

Global Learning Programme Wales  
Lead School



Ysgol Arweiniol  
Rhaglen Dysgu Byd-Eang Cymru



Welsh Heritage  
Schools Initiative



# Johnstown Primary School Ysgol Gynradd Tre Ioan



# Curriculum Policy

Reviewed November 2024

To be adopted by the FGB on  
5<sup>th</sup> December 2024



A Sports Council for Wales Initiative  
Menter gan Gyngor Cwaraeon Cymru



## Curriculum Policy

### Our School's Mission Statement: **"BE ALL YOU CAN BE"**

Our school motto has been embedded within the school for many years and we believe it remains appropriate. The motto is evident and drives all school policies and practices and is known and understood by the school community.

"Respect Others, Respect Yourself, Be a Good Learner" are core values of the school and focus on developing the whole child within an intelligent curriculum. We provide a nurturing environment for the children built on successful experiences, high expectations and perseverance to "Be All You Can Be".

We ensure and encourage all children to achieve their full potential, irrespective of their background, through a truly inclusive learning setting which instils care, acceptance, trust and respect for others whilst also giving children the basic skills, knowledge and understanding to become good, moral citizens and lifelong learners. We believe the key to a successful life is a good education.

At Johnstown Primary School the whole staff work together to maintain a common philosophy which is consistently applied throughout the school. We have purposefully integrated the Foundation Phase, Curriculum for Wales and National Literacy, Numeracy and Skills Framework into our ethos and practices. We value teamwork, shared ownership and the roles and responsibility of the individual. This includes the close partnership we have with parents, in helping children become confident, secure, independent learners who achieve continued personal success.

Within all teaching and learning, numeracy, literacy and ICT (Digital Competency) is promoted. Teachers are expected to plan and deliver objectives pitched appropriately to the learners. Lessons have success criteria which include numeracy, literacy and/or digital competency objectives to ensure the learners are aware of the particular skills they are looking to develop within that lesson. Every opportunity is used to promote the motto of every child 'being all they can be'.

### Rationale and Purpose

The curriculum is the interaction between the teacher and the learner and, as such, transmits attitudes and values, in addition to knowledge, skills and understanding. High standards are created through high expectations, which are at the core of the attitudes and values we transmit through our curriculum delivery.

The purpose of the curriculum is:

- To ensure pupils access their statutory entitlement to the curriculum
- To provide a basic curriculum which includes Religion, Values and Ethics (RVE), Relationships and Sexuality Education (RSE) and all aspects of Curriculum for Wales 2022
- To provide a daily act of worship (which is broadly Christian in nature)

- To develop positive attitudes and behaviour, including self-control
- To develop high self-esteem and confidence
- To encourage pupils to think for themselves and become independent and self-responsible
- To motivate pupils and encourage them to learn to question; and respond to challenge
- To develop respect for self and others
- To acquire knowledge, skills and understanding
- To build on previous experience through reflection
- To use the outcomes of assessment in order to move forward
- To develop creativity, imagination, spontaneity and initiative
- To communicate effectively and express themselves clearly, using the key skills
- To work co-operatively and collaboratively where appropriate
- To learn to select and use method and resources
- To be motivated to work independently
- To promote the intellectual, spiritual, moral, cultural, mental and physical development of all pupils
- To promote partnership between the child, the parent, the teacher and the community.

The curriculum at Johnstown Primary School:

- Is based on the vision, aims, mission and ethos of the school
- Is broad and balanced and is careful to ensure sufficient depth of study
- Introduces pupils to a wide range of experiences, knowledge, skills and understanding
- Promotes pupils' spiritual, moral, cultural, mental and physical development and prepares pupils for the opportunities, responsibilities and experiences of adult life
- Is planned, taking into consideration – long, medium and short term goals, including **Statements of What Matters**
- Schemes of Work for all **Curriculum for Wales Areas of Learning and Experience**
- Enables pupils to develop their thinking, mathematical, communication, ICT, creative and personal and social skills.

## Curriculum Organisation/Areas of Learning and Experience (AoLE)

All AoLE's are underpinned with challenging opportunities to develop numeracy, literacy and digital competency skills.

All AoLE's are formatively assessed and monitored through the school's planning and assessment tool, and through listening to learners (see Assessment Policy for more information).

The principles underpinning every Area of Learning and Experience (AoLE) in Johnstown Primary School ensures that the curriculum is:-

- **authentic:** rooted in Welsh values and culture and aligned with an agreed set of stated purposes

- **evidence-based:** drawing on the best of existing practice within Wales and from elsewhere, and on sound research
- **responsive:** relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions for future challenges as lifelong learners
- **inclusive:** easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views, and those of parents, carers and wider society
- **ambitious:** embodying high expectations and setting no artificial limits on achievement and challenge for each individual child and young person
- **empowering:** developing competences which will allow young people to engage confidently with the challenges of their future lives
- **unified:** enabling continuity and flow with components which combine and build progressively
- **engaging:** encouraging enjoyment from learning and satisfaction in mastering challenging subject matter
- **based on subsidiarity:** commanding the confidence of all, while encouraging appropriate ownership and decision making by those closest to the teaching and learning process
- **manageable:** recognising the implications for and supported by appropriate assessment and accountability arrangements.

We use the **Curriculum for Wales and Literacy and Numeracy Framework** to guide our teaching. These set out the aims and objectives and the skills to be taught in each year group. Our planning overviews contain detailed information about the teaching activities and tasks to be set, the resources needed and the type of assessment to be used.

Literacy and Numeracy are mostly taught in the mornings using specific learning systems, such as, Read, Write, Inc. **Transfer of these key skills is taught across AoLE's using the Themes in the afternoon.**

In personalising the curriculum, we aim to find appropriate challenges for pupils and address their particular needs so that they may all have an equal opportunity to succeed.

We aim to cater for the needs and interests of a full range of learners including:

- The more able and talented.
- Learners with additional learning needs and disabilities.
- Children in receipt of free school meals.
- Looked after children.
- Learners with social, emotional and behavioural difficulties.

## The (Enriched) Extended Curriculum

Enriching pupils' experiences to discover and/or develop new interests is essential to personalised learning at Johnstown Primary School. During the school year a range of activities are organised to enhance the curriculum:

- Residential stays
- Clubs (including the Urdd)

- Visits
- Visitors

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school we carry out risk assessments, inform parents and obtain their permission. In so doing we follow LA guidance on off-site visits and visitors.

## Supporting Children's Wider Needs

Schools that are able to identify barriers to learning beyond the classroom and address them are in a strong position to provide personalised learning for individual pupils. At Johnstown Primary School we aim to establish good relationships with all our families and to provide a climate open to dialogue and workable solutions. Within school we can offer advice and support through our school based services, for example:

- School nurse and medical practitioners
- Speech and Language Therapy, Physio and Occupational Therapy
- Education Psychology

More information can be found in our ALN policy.

In doing all of these things the Curriculum at Johnstown Primary School:

- Encourages the development of IT skills across the curriculum
- Values the development of key skills
- Is differentiated to meet the needs of all pupils including ALN and More Able pupils
- Includes opportunities for assessment and builds in continuity and progression in future planning, following evaluations of pupil outcomes
- Is assessed through standardised and non-standardised assessments which take place annually/termly from year 2-6 and teacher assessment linked to on-going levelling of pupil work
- Includes the use of the school environment to develop academic and social skills
- Ensures the quality of pupil learning by a monitoring process which draws from lesson plans, schemes of work and goals and targets set by teachers and subject leaders
- Has sufficient resources to enable pupils to access their entitlement and also to provide value for money
- Reflects equal opportunities and race equally for all pupils
- Is evaluated and reviewed by the relevant Subject Leader and the Head teacher
- Is monitored, evaluated and reviewed by the Governing Body through regular discussion and reports from the Subject Leaders and the Head teacher
- Is reported to parents through 'Meet the Teacher' evening, parents evenings and curriculum workshops
- Is further enhanced by providing opportunities for staff development in teaching skills; curriculum knowledge, skills and understanding; and classroom organisation and practice
- Is further enhanced with additional opportunities for the development of Expressive Arts and Outdoor Learning through specialist teachers.

## Supporting Curriculum for Wales

Teachers will plan using the “four core purposes” of the curriculum. These will ensure that our pupils will be:-

1. **Ambitious, capable learners who:** – set themselves high standards and seek and enjoy challenge – are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts – are questioning and enjoy solving problems – can communicate effectively in different forms and settings, using both Welsh and English – can explain the ideas and concepts they are learning about – can use number effectively in different contexts – understand how to interpret data and apply mathematical concepts – use digital technologies creatively to communicate, find and analyse information – undertake research and evaluate critically what they find and are ready to learn throughout their lives.
2. **Enterprising, creative contributors who:** – connect and apply their knowledge and skills to create ideas and products – think creatively to reframe and solve problems – identify and grasp opportunities – take measured risks – lead and play different roles in teams effectively and responsibly – express ideas and emotions through different media – give of their energy and skills so that other people will benefit and are ready to play a full part in life and work.
3. **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.
4. **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 well – 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 and are ready to lead fulfilling lives as valued members of society.

At Johnstown Primary School we envisage these core purposes overlapping and developing through rich learning opportunities.

This policy should be read in conjunction with all other Curriculum policies. We review the school’s Curriculum policy regularly to ensure we take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.