NURTURE – EMPOWER - ACHIEVE

Gilwern Primary School

WHOLE SCHOOL CURRICULUM POLICIES

Nurture, Empower, Achieve

School Vision

- Gilwern School creates a happy, secure and stimulating environment, where learners are encouraged to reach their full potential.
- The school works effectively with others and plays a central role in the community.
- All staff are committed to continuous improvement and achievement of high standards.

We are a Rights Respecting School

In 1991 our Government signed up to the United Nations Convention on the Rights of the Child (UNCRC). In signing the Convention, the 54 articles laid down have become enshrined in UK law. The Convention applies to everyone.

At Gilwern Primary School we aim to work within the spirit as well as the letter of the Convention and our school policies and home-school agreement is based around these rights and responsibilities. At Gilwern Primary School we work together so that the rights of the child are ensured and their responsibilities are clear.

The process of raising safeguarding and Child Protection concerns in relation to Prevent is the same as for all safeguarding concerns. The school will contact Children's Services and will discuss the concerns with the Duty Officer, and a multi- agency referral form (MARF) is completed and submitted to Children's Services via childduty@monmmouthshire.gcsx.gov.uk . Once assessed by the FST (duty team) manager and Prevent SPOC in the local authority, a decision will be made as to whether a Channel Referral is required. If a Channel referral is required, the Prevent SPOC will assist the school in completing the referral form and the school will participate on the Channel Panel."

WHOLE SCHOOL CURRICULUM POLICY

CURRICULUM AIMS

To provide a varied, balanced and evolving authentic 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 life long 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. It gives a framework to which teaching and support staff work, giving guidance on the teaching and learning.

AUDIENCE

This policy document is distributed to all individual members of the teaching and support staff and governors. Further copies are available for visiting staff and parents on request. A further copy is kept in the Headteacher's office for reference by visiting Advisors or Inspectors.

RATIONALE

All school policies form a corporate, public and accountable statement of intent. 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 Gilwern Primary School. This policy also facilitates how we, as a school, meet the legal requirements of recent Education Acts and National Curriculum Requirements.

PLANNING, ASSESSMENT, RECORDING AND REPORTING

Please see separate policy for Planning, Assessment, Recording and Reporting.

KEY SKILLS

The school strives to provide opportunities for the inclusion of activities that promote learning in the key skills. LA advisors, and various external providers of INSET and training sessions, have provided support in this area. These opportunities are included in individual teaching plans. A variety of teaching strategies are used throughout the school which develops techniques and methodologies that focus on a thinking skills and problem solving approach to learning. Key skills are embedded in the framework and children are given opportunities to develop each area through activities and projects in groups, pairs and individually. key skills are recognised and embedded, as set out in Curriculum 2008 documentation:

Developing thinking

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

Developing communication
Learners develop their communication skills across the curriculum through the skills of oracy, reading, writing and wider communication.

Developing 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.

Developing number
Learners develop their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings.

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 NATIONAL LITERACY AND NUMERACY FRAMEWORK (LNF)

The LNF sets the skills we expect learners to develop. Within literacy we expect learners to become accomplished in:

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

Within numeracy we expect learners to become accomplished in:

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

Teachers 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.

DIGITAL COMPETENCY FRAMEWORK

Digital competency is one of 3 cross-curricular competencies, alongside literacy and numeracy. As a school we use the framework to focus on developing digital skills which can be applied to a wide range of subjects and scenarios.

Curriculum Cymreig

Learners are given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Personal and Social Education and Education for Sustainable Development and Global Citizenship

Learners are 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 is also 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. The aims and the seven themes of the school's provision for ESDGC are explained in the school's separate ESDGC policy. Themes appropriate to specific subject areas are indicated below.

INSET PROVISION

Training and staff development in each curriculum area is undertaken as a direct response to needs analysis, which is set out in the School Improvement Plan. The core subject and area co-ordinators 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 pedagogy and outcomes throughout the school, and for the individual teacher's professional development.

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 subject specific tools and equipment.

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 both indoors and in the outdoor environment.

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

ADDITIONAL EDUCATIONAL NEEDS

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

MORE ABLE AND TALENTED

We acknowledge that there are a wide range of learning styles. We offer opportunities for children to learn in a style that best suits them. We encourage more able and talented children to take responsibility for their own learning and to be involved in evaluating and reflecting upon their learning.

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.

INTERNATIONAL DIMENSION

We actively participate in a range of international activities at staff and pupil level to enrich the curriculum and enhance teaching and learning.

INDIVIDUAL CURRICULUM INFORMATION:

A Policy statement for each subject area follows.

SUBJECT AREA
Language, Literacy and Communication (Welsh)
Maths & Numeracy
Science
ICT
Art
Design and Technology
Geography
History
Physical Education
Music
Religious Education
Personal and Social Education

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, signing/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. Partner work plays a major role in the development of speaking and listening skills – if a question is worth asking then it's worth everyone answering. Pupils 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. This is done during focused learning activities and in the enhanced provision available in the indoor and outdoor environment. The main delivery for teaching reading, writing and oracy skills is through Read Write Inc lessons. RWI is a synthetic phonic approach where pupils are systematically taught letter sounds. Pupils are regularly assessed and grouped according to the stage of their development rather than their age. 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 the RWI Phonics, RWI Comprehension Plus, Fresh Start and First Steps Programmes 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.

ESDGC

Within English there are opportunities to explore aspects of all the themes. ESDGC provides a rich learning context for the development and application of many English skills. For example distinguishing between fact and opinion, bias and objectivity in what children read/view.

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 English Programme of Study Keystages 2-4, 2015.

Maths Policy Statement

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

During the Foundation Phase, children develop their skills, knowledge and understanding of mathematics through oral, practical and play activities. They enjoy using and applying mathematics in practical tasks, in real-life problems, and within mathematics itself. They use a variety of ICT resources as tools for exploring number, for obtaining real-life data and for presenting their findings.

Much of their work will be oral. They develop their use and understanding of mathematical language in context, through communicating/talking about their work. They ask and respond to questions, and explore alternative ideas. They use appropriate mathematical language to explain their thinking and the methods they use to support the development of their reasoning. They develop a range of flexible methods for working mentally with number, in order to solve problems from a variety of contexts, checking their answers in different ways, moving on to using more formal methods of working and recording when they are developmentally ready. They explore, estimate and solve real-life problems in both the indoor and outdoor environment. They develop their understanding of measures, investigate the properties of shape and develop early ideas of position and movement through practical experiences. They sort, match, sequence and compare objects and events, explore and create simple patterns and relationships, and present their work in a variety of ways.

Key Stage 2

At Key Stage 2, learners build on the skills, knowledge and understanding they have already acquired during the Foundation Phase. They continue to develop positive attitudes towards mathematics and extend their mathematical thinking by solving mathematical problems, communicating and reasoning mathematically using contexts from across the whole range of mathematics, across the curriculum and as applied to real-life problems.

They extend their use of the number system, moving from counting reliably to calculating fluently with all four number operations, including in the context of money, in order to solve numerical problems. They try to tackle a problem with a mental method before using any other approach and use written methods of calculation appropriate to their level of understanding. They develop estimation strategies and apply these to check calculations, both written and by calculator. They explore a wide variety of shapes and their properties and, in the context of measures, use a range of units and practical equipment with increasing accuracy. They collect, represent and interpret data for a variety of purposes. They select, discuss, explain and present their methods and reasoning using an increasing range of mathematical language, diagrams and charts.

Skills across the curriculum

In Maths, learners should be given opportunities to build on skills they have started to acquire and develop during the Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

Learners develop thinking by asking questions, exploring alternative ideas and make links with previous learning in order to develop strategies to solve problems. They gather, select, organise and use information, and identify patterns and relationships. They predict outcomes, make and test hypotheses, reason mathematically when investigating, and analyse and interpret mathematical information. They describe what they have learned, reflect on their work by evaluating their results in line with the original problem, and justify their conclusions and generalisations.

Learners communicate by listening and responding to others. They discuss their work with others using appropriate mathematical language. They read and extract information from mathematical texts. When solving problems, they present their findings and reasoning orally and in writing, using symbols, diagrams, tables and graphs as appropriate.

Learners also develop their ICT skills by using a variety of ICT resources to find, select, organise and interpret information, including real-life data, to explore relationships and patterns in mathematics, to make and test hypotheses and predictions, to create and transform shapes, and to present their findings using text, tables and graphs.

In Maths, learners develop their application of number skills through using mathematical information, calculating, and interpreting and presenting findings.

ESDGC

Within maths there are many opportunities to explore the all 7 ESDGC themes to provide a rich learning context for the development and application of many Mathematical skills e.g. working out profits on Fair Trade products, making a tally of healthy snack choices, calculating food miles.

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 Mathematics Programme of Study Keystages 2-4, 2015.

Science Policy Statement

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

Children should experience the familiar world through enquiry, investigating the indoor and outdoor environment in a safe and systematic way. They should be given experiences that help them to increase their curiosity about the world around them and to begin to understand past events, people and places, living things, and the work people do. Using all their senses, they should be encouraged to enjoy learning by exploration, enquiry, experimentation, asking questions and trying to find answers. They should learn to demonstrate care, responsibility, concern and respect for all living things and the environment. They should develop and communicate an increasing range of appropriate vocabulary. They should learn to express their own ideas, opinions and feelings with imagination, creativity and sensitivity. The children's skills should be developed across all Areas of Learning through participation in experiential learning activities and through using sources such as stories, photographs, maps, models and ICT.

Key Stage 2

At Key Stage 2, learners should be given opportunities to build on the skills, knowledge and understanding acquired during the Foundation Phase. They should develop their skills through the range of Interdependence of organisms, The sustainable Earth and How things work. Learners should be taught to relate their scientific skills, knowledge and understanding to applications of science in everyday life, including current issues. They should be taught to recognise that scientific ideas can be evaluated by means of information gathered from observations and measurements. Teaching should encourage learners to manage their own learning and develop learning and thinking strategies appropriate to their maturity. They should be taught to value others' views and show responsibility as local citizens.

Activities should foster curiosity and creativity and be interesting, enjoyable, relevant and challenging for the learner. They should enable learners 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.
In science, learners should be given opportunities to build on skills they have started to acquire and develop during the Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

ESDGC
Within Science there are many opportunities to explore aspects of ESDGC. Learning can be linked to The Natural Environment; Climate Change; Choices and Decisions; Health and Consumption and Waste.

Programmes of Study
Skills are developed through;
- Communication
- Enquiry
- Developing
- Reflecting

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, such as the Fflic a Fflac books, DVDs and CD-ROM packs, which are available to all Foundation Phase classes. 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. Transition from the Foundation Phase to Key Stage 2 is supported by the completion of a 'bridging project' that is passed on and completed by the next class teacher.

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. Transition from Key Stage 2 to Secondary school is supported through regular professional learning Communities within the cluster, to moderate and level work. A 'bridging project' is also completed and passed on to the secondary school.

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 number 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.

The Welsh language is used throughout the curriculum and in all aspects of the school day. Teaching and learning are provided bilingually in order to foster and develop language skills continuously.

EAS support the teaching and learning of Welsh through providing regular courses for practitioners. The EAS Welsh Advisor makes regular visits to school, to work alongside teachers across the primary phase, in order to raise standards in the language by setting targets for future development.

ESDGC

Within Welsh there are opportunities to explore aspects of all the themes. ESDGC provides a rich learning context for the development and application of many Welsh language skills. For example distinguishing between fact and opinion, bias and objectivity in what children read/view.

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.

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.

ESDGC

Within ICT there are opportunities to explore aspects of all 7 themes; The Natural Environment; Climate Change; Choices and Decisions; Health; Wealth and Poverty; Consumption and Waste; Identity and Culture.

Programmes of Study
There are 2 broad areas of focus in both Skills and Range of ICT Development. These are:
- Find and Analyse Information;
- Create and Communicate Information.

There is also a requirement to focus on Health, Safety and Child Protection throughout this subject.

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

Art and Design Policy Statement

Foundation Phase (From Framework for Children's Learning aged 3-7)
Children should engage in creative, imaginative and expressive activities in art, craft, design, music, dance and movement. Children should explore a wide range of stimuli, develop their ability to communicate and express their creative ideas, and reflect on their work both indoors and outdoors. Their skills should be 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.

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 communication skills to express their ideas and emotions. They inform their own work by responding to the work of others.
Children will be given the opportunity to 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.

Number skills such as measurement, estimates, scale, proportion, pattern and shapes can be applied to develop, inform and resource their creative activities.

ESDGC
Within Art there are opportunities to explore aspects of the themes of Identity and Culture; The Natural Environment; Consumption and Waste; Choices and Decisions in particular.

Programmes of Study
Skills are developed through;

- Understanding
- Investigating
- Making

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

Design & Technology Policy Statement

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

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. They should be taught to design and make simple products by combining their designing and making skills with knowledge and understanding in contexts that support their work in other subjects and help develop their understanding of the made world. Learners should be made aware of human achievements and the big ideas that have shaped the world. They should be encouraged to be creative and innovative in their designing and making while being made aware of issues relating to sustainability and environmental issues in the twenty-first century.

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 foods groups 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 and 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.

ESDGC
In DT there are opportunities to explore particular aspects within the themes of Consumption and Waste and Health.

Programme of Study
Skills are developed through;

- Designing
- Making
- Food
- Rigid and flexible materials
- Systems and control

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

Geography Policy Statement

Foundation Phase (From Framework for Children's Learning aged 3-7)
Children should experience the familiar world through enquiry, investigating the indoor and outdoor environment in a safe and systematic way. They should be given experiences that help them to increase their curiosity about the world around them and help them to begin to understand past events, people and places, living things, and the work people do. Using all their senses, they should be encouraged to enjoy learning by exploration, enquiry, experimentation, asking questions and trying to find answers. They should learn to demonstrate care, responsibility, concern and respect for all living things and the environment. They should develop and communicate using an increasing range of appropriate vocabulary. They should learn to express their own ideas, opinions and feelings with imagination, creativity and sensitivity. The children's skills should be developed across all Areas of Learning through participation in experiential learning activities and through the use of sources such as stories, photographs, maps, models and ICT.

Key Stage 2
At Key Stage 2, learners build on the skills, knowledge and understanding and that they have already acquired during the Foundation Phase. Geography develops and stimulates learners' interest in, and fosters a sense of wonder of, places and the world about them. Through the study of their own Welsh locality, the world beyond, different environments and events in the news, learners develop their understanding of what places are like and how and why they change. Through practical activities and first-hand investigations in the classroom and out of doors, learners develop skills to gather and make sense of information, use maps, think creatively and share ideas through discussion. Geography provides opportunities for learners to consider important issues about their environment, and to recognise how people from all over the world are linked. They are encouraged to understand the importance of sustainability, develop an informed concern about the quality of their environment, and to recognise 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 communication 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 number 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.

ESDGC

Within Geography there are opportunities to explore aspects of all 7 themes; The Natural Environment; Climate Change; Choices and Decisions; Health; Wealth and Poverty; Consumption and Waste; Identity and Culture.

Programme of Study

Skills are developed through;

- Locating places, environments and pattern
- Understanding places, environments and processes
- Investigating
- Communicating

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

History Policy Document

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

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 artifacts 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 communication skills across the curriculum through the skills of oracy, reading, writing and wider communication.

In history, learners develop their skills of oracy, reading and writing and wider communication skills 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.

In history, learners develop their ICT skills by using technology in enquiries, and to develop and present their findings.

Learners develop their number skills across the curriculum 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*.

ESDGC

Within History there are opportunities to explore aspects of all 7 themes; The Natural Environment; Climate Change; Choices and Decisions; Health; Wealth and Poverty; Consumption and Waste; Identity and Culture

Programmes of Study

Skills are developed through;

- Chronological awareness
- Historical knowledge and understanding
- Interpretations of history
- Historical enquiry
- Organisation and communication

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.
ESDGC
Within music there are opportunities to explore aspects of Identity and Culture in particular, including songs through the medium foreign languages.

Programmes of Study
There are 3 main areas of focus in both Skills and Range of Musical Development. These are:
- Performing;
- Composing;
- Appraising.

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

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 co-ordination, 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.

ESDGC

Within Physical Education there are opportunities to explore the themes of The Natural Environment; Choices and Decisions and Health.

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, Monmouthshire County Council have, as a whole Authority, chosen to follow the 'Monmouthshire 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 peoples' viewpoints differ from their own and reflect on and revise their own perspectives on life as appropriate.

Key Stage 2

For the purpose of this document, the skills of Religious Education, form this afore mentioned document are noted below. Teachers at the school will use these skills, in conjunction with the Monmouthshire Agreed Syllabus for Religious Education.

Developing thinking

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.

Developing communication

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.

Developing ICT

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.

Developing number

In religious education, learners develop skills in the application of number by using information such as ordering events in time, by measuring time through the calendars of various religions, by calculating percentages of things 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.

ESDGC

Within RE there are opportunities to explore aspects of The Natural Environment; Choices and Decisions; Identity and Culture.

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.

It is important to remember that in developing the attitudes, values and skills of PSE, we must be sensitive to the home environment of our pupils. However, PSE can provide a very necessary framework for those children who may not have support at home.

The Themes of PSE

- Active citizenship
- Health & Emotional Wellbeing
- Moral and spiritual development
- Preparing for Life long 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. Within PSE there are opportunities to explore aspects of all 7 ESDGC themes; The Natural Environment; Climate Change; Choices and Decisions; Health; Wealth and Poverty; Consumption and Wealth; Identity and Culture. 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 for classes at the beginning of each year
- A House system with House Captains
- Running of a School Council
- Fruit Tuck Shop
- Adherence to the Behaviour and Discipline Policy, The Bullying Prevention, Anti-Racial and Respect For Others Policy
- Visitors from the local and wider community, including regular visits from the local
- Local churches and school liaison police officer.
- A residential visit to an Outdoor Pursuit Centre
- Extra-curricular activities during and after school 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 well-being 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 practiced 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

The school has made a commitment to implementing SEAL by:

- All staff have received training related to SEAL
- Staff in school share good practice and are developing effective teaching and learning approaches to SEAL.