and pedagogy, using our own learning throughout this process of curriculum reform to perpetually evaluate and refine our approach. The principles that inform this approach include the following:

- **Development through co-construction** – Within our school, we co-construct our curriculum through adopting a collaborative approach to curriculum design, sharing ideas and expertise, as well as problems and jointly developing solutions. Every half term, year group teams meet to review curriculum planning with reference to the Curriculum for Wales and to plan new cross-curricular topics informed by Pupil Voice input. Draft curriculum plans are subsequently shared with AoLE teams who consider whether aspects of the planning can be refined as

well as evaluating curriculum coverage and skills progression for their AoLE throughout the school. These plans are then refined by year groups in response to feedback from the AoLE teams before being implemented the following half term. Co-construction also takes place between schools in the context of our cluster Curriculum Reform Group, between phases and with stakeholders beyond the education system such as local businesses, professionals, artists, theatre companies.

- **Equity in co-construction** – In co-constructing our curriculum, we value the contributions made by every voice within the process.
- **Space and time to think and engage** – Our school acknowledges that co-constructing solutions takes longer. High-quality thinking, solutions and relationships are developed over a prolonged period of engagement. We also recognise that curriculum design is a continuous process of refinement, rather than a project with a final outcome. Non-contact time where teachers can genuinely collaborate on curriculum design in year group teams is planned for every half term. Similarly, directed time regularly provides AoLE teams with opportunities to focus on aspects of curriculum reform including contributing to planning, mapping curriculum coverage and evaluating skills progression.
- **Clear understanding of ‘why’ things are learned and done** – Epistemic knowledge supports our systems to help us make better decisions about what should be learned. In designing our curriculum, we self-challenge our provision, reasoning why specific learning matters and what the essence of that learning is.
- **Critical engagement with expertise** – In designing our curriculum, we engage intellectually with quality research, expert input and international expertise.
- **Leadership at all levels** - A system of distributed leadership at our school enables all teaching and classroom support staff to meet our curriculum vision and aspirations. It provides clear direction, challenge and high expectations whilst also allowing ownership by individual teachers and support staff, year group teams and AoLE teams. Such distributed leadership creates a culture of trust and empowerment.

Our Pathway to Curriculum for Wales 2022

Completed Phase	Engagement	Our school has developed an understanding of the conceptual model of the curriculum. This involved engaging and sense-making with materials and literature, and updating our vision with stakeholders.
Current Phase	Design, planning and trialling 3 terms 2020-2021	We have started to develop high-level curriculum and assessment design, informed by the guidance and progress priorities to support curriculum realisation set out in our School Improvement Plan. We are trialling aspects of design, new approaches and pedagogy, using our own learning to evaluate and refine our approach.
Next Phase	Evaluating and preparing for first teaching 2-3 terms 2021-2022	We will evaluate initial designs and trial further approach. We will begin to finalise medium-term planning.
Future Phase	First teaching and ongoing refinement September 2022 onwards	

Curriculum Organisation and Implementation



The school's curriculum follows the statutory requirements of the National Curriculum which identifies three core subjects:

- English
- Mathematics
- Science

and eight foundation subjects:

- Welsh Second Language
- Information and Communication Technology (ICT)
- Design and Technology (DT)
- History
- Geography
- Art and Design
- Music
- Physical Education (PE)
- RE

Personal and Social Education (PSE) is taught throughout the Key Stage. It relates to everything our school does to support and promote the personal and social development and well-being of its learners. **Literacy**, **Numeracy** and **Digital Competency** are central to the curriculum and are planned, taught, monitored and assessed through all areas of learning. We value the **Curriculum Cymreig** and our children are given opportunities across the curriculum to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. **ESDGC** is taught across the curriculum through all areas of learning in order to give all learners opportunities to develop their awareness of sustainable development and the implications and responsibilities of global citizenship.

At Llangewydd Junior School, we implement cross-curricular, thematic or topic-based learning that blends the NC subjects. Our thematic approach is shaped by the four purposes, responsive to Pupil Voice and informed by pedagogical principles. Through 'Pupil Voice' exercises, teachers plan with the children aspects of a topic that they would like to explore and this evolves during the course of a topic. This approach invests the children with ownership of their learning, making it more engaging and purposeful for them. Each half term, topics with a specific AoLE bias are chosen and a balance between the AoLEs is achieved throughout the academic year (See Appendix 3):

Autumn Term	Humanities Topic (History bias)
Spring Term 1	Science and Technology driven topic
Spring Term 2	Health and Well-being driven topic
Summer Term 1	Expressive Arts driven topic
Summer Term 2	Humanities Topic (Geography bias)

Each topic is launched with a 'Super Start' - immersion activities or experiences to engage the children's interest and enthusiasm for their anticipated learning. Similarly, each topic culminates with a 'Fabulous Finish' event to celebrate or showcase the learning that has taken place with parents, governors and other stakeholders.

- Literacy, numeracy and digital competency skills are taught throughout all our topics.
- Whole Class Guided Reading linked to each topic is taught in 2 x 30 minute sessions every week in 3 week units with a balance achieved between fiction, non-fiction, poetry and digital literacy throughout each term.



- Mathematics is taught as a discrete subject (often the first lesson of the day) using *Big Maths* as a teaching approach. Numeracy skills taught in these lessons are then consolidated, applied and extended in topic lessons across the curriculum.
- RE is linked to thematic, cross-curricular topics where appropriate, however, discrete lessons are taught at relevant times throughout the year e.g. festivals, Easter, Christmas.
- Welsh as a Second Language is linked to thematic, cross-curricular topics as much as possible but discrete lessons may be taught where more appropriate.
- Lexia and *Reading Eggs* are literacy interventions accessed by specific learners independently throughout the school day.

We implement a fluid, flexible timetable structure where sequential lessons build cumulatively and activities may be sustained over a series of lessons in order to secure quality outcomes (See Appendix 4).

Pupil Voice and how it co-constructs our curriculum

Our curriculum is co-constructed and shaped by Pupil Voice processes. Our Pupil Voice Committees have been created to allow all our learners to have a voice that is heard and acted upon. Children from all our classes are represented in our Pupil Voice Committees and have responsibility for discussing and making decisions about different aspects of school life including our curriculum. Our eight Pupil Voice Committees are:

Pupil Voice Committee

(consisting of the Head/Deputy Head Boy and Girl and a representative from each of the Pupil Voice committees below. These give feedback about the outcomes of the other committees. This committee has overarching responsibilities.)

Teaching and Learning Committee	Criw Cymraeg	Digital Leaders
Playground Wellbeing Committee	Outdoor Sports Committee	
Eco Committee	Rights Ambassadors	

Before every topic, through designated 'Pupil Voice' time, teachers plan with the children aspects of a topic that they would like to explore and this evolves during the course of a topic. This approach invests the children with ownership of their learning, making it more engaging and purposeful for them.

We encourage our children to take responsibility for their own learning and to assume ownership of the learning process as much as possible through:

- creating opportunities to initiate and influence teaching and learning e.g. through class planning sessions.
- creating opportunities for learners to make personal choices and to follow their interests in curriculum activities.
- our Assessment for Learning (AfL) processes.
- ensuring that status is given to 'thinking time'.
- sharing and negotiating learning objectives (our WALTs) and our 'Q' – what is needed for quality outcomes.
- placing an emphasis on modelling.
- involving our learners in setting their own targets in literacy, numeracy and well-being.
- celebrating children's positive attitudes and efforts.
- providing high quality feedback to children regarding their learning.
- encouraging and facilitating self- and peer-support and assessment.
- recognising and celebrating children's achievements in all areas of life.



Welsh Second Language / Bilingualism

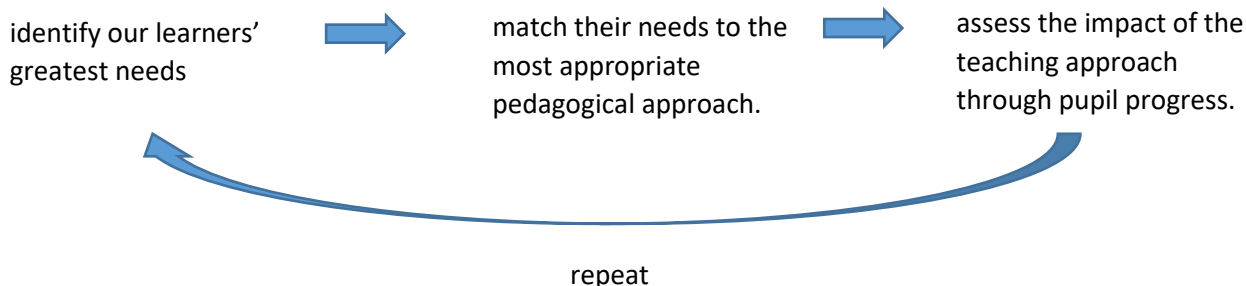
Llangewydd Junior School is an English medium school and no learners come from Welsh speaking homes. We take pride in our role as Welsh educators and actively promote and develop the use of Welsh as a living language. We aim to make our children's learning across the curriculum as bilingual as possible.

In addition to Welsh lessons taught within the context of our cross-curricular topics where we teach 'Welsh as a Second Language', we use a variety of strategies to promote the use of Welsh:

- Our 'Helpwyr Heddiw' initiative aims to promote the children's confidence in, enjoyment of and enthusiasm for speaking everyday Welsh. Throughout the school day, the Helpwyr Heddiw lead the class in Welsh language activities such as playing Welsh language games, giving commands in Welsh to signal specific times of the day, chanting rhythmic language patterns, initiating Welsh conversation and singing Welsh songs. Each classroom has a Helpwyr Heddiw blackboard/Cornel Cymraeg which is used as the focal point for Helpwyr Heddiw sessions and Welsh resources. Each year group uses the progressive language patterns in the Welsh Second Language Continuum as their starting point for Helpwyr Heddiw activities.
- Tocyn Iaith are awarded to learners who speak Welsh throughout the school week. A 'Siaradwr yr Wythnos' is awarded in each class at the end of the week to a learner who has made efforts to speak Welsh with fluency, accuracy or enthusiasm.
- Almost all instructions are given in Welsh or bilingually so that the children regularly listen and respond to the Welsh language e.g. during registration, when lining up, tidying up, asking to go to the toilet, in transitions between lessons.
- School staff and learners greet each other throughout the school day in Welsh. Learners are encouraged to use the language patterns they know beyond the classroom e.g. in corridors, in the playground, in the canteen.
- Our 'Criw Cymraeg', consisting of a representative from each class, promotes the use of Welsh throughout the school. They are currently working on actions to support the school in achieving the Bronze Award of the Siarter Iaith.
- Some subject-specific Welsh appropriate to learners' age and ability is used within topic-based teaching.
- The use of Welsh is promoted through prayer and collective worship.
- Our learners are encouraged to speak Welsh in our 'Siop Tuc', in our canteen and in the playground.

Teaching Approaches

In shaping our curriculum, we do not place an emphasis on any particular teaching approach, understanding that decisions about teaching and learning are very context and purpose specific, and are best taken by our teachers themselves. Teaching and classroom support staff use different teaching styles such as direct instruction, inquiry-based learning and collaborative learning to suit the ability and learning styles of our learners in a wide variety of teaching and learning contexts. We:



Within our curriculum, our teaching approaches are informed by pedagogical principles that we view as having integrity depending on the learners and their specific contexts. These may include:

- creating authentic contexts for learning.
- encouraging learners to take responsibility for their own learning.
- supporting social and emotional development and positive relationships.
- encouraging collaboration.
- promoting sustained pupil effort to reach high but achievable targets.
- employing a broad repertoire of teaching approaches.
- promoting problem solving, creative and critical thinking.
- building on previous knowledge and experience to engage interest.
- focusing on the four purposes.
- using Assessment for Learning to accelerate progress.
- making connections within and across Areas of Learning and Experience.
- reinforcing cross-curricular responsibilities in literacy, numeracy and digital competence.

It may be appropriate to teach the whole class or to work with small groups and occasionally with individual learners. Classroom support staff are used effectively throughout the school to provide additional support for groups and individuals, helping to support specific learning difficulties, weaknesses or barriers to learning as well as challenging and extending more able learners.

Planning

Planning is carried out in three phases (long-term, medium-term and short-term). As our preparations for Curriculum for Wales 2022 progress, we are currently in a period of transition where our teaching staff are encouraged to explore new ideas and approaches through a collaborative process in order to inform planning for the future. Our current planning processes are as follows:

- **Medium-Term Planning.**

Prior to each half term, year group teams meet with the Assistant Headteacher, collaborating on medium term topic plans that are driven by Pupil Voice. Each half term, medium term planning with a specific AoLE bias is undertaken although an emphasis is placed on blending AoLEs (only when links have integrity) within the context of topics. Our medium-term planning ensures an appropriate balance of learning across the AoLEs is achieved throughout the academic year (See Appendix 3).

- **Long-Term Planning.**

Once a year's cycle of medium term planning has been completed and mapped in terms of Curriculum for Wales 2022 coverage and progression of skills, AoLE teams will develop long-term plans that map out opportunities for developing learners' skills/covering curriculum content within their respective AoLEs in each year group throughout the school. It is anticipated that these long term plans will provide an overview of coverage and progression in learning as opposed to being detailed Schemes of Work and that they will be adapted regularly to acknowledge a fluidity in medium term topic plans resulting from a responsiveness to Pupil Voice and real life local, national and global events.

- **Short-Term Planning.**

Teachers plan and organise their teaching within the agreed medium-term topic plans on a weekly basis. Weekly, short term plans are completed by individual teachers (or collaboratively in year group teams). These plans are specific to individual classes and are always informed by an evaluation of pupil progress in learning. Teachers determine particular activities and the nature of those activities to support and challenge the specific needs of the pupils in their classes within the context of themes jointly shared by classes. Teaching plans are refined and adapted on a day-to-day basis according to teachers' evaluations of pupils' learning within their classes:





The level of detail in teachers' short term planning varies according to the preferences of individual teachers although all lesson plans include (Appendix 4):

- The learning objective or **WALT** (We are learning to...)
- An outline of lesson structure – Starter, Main Activity, Plenary.
- Notes about **Differentiation** for different groups of learners and/or individual learners.
- Bullet points about key teaching points – 'how' learners will achieve quality work/outcomes – **Quality Work** (our 'Q').

Our Teaching and Learning Environment

At Llangewydd, we perpetually strive to improve our teaching and learning environments, believing that a carefully planned environment sets the climate for effective teaching and learning. In recent years, we have created zones both within and adjoining our classrooms to promote independent use of resources and high-quality work by the children. These include:

- a Literacy area – well-stocked with attractive class library books (fiction and non-fiction), dictionaries, thesauruses, VCOP resources, word mats, and a range of literacy scaffolds.
- a Maths Zone – with practical Maths equipment and resources e.g. blocks, number fans, number lines, hundred squares, clocks, calculators, money.
- a 'Q Quarter' – where the children are encouraged to check their work for quality e.g. punctuation, grammar, spelling, ambitious vocabulary, effective sentence openers, 'Q' criteria.
- a Cornel Cymraeg – a Welsh area stocked with Welsh games, flashcards, Bore Da magazines, Welsh books, Helpwyr Heddiw resources, role play props.

(See Appendix 5)

Our classroom displays reflect the topics being studied by the children. We believe that our learners are entitled to learn in an inclusive classroom/learning environment where everyone's quality work is celebrated in attractive displays. Our classroom displays:

- support and challenge the children in their learning e.g. through use of questions and prompts that encourage them to interact with display content.
- place an emphasis on bilingualism.
- include a 'Pupil Voice' display to show how the children are making decisions that shape our teaching and learning.
- include a VCOP display with prompts and strategies that the children can use in their writing across the curriculum.
- include a Maths display that celebrates numeracy across the curriculum.
- include a Helpwyr Heddiw display that focuses on current Welsh language patterns being practised.
- include a 'Targets' display to remind the children of targets they are working on in literacy, numeracy and well-being.



- include a 'Working Wall' that reflects current learning.
- include a 'Good to be Green' display that celebrates positive behaviour.

(See Appendix 5)

We have also developed teaching and learning areas beyond the classroom including our 'Reading Rainforest' school library, two computer suites, a radio station, pop-up green screen studios, an outdoor classroom and a variety of outdoor learning areas. These are used effectively to promote independent learning.

Outdoor Learning

Outdoor learning takes place in our outdoor classroom or 'Eco House', in our woodland areas, on our school playgrounds and elsewhere in our extensive school grounds. Opportunities are planned throughout our curriculum to use outdoor settings to develop the children's knowledge, skills, attitudes and behaviour and to promote the personal, social and academic benefits of engaging with the outdoor environment.

Equal Opportunities

All learners regardless of ability, gender, religion, social background, disability and race will have access to our curriculum provision. All activities are planned in such a way as to encourage full and active participation by all learners so that they can develop their skills, knowledge, confidence and enjoyment of learning. Every child is valued and perceived as unique. We aim to ensure that our curriculum responds to the learning needs of the individual pupil, challenging them to the full extent of their capabilities and providing them with opportunities to demonstrate fully what they know, understand and can do. Our children's well-being is always central to everything we do.

Differentiation

All learners have equal access to our curriculum. Our curriculum provision is differentiated appropriately so that all learners are challenged and supported in their learning in order to achieve maximum educational and personal benefit. Our methods of differentiation include differentiation:

- by task.
- by grouping.
- by resource.
- by support.
- by outcome.
- by questioning.
- by assessment and feedback.
- by teaching style.

Disability

In accordance with the statutory requirements, our school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan that is available to parents on request.

Religious Education

Religious Education is available to all pupils. Parents and carers have the right to withdraw their children from Religious Education.

Collective Worship



All pupils are expected to take part in daily collective worship. Pupils in the Sunshine and Rainbow classes will take part, dependent upon the nature of the provision and their specific needs/anxieties. The worship is mainly of a broadly Christian character but it is not distinctive of a particular Christian denomination.

The school has a programme of collective worship involving some whole-school assemblies, class assemblies and celebration assemblies.

Parents have a right to withdraw pupils from acts of collective worship. They should inform the Headteacher in writing if they wish to do so.

Sex Education

Sex Education is provided within school as part of the Key Stage 2 curriculum. Specifically, this is:

“pupils should be given opportunities to study the names, positions, functions and relative sizes of a human’s main organs.”

In addition to this, additional sex education is provided to Year 6 pupils on puberty (in general to boys and girls) and menstruation (specifically to girls). Parents have the right to request that pupils be wholly or partly excused from receiving this aspect of sex education. They should inform the school of their wishes in writing.

Sex and Relationships Education (SRE)

Sex and Relationships Education is taught to all pupils throughout the school, at an appropriate level, under the PSE Framework. The core values that underpin SRE include:

- the importance of stable, loving relationships.
- mutual respect
- rights
- responsibilities
- gender equality
- acceptance of diversity
- violence and coercion in relationships are never acceptable

Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Some simple political issues may be encountered as part of the National Curriculum. Study of historical events may often include some reference to political influences. These are always presented in a balanced manner.

Physical Education

All pupils are expected to take part in the school’s physical education and games programme. They should only be excused from PE and Games lessons for medical reasons, for which a note from a parent or carer will suffice, or other reasons agreed with the school. Pupils are expected to comply with clothing and jewellery guidelines for all Physical Education activities.

Extra-curricular Activities

At Llangewydd Junior School, we pride ourselves on the wide range of extra-curricular activities we offer the children that take place outside the formal curriculum. These are provided without charge. At lunchtimes and after school, opportunities are created for the children to take part in rewarding sports, performing arts, cookery, environmental and other activities. The clubs and extra-curricular activities offered at our school help to develop the children’s personal and social skills such as their ability to co-operate with others, to make decisions and to take initiatives. The children also acquire specialist skills in these extra-curricular activities such as the ability to pass a rugby ball, to nurture a plant or to harmonise whilst singing.



The school plans a number of educational visits throughout the academic year including residential trips. Where possible, we plan educational visits to support our curriculum that are free or involve a minimal charge e.g. to museums in Wales, to places of interest in the local area. We calculate the cost of all trips using costings gained from coach companies and admissions charges by the places visited. The school will always cover the cost of transport. On occasions, parents and carers will be asked to contribute to the cost but no child will be excluded from any activity on the grounds of being unable to make the appropriate payment.

Members of the local and wider community such as speakers, experts, professionals, artists, business people and representatives of organisations are invited into school to further enhance the experiences of our pupils.

Homework / Blended Learning

We 'blend' face to face teaching and learning that takes place at our school with tasks and activities that the children are asked to complete at home – online, offline or a combination of both. All homework tasks and activities are designed to pre-teach, consolidate, reinforce or extend skills and understanding in literacy, numeracy and the topic being studied in class. Some of the homework will be ICT-based using the Google Classroom platform where online assignments and any accompanying digital resources are uploaded by teachers. At times, online tasks may be started in school and completed at home or vice versa. Homework consists of:

- one homework task every week. All homework tasks are relevant to and meaningful in the context of the current topic. The nature of these tasks will vary e.g. inquiry-based research, problem-solving, applying literacy, numeracy or other skills taught, investigations, practical tasks such as model-making. We aim to achieve a balance of different types of tasks across the AoLEs throughout the year.
- a minimum of six assigned 'Bug Club' books to be read at home (this is in addition to reading books given in school).
- completion at home of target times for *Lexia* and *Reading Eggs* literacy interventions.
- practising of specific 'Learn Its' multiplication tables.

Homework/Blended learning is similar in our CARE base / LRC, however, it is given on an individual basis according to the needs and anxieties of each child.

Additional Learning Needs

If a child has an additional learning need, our school does all it can to meet these individual needs. At present we comply with the requirements set out in the SEN Code of Practice in providing for pupils with additional learning needs as we prepare for the new ALN Code 2021. A range of assessment strategies are utilised to help identify particular difficulties and external agencies can be involved in order to provide more specialist assessments and support.

The school provides a 'child-friendly' Individual Educational Plan (IEP) for each pupil on the Additional Learning Needs register. This sets out the nature of any needs, and outlines how the school and parents should aim to address them. It also sets out SMART targets for improvement so that we can review and monitor the progress of each pupil at regular intervals. This document is shared, discussed and reviewed with parents and outside agencies (when required) biannually. It is a working document and targets can change and be revisited when deemed appropriate.

Our CARE base and LRC children will often have more reviews due to the nature of their need and if they have a statement. We have an outside line directly to the bases and parents can contact staff whenever they need to.

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



- Teaching and Learning Policy
- Blended Learning Policy
- Assessment and Feedback Policy
- ALN Policy
- AoLE policies
- Literacy across the Curriculum Policy
- Numeracy across the Curriculum Policy
- ICT, DCF & e-safety policies
- MAT Policy

Monitoring and Review

Monitoring

Monitoring of the curriculum – planning, coverage and standards of teaching and learning, is conducted by the Headteacher, Deputy Headteacher, Assistant Headteacher and Senior Leadership Team. This is done in several ways including:

- book scrutinies
- monitoring planning
- analysing assessment data
- monitoring targets
- lesson observations
- learning walks
- Listening to Learners
- looking at displays
- informal discussions with staff

Review

As we prepare for implementation of Curriculum for Wales 2022, we are aware of the need to monitor our Curriculum Policy, and to review it regularly so that we can take account of new initiatives and research, Curriculum for Wales guidance, developments in technology and changes to the physical environment of the school. Our Curriculum Policy will be reviewed bi-annually (or sooner as necessary) by the Assistant Headteacher, the Headteacher and the nominated governor. The necessary recommendations for improvement will be made to the Governors.

Signed by the Chair of Governors on behalf of the Governing Body:.....

..... Date approved:12/10/2021..... (by full Governing Body)

Signed by Headteacher:

Appendices



Appendix 1 – Examples of our Medium Term Theme maps/topic plans

Appendix 2 – Our Curriculum Model

Appendix 3 – Yearly Overview

Appendix 4 – Example of a Weekly Lesson Plan

Appendix 5 – Pupil Entitlement – Learning Environment (Areas/Zones)

Pupil Entitlement – Learning Environment (Display)

Appendix 1a – an example of a Medium Term Topic Plan

Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

<p>Learning:</p> <p>like wind chimes ing shells, ftwood and ing- ography of rthcawl. ivities in rthcawl e.g. ording the sea, lecting seashore mb... e natural sources/materials recreate the und of the Curriculum Core: rthcawl / Welsh ists linked to sea.</p>		<p>Texts:</p> <p>ne Mousehole t' by Antonia rber amples/ odel playscripts ape poem – ne River'</p>
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Llangewydd Junior School – Ysgol Iau Llangewydd



Appendix 1b – An example of a Medium Term Topic Plan

Healthy, confident individuals, ready to lead fulfilling lives as valued members of society	
<p>Outdoor Learning:</p> <ul style="list-style-type: none">• Outdoor Pilates / Yoga / Mindfulness sessions.• Chinese Dragon dance.• Martial Arts workshop. <p>Curriculum Cymreig:</p> <ul style="list-style-type: none">• Comparing Wales to China e.g. landscape, mountains, rivers, population.	 <p>Quality Texts:</p> <ul style="list-style-type: none">• Non-fiction / information texts about China / The Great Wall of China / Terracotta Army.• Models/examples of TV news reports / scripts. <p>Visual Literacy:</p> <ul style="list-style-type: none">• BBC News Report. TV news reports.



Llangewydd Junior School – Ysgol Iau Llangewydd



Appendix 1c – An example of a Medium Term Topic Plan

Healthy, confident individuals, ready to lead fulfilling lives as valued members of society		
<p>Outdoor Learning:</p> <ul style="list-style-type: none">Measure distances.Play Victorian games.Friction investigation.Victorian School Day. <p>Curriculum</p> <p>Cymreig:</p> <ul style="list-style-type: none">local data / census materialRhonddaJoseff Herman art		<p>Quality Texts:</p> <ul style="list-style-type: none">'Street Child' by Berlie Doherty.'Oliver Twist' by Charles Dickens.Non-fiction / information books about Victorian inventors.'Joseph's Day' – OSAM's.

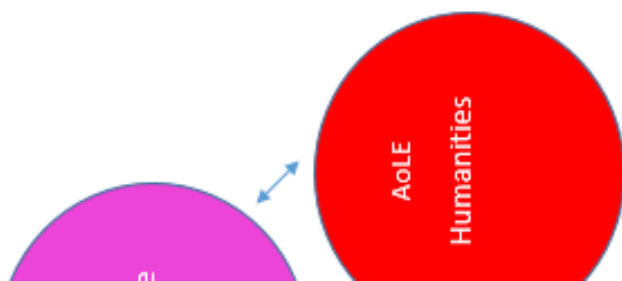


Appendix 1d – An example of a Medium Term Topic Plan

Healthy, confident individuals, ready to lead fulfilling lives as valued members of society		
Outdoor Learning: iMovie – filming outdoors. Outdoor Maths lessons – capacity.	Curr. Cymreig: Focus on Welsh entrepreneurs e.g. Sir Terry Matthews, Ben Phillips, Laura Ashley. Local sourcing of ingredients / materials.	Quality Texts: examples of instructional writing. Models of radio transcripts. Biographical texts about entrepreneurs. Millions – Frank Cottrell-Boyce Visual Literacy: 'Millions' film. examples of TV adverts.




Appendix 2 – Our New Curriculum Model





Appendix 3 – Topic Yearly Overview

Healthy, confident individuals, ready to lead fulfilling lives as valued members of society			
	unities raphy s):	er Term 2	it the year



Appendix 4 – An example of Weekly Lesson Planning

Spring Term Week 3 beginning: 21.01.19 Year 3 – J3 Mr. D. Evans	
Monday – Dydd Gwener	
Answers 'da fl.	
MATHEMATICS AND NUMERACY	challenge challenge challenge
HEALTH AND WELL-BEING (GYMNASTICS) HUMANITIES	to develop a floor/bench sequence as an analogue of between 4 and 8 (linked to the theme of a sea building up to a stormy

Appendix 4 – An example of Weekly Lesson Planning

<p>clude jumping, rolling, and balancing.</p> <p>he children that in PE we are developing c sequences over s using the theme of 'The Mousehole' week, we will use the 'ches and larger s to develop our simple s. Sometimes our nts should suggest a within the safety of the wall. At other times, our nts should suggest the a at the mercy of the rm Cat. Show the two ng illustrations from the how the different states a.</p> <p>: Jumps. Recap the es of jumps – tuck addle jump and pike x the children to run rol around the hall, pathways and . When the teacher calls 'the children should a tuck jump. When the alls out 'Storm Cat' the should perform a jump. When the teacher 'Mowzer' the children perform a pike jump. e teacher calls out 'ple' the children should any jump of their ighlight good examples d by the children.</p>	
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Llangewydd Junior School – Ysgol Iau Llangewydd



Appendix 5a – Pupil Entitlement – Learning Environment (Areas/Zones)

forward			
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Appendix 5b – Pupil Entitlement – Learning Environment (Display)

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