

**Brynhafren
C.P. School**

**Teaching and Learning and
Curriculum Policy**

**Adopted: September 2022
Reviewed : October 2023**

Signed.....Headteacher

Signed.....Chair of Governors

Introduction

- At Brynhafren School we believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore and the time to have fun. We use the New Curriculum for Wales 2022 as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos based upon our school rules of "Ready, Respectful and Safe". We are committed to developing the whole child.
- Our children will have the opportunity to develop their learning based around the four purposes:
 - **Ambitious, capable learners** who are ready to learn throughout their lives.
 - **Enterprising, creative contributors** who are ready to play a full part in life and work.
 - **Ethical, informed citizens** who are ready to be citizens of Wales and the world.
 - **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.

We are continually reviewing and developing the curriculum we offer to our children. The curriculum at Brynhafren School is evolving according to the needs of our children, families and community and in accordance with any National Government curriculum drivers or reforms.

Vision

Brynhafren is a school where our learners:

- are confident to be themselves
- have an acceptance of all and show care in their actions
- have a positive approach and enjoy their learning
- are inspired by challenge and use all of their skills to reach for their aspirations
- are aware of their responsibility of being a citizen of Wales and the wider World
- feel safe, supported, respected and encouraged
- are provided with opportunities and experiences that enrich and develop all aspects of their learning

All who work and learn here are proud and happy to be a part of Brynhafren School Community - Growing and Learning Together

Values

At Brynhafren School our school motto is 'Growing and learning together'. As a small rural school both our school community and the wider village community is an important aspect of all that we do and is a central theme to our Cynefin. The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, key policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships. Our belief in "restorative approaches" ensures that every child is listened to. We promote respect of one another which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person as well as their intellectual and physical growth.

We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We use the community to enrich the curriculum.

We value the rights employed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be confident and successful, and we provide equal opportunities for all the children in our school. We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations as well as our own.

We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through letters from the class teacher, newsletters and parents meetings and are positively encouraged to become involved.

Aims and Objectives

The aims of our school curriculum are:

- To enable all children to understand that they are all successful learners.
- To enable children to understand the skills and attributes needed to be successful learners by identifying with our learning dispositions.
- To enable children to develop their own personal interests.
- To understand that making mistakes is an important part of their learning journey
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- To teach children the basic skills of literacy, numeracy and digital competency, so that the learners are confident to apply them across their learning .
- To develop their learning through real life contexts.
- To encourage children to engage with new technologies in a rapidly changing world.

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- To enable children to identify with the cultural heritage of Wales and the Welsh language and the Cynefin of the school.
- To enable children to be creative through art, dance, music, drama and design technology.
- To enable children to be healthy individuals who enjoy physical activity and appreciate the importance of a healthy life style.
- To teach children about their developing world, including how their environment and society have changed over time.
- To enable children to be positive citizens in society and to feel that they can make a difference.
- To enable pupils to understand and respect other cultures.
- To fulfil all the requirements of the New Curriculum for Wales 2022. To teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable children to have respect for themselves and good self-esteem, and to be able to live and work co-operatively with others.
- To enable children to be enthusiastic about what they believe in and to develop their own thinking.
- To enable children to ask questions and take risks.
- To enable children to develop their emotional intelligence.
- To enable children to understand the importance of healthy and positive relationships.
- To develop childrens' understanding of how humans develop and change, both pthysically and emotionally.

Organisation and Planning

As a way of developing pupil voice, termly topics are agreed through consultation with the learners in each class. The class teachers ensure that there is a full coverage of the six areas of learning and what matters statements over the year. Within all teaching and learning, numeracy, literacy and digital competency is promoted. Teachers are expected to plan and deliver objectives pitched appropriately to the learners. Lessons have success criteria to ensure the learners are aware of the particular skills they are looking to develop within that lesson.

Across the school the curriculum is planned through topics/themes, and pupil voice drives this through the process. At the very start of each topic an immersion visit is planned so that the children have experiences from which they can raise questions.

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Some lessons are taught as stand alone eg. a series of lessons on place value, but this is contextualised wherever possible and then opportunities are provided for the skills learnt to be practised in other areas of the curriculum.

Language of Instruction

We do not have a diverse range of cultures in Brynhafren School. We have a minority of pupils on role currently who come from a home where Welsh is used.

The main language of instruction is English, but we teach Welsh from the moment that the children start in our Reception class and use it in the spoken form regularly in and out of class. We aim to promote the opportunities to learn new languages through participation in schemes such as the Modern Foreign Languages Teams project.

Children with Additional Learning Needs (ALN)

The curriculum in Brynhafren School is designed to ensure access and opportunity for all children who attend the school.

If a child has an additional need, we do all that we can to meet their individual needs. We comply with the ALN code of practise in providing for children with additional learning needs. If a child displays signs of having additional learning needs then his/her teacher supported by the Additional Learning Needs Co-ordinator (ALNCO) makes an assessment of this need. If a child's needs are more severe then we involve the appropriate agencies to help cater for the child's needs.

Additional support and resources are provided for pupils with additional learning needs. All decisions are made with the individual child's needs as paramount and parental involvement is vital at all stages - see ALN policy for further information.

Progression

The New Curriculum for Wales is built on Progression steps in each of the six areas of Learning:

- Language, Literacy and Communication
- Mathematics
- Science and Technology
- Health and Wellbeing

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- Expressive Arts
- Humanities

It is clear in the new curriculum that we focus on stage not age and it is really important that we track the progress that our learners make, supporting them to make their next steps and ensuring that they are confident and secure in their learning before moving on.

Our school fully supports the principle that children initially learn through play and by engaging in experiences that are contextualised, interesting and relevant as they move on through the primary school.

Skills

When planning the skills of literacy, numeracy and digital competence are planned for across all areas of the curriculum, so that the pupils can apply these essential skills and use them to support all aspects of their learning. We use the literacy and numeracy frameworks and the digital competency framework to support this planning.

Extra-curricular activities

We are committed to developing the whole child. As extra-curricular activities we offer music tuition and also opportunities to take part in physical events including outdoor and adventurous activities.

Within the local area there are clubs running in neighbouring villages and the children have opportunities to join these.

Rugby, football, swimming, Cubs, Brownies, dance, cycling, gymnastics, martial arts, school of rock and cricket are some of the clubs available. We have learners that are represented at nearly all of these groups and we encourage and signpost pupils to them.

Assessment

Assessment is a vital part of teaching and learning and we regard it as fundamental to successful teaching and learning. The key purpose of assessment is to move pupils forward in their learning. It provides a framework within which educational objectives may be set and each pupil's progress monitored, evaluated and reviewed. In order for assessment to have the fullest impact on educational development, pupils must be an integral part of assessment, with self and peer assessment being an important part of the process.

Assessment in the new curriculum should be seen as assessment IN learning and it should be seen as indistinguishable from the learning process"

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Assessment must be embedded into the day-to-day practices in a manner that engages the learner and makes it indistinguishable from learning. This is assessment 'IN' Learning.

The system of planning for progression which is used across the schools ensure that relevant assessment is embedded into the teaching and learning process.

Further information about assessment can be found in the School's Assessment, Recording and reporting Policy, including details of the standardised assessments that we use.

The Role of the Subject Leader

With the preparation for the New curriculum we have worked as a whole team. However we have now identified leads for each AOLE. These leads will attend training and ensure that they research their AOLE fully so that they can take on the role of advisor for the other staff. However they will not work alone and when developing the particular AOLE, a pair or triad system will be put in place.

Designated AOLE leads are:

- Language, Literacy and Communication- Laura Owen
- Mathematics - Laura Owen
- Science and Technology- Alison Ellis
- Health and Wellbeing- Laura Owen
- Expressive Arts- Alison Ellis
- Humanities- Alison Ellis

In addition the following roles are also in place:

- Digital Competency - Laura Owen
- Curriculum development- Laura Owen
- Assessment - Laura Owen
- ALNCo- Alison Ellis
- Teaching and Learning - Alison Ellis
- Attendance - Alison Ellis

As these roles develop and the New Curriculum becomes more embedded the leads will:

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to the subject.
- Monitor pupil progress in the subject area.
- Provide efficient resource management for the subject. It is the role of the subject co-ordinators to keep up to date with developments in their subject at both local and national

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level. They will lead on self-evaluation of their subject and identify plans for improvement. This links to school development planning. Each co-ordinator reviews the curriculum plans for their subject ensuring full coverage of the curriculum and that progression is planned into schemes of work.

To support this role, working collaboratively with colleagues in the cluster is vital, particularly as we are a very small staff.

Monitoring and Review

The governing body curriculum and policy committee is responsible for monitoring the way the school curriculum is implemented.

Governors take part in work scrutiny, Listening to learners and wall trawls.

The headteacher is responsible for the day to day organisation of the curriculum. The headteacher monitors the curriculum through weekly staff meetings, lesson observation, learning walks, listening to learners, work scrutiny as well as liaising with the subject co-ordinators.

All class based staff take part in half-termly in-school moderation sessions

Appendix A - Glossary of approaches

Bump-it-up walls - A visual display what provides explicit learning goals for students to work towards and a progress tracker for both teachers and students

Cold write- A cold write is the initial attempt at a piece of writing and the hot write is the independent final task after lots of immerse, imitate and invent strategies within that genre. The cold write provides the opportunity to assess what needs to be taught.

EPIC- Everybody planning in class, this allows pupil voice to lead on learning by identifying the areas that the learners want to find out more about.

ERIC - Everyone reading in class, usually a set time after lunch where learners have the opportunity to just read books of choice for their enjoyment.

Cynefin- A Welsh word that translates into place or habitat. We will be identifying the characteristics that our learners see as the important elements of Brynhafren's Cynefin. These will be used as a basis for teachers when developing their planning.

Guided Reading - Guided reading is "small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency". The small group model allows students to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress.

Homework Grid -Homework activities set over a term/half term. Tasks are linked to the learning happening in class. Tasks are organised into areas of learning and learners choose the order in which they are completed.

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Hot Write - A piece of independent writing completed after a programme of teaching skills identified from the cold write.

Missions- Activities that foster independence and provide challenge. These activities are developed from the EPIC planning. They are linked to the different areas of the curriculum and provide planned opportunities to develop literacy, numeracy and digital competency across the curriculum in a contextualised and engaging way. Missions have different levels and encourage the learners to challenge themselves.

Rubric - A type of scoring guide that assesses and articulates specific components for a piece of work (often used in writing), that allows learners to assess and target their next steps for improvement.

Targets- All learners have literacy and numeracy targets on display in their class. Each child should know their targets and always be working towards them. To achieve a target the learners need to demonstrate sustained mastery of the target and have three different examples of when it has been achieved,

VCOP- stands for vocabulary, connectives, openers and punctuation and covers the skills needed to make writing more sophisticated and engaging. Displays in the class support this approach and are adapted for the current writing focus.

WAGOLL- What a good one looks like- a piece of work that exemplifies good practice in the success criteria for a particular piece of work. This is used as a teaching tool and is displayed in the class to support the learners.