



Ysgol Gynradd Rogiet Primary School Curriculum Policy April 2017

Aims

To provide a varied, balanced and evolving curriculum that celebrates individuals learning styles whilst promoting stimulating, lively, enquiring minds and a natural curiosity about the world in which they live. To allow individuals to develop their confidence and self-discipline, in order to become independent learners and thus initiate a lifelong love of learning.

Document purpose

This policy reflects the values and beliefs of staff in relation to the teaching and learning of each curriculum area in line with the Foundation Phase, Curriculum 2008 and the Literacy and Numeracy Framework. It gives a framework to which teaching and support staff work, giving guidance on teaching and learning.

As a primary school it is very important to create an agreed whole-school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is the formal statement of intent for Curriculum areas at Rogiet Primary School. This policy also facilitates how we, as a school, meet the legal requirements of recent Education Acts and National Curriculum Requirements.

Development of skills

The school strives to provide opportunities for the inclusion of activities that promote learning of skills. The school, EAS Challenge Advisor and various external providers of Continuing Professional Development and training sessions have provided support in this area. These opportunities are included in individual teaching plans. The recognised key skills are as set out in Curriculum 2008 documentation although Communication and Number have now been replaced with the Literacy and Numeracy Framework.

The Literacy and Numeracy Framework (LNF)

The Literacy and Numeracy Framework describes in detail the skills that we expect children and young people to acquire and master from ages 5 to 16. It has two components – literacy and numeracy. These are divided into the following strands.

Within literacy we expect children and young people to become accomplished in:

- oracy across the curriculum
- reading across the curriculum
- writing across the curriculum.

Within numeracy we expect children and young people to become accomplished in:

- developing numerical reasoning
- using number skills
- using measuring skills
- using data skills.

The LNF focuses on the learners' acquisition of and ability to apply the skills and concepts they have learned to complete realistic tasks appropriate for their stage of development. Teachers will be able to use the LNF to:

- develop curriculum content to ensure that all learners have opportunities to develop and refine the skills set out in the LNF
- integrate literacy and numeracy into their teaching – whatever the subject matter
- inform discussions with parents/carers, learners and other teachers about learner performance
- help learners with their own self-assessment activities and planning for learning
- monitor, assess and report on individual learner performance
- identify learners who may benefit from intervention or who are working beyond age-related expectations.

Teachers will use this statutory document to plan and assess pupil's Literacy and Numeracy skills. The assessment will be supported by the National Literacy and Numeracy tests sat by pupils annually, and tracked using the Alfie system.

Developing thinking

Learners develop their thinking across the curriculum through the processes of planning, developing and reflecting, through Cornerstones project style research.

Developing Information Communication Technology (ICT)

Learners develop their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software. Learners will develop their ICT skills further through the implementation of the Digital Competency Framework (see ICT statement below).

Learning across the curriculum

Wherever possible, the school will allow all pupils the opportunity to explore learning activities within, and promote their knowledge and understanding of Wales, their personal and social development and well-being. The school also provides the pupils with opportunities which enrich curriculum learning such as visits to educational centres, local wetlands, musical experiences and school based activities such as Enterprise week and habitat studies.

Curriculum Cymreig

Learners aged 7–14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. We ensure the Foundation Phase pupils, aged 4-7, are also afforded this opportunity.

Personal and Social Education and ESDGC

Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

ESDGC will also be embedded meaningfully and relevantly across the whole school curriculum, addressing the explicit references made to it in the National Curriculum and Foundation Phase Framework, Common Requirements and Key Skills.

Provision for Continuing Professional Development (CPD)

Training and staff development in each curriculum area is undertaken as a direct response to needs analysis, which is set out in the School Development Plan priorities. The TLR Leaders for Learning in each Key Phase may also be able to provide support for any staff who wish to discuss planning, teaching and learning or training issues that may arise. Staff may also request to attend any external training courses that are available, regardless of subject specialism. These courses will be selected for their suitability to raising the standards of teaching and learning throughout the school, and for the individual teacher's professional development. Much training for the literacy and numeracy framework and core subjects takes place at whole school level.

Health and Safety

It is the responsibility of all staff and pupils to be aware of possible Health and Safety issues in relation to all curriculum areas. Pupils will be encouraged to develop positive attitudes to the safety of themselves and others whilst they are using mathematical and scientific tools and equipment. Risk Assessments will be carried out if necessary for an activity.

FOUNDATION PHASE

Areas of Learning

As set out in the Foundation Phase 'Framework for Children's Learning,' Seven Areas of Learning have been identified to describe an appropriate curriculum for 3 to 7-year-olds that supports the development of children and their skills. They must complement each other and work together to provide a cross-curricular approach to form a practical relevant curriculum.

They should not be approached in isolation. Emphasis is placed on developing children's skills across the Areas of Learning, to provide a suitable and integrated approach for young children's learning.

The seven Areas of Learning are:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development.

Pupils also follow a locally agreed R.E. Scheme of work.

For further details, see the school's Foundation Phase Policy.

Additional Learning Needs (ALN)

All children have access to a broad, balanced curriculum. Provision for children with ALN is the responsibility of the class teacher, support staff and ALN Coordinator, as appropriate, using a variety of suitable strategies and equipment. For further details, see the school's ALN Policy.

At Rogiet Primary School we plan for identification of and support for More Able pupils where appropriate and review this regularly. We encourage all teaching staff to ensure opportunities are provided for all pupils to fulfill their potential via challenging and stimulating environments where children are empowered to become independent learners, critically aware of their individual potential and progress, through continual reflection and review of targets.

Equal Opportunities

All children are given the opportunity to access all aspects of the curriculum, regardless of gender, religion, ability, ethnic or home background. For further details, see the school's Equal Opportunities Policy.

Individual Curriculum information:

A Policy statement for each subject area follows.

SUBJECT AREA
Art
Design and Technology
English
Geography
History
ICT
Maths
Music
Personal and Social Education
Physical Education
Religious Education
Science
Welsh Second Language

Art and Design Policy Statement

Foundation Phase

Children engage in creative, imaginative and expressive activities in art, craft, design, music, dance and movement. Children explore a wide range of stimuli, develop their ability to communicate and express their creative ideas, and reflect on their work. Their skills are fostered and promoted through using their senses, imagination and experience.

Key Stage 2

Children build on the skills, knowledge and understanding that they have acquired. Their imagination and creativity is stimulated through art and design. It challenges them to make informed judgments and practical decisions. The work of artists, craft workers and designers create investigations and the making of their own work. Using a variety of materials and processes, they communicate their ideas and feelings through visual, tactile and sensory language. Their personal and public lives are enriched through exploration, appreciation and enjoyment in art and design.

Art aims to:-

- Stimulate children's creativity and imagination by providing visual, tactile and sensory experiences.

- Help children explore the world at first hand using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live.
- Develop children's understanding of colour, form, texture, and pattern; and their ability to use materials and processes to communicate ideas, feelings and meanings.
- Inspire confidence, value and pleasure in Art.
- Cultivate children's aesthetic awareness and enable them to make informed choices judgements about art and become actively involved in shaping environments.
- Teach children to express their own ideas, feelings, thoughts and experiences.
- Develop children's design capability.
- Enhance children's ability to value the contribution made by artists, craft workers and designers, and respond critically and imaginatively to ideas, images and objects of many kinds and from many cultures, with particular reference to Curriculum Cymreig

Teaching and Learning Styles

The programme of study is taught to the majority of pupils in each key stage. Provision is made for children who have particular special needs. When necessary, appropriate provision will be made for children whose first language is not English.

During each Key Phase pupils are taught understanding, making, and investigating through:

- Exploring a range of starting points for practical work
- Working on their own and collaborating with others, on projects in two and three dimensions of different scales.
- Using a range of materials and processes (including ICT)
- Investigating different kinds of art, craft and design (including work in the locality and in a variety of genres, styles and traditions when appropriate).

Teaching is through a combination of direct teaching, providing children with first hand experiences, use of prepared activities, other artists work, educational visits and resources such as ICT.

Skills across the Curriculum

Children's art, craft and design skills should be fostered and promoted through using their senses, imagination and experience. All activities should enable children to express themselves freely.

Children will explore and experiment with a range of information and resources to plan, develop and reflect on their creative activities. They develop the ability to recognise similarities or differences and make unlikely connections, build on ideas to make better ones and take advantage of the unexpected. They develop wider Literacy skills to express their ideas and emotions. They inform their own work by responding to the work of others. Children will apply their ICT skills to investigate, manipulate, develop or realise creative ideas. They can select appropriate software and equipment as an aid to designing and making. Numeracy skills such as measurement, estimates, scale, proportion, pattern and shapes can be applied to develop, inform and resource their creative activities.

Planning

Planning is usually based on a project approach around the Cornerstones Curriculum themes and/or Science topic, appropriate to age range and ability of children. Planning ensures coverage and consistency in each phase.

For full details, please see the Framework for Children's Learning aged 3-7 and Curriculum 2008 documentation.

Design & Technology Policy Statement

Foundation Phase

Design and Technology is covered in Creative Development through art, craft and design. Children's art, craft and design skills should be fostered and promoted through using their senses, imagination and experience, and should enable children to express themselves freely and make progress in their ability to explore, experiment, choose, mix, shape, arrange and combine materials and techniques. Children can express their own ideas and feelings creatively and develop and use their understanding of colour, line, tone, texture, pattern, shape and form. They can plan, design, model, modify and reflect and use a variety of materials and tools for experimentation and problem solving. Children can design and make simple products and mechanisms and can reflect on their own and others' work.

Key Stage 2

Children can build on their skills already learnt and develop their design and technology capability through tasks covering a range of materials and components, including food, rigid and flexible materials, systems and control and ICT.

Skills across the Curriculum

When designing, children are given opportunities to use a range of information sources, investigate how different products look and function, develop their own specification or recipe, resolve their own solutions to problems that may arise, and communicate their ideas in a variety of ways using ICT where appropriate.

Whilst making, children should work to their own design or recipe, choose the appropriate materials and tools, measure, mark out, cut, shape and join, weigh their ingredients/materials. They should be able to provide solutions to any problems that they encounter and apply appropriate finishes to their products, then discuss and evaluate their work.

During working with food children should plan and carry out food preparation, consider nutritional needs and group foods understanding their nutritional value.

When using rigid and flexible materials they should use a wide range of materials, learn about the efficient use of them, use techniques for reinforcing and strengthening structures.

Whilst working within systems and control children should construct simple mechanisms to produce movement, build low voltage electrical circuits and use programmable computer control systems.

Planning

Planning is usually based on a project approach around the Cornerstones Curriculum themes, appropriate to age range and ability of children. Planning ensures coverage and consistency in each phase.

For full details, please see the Framework for Children's Learning aged 3-7 and Curriculum 2008 documentation.

English Policy Statement

Foundation Phase (From Framework for Children's Learning aged 3-7)

Children are immersed in language experiences and activities. Their skills develop through talking, communicating and listening. They should be encouraged to communicate their needs, feelings and thoughts, retell experiences and discuss individual and group play. Some children will communicate by means other than speech. Children refer to their intentions by asking questions, voicing/expressing opinions and making choices through a variety of media and by building on previous experiences. They should be encouraged to listen and respond to others, to the variety of life experiences that their peers bring to the learning environment, and to a range of stimuli, including audio-visual material and ICT interactive software. They should have opportunities to choose and use reading materials, understand the conventions of print and books and be given a wide range of opportunities to enjoy mark-making and writing experiences.

They should be helped to develop an awareness of Wales as a country with two languages, and to show positive attitudes to speakers of languages other than Welsh and English. Language skills learned in one language should support the development of knowledge and skills in another language.

Key Stage 2 (From Curriculum 2008)

At Key Stage 2 learners build on the skills, knowledge and understanding acquired during the Foundation Phase. Progress is achieved through an integrated programme of speaking, listening, reading and writing. Learners are presented with experiences and opportunities that interrelate the requirements of the Skills and Range sections of the programmes of study. They become confident, coherent and engaging speakers, working as individuals and as members of a group. Their experiences will include opportunities to take part in drama and role-play activities. They develop as active and responsive listeners in a wide range of situations. Throughout the key stage, they experience a progressively wide range of demanding texts, for enjoyment and information, so that they can develop into fluent and effective readers. They become competent writers, writing clearly and coherently in a range of forms and for a range of purposes. They acquire a growing understanding of the need to adapt their speech and writing to suit purpose and audience. They work with increasing accuracy and become reflective and evaluative in relation to their own and others' achievements.

Skills across the curriculum

In English, learners explore, plan, develop and reflect on ideas through speech, reading and writing, responding to their own work as well as that of others. They analyse, structure and organise their work; use language creatively; use errors and unexpected outcomes to develop their learning; use their knowledge about language to explain and predict; describe links and similarities in language; identify patterns and formulate rules; discuss their language learning and evaluate their success.

Learners communicate through speaking, listening, reading and writing, developing these skills through appraisal of their own work and that of others. In doing so, they learn how to communicate effectively for a range of purposes and with a range of audiences. They deal with extended and increasingly complex language in order to develop as independent and confident users. Their communication skills in Welsh/English support and enhance the development of skills in other languages.

Learners also develop their ICT skills by communicating and sharing information, and by using technology to research, develop and present their work.

In English, learners develop skills in the application of number through activities which include number rhymes, ordering events in time, gathering information in a variety of ways, including questionnaires; accessing, selecting, recording and presenting data in a variety of formats.

Programmes of Study

There are 3 main areas of focus in both Skills and Range of English Development. These are:

- Oracy;
- Reading;
- Writing.

For full details, please see the Framework for Children's Learning aged 3-7 and Curriculum 2008 documentation.

Geography Policy Statement

Foundation Phase.

Geography is embraced in Knowledge and Understanding. Children are given experiences that help them begin to understand people, places and the work people do. They learn to care, respect and be responsible for our environment. They communicate using a range of appropriate vocabulary and express their own ideas, opinions and feelings. Their skills are developed across all Areas of Learning and through stories, photographs, maps, models and ICT.

Key Stage 2

Children build on the skills, knowledge and understanding that they acquired during the Foundation Phase. Through the study of their own locality, the world beyond and different environments they understand what places are like. They develop skills to consider issues about the environment, recognise how people of the world are linked and that they are global citizens.

Skills across the curriculum

Children develop their thinking skills through investigation, planning enquiries and carrying out fieldwork. They ask and answer questions, and gather, sort and evaluate information. They draw conclusions, make decisions and form opinions about places, environments and the geographical issues that affect the world around them.

Children develop their Literacy skills when they select, use, apply and combine a variety of skills to communicate their geographical understanding, through maps, images and extended writing with specialist terminology.

Children develop their ICT skills to access the Internet for information, including maps and satellite images. They use different databases, spreadsheets, multimedia and geographical information systems (GIS) to identify relationships and patterns.

Children develop their Numeracy skills when they apply them in the classroom and in fieldwork to measure, gather and analyse data. They use mathematical information to understand direction, distances and scale and to determine locations when using plans, maps and globes.

Skills are developed through;

Locating places, environments and pattern

Understanding places, environments and processes

Investigating

Communicating

Pupils should be given opportunities to study,

- Living in Wales,
- Living in two contrasting localities in countries at different levels of economic development outside the United Kingdom.
- Living in my world, caring for places and the environments and the importance of being a global citizen.

Pupils should carry out,

- Investigations of 'geography in the news', topical events and issues in the local area and the wider world.
- Fieldwork to observe and investigate real places and processes.

Pupils should ask and answer questions,

- Where is this place/environment?
- How is this place the same as or different from other places/environments?
- How are places and environments linked/connected to others?
- How have people affected this place/environment?
- How do people's views differ?

Planning

Planning is usually based on a project approach around the Cornerstones Curriculum themes, appropriate to age range and ability of children. Planning ensures coverage and consistency in each phase.

For full details, please see the Framework for Children's Learning aged 3-7 and Curriculum 2008 documentation.

History Policy Document

Foundation Phase (Taken from the Framework for Children's Learning)

History is included in Knowledge and Understanding of the World through 'time and people'.

Children are encouraged to develop their skills, knowledge and understanding through opportunities to:

- sequence events, routines and changes, *e.g. in a journey to school, in a story*
- measure time, using simple measuring devices, clocks, watches and calendars
- recognise the changes caused by time, *e.g. to themselves and to people and places familiar to them*

- recognise that there are reasons for, and consequences of, some actions
- begin to identify differences between ways of life at different times, *e.g. by comparing a familiar place at different times in the past*
- use a range of historical sources, including artefacts and buildings, adults recalling their own past, and visual sources
- look at different representations and interpretations of the past, *e.g. different books/pictures/ICT sources about the same person or event.*

Key Stage 2 (from Curriculum 2008)

At Key Stage 2, learners build on the skills, knowledge and understanding acquired during the Foundation Phase. They have experiences that make history enjoyable, interesting and significant. They develop their curiosity about the past, the characteristics of different periods, from early times to the present, and the ways in which they are different from each other and from the present. They learn by enquiry about the ways of life of different people in these periods of history, drawing on important developments, key events and notable people in their locality, Wales and Britain. They engage in stimulating and focused historical enquiry using a wide range of sources, including representations and interpretations of the past, and organise and communicate their skills, knowledge and understanding in an increasing variety of ways.

Skills across the curriculum

Learners develop their thinking across the curriculum through the processes of planning, developing and reflecting.

In history, learners develop their thinking skills through historical enquiry and reflection on key questions, ideas and interpretations.

Learners develop their Literacy skills through the skills of oracy, reading, writing and wider communication through using aural and written sources and communicating ideas, opinions, arguments and conclusions.

Learners develop their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.

Learners develop their Numeracy skills by using mathematical information, calculating, and interpreting and presenting findings. In history, learners develop their number skills through developing chronological awareness, using conventions relating to time, and making use of data, *e.g. census returns and statistics.*

Range - Children develop their historical knowledge, understanding and skills through learning about a range of historical contexts. They are:-

Study of

- daily life of people living in either the Iron Age Celts or the Romans
- daily life of people living either in the Age of the Princes or Tudors or Stuarts
- how the development of industry affected people's daily lives in Wales in the nineteenth century
- the differences in people's daily lives in two contrasting periods of the twentieth century

Carry out

- Investigations into the history around them and into the life of people at different times and places in the past.

Ask and answer the questions

- What do you know about life at this time; how do you know this and how can you find out more?
- What was life like for rich and for poor people, for men, women and children?
- Were there significant changes in people's lives at this time and if so, why?
- How have some of the most significant events and people of this time been represented and interpreted and why?
- What impact did people of that time have on their environment?

Skills are developed through:

- Chronological Awareness
- Historical Knowledge and Understanding
- Interpretations of History
- Historical Enquiry
- Organisation and Communication

Planning

Planning is usually based on a project approach around the Cornerstones Curriculum themes, appropriate to age range and ability of children. Planning ensures coverage and consistency in each phase.

For full details, please see the Framework for Children's Learning aged 3-7 and Curriculum 2008 documentation.

Information and Communication Technology (ICT) Policy Statement

Foundation Phase (From Framework for Children's Learning aged 3-7)

ICT should be holistic and integral across the curriculum. Children's ICT skills, knowledge and understanding should be developed through a range of experiences that involve them (i) finding and developing information and ideas, (ii) creating and presenting information and ideas. Children's progression in ICT capability should be observed with an understanding of child development and the stages children move through. Children should be given opportunities to develop their skills using a wide range of equipment and software.

Key Stage 2 (From Curriculum 2008)

At Key Stage 2, learners should be given opportunities to build on their experiences during the Foundation Phase. They should be taught to consider the sort of information they require to support their tasks and activities and how they might locate that information; to use an increasing range of ICT tools and resources to find, process and communicate relevant information from a variety of given safe and suitable sources; to develop and communicate their ideas in appropriate ways with a developing sense of purpose and audience.

Skills across the curriculum

In ICT, learners plan their activities identifying appropriate software and hardware. They consider the needs of the audience and they create and develop their presentations accordingly. They use ICT to

explore and solve problems in a range of contexts and reflect on the strengths and weaknesses of their solutions.

Learners communicate and present information in a variety of ways, including text, graphs, pictures and sound, to support their activities in a range of contexts. They read information from a wide range of ICT and non-ICT sources and discuss their work with their peers, teachers and others. They use ICT to interpret and analyse information and communicate their findings in ways suitable for their intended audience and purpose.

Learners use ICT individually and collaboratively, depending on the nature and context of the task in hand.

In ICT, learners use mathematical information and data presented numerically and graphically in data-handling software. They use number to collect and enter data for interpretation in spreadsheets and simulations and present their findings as graphs and charts, checking accuracy before processing.

Digital Competency Framework

The school is a 'Digital Frontier' school for ICT and is embedding this Framework into its practices. Digital competence is one of 3 cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to a wide range of subjects and scenarios.

The Framework, which has been developed by practitioners from Pioneer Schools, supported by external experts, has 4 strands of equal importance, each with a number of elements.

- Citizenship – which includes:
 - Identity, image and reputation
 - Health and well-being
 - Digital rights, licensing and ownership
 - Online behaviour and cyberbullying.
- Interacting and collaborating – which includes:
 - Communication
 - Collaboration
 - Storing and sharing.
- Producing – which includes:
 - Planning, sourcing and searching
 - Creating
 - Evaluating and improving.
- Data and computational thinking – which includes:
 - Problem solving and modelling
 - Data and information literacy.

Mathematics Policy Statement

Foundation Phase

Maths is included in Mathematical Development. Children are encouraged to develop their mathematical skills, knowledge and understanding through learning about and using number, measures and money, shape, position and movement, and handling data.

Key Stage 2

Children build upon their skills learnt during the Foundation Phase. As defined in the National Curriculum 2008, the 4 mathematical areas are:-

- Number
- Measures and Money
- Shape, Position and Movement
- Handling Data

Aims

To deliver the requirements of the National Curriculum and to develop in children;-

- A positive approach to Mathematics.
- An ability to think clearly and logically in mathematics with confidence.
- An understanding of mathematics through a process of inquiry and experiment, both working co-operatively and independently.
- An appreciation of mathematical structures, patterns and the ability to identify relationships.
- An awareness of the uses of mathematics in everyday use and the world beyond the classroom.
- An appreciation of when a task should be completed quickly in your head and when it is reasonable to use an aid, such as a calculator, pencil and paper or other apparatus.
- An awareness of problem solving strategies.
- A confidence in mathematics which will allow children to express ideas fluently, talk about the subject with some assurance and use the language of mathematics to develop self esteem.

Programmes of Study

Range - Children develop their mathematical skills through learning about and using number, measures and money, shape, position and movement, and handling data. They will use a variety of ICT resources as tools wherever appropriate.

These are developed through:

- Number
Children are given opportunities to:
 1. Understand number and number notation
 2. Calculate in a variety of ways
 3. Investigate patterns and relationships
- Measures and Money
Children are given opportunities to:
 1. Understand and use measures
 2. Understand and use money
- Shape, Position and Movement
Children are given opportunities to:

1. Understand and use the properties of shapes
 2. Understand and use the properties of position and movement
- Handling Data
Children are given opportunities to:
 1. Collect, represent and interpret data
 2. Understand and use probability

Skills are developed through:

1. Solving mathematical problems
2. Communicating mathematically
3. Reasoning mathematically

For full details, please see the Framework for Children's Learning aged 3-7 and Curriculum 2008 documentation.

Music Policy Statement

Foundation Phase (From Framework for Children's Learning aged 3-7)

Children's musical skills should be fostered and promoted through using their senses, imagination and experience.

Creative music activities in the Foundation Phase should enable children to make progress in their ability to:

- explore a range of sound sources and experiment with different ways of making and organising sounds
- create their own musical ideas and contribute to simple compositions
- sing a range of songs with others
- play simple rhythmic and melodic patterns on a variety of instruments
- recognise and describe sounds, and listen and respond to music
- reflect on their own and others' music
- develop increasing control of the musical elements when making music
- make broad distinctions within the musical elements when listening to music.

Key Stage 2 (From Curriculum 2008)

At Key Stage 2, music activities should enable learners to build on the skills, knowledge and understanding acquired during the Foundation Phase.

Music education enables learners to engage with and enjoy making music. Through active involvement in performing, composing and appraising, learners will develop their sensitivity to and understanding of music.

Learners will develop musical skills relating to the control, manipulation and presentation of sound.

At Key Stage 2, these skills include:

- singing, playing instruments and practising;
- improvising, composing and arranging music;
- listening to and appraising music.

Learners should improve their performing, composing and appraising by developing and applying their thinking and communication skills, and give due regard to health and safety.

Skills across the curriculum

Wherever possible in music, learners plan, develop and reflect, both over time and during live music-making. For example, learners choose suitable resources for performing and composing, create and develop musical ideas, evaluate their own and others' music and reflect on their methods of working. Learners communicate through performing and composing, and develop and apply the skills of speaking and listening through appraising their own and others' work.

Learners also develop and apply their ICT skills by using music technology to explore, create, develop and realise musical ideas.

Programmes of Study

There are 3 main areas of focus in both Skills and Range of Musical Development. These are:

- Performing;
- Composing;
- Appraising.

Planning

Planning is usually based on a project approach around the Cornerstones Curriculum themes or Science topics, appropriate to age range and ability of children. Planning ensures coverage and consistency in each phase.

For full details, please see the Framework for Children's Learning aged 3-7 and Curriculum 2008 documentation.

Personal and Social Education Statement

Introduction

The effective provision of Personal and Social Education (PSE) is an essential element in a well rounded and balanced education. It equips children and young people to be more personally effective, healthy and responsible and therefore more confident to engage in the processes of society and make decisions about their future.

PSE empowers pupils to be active and informed citizens, who are aware of both their rights and the accompanying responsibilities. It enables children and young people to develop a sense of self-worth and enhances learning, motivation and achievement.

Aims (taken from Curriculum 2008)

- To develop learners' self esteem and a sense of personal responsibility
- To promote self-respect, respect for others and celebrate diversity
- To equip learners to live safe, healthy lives
- To prepare learners for the choices and opportunities of lifelong learning

- To empower learners to participate in their school and communities as active responsible citizens locally, nationally and globally
- To foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship
- To prepare learners for the challenges, choices and responsibilities of work and adult life.

The themes of PSE

- Active citizenship
- Health and emotional well-being
- Moral and spiritual development
- Preparing for lifelong learning
- Sustainable development and global citizenship

These themes are inextricably linked and are not discrete areas of development. Learning in PSE includes incidental experiences as well as the planned PSE curriculum and is further extended by the part played by all staff as well as by the ethos and organisation of the school. The key stage learning outcomes for each theme are detailed under the headings 'range' in the curriculum orders. These include the attitudes, values, knowledge and understanding that will be used to develop PSE related skills together with the skills across the curriculum. Attention will also be paid to the *Curriculum Cymreig*. Throughout KS2, learners will be building on their experiences gained during the Foundation Phase.

Whole school activities will include:

- Pupil set codes of behaviour in Class Charters and Digital Charters at the beginning of each year
- A House system with House Captains
- Running of a School Council, Eco, Sports, Playground Buddy and Criw Cymraeg committees
- Adherence to the Behaviour Policy and Anti-Bullying policy
- Visitors from the local and wider community, including regular visits from the local clergy and school liaison police officer.
- A residential visit to an outdoor pursuit centre for all Year 6 pupils.
- Extra-curricular activities after school and lunch times provided by staff and outside providers.

For full details, please see the Framework for Children's Learning aged 3-7 and Curriculum 2008 documentation.

SEAL

Social Emotional Aspects of Learning (SEAL) is a comprehensive approach to promoting the social and emotional skills that underpin effective learning, positive behaviour and Emotional Health and Well Being in schools. The school fully adheres to the SEAL objectives, and believes that the integration of this learning will create an emotionally safe environment where social and emotional skills can be learnt and practiced. This global approach to promoting the wellbeing of children and young people is evident in the way in which SEAL threads through the curriculum and the ethos of the school. This is apparent in the

whole school policies for a number of different areas, including safeguarding, behaviour management, inclusion and citizenship.

Aspects of Learning

There are five broad aspects of learning in SEAL:

- ❖ Self Awareness
- ❖ Managing Feelings
- ❖ Motivation
- ❖ Empathy
- ❖ Social Skills

SEAL is based upon the notion that skills are effectively learnt through:

- ❖ A whole school approach to creating the climate and conditions for learning that implicitly promote the skills and allow these to be practised and consolidated
- ❖ Direct and focused learning opportunities
- ❖ Using learning and teaching approaches that support children to learn new skills and consolidate those already learnt
- ❖ Staff development

Physical Education Policy Statement

Foundation Phase (From Framework for Children's Learning aged 3-7)

Children's physical development, enthusiasm and energy for movement should continually be promoted through helping them to use their bodies effectively, by encouraging spatial awareness, balance, control and coordination, and developing motor and manipulative skills. They should develop their gross and fine motor skills, physical control, mobility and an awareness of space, using large and small equipment, across all Areas of Learning, indoors and outdoors. Children should be encouraged to enjoy physical activity. A developing sense of identity should be linked closely to their own self-image, self-esteem and confidence. They should be introduced to the concepts of health, hygiene and safety, and the importance of diet, rest, sleep and exercise.

Key Stage 2 (From Curriculum 2008)

Physical education encourages learners to explore and develop the physical skills essential to taking part in a variety of different activities. Building on these skills are opportunities to be creative and imaginative in gymnastic and dance activities. Through adventurous activities, they learn how to swim, be safe and feel confident in water and how to read a map or follow trails, so that it becomes safer to go further afield and explore the seashore and countryside. Competitive activities offer the chance to learn games skills and play in a team, as well as how to run faster, jump higher and throw further. Learners begin to understand that physical education is about learning how to feel healthy and stay fit while having fun, and knowing how these different types of activities help them to stay that way.

Skills across the curriculum

In Physical Education, learners engage in planning how to design and make progress in their performance, developing their ideas and strategies, and reflecting on how they might further improve their own and others' performance.

Learners communicate through the selection and use of key words related to their activity to help them analyse and improve their own and others' work. They ask questions and communicate their ideas using different forms depending on the audience and purpose of their activity. They listen to others' contributions, identify possible problems, suggest alternative approaches, and help to develop group activity.

Learners also develop their ICT skills through their analysis of performance and data in order to improve their own and others' work, and through the creation of ideas and strategies to improve the impact of their work.

In physical education, learners develop their number skills by using mathematical information and data. They use the language of position (including co-ordinates and compass points) and movement, as well as data handling and measures in athletic and adventurous activities. They use scale in plans and maps. They measure and record performances, e.g. time, distance and height, and use the data to set targets and improve their performance.

Programmes of Study

There are 3 main areas of focus in both Skills and Range of Physical Education Development. These are:

- Health, Fitness and Well-being Activities;
- Creative Activities;
- Adventurous Activities;
- Competitive Activities.

For full details, please see the Framework for Children's Learning aged 3-7 and Curriculum 2008 documentation.

Religious Education Policy Statement

For the teaching of, and learning through Religious Education, we follow an 'Agreed Syllabus' for Religious Education from ages 3 to 11.

Full details of this are available from the school and each area of study is clearly detailed within it. Many of the themes and areas closely follow the guidelines set out in the 'National Exemplar Framework for Religious Education for 3 to 19 year olds in Wales.'

Foundation Phase (From National Exemplar Framework for Religious Education for 3 to 19 year olds in Wales.)

Within the Foundation Phase children are inquisitive and naturally ask questions about life and the world around them. Children are fascinated by themselves, their families, other people and the wonders of the world. This fascination relates directly to their spiritual, moral and cultural development and can be fostered through experiences concerned with 'People, beliefs and questions'. This natural interest and enthusiasm makes children want to access, during the Foundation Phase, appropriate skills, knowledge and understanding which provide the essential underpinnings for Key Stage 2 religious education.

Through engaging, practical, integrated activities children can learn more about themselves, other people

and the world around them and develop an understanding of their rich cultural and religious heritage in Wales. Knowledge of their own heritage and traditions (through stories and role play) enables them to understand more about themselves and help them to develop understanding of the viewpoints of others, which develops respect and attitudes of responsibility. Through play, children develop their ideas, opinions and feelings with imagination, creativity and sensitivity which can help inform their view of the world, their hopes, and their dreams. When expressing their own feelings and opinions they can identify how their actions may affect others, recognise that other people's viewpoints differ from their own and reflect on and revise their own perspectives on life as appropriate.

Key Stage 2

At Rogiet Primary School, we follow the recommendations of the 1998 School Standard and Framework Act, which state that all schools must provide Religious Education for all its pupils, although parents can choose to withdraw their children.

This policy should be read in conjunction with the Scheme of Work for Religious Education, which follows the Agreed Syllabus for RE.

Skills across the curriculum

In Religious Education, learners develop thinking skills through a range of activities. Learners ask fundamental questions which are raised by human experience, the world and aspects of religion. They explore and make links between the religious beliefs, teachings and practices that they study. They plan investigations by gathering and utilising a range of religious and non-religious sources and use these to evaluate and justify their personal responses. They use a range of critical and creative problem solving techniques in order to develop ideas and explore and challenge interpretations, preconceptions and possibilities.

In religious education, learners develop skills in oracy, reading and writing, and wider communication skills through a range of activities. Learners ask questions, communicate ideas and express their own feelings and opinions using different forms as appropriate to the audience and purpose of the activity. They listen carefully to others, noting the strengths and weaknesses of viewpoints or lines of reasoning. They use different reading/writing strategies depending on the investigation or activity they are undertaking and show increasing understanding of religious/symbolic language with a growing awareness of the range of possible interpretation.

In religious education, learners use ICT: to communicate and share information (using, for example, e-mails and PowerPoint); to present information in a variety of formats using word processing and graphics; to find and develop information on the internet and other sources including CD-ROMs, etc.; to support oral presentations and the creation of ideas and strategies to improve the impact of their work. In religious education, learners develop skills in Numeracy by using information such as ordering events in time, by measuring time through the calendars of various religions and by considering the significance of number within religions. They interpret results/data and present findings from questionnaires, graphs and other forms of data in order to draw conclusions and ask further questions about issues relating to religion and the world.

For full details, please see the Framework for Children's Learning aged 3-7 and Curriculum 2008 documentation.

Science Policy Statement

Foundation Phase

Science is embraced in Knowledge and Understanding. Children are given experiences that help them to increase their curiosity about the world around them and to begin to understand living things. They should learn to demonstrate care, responsibility, concern and respect for all living things. Using all their senses, they should be encouraged to enjoy learning by exploration, enquiry, experimentation, asking questions and trying to find answers. Their skills are developed across all Areas of Learning through participation in experimental learning activities and through using sources such as stories, photographs models and ICT.

Key Stage 2

Children build on the skills, knowledge and understanding that they have acquired. They should develop their skills through the range of Interdependence of organisms, the sustainable Earth and How things work. Children should be taught to recognise that scientific ideas can be evaluated by means of information gathered from observations and measurements. Activities should foster curiosity and creativity and be interesting, enjoyable, relevant and challenging. They should enable children to initiate, explore and share ideas, and extend, refine and apply their skills, knowledge and understanding in new situations. They should allow time for thinking, peer discussion and reflection.

Skills across the curriculum.

Children follow the processes of planning, developing and reflecting in all areas of Enquiry. Focused paired/group work allows such processes to be articulated in lessons so that learning and thinking strategies can be developed and applied to situations leading to high quality outcomes. Children can communicate ideas, information and data in a variety of ways depending on the nature of the task, audience and purpose. Children can use ICT to search for, access, collect, process and analyse results.

Programmes of Study

Skills are developed through;

- Communication
- Enquiry
- Developing
- Reflecting

Pupils should use and develop their skills, knowledge and understanding by;

- investigating how animals and plants are independent yet rely on each other for survival.
- comparing the earth and other planets, investigating materials around them and considering the importance of recycling.
- investigating the science behind everyday things, the way they are constructed and work.

For full details, please see the Framework for Children's Learning aged 3-7 and Curriculum 2008 documentation.

Welsh Second Language Policy Statement

Foundation Phase (From Framework for Children's Learning aged 3-7)

During the Foundation Phase, children should learn to use and communicate in Welsh to the best of their ability. Children should listen to Welsh being spoken and respond appropriately in familiar situations, using a range of patterns. They should be encouraged to communicate their needs in Welsh and should be increasingly exposed to Welsh. Skills are developed through communicating in a range of enjoyable, practical planned activities, and using a range of stimuli that build on and increase children's previous knowledge and experiences, in safe and stimulating indoor and outdoor learning environments. The children's oral experiences should be used to develop their reading skills and they should be encouraged to choose and use Welsh reading materials. They should listen to a range of stimuli, including audio-visual material and ICT interactive software in Welsh. Children should be given a range of opportunities to enjoy mark-making and develop their writing skills in Welsh. Language skills learned in one language should support the development of knowledge and skills in another.

Key Stage 2 (From Curriculum 2008)

Learners become confident, coherent and engaging speakers, working as individuals and as members of a group. The experiences presented to them include opportunities to take part in drama and role-play activities. They develop as active and responsive listeners in a wide range of situations. Throughout the key stage, they experience a progressively wide range of demanding texts, for enjoyment and information, so that they can develop into fluent and effective readers. They become competent writers, writing clearly and coherently in a range of forms and for a range of purposes. They acquire a growing understanding of the need to adapt their language to suit purpose and audience. They work with increasing accuracy and become reflective and evaluative in relation to their own and others' achievements.

Skills across the curriculum

In Welsh, learners explore, plan, develop and consider ideas through speech, reading and writing, responding to their own work as well as that of others. They analyse, structure and organise their work; use language creatively; use errors and unexpected outcomes to develop their learning; use their knowledge of language to explain and predict; describe links and similarities in language; identify patterns and formulate rules; discuss how they learn language and evaluate their success.

Learners communicate through oracy, reading and writing, developing these skills through evaluating their own work and that of others. In doing so, they learn how to communicate effectively for a range of purposes and with a range of audiences. They deal with extended and increasingly complex language in order to develop as independent and confident users. Their communication skills in Welsh support and enhance the development of skills in other languages.

Learners also develop their ICT skills by communicating and sharing information and by using technology to research, develop and present their work in Welsh.

In Welsh, learners develop their Numeracy skills through activities which include number rhymes, using ordinal and cardinal numbers, placing events in chronological order, using measures, gathering information in a variety of ways, including questionnaires; accessing, selecting, recording and presenting data in a variety of formats.

Programmes of Study

There are 3 main areas of focus in both Skills and Range of Welsh Second Language Development. These are:

- Oracy;
- Reading;
- Writing.

For full details, please see the Framework for Children's Learning aged 3-7 and Curriculum 2008 documentation.