

Curriculum for Wales	
Welcome	<p>At Spittal V.C. School we aim to promote a love of learning within a safe and welcoming family environment and we are determined that every child can achieve.</p> <p>Our school community of pupils, staff, parents, governors and members of the wider community share in and contribute to the successes of our school and our children. Ours is a Church School and the special link with the Church is important to us. Our children gain a clear understanding of a Christian Values system. We welcome children of other faiths and none.</p> <p>We pride ourselves on the rich curriculum offered to all our pupils. The high standards achieved here are a credit to the commitment of staff and pupils. We are also proud of the warm ethos that exists at Spittal – it is a happy place for children, staff and visitors. From your child's first day, we want school to be a positive and enjoyable experience. We will strive to achieve this by working closely with you.</p>
Our mission statement	<p>Spittal School is a Christian community where we recognise the dignity and values of the individual. All members of this community are encouraged to develop their potential in terms of knowledge and understanding, which includes spiritual, moral and physical awareness.</p>
Our school aims	<ul style="list-style-type: none"> • Use contextual data to improve the ways in which we provide support to individuals and groups of pupils. • Monitor achievement data according to the various protected characteristics and action any gaps. • Take account of the achievement of all pupils when planning for future learning and setting challenging targets. • Ensure equality of access for all pupils and prepare them for life in a diverse society. • Use materials that reflect the diversity of the school, population and local community in terms of the various protected characteristics, without stereotyping. • Promotes attitudes and Christian values that will challenge racist and other discriminatory behaviour or prejudice. • Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
Our vision	<p>Our curriculum is driven and underpinned by our school vision, mission statement, our strategic aims and our values. We aim to deliver an inclusive curriculum for all pupils. With a focus on the UN Convention on the Rights of the Child - UNICEF UK we believe pupils learn best when their voices are incorporated into the life of the school. The planning of the curriculum and sequences of learning are progressive and build upon previous knowledge, building new knowledge, skills and experiences on secure foundations. We provide a broad and balanced curriculum through cross-curricular learning to support pupils in being learners ready for lifelong learning.</p>

<p>Inclusive curriculum</p>	<p>Our curriculum focuses on raising the aspirations for all learner. We consider how all learners are supported to realise the four purposes and to progress. We have considered our ALN provision and how we will meet the needs of different groups of learners.</p>
<p>Curriculum for Wales</p>	<p>We have been getting ready for the new Curriculum for Wales which comes into place in September 2022. Welsh Government has defined the national level curriculum, with the school level curriculum developed by individual schools and clusters.</p> <p>Over recent years we have been building towards the new curriculum in not only what we learn and teach, but the way in which we learn and teach and why we teach particular skills. Our Dojo and twitter feed reflect our pupils' learning experiences and the new topics which have been introduced reflecting the consideration of pupil voice and a wider curriculum.</p> <p>Our children will continue to learn in a wide variety of ways, with the focus on skills, experience and knowledge. The principles of learning within the Foundation Phase and will become the basis of the curriculum for all learners aged 3 to 16 years old.</p> <p>There are 6 new Areas of Learning and Experiences (AoLE):</p> <ul style="list-style-type: none"> • Expressive Arts • Health and Wellbeing • Humanities • Languages, literacy and communication • Mathematics and numeracy • Science and Technology <p>The AoLEs replace the Foundation Phase Areas and Key Stage 2 subjects.</p> <p>There are also four purposes which are central to the curriculum. Curriculum for Wales has been developed to fulfil four purposes and these are a starting point and at the heart of learning across the school. They aim to produce children who are, or will become:</p> <ul style="list-style-type: none"> • Ambitious, capable learners who are ready to learn throughout their lives; • Enterprising, creative contributors who are ready to play a full part in life and work; • Ethical, informed citizens who are ready to be citizens of Wales and the World; • Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society. <p>Our curriculum provides opportunities and experiences to develop the key concepts, knowledge and skills as described in the Statements of What Matters.</p> <p>We define these as:</p> <ul style="list-style-type: none"> • Knowledge – familiarity, awareness and / or understanding of information and facts; • Skills – the tools which pupils use to transfer their learning into new contexts; • Experiences – The opportunities provided to pupils to apply their knowledge and skills learning across the curriculum. <p>Our curriculum focuses on providing authentic contexts for learning and developing learner independence in learning in order that learning is built around key concepts identified from the What Matters statements. This is structured in the following way to provide consistency across the school:</p>

	<ul style="list-style-type: none"> • Concepts – Key concepts identified from the Statements of What Matters. • Learning Contexts – Contexts are chosen which show progressive depth of concept e.g. from local to national to global. • Question – A question which is shared with pupils during the launch week at the start of the topic which frame the learning and ensures progression. • Wonder – Pupils generate lines of enquiry via questions to form the basis of learning. • Curriculum intent – A pathway is formed from children's lines of enquiry to ensure knowledge, skills and experiences. • Transfer of learning – Throughout their learning journey within a topic, pupils are assessed on their understanding and their ability to apply skills across AoLEs. • Assessment – Pupils understanding of concepts are assessed using an age related assessment which is relevant to the learning context.
<p>Learning, progression and assessment</p>	<p>Our curriculum will support learning through designing learning opportunities which draw on the pedagogical principles. The twelve pedagogical principles underpin our teaching and learning and are used to support staff in identifying the pupils' greatest needs; matching their needs to the most appropriate pedagogical approach; assessing the impact of the teaching approach through pupil progress. Our curriculum, supported by effective teaching and learning, enables learners to make meaningful progress. Over time our learners will develop and improve their skills and knowledge. Our curriculum focuses on understanding what it means to make progress in each Area of Learning and how learners should deepen and broaden their knowledge and understanding, skills and capacities, and attributes and dispositions and is informed by the Progression Code. This in turn supports our approach to assessment, the purpose of which is to inform planning for future learning. Assessment will be embedded as an intrinsic part of learning and teaching. All learners will be assessed on entry to the school.</p> <p>Assessment serves three purposes and the evaluation it provides is pivotal to both learning and underpinning pupils' progress. Assessment provides three purposes:</p> <ul style="list-style-type: none"> • To support and help individual pupils in an ongoing basis in a day to day manner; • To identify and capture pupil progress over time; • To identify the future steps for learning. <p>We use formative assessment tools to identify next steps in learning; these tools enable staff to gauge pupils' understanding and planning then modified to address specific learning needs and next steps in learning.</p>
<p>Expressive Arts</p>	<p>The dynamic nature of the Expressive Arts engage and motivate our learners, developing their creative, artistic and performance skills to the full.</p> <p>The Expressive Arts Area of Learning and Experience focuses on five disciplines - art, dance, drama, film and digital media and music which share a common creative process. Each discipline also has its own discrete body of knowledge and skills.</p> <p>As creators and as an audience, pupils will gain an understanding and appreciation of cultures and societies both in Wales and further afield. Pupils will be taught skills and have opportunities to apply their knowledge and skills in a range of contexts to support their understanding.</p> <p>Our provision to both support and develop the pupils' knowledge, understanding and experiences includes:</p> <ul style="list-style-type: none"> • Recorders, woodwind and string instrumental tuition

	<ul style="list-style-type: none"> • Singing – whole school, cohorts and school choir • Drama lessons and productions • Theatre visits • Opportunities to work with artists • Green screening • Making and editing films • Gymnastic lessons
Health and Wellbeing	<p>The Health and Wellbeing Area of Learning and Experience provides a holistic structure for understanding health and wellbeing, focussed on developing the capacity of learners to navigate life's opportunities and challenges.</p> <p>This area of learning and experience focuses on physical health and development, mental health, and emotional and social well-being.</p> <p>It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.</p> <p>Our provision to both support and develop the pupils' knowledge, understanding and experiences includes:</p> <ul style="list-style-type: none"> • School ethos underpinned by UNCRC Pupils' Rights • Consistent approach to developing positive relationships • PE and Games lessons • Annual Sports Day • A variety of sports clubs • Inter school competitive events • Introduction to wider sporting activities including hiking and surfing • Healthy schools focus • Physical exercise breaks • Wellbeing awareness and focus days • Growth mindset approaches • Restorative practice • Flexible use of time • Pupil voice opportunities • Values based education • Sustainable Development Goals linked learning • ELSA support • Outdoor learning • Gardening
Humanities	<p>The Humanities Area of Learning and Experience seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom.</p> <p>This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present.</p> <p>The Area encompasses geography; history; religion, values and ethics; business studies and social studies.</p> <p>The subjects in this Area share many common themes, concepts and transferable skills, while having their own discrete body of knowledge and skills.</p>

	<p>Our provision to both support and develop the pupils' knowledge, understanding and experiences includes:</p> <ul style="list-style-type: none"> • Locality field trips • Ecology projects • Sustainability projects • Visit to museums, places of worship and sites • Use of artefacts • Inclusion of music, art and writing from different cultures, time and religions • Visitors from different cultures and religions • School to school link with Burundi, D.R.Congo • Caring for school grounds and the local area • Use of technology and resources to understand the wider world
<p>Languages, literacy and communication</p>	<p>The Languages, literacy and communication Area of Learning and Experience addresses fundamental aspects of human communication. It aims to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh, English and international languages as well as in literature.</p> <p>The four statements that express what matters in this Area should be addressed holistically. This means that different languages should be explored in relation to one another, so too the skills of listening, speaking, reading and writing. It also means that learning about and through literature should be seen as contributing to all aspects of learning about languages.</p> <p>Our provision to both support and develop the pupils' knowledge, understanding and experiences includes:</p> <ul style="list-style-type: none"> • Use and application of language skills across all areas of learning including but not limited to cross curricular literacy links • Use and application of language skills throughout all extra curricular activities • Daily LLC lessons • Daily reading – independent reading time, whole class reading, small groups, guided reading with a focus on reading in English and Welsh • Daily phonic sessions for younger readers • Brawddeg yr wythnos to support developing Welsh language skills • Welsh wheel to support Welsh vocabulary and sentence pattern learning • 'Super 6' book focus • Review of newly published books • School library sessions to promote reading • Author visits • Library visits
<p>Mathematics and numeracy</p>	<p>The Mathematics and Numeracy Area of Learning and Experience is part of an international discipline and underpins our daily lives, through things such as architecture, art, music, money and engineering and plays a critical part in our everyday lives, and in the economic health of the nation.</p> <p>We ensure that mathematics and numeracy are engaging, exciting and accessible for learners, and focus on ensuring that learners develop mathematical resilience.</p> <p>In Foundation Phase play forms an important part in the development of mathematics and numeracy, enabling learners to solve problems, explore ideas, establish connections and collaborate with others. In later years, learners need to have opportunities to work both independently and collaboratively to build on the foundations established in the early years.</p>

	<p>We focus on the development of five connected and interdependent proficiencies and develop an awareness and understanding of the links between mathematics and numeracy and the real world.</p> <p>Our provision to both support and develop the pupils' knowledge, understanding and experiences includes:</p> <ul style="list-style-type: none"> • Daily mathematics and numeracy • Cross curricular Maths and numeracy • Times Table Rock Stars • Secondary school links for Stem • Darwin Experience
Science and Technology	<p>The Science and Technology Area of Learning and Experience recognises that the importance of science and technology in our modern world cannot be overstated. Developments in these areas have always been drivers of change in society, underpinning innovation and impacting on everyone's lives economically, culturally and environmentally. As such, the Science and Technology Area of Learning and Experience (Area) will be increasingly relevant in the opportunities young people encounter and the life choices that they make.</p> <p>This Area of Learning and Experience focuses on five disciplines of biology, chemistry, computer science, design and technology and physics to support and enhance learners' knowledge, understanding and experiences of the world around them.</p> <p>Our provision to both support and develop the pupils' knowledge, understanding and experiences includes:</p> <ul style="list-style-type: none"> • Explore links between science and technology and the real world and its application • Termly investigations • Use of STEM activities • Links with secondary school departments • Coding • Digital devices • Outdoor learning • Darwin Experience • Pembrokeshire National Park
Cross curricular skills	<p>Our curriculum will develop the mandatory cross curricular skills of literacy and numeracy and digital competence. Our curriculum will enable learners to develop competence and capability in these skills and to extend and apply them across all Areas. Learners will be given opportunities across the curriculum to:</p> <ul style="list-style-type: none"> • develop listening, reading, speaking and writing skills; • be able to use numbers and solve problems in real-life situations; • be confident users of a range of technologies to help them function and communicate effectively and make sense of the world.
Wider curriculum	<p>UNCRC As a school we promote knowledge and understanding of the UN Convention on the Rights of the Child - UNICEF UK across both teaching and learning and school life.</p> <p>Religions, Values and Ethics (RVE) This will continue to be compulsory with an agreed local syllabus. As a Church in Wales Voluntary Controlled school we will teach a syllabus which reflects our religious denomination and ensures pupils develop an understanding of world religions.</p>

All RVE concepts will be explored through a variety of lenses and children will explore the relationships between RVE and other aspects of life, society and the world. They will build a rounded understanding of religion and the different ways in which it is defined, promoted through openness and respect for all and an objective, critical and pluralistic approach. Through the curriculum they will develop secure values and explore and establish their beliefs to support and enable them to form positive relationships based on trust and mutual respect. Through discussion and reflection of their own perspectives and those of others on a wide range of topics, they are supported in building their emotional, mental and spiritual wellbeing, and to develop and express their own viewpoints, prepared for lifelong learning in our diverse world.

Collective Worship

We come together for an act of Collective Worship daily and is an important part of school life, making space for pupils and staff to share through learning, music, reflection and prayer whilst developing our sense of awe and wonder. Our Collective Worship is inclusive for everyone in our school community and provides a sharing time together, forming a central part of our broader school life. It provides time to reflect on our vision, values and faith of the school and for spiritual development. During the year we welcome clergy, members of our local community, parents and governors to join us.

Relationships and Sexuality Education (RSE)

RSE is mandatory in all maintained schools with a focus on building relationships based on trust and respect, and on developing mental and emotional wellbeing, resilience and empathy. Our school embraces the guidance within the [RSE Code](#). Our provision will have a positive and empowering role in our learners' education and will play a role in supporting them in realising the four purposes as part of a whole school approach. Helping learners form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy.

Cwricwlwm Cymreig

Through our Cwricwlwm Cymreig we aim to support everyone to develop their sense of cynefin ([hyperlink](#)) and Welsh identity to understand and celebrate living and learning in Wales and to develop their sense of belonging to both their local community and country whilst avoiding stereotypes. Cwricwlwm Cymreig also supports our pupils to understand an outward looking and international Wales, promoting both global citizenship and sustainable development in addition to developing an awareness of the part that language and literature plays in the life of Wales and the issues which effect Wales today.

We focus on the five aspects of Cwricwlwm Cymreig of cultural, economic, environmental, historical and linguistic and develop our understanding of these through cross curricular learning. This learning is progressive, beginning with what is familiar to pupils and progressing to wider perspectives of the diverse Welsh cultures.

Review and refine

Our curriculum in September 2022 is not the final curriculum! We will continue on our journey to find what works well, what we can continue to improve on and what has the most significant impact on our pupils, doing so whilst continuing to liaise with our stakeholders. We will consider the changing needs of learners, social contexts and needs.

Reviewed by the School Development Plan governing body sub committee, headteacher and chair of the Governing Body on 8-9-22. To be ratified by the full Governing Body October 2022.

Headteacher

Chair of Governors

Review date