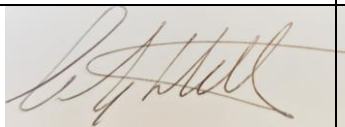




Curriculum Policy

Policy owned by	Date adopted by the Governing Body	Signed on behalf of the Governing Body	Review date
C Foulkes - Headteacher	Spring 2023		Spring 2026

Policy status

Statutory with Annual Review

Consultation

This policy was established and reviewed by the all school staff in consultation with all stakeholders.

Purpose: Vision & Values

- We aim to provide the pupils with a broadly based and balanced curriculum, that takes into account the unique context of our school, set within a framework that expects and seeks to attain high achievement from all pupils- through the values which we endeavour to uphold and live by:
 - the promotion of their full academic, personal, social and physical development;
 - helping pupils to make decisions within an accepted moral code;
 - showings tolerance and respect for others;
 - the ability to work well with others, showing social skills of co-operation and leadership;
 - motivation and the ability to build on experience and to learn from mistakes;
 - the ability to remember facts accurately and use them in written form;
 - the encouragement of independence in work and judgement;
 - the ability to identify and solve problems independently
- More specifically we aim to
 - To develop in pupils a high level of competence in the core subjects of English, Mathematics, Welsh and Science in order to provide a secure foundation for life long learning.
 - We acknowledge that every child is unique, each with their own talents and interests. By providing a broad curriculum we hope to ensure that every child is engaged and stimulated so they enjoy the school experience and have the opportunity to succeed thereby developing their self esteem.
 - To actively promote our Welsh culture, language and heritage across the curriculum.
 - To develop ICT as a tool to enhance learning, and in an increasingly technological world to provide children with the skills they will need for future success.
 - To develop key skills across the curriculum in order to enhance educational success and in promoting life skills.
 - To support pupils within the Resource Base in developing key skills at an achievable level in the core subjects of English and Mathematics.

What is YMO's Curriculum? (see "Whole School Planning")

The Curriculum for Wales 4 Purposes are at the heart of our curriculum. The 4 purposes are underpinned by the United Nation Convention on the Rights of the Child.

1. ambitious, capable learners, ready to learn throughout their lives
2. enterprising, creative contributors, ready to play a full part in life and work
3. ethical, informed citizens of Wales and the world
4. healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Our curriculum has been designed to

- enable learners to make progress towards the four purposes
- be broad and balanced
- be suitable for learners of different ages, abilities and aptitudes
- provide for appropriate learner progression
- include all six Areas
- cover every statement of what matters
- include the mandatory curriculum components of religion, values and ethics, relationships and sexuality education, Welsh and English
- embed the mandatory cross-curricular skills

Co-ordination of the Curriculum: Responsibilities (staff)

School Curriculum Lead – Miss T Pye

Progression and Assessment – Mrs G Thomas

Lower School Planning - Miss T Pye

Upper School Planning – Mrs J James

Cross Curricular Skills

DCF – Miss T Pye Literacy – Mrs M O'Connor Numeracy – Mrs J James

Areas of Learning and Experience

Expressive Arts Lead – Miss S Blears

Health & Wellbeing Lead – Mrs J James

Humanities Lead – Mr D Morgan

L, L & C Lead - Mrs K Jones / Mrs O'Connor

Mathematics & Numeracy lead – Mrs J Jones

Science & Technology Lead – Mrs G Thomas

Second Support – Miss C Evans

Second Support – Miss S Blears

Second Support – Miss G Thomas / Miss T Pye

Second Support – Miss T Pye

Second Support – Mrs K Jones

Second support – Miss C Evans

Extra-Curricular Groups

School Council Lead – Miss S Blears

Eco Warrior Lead – Miss C Evans

Criw Cymraeg Lead - Mrs J Jones

Year 6 Ambassador Lead – Mrs J James

Whole School Planning

We use a thematic approach to our planning, teaching and learning. The voice of the child is used in deciding what is taught and how it is taught. Lessons are delivered using a variety of techniques and methods and outside, hands-on experiences are encouraged and take place both in and outside of the school building.

Planning

A scheme of work has been purchased for the delivery of Mathematics and spelling. Plans are produced collaboratively by Lower School and Upper School teaching teams. Mid term plans are monitored by the Curriculum Co-ordinator (Miss Tina Pye). Mid term plans represent the most detailed strand of planning, containing details such as:

- The 4 Purposes
- Subject Skills
- Area of Learning and Experience
- Detailed objectives
- Lesson content
- Resources needed
- Terminology/vocabulary
- Literacy, Numeracy and DCF skills
- Personal and Social Education opportunities

Short Term Planning

Weekly planning sheets are worked on collaboratively by all teaching staff and shared at weekly planning meetings. Opportunities for children with ALN and MAT are specifically planned for. Principles of the Growth Mindset are also used when planning to avoid pigeon-holing or putting a lid on pupils' learning. **All planning documents are saved to the school One Drive for easy access for all.**

Spelling/Phonics

All Pupils follow the Ed Shed Spelling and Phonics Shed scheme. The scheme consist of 36 weekly word lists for each stage of learning. A diagnostic screening test is used to group learners into the correct stage. Pupils attend spelling groups 2-3 times a week. Pupils who are unable to access the Stage 1 Level use Phonics Shed which is a systematic synthetic phonics programme with coverage from sound awareness in pre-school, into a full phonics scheme of learning that leads into Spelling Shed's spelling system. The groupings are not fixed for the term or year and continuous monitoring of the children may indicate that their needs would be better met by a move to an alternative group for spellings.

Classroom Organisation

Our structure is as follows:

Lower Juniors	Dosbarth Miss Pye	Year 3/4
	Dosbarth Mrs J Jones	Year 3/4
	Dosbarth Mrs Thomas	Year 3/4
	Dosbarth Miss Blears	Year 3/4
Upper Juniors	Dosbarth Mrs James	Year 5/6
	Dosbarth Mrs O'Connor	Year 5/6
	Dosbarth Mr Morgan	Year 5/6
	Dosbarth Mrs K Jones	Year 5/6
	Dosbarth Miss C Evans	Year 5/6
Learning Resource Base	Mrs Crowe	Years 3/4/5/6

- There is an imbalance of numbers between the year groups. Arranging the classes like this allows us to spread out the numbers more effectively and keep similar group sizes across the classes
- Having four year 3/4 and five 5/6 class-teachers enables them to share ideas and planning responsibilities
- Having four year groups enables us more flexibility in classes relation to our high transiency rates to ensure nurture and wellbeing is in place to fully access the curriculum

Maths

- The pupils are grouped differently for the teaching of mathematics, with two ability groups in each year
- The composition of these ability groupings is decided by such things as standardised scores in National Numeracy tests, overall ability, effort and behaviour.
- The groupings are not fixed for the term or year and continuous monitoring of the children may indicate that their needs would be better met by move to the other group for Maths.

Assessment

See Assessment Policy

Reporting to Parents/Guardians

- Mid-year report are issued in February to coincide with parents' evenings.
- Full written reports to parents are sent out in late June to take into account the assessments carried out in May. We use Taith360 to help write the reports, but teachers endeavour to ensure that the reports are specific to the child and that they give accurate information on how the child has performed and indications as to the next steps they need to make
- We hold three parent-teacher meetings over the course of the year. The first meeting is held in October, the second in February and parents/guardians can also make an appointment to speak to their child's class teacher about their annual report towards the end of the school year.

Additional Learning Needs:-Inclusivity

- We recognise that every child has their own specific needs. Whilst classes are of mixed ability, teachers plan and differentiate their work so that the needs of most children can be met within the classroom.
- Regular assessment highlights those children who require additional support.
- Children who are more able are also considered to have additional needs. Class teachers provide extension materials to support these children.
- An additional assessment is then carried out by the Additional Needs Co-ordinator (ALNCO), and appropriate action is taken.
- This may involve:
 - The establishment of an Individual Learning Target
 - Extra support within class by a Learning Support Assistant
 - External support from Conwy Learning Support Service.
- During all stages there is considerable consultation with parents.
- External agencies are consulted from time to time, for example the Educational Psychologist Service, Behavioural Support Service, Social Services and Medical Agencies.

Homework

Pupils are encouraged to continue their learning at home with the school's thematic approach, this is given to support the children's understanding of the curriculum. Pupils are encouraged to choose activities from a given list in addition to regularly reading at home, RM Easimaths activities and multiplication work. It is set at the start of each half term and is to be handed in on the last week of every half term, across the whole school.

Target setting

Target setting plays an important part of the curriculum. This may take the form of:

- Learners that have Individual Learning Target have access to their targets placed at the front of each work book
- Learners regularly review and evaluate their progression with the use of a Learning Power Wheel
- Targets written on annual reports
- Targets set by co-ordinators, team leaders, Headteacher and Governors as part of the School Development Plan

Resourcing and Budget Allocation

- During the annual subject self- evaluations co-ordinators identify resources required. Funding is always limited so the Senior Management Team in consultation with staff and governors set our spending priorities for each academic year matched to the funds available
- The PTA carry out a range of fundraising activities to support additional expenditure

Equal Opportunities

All children have access to a broad and balanced curriculum.

The curriculum will be differentiated appropriately to meet the diverse needs of all children. All children have the right to be included in the life of the school on a social, locational and functional basis. (see Equal Opportunities and Race Equality policies for further information)

This policy is available on the school website, and in translation, on request.