

Ysgol Gynradd  
Parc Borrás



Borrás Park  
Primary School

Be kind 🐝 Be respectful 🐝 Be your best

# Curriculum for Wales Policy

September 2023

## Introduction

Our approach to the introduction of the new Curriculum for Wales has been planned for with the inclusion of all our stakeholders. Together, we aim to create a curriculum that is bespoke to Borrass Park Primary School and reflects the context of our pupils. The vision and values of Borrass Park Primary School are:

**Imagine a school as being a friendly, inclusive community where the efforts and achievements of everyone are recognised and valued. Where its pupils, staff and visitors feel happy, secure and motivated within a modern, engaging learning environment. A setting where independence, happiness and honesty are a priority. Imagine a school that nurtures the self-belief, creativity and resilience within each child whilst providing the platform for high academic and personal standards.**

**This is Borrass Park Primary School.**

**Be kind – Be respectful – Be your best**

We believe in the concept of lifelong learning and the idea that both adults and pupils learn new things every day. Learning should be based on an atmosphere of confidence and respect, in which all learners feel valued as individuals and are actively involved in the learning process. Learning should be a rewarding and enjoyable experience for everyone.

Through our teaching, we equip learners with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate experiences help learners to realise their worth and lead meaningful lives. The curriculum includes not only the formal requirements of the New Curriculum for Wales, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the pupils. It also includes the 'hidden curriculum', or what the pupils learn from the way they are treated and expected to behave.

Across all Areas of Learning and Experience (AoLE), the application of numeracy, literacy and digital competency is robustly planned for. Teachers are expected to plan and deliver learning objectives pitched appropriately to the learners needs and paying attention to Pupil Voice. Lessons have success criteria (which also include numeracy, literacy and/or digital competency) to ensure the learners are aware of the particular skills they are looking to develop within that lesson.

In addition to literacy, numeracy and digital competence, teachers plan for incidental Welsh and opportunities to address relationships and sexuality education in line with the new Curriculum for Wales. Children also learn about other cultures and languages through our Modern Foreign Language, British Sign Language and International links. There is a whole school and cluster approach to well-being enabling pupils to understand their own and others' emotions. This is in line with the Health and Well Being AoLE, and is integrated throughout the school day and throughout the curriculum itself.

## Intention

At Borrass Park Primary School we aim to:

- Create a happy school environment that fully engages and stimulates all pupils.
- Create a curriculum that is broad and balanced and relevant to the changing demands of our local community and broader society.
- Deliver a "Four Purpose" driven curriculum.
- Develop each individual to their potential through offering a wide range of high quality skills and knowledge-based experiences.
- Encourage a love of learning and high levels of confidence through a growth mindset approach.
- Seek and respond to Pupil Voice in all aspects of school life.

- Ensure our curriculum includes a variety of teaching and learning styles taking into account gender, race, language, disability and socio-cultural backgrounds.
- Promote equality of opportunity and respect for everyone, irrespective of belief, race, sexual identity, age and gender.
- Develop effective thinking, independent learning and the ability to solve problems creatively.
- Use every opportunity to develop the skills of Numeracy, Literacy and Digital Competency enabling each child to experience achievement at all levels.
- Enable pupils to be given progressive responsibility for organising their learning and management of time.
- Develop an appreciation of the heritage and history of Wales through authentic contexts as well as learning the Welsh language.
- Enhance self-worth and the ability to value each person's own worth through a caring, secure environment. This will develop sensibility to others, self-discipline, high self-esteem and acceptable behaviour.
- Develop imagination and creativity by offering a wide range of authentic learning experiences.
- Develop the natural curiosity that children exhibit about themselves and their world, and use their curiosity to foster positive attitudes to learning.
- Ensure every opportunity is used to promote the vision and values of our school.

### **A Purposeful, Authentic and Relevant Curriculum**

The new curriculum has been developed for settings and schools in Wales and has been implemented throughout Wales by 2022. The principles underpinning every Area of Learning and Experience (AoLE) in Borras Park Primary School ensures that the curriculum is:

- **Authentic:** offering our pupils real-life learning experiences taking into account Welsh values and culture.
- **Evidence-based:** drawing on the best of existing pedagogy within Wales and around the world.
- **Inquiry-based:** Allowing children to discover and form their own opinions through research and experimentation.
- **Responsive:** relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions needed for their futures.
- **Inclusive:** easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views.
- **Ambitious:** embodying high expectations and setting no limits on achievement and challenge for each individual child and young person.
- **Empowering:** developing resilience and competences which will allow young people to engage confidently with challenges.
- **Progressive:** enabling continuity and flow of skills and knowledge which combine and build progressively.
- **Engaging:** encouraging enjoyment from learning and satisfaction in mastering challenging subject matter.
- **Rights-based:** underpinned by the principles of the United Nations Convention on the Rights of the Child.

“Learning should be an expedition, not a straight line.

Progression is a ‘road map’ for each individual, and each may progress at a different rate or take a different path to get to the next stage in their learning journey.”

*Education Wales*



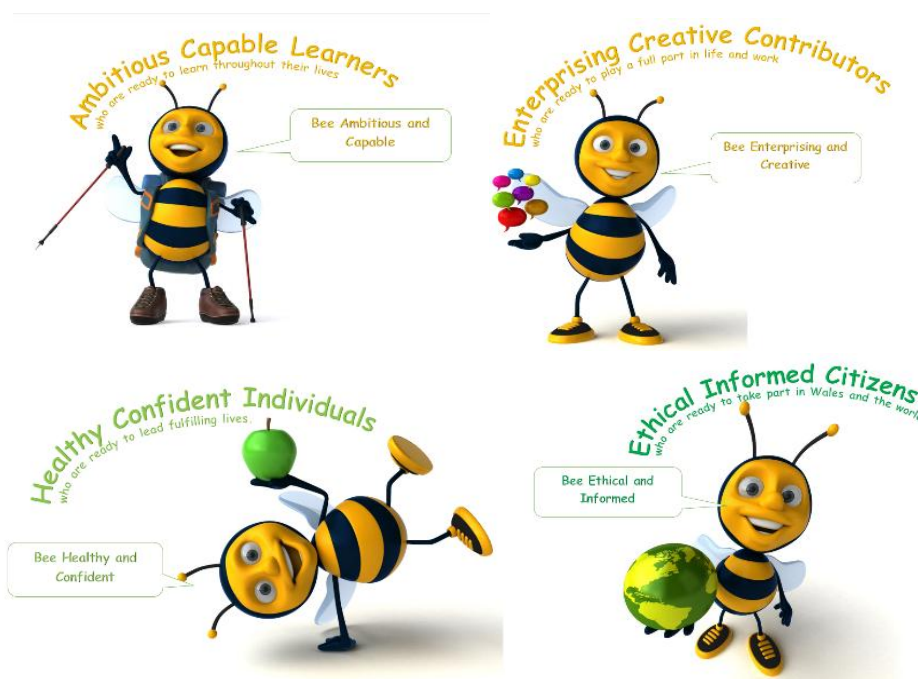
### 3. Healthy, confident individuals who:

- 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 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;
- are ready to lead fulfilling lives as valued members of society.

### 4. 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.

To provide a visual connection for the children, we have created four bee characters to represent the Four Purposes.



In more simplistic terms, young learners may be able to better understand the Four Purposes as:

1. **Ambitious and capable learners:** This means you believe in yourself and what you can do. You want to learn and do better and you have the skills needed to learn.
2. **Enterprising and creative:** This means you can be creative and think of new ideas. You can solve problems and use this in your work.
3. **Ethical and informed citizens:** This means you understand your rights, for example your right to life, your right to be free and your right to a private life. You understand your responsibilities, for example, you obey the law and you care for people in your community. You take part in your community and care about the world.

4. **Healthy and confident:** This means you have a healthy mind and body. You feel good about yourself and what you believe in.

### **Six Areas of Learning and Experience**

Our skills, knowledge and opportunities in our curriculum are shared between the six AoLEs.

- 1) Languages, Literacy and Communication
- 2) Mathematics and Numeracy
- 3) Science and Technology
- 4) Health and Wellbeing
- 5) Humanities
- 6) Expressive Arts

### **Twelve Pedagogical Principles**

1. Create authentic learning contexts for learning;
2. encourage learners to take responsibility for their own learning;
3. Support social and emotional development and positive relationships;
4. Encourage collaboration;
5. Encourage sustained [pupil effort to reach high but achievable targets];
6. Employ a broad repertoire of teaching approaches;
7. Promote problem solving, creative and critical thinking;
8. Build on previous knowledge and experience to engage interest;
9. Focus on the 4 purposes;
10. Use assessment for learning to accelerate progress;
11. Make connections within and across Areas of Learning & Experience;
12. Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence.

### **Language, Numeracy and Digital Skills (Cross Curricular Skills)**

Our curriculum will develop the Mandatory Cross-curricular Skills of literacy, numeracy and digital competence. Our curriculum will enable learners to develop competence and capability in these skills and 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.

Staff use the Literacy and Numeracy Framework (LNF) and Digital Competence Framework alongside the New Curriculum for Wales when planning learning experiences. Therefore, pupils have opportunities to develop their literacy, numeracy and digital skills across the curriculum.

### **Planning and Preparation for Learning**

Our curriculum places emphasis on equipping young people for life. It provides pupils with opportunities to learn new skills and apply their knowledge positively and creatively. Our planning for learning takes account of the Four Purposes which are at the heart of curriculum design and is based on the principles of offering a broad and balanced curriculum to pupils based on the 6 Areas of Learning and Experience. Teachers take account of the 'What Matters' statements which set out broad learning ideas within each AoLE.

Planning is based on identification of an appropriate Progression Step for pupils and considers the knowledge, skills and experiences that pupils need in order to progress in their learning. Teachers plan for cross-curricular learning through enriching tasks based incorporating literacy, numeracy and digital skills. Our curriculum sets out knowledge, skills and experiences for pupils within each Progression Step while also allowing teachers the flexibility to react to current local, national and global events.

Teachers plan and prepare learning with a clear understanding of pedagogy. Within any given lesson, adults consider their selection of methods in light of the purpose of learning. This involves the teachers' blend of theoretical and practical knowledge, deciding on how best to promote effective learning.

### **Learning across the curriculum**

Staff provide pupils with opportunities and experiences throughout their time in school that will promote knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales, their personal and social development and well-being and their awareness of the world of work.

Staff also develop, through various means such as collective worship, cultural festivals, pupil voice councils (Council, Eco, Sports, digital leaders), visits and classroom activities, pupils' knowledge of Education for Sustainable Development and Global Citizenship.

Pupils' experiences are enhanced through well planned educational visits, visiting speakers/workshops to school and a wide range of extra-curricular activities or educational visits. We use locations within the local environment to enrich curriculum topics such as visits to the local shops, church or Acton Park. We also venture further afield to visit relevant places of interest such as Chester Zoo, various museums and activity centres.

### **Pupils with Additional Learning Needs**

- The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school.
- All staff will endeavour to adopt a deaf-aware approach to teaching and learning and will use incidental British Sign Language at a level that is appropriate to their own personal ability.
- If a pupil has an additional learning need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the ALN Code of Practice.
- If a concern arises suggesting that a pupil may have additional learning needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.
- If a pupil's need is more severe, in consultation with the pupil's parents, the ALNCo makes a referral to the appropriate external agencies this may be Educational Psychology or Specialist departments/ faculties.
- A pupil may be considered for a disapplication for Statutory Assessment if they continue not to make progress and have a profile of long-term complex needs.
- We always provide additional resources and support for pupils with additional needs and disabilities.

### **Equal Opportunities**

The 9 protected characteristics of the 2010 Equality Act include everybody: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Equality Act sets down Public Sector Duties that apply to all the school's functions:-

- Promoting equality of opportunity
- Promoting good community relations
- Eliminating discrimination

We will mainstream equality through the curriculum in our choice of diverse and challenging materials and activities. We will support children and young people to examine their lives and personal identity in the light of people's experiences which are both similar and different to them.

The images and resources we use will reflect the diversity of society in a positive way so to meet the third duty of the Equality Act - to promote good relations between people. We will welcome people across the protected characteristics to our school to share their skills and experience. We will make sure that we make all people feel welcome.

### **Religion Values and Ethics RVE**

Religion, values and ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. There is no parental right to request that a child is withdrawn from RVE in the Curriculum for Wales.

As RVE is a locally determined subject, the agreed syllabus specifies what should be taught in RVE within the local authority and our curriculum will reflect this guidance.

### **Relationship and Sexuality Education RSE**

Our school curriculum embraces the guidance in the RSE Code. Our RSE provision will have a positive and empowering role in our learners' education and will play a vital role in supporting them to realise the four purposes as part of a whole-school approach. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy. To support our consistent approach in providing appropriate and progressive RSE learning opportunities from Nursery to Year 6, we use the Jigsaw programme, scheme of work and supporting materials.

### **Welsh Language and Cwricwlwm Cymreig**

Welsh language, Welsh culture and traditions are integral to the new Curriculum for Wales. As a mandatory subject, the ambition is that everyone should enjoy using Welsh, make continuous progress in learning Welsh and gain the confidence to use Welsh beyond the classroom.

Every effort will be made to establish Welsh as a second language throughout the school. Pupils are encouraged to use the Welsh language during all activities, lessons and around the school site in formal and informal situations. The Welsh language will also have a visual role within the school through displays and bilingual label/signs.

### **Impact**

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 effectiveness of our curriculum will be monitored and evaluated on a continual basis using a range of approaches such as listening to learners, book scrutiny, learning walks, listening to staff members, incidental/ informal observations, formal lesson observations, Planning Journal evaluation and assessment data evaluation.

Through a model of distributed leadership, staff members have been organised into small working groups linked to the development of a particular Area of Learning and Experience. As we have a large team of staff, we have split some AoLE's into sub-sections to allow for a more detailed leadership approach.

## **Area of Learning Experience (AoLE) Partnerships**

At Borrás Park Primary School, we believe that subject leadership, as part of an AoLE Partnership, is a key leadership and management role in line with the Practising Teacher Standards. It is the role of the AoLE Partnership to implement the aims of the school. Teachers must not only teach but also help to guide and support the teaching of colleagues through their AoLE. We have designated each teacher to one of the following AoLE Partnerships:

- |  |   |                                      |
|--|---|--------------------------------------|
| A) Languages, Literacy and Communication-                        | - | English                              |
| B) Languages, Literacy and Communication-                        | - | Welsh                                |
| C) Numeracy/Mathematics  |   |                                      |
| D) Digital Competence and Information & Communication Technology |   |                                      |
| E) Science and Technology  |   |                                      |
| F) Health and Well-being   | - | Physical Education                   |
| G) Health and Wellbeing  | - | General                              |
| H) Expressive Arts   | - | Music                                |
| I) Expressive Arts   | - | Art, Design & Drama                  |
| J) Humanities  | - | Including Global links & Eco-Schools |
| K) Enterprise and Pupil Voice                                    |   |                                      |

## **Core purpose of the AoLE Partnership**

To provide professional leadership and management for an AoLE to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. An AoLE Partnership provides leadership and direction for an AoLE and ensures that it is managed and organised to meet the aims and objectives of the school and the AoLE.

The AoLE Partnerships play a key role in supporting, guiding and motivating staff in relation to the AoLE. They evaluate the effectiveness of teaching and learning, the AoLE curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the AoLE. The AoLE Partnerships organise and undertake a variety of monitoring activities to identify needs in their own AoLE as well as recognise that these must be considered in relation to the overall needs of the school. It is important that an AoLE Partnership has an understanding of how their AoLE and subjects contribute to school priorities and to the overall education and achievement of all pupils.

A more detailed account of the role, responsibilities and expectations of the AoLE Partnerships can be found in the AoLE Partnership Guide document; a subsection of this policy.

## **Assessment and Tracking Pupil Progress**

Assessment is intrinsic to curriculum design and its overarching purpose within the curriculum is to support every learner to make progress. It is integral to learning and teaching and it requires effective partnerships among all those involved, including the learner.

Assessment plays a fundamental role in ensuring each individual learner is supported and challenged accordingly. It will contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn and their areas for development in order to inform next steps in learning and teaching. Assessment will not be used to make a one-off judgement on the overall achievement of a learner at a set age or point in time against descriptors or criteria on a best-fit basis.

Assessment will focus on identifying each individual learner's strengths, achievements, areas for improvement and, where relevant, barriers to learning. This understanding will be used by the practitioner

(teacher or teaching assistant), in discussion with the learner, to ascertain the next steps required to move learning forward including any additional challenge and support required. This will be achieved by embedding assessment into day-to-day practice in a way that engages the learner and makes it indistinguishable from learning. This allows the practitioner to respond to the individual needs of the full range of learners within their classroom on an ongoing basis.

