



Ysgol Gynradd Drury

Curriculum Policy

November 2023



INTRODUCTION

Ysgol Gynradd Drury

- a great place to grow

The more we learn the more we know Ysgol Drury is a great place to grow.

<h3>Our School</h3> <p>Drury Primary's Beech Tree logo represents our commitment to the nurturing of each individual child as they grow on their journey through the school. We have an inclusive and safe environment where everyone is valued and enveloped in Welsh culture and tradition.</p>	<p>We realise our vision through the FOUR PURPOSES</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Ambitious, capable learners </div> <div style="text-align: center;"> Healthy, confident individuals </div> <div style="text-align: center;"> Enterprising, creative contributors </div> <div style="text-align: center;"> Ethical, informed citizens </div> </div> <p style="text-align: center;">LIFELONG LEARNERS</p>
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<h3>Vision and Values</h3> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="margin-left: 10px;"> C onfident </div> </div> <p style="font-size: 0.8em;">Pupils who feel secure in their environment who display positive attitudes to all challenges in their learning.</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="margin-left: 10px;"> A mbitious </div> </div> <p style="font-size: 0.8em;">Learners who understand the vision their teachers have for their education and show passion to achieve and surpass goals.</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="margin-left: 10px;"> R esilient </div> </div> <p style="font-size: 0.8em;">Learners develop self help strategies to face the modern world beyond the school and the local community, developed through a curriculum planned with real life experiences and contexts.</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="margin-left: 10px;"> R espectful </div> </div> <p style="font-size: 0.8em;">Learners who understand the importance of good manners and positive actions. They empathise with others and look for opportunities to help, care for and celebrate the good in themselves and others.</p> <div style="display: flex; align-items: center;"> <div style="margin-left: 10px;"> F amily </div> </div> <p style="font-size: 0.8em;">Learners value our school environment as a place to not only better themselves but to make each day a positive experience for all stakeholders.</p> </div> <div style="width: 45%; vertical-align: top;"> <h3>Mandatory</h3> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;"> Religion, Values and Ethics </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;"> Relationships & Sexuality </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;"> Welsh and English </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Cross Curricular Links </div> </div> </div>	<div style="text-align: center;"> </div>
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Breadth and Balance

All topics planned ensure an experiential curriculum across the continuum. Our creative curriculum deepens thinking, challenges discussion and fosters inquiry based activities. Whilst ensuring the experiences shared are relevant and current, including the use of technology for the 21st century.

We believe this makes our pupils LIFE LONG LEARNERS.

Expressive Arts

Health & Wellbeing

Humanities

Languages, Literacy & Communications

Science & Technology

Maths & Numeracy

Assessment and Progression

Taith 360

Personalised Assessments

Teacher Assessment

Formative & Summative



Planning and designing the new Curriculum for Wales at Drury Primary School

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the Curriculum for Wales, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential

We have an inclusive and safe environment where everyone is valued and enveloped in Welsh culture and traditions.

We are an inclusive and diverse community and as such our ongoing curriculum design will secure a sense of belonging for all pupils. Drury Primary school aims to deliver the vision of its curriculum by:

- Structuring the primary phase as a continuum, working across 3 progression steps.
- Delivering high quality teaching and learning, that values the 12 pedagogical principles.
- Meeting the needs of all learners at their level and supporting all learners to make progress relative to their starting points.
- Integrating pupil voice to promote opportunities for pupils to shape and develop their own curriculum.
- Planning for contexts so that curriculum is broad and balanced and integrates areas of learning and experiences naturally, within a context that is engaging and activities have a purpose and links can be made. Contexts that celebrate all curriculum areas equally.
- By placing experiential learning at the heart of contexts; trips, visitors and experiences that stimulate interest, awe and wonder in learning.

Four Purposes



Confident



Ambitious



Resilient



Respectful



Family

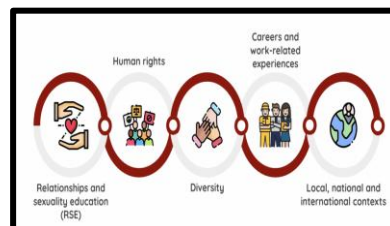
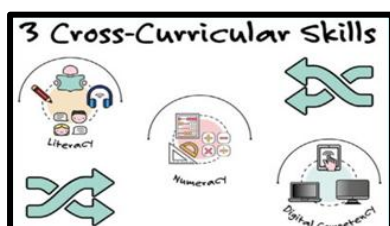
The more we learn the more we know, Ysgol Drury is a great place to grow.

All students at Drury Primary School will be challenged to become:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Everything that is taught and learnt in school will have these four purposes as starting points when staff plan for enriched learning experiences. These four purposes are the same for Nursery through to year 6 but may appear differently in each class.

Our curriculum is designed to encourage a 'love of learning'. It is centered around what we teach, how we teach and why we teach what we do. The children and staff are an integral part of this process. Our curriculum has four main purposes aligned with the Curriculum for Wales 2022 and also ensures coverage of all mandatory elements of RSE, RVE, Welsh and English. The three Cross Curricular Responsibilities, Literacy, Numeracy and DCF, will permeate through each of the six areas of learning. Within each AoLE, opportunities and experiences are planned to ensure the pupils are; ambitious, capable learners; ethically informed citizens; enterprising, creative contributors, and healthy, confident individuals.



Statements of 'What Matters'

The 'Curriculum for Wales 2022' guidance sets out the 27 statements of what matters across the six areas of learning and experience, supporting learners to ask questions about the world around us.

At Drury Primary School the 'What Matters' statements link with the four purposes and help organise learning, so learners have the appropriate skills, experience and knowledge. Together they span the breadth of the each AoLE, articulating the fundamental key concepts of what matters most. The 'What Matters' statements act as the basis of organising learning progression and progress.



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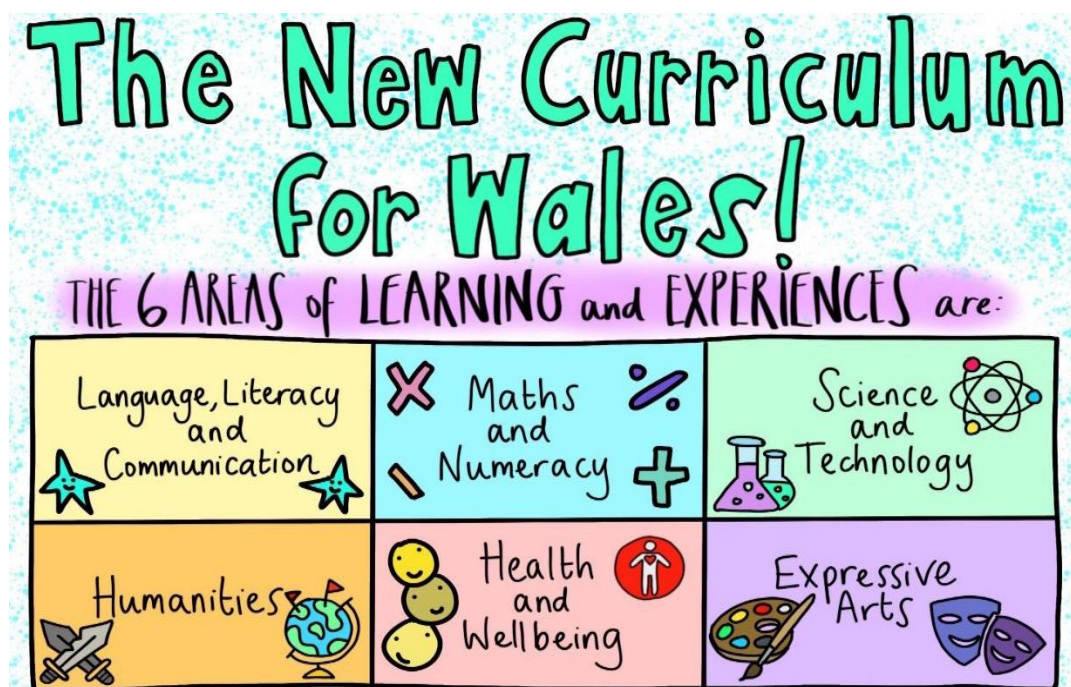
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Teaching and Learning

All areas of learning are taught to high standards and linked to a topic/theme. Learning is celebrated by our whole school community at the beginning and end of a term where all pupils share their work and rejoice their achievements.

We utilise both indoor and outdoor environments, providing enhanced areas for extending the learners. We give the children experiences and opportunities to broaden their skills, knowledge and understanding of all AoLE's.



Curriculum Approach

Our approach to the introduction of the Curriculum for Wales has been planned for with the inclusion of all our stakeholders. Together, as a team, we have created a curriculum that is bespoke to Drury Primary School and reflects the context of our pupils and our Welsh heritage. We are proud of our local community and the people within it, Drury's history and heritage is something that matters to us as a school and has helped us design our curriculum.

We feel that all learners at Drury Primary School should have a say in 'what' they learn and 'how' they learn. We aim to provide them with the independence to present what they have learnt to us in their own unique manner. Younger pupils regularly have the opportunity to plan their own enhanced provision and how they present and respond to a task. Pupils' interest and enthusiasm is sparked through high quality immersion days, trips and visitors. Staff have worked collaboratively and have created a 2-year topic overview with broad overarching titles to allow for coverage of all 'What Matters' statements. Our planning workshops were pivotal to ensuring an evenly balanced curriculum for our learners. Evaluation and reflection by staff ensure an ever evolving curriculum best suited to our learners.



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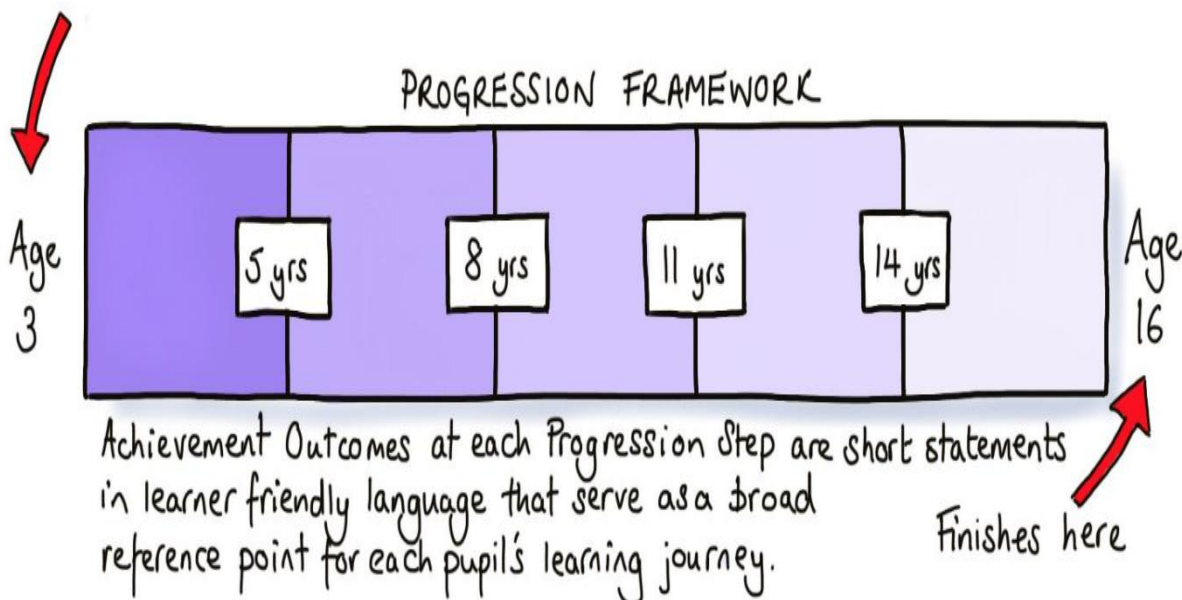


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Organisation of the Curriculum

The progression steps are in place at age 5, 8 and 11. However, the principles of the Foundation Phase remain and help to provide a curriculum in Drury Primary School that is more joined up.



Year Group	Progression Step
Reception	PS1/PS2
Year 1	PS2
Year 2	PS2
Year 3	PS2 /PS3
Year 4	PS3
Year 5	PS3
Year 6	PS3/PS4

(This table is a guide, each pupil is taught and challenged to their full potential)

Our curriculum, places great emphasis on children learning by doing. We believe children should be given more opportunities to gain first hand experiences through play and being actively involved in their learning. Our curriculum is broad, balanced, relevant and differentiated to meet the developmental needs of all children.



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Outdoor Learning

We utilise the indoor and outdoor environment and make sure that all of the Areas of Learning and Experience (AoLEs) are taught to a high standard, linked to the topic theme. Learning is launched, energised and celebrated by our whole school community. Our children have many experiential opportunities which help to broaden and deepen their skills, knowledge, experience and understanding in all AoLEs.

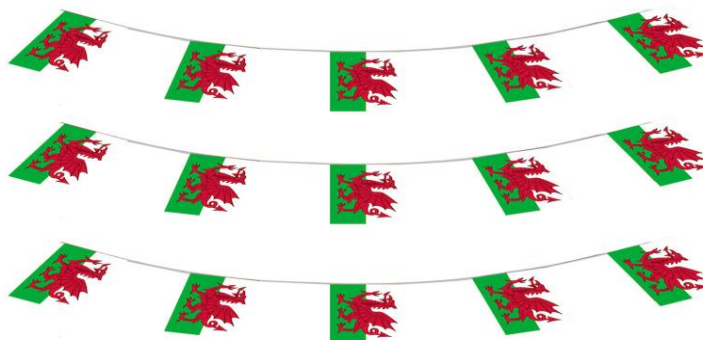
The development and use of the outdoors as a learning environment is very important. Opportunities provided outdoors will reflect a balance of child initiated and adult directed activities. We also have a trained Forest School practitioner who plans for learners across the school.

We feel that:

- children's health and fitness will benefit from exercise outside and using outdoor equipment.
- children will have first hand experience of nature.
- problem solving will relate to experiences.
- children will have first hand experience of conservation and sustainability.
- children will develop a love of nature and take part in outdoor activities.
- children will have the opportunity to achieve the same learning objectives through planned outdoor activities.
- children will be able to experience messy play and large-scale activities that they may not otherwise experience.

Welsh/International Dimension

Cwriculwm Cymreig will be developed across all areas of learning through an integrated approach by developing children's understanding of the cultural identity unique to Wales. Crew Cymreig allows pupils to share and celebrate their welsh achievements in class and in whole school assemblies.



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ASSESSMENT

Assessment Arrangements within the Curriculum for Wales

At Drury Primary School we have planned for robust assessment arrangements. To accurately assess and support learners we draw upon a range of information.

Assessment arrangements include:

- On-entry assessment (Steps to Success)
- Day to day formative assessment
- Live feedback
- Identifying, capturing and reflecting on learner progress over time. We have introduced a tracking document to highlight individual progress
- Biannual Pupil Progress meetings with Headteacher
- Opportunities to plan and refine progression in school and across the cluster.
- Personalised assessments – quantitative and qualitative
- Whole school tracking document
- Parent/carers involvement, (face to face meetings and reports)

Regular monitoring will include learning walks, Book Looks, listening to learners, lesson observations and collaborative work between classes. Questionnaires will seek the views of pupils which will be considered in a cycle of regular reflection.



Active engagement between the learner and teacher on a regular basis is at the heart of supporting learner progression. We aim to ensure all learners achieve their potential. All those involved with a learner's journey need to collaborate and work together by establishing:

1. Where learners are in their learning
2. Where they need to go in their learning
3. What needs to be done for them to get there, taking account of any barriers to their learning.



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At Drury Primary we use a wide range of assessment methods throughout the year and tracking of learner information to develop a picture of the individual – their strengths, areas of development and what is needed to support/challenge their future learning. This not only applies to academic progress but also wellbeing, attitudes and behaviours. We give parents/carers regular feedback on their child's progress through parental consultations and end of year reports to ensure teachers, families and children are working together to ensure progress. These focus on progression, learner wellbeing and next steps to support progression at school and home. We invite parents to contact their child's teacher via a phone call, at school gate, SEESAW or Google Classroom should there be any concern's regarding wellbeing or progress.



Children with Additional Learning Needs (ALN)

The curriculum in our school is designed to provide access and opportunity for all children who attend Drury. If a child displays signs of having additional learning needs, his/her teacher makes an assessment of this need and consults with our ALNCO. In most instances the teacher is able to provide resources and educational opportunities through Universal Provision which meet the child's needs within the normal class organisation. We always provide additional resources and support for children with Additional Learning Needs. The school provides an Individual Educational Plan (IEP) / Individual Development Plan (IDP) for each of the children who are on the ALN Register. This sets out the nature of the special need, and outlines how the school will address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Children who have IEPs / IDPs will have tasks and activities linked specifically to their targets, that support them in achieving successful outcomes.



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MAT

More Able and Talented Children (MAT) are supported by engaging in well-planned structured activities. Teaching builds on the experiences and skills covered and an extension in tasks offer of the children an opportunity to broaden learning. During the children's first term in the Nursery class, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child over their time at Drury Primary school.

The role of the AoLE Team Leader

The role of the AoLE Team leader is to:

- provide a strategic lead and direction for the AoLE
- support and offer advice to colleagues on issues related to the AoLE
- monitor pupil progress in that AoLE area
- provide efficient resource management for the AoLE

It is the role of each AoLE leaders to keep up to date with developments in their AoLE, at both national and local level. Staff meet with colleagues within the consortium to share ideas and planning. They review the way the AoLE is taught in the school and plan for improvement. Each AoLE leader reviews the curriculum plans for their AoLE, ensures that there is full coverage of the Curriculum and that progression is planned into schemes of work.

Monitoring and Review

Our curriculum is under constant review in line with the monitoring, evaluation and recording policy. Any changes will be communicated to all stakeholders. There will be a full curriculum review in July 2024 by all stakeholders to identify what is working well and what needs to improve.

Our governing body has named persons responsible for each Area of Learning and Experience (AoLE) and they liaise with the AoLE leaders, and monitor more closely, the way the school teaches these AoLEs. A programme of visits is undertaken throughout the year.



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Review and Refinement

Our school curriculum will be kept under review in order to respond to the outputs of professional inquiry, the changing needs of learners and social contexts and needs. The reviews will take into account the views of stakeholders and will be signed off by the Governing Body. We will publish a summary of our curriculum and revise the summary if changes to the curriculum are made during the review process.

Date:

Review:

Signed:



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