



# Curriculum Policy

Review Date	November 2025
Reviewed By	SLT & Governors
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<i>Summary of changes</i>	

Head Teacher ..... Date .....

Chair of Governors ..... Date .....

# Gnoll Primary School

## Curriculum Policy

### 1. Vision and Aims

#### 1.1 – Vision and Values

Our Mission Statement is-

***'Together we nurture, inspire and achieve'  
Gyda'n gilydd rydym yn meithrin, ysbardoli a chflawni'***

Our Vision Summary -

***Together, we nurture, inspire and achieve.***

***Gnoll Primary is more than just a place to learn, it is a happy, ambitious, inclusive community where every child feels safe, valued and respected. We celebrate diversity, spark curiosity, and build resilience so that every learner grows with confidence and a love for lifelong learning.***

***Wellbeing, respect, and teamwork are at the heart of everything we do. With excellent teaching and strong partnerships, we empower our pupils to make a positive difference: in our school, in our community, in Wales and the wider world.***

***Gnoll Primary is a place where every child is encouraged to dream big, aim high, and be proud of who they are.***

Our Vision -

Our vision at Gnoll Primary School, is for everyone to thrive as part of a happy, ambitious, inclusive community, where all are nurtured and encouraged to achieve their very best.

**C**ommitment towards building a community where we will be empowered to change our own lives and the lives of those around us.

**O**pportunities to develop a sense of value; gain experiences, skills and knowledge; as well as fostering confidence, resilience and empathy are created.

**M**utual respect, trust and support is paramount. We celebrate diversity, encourage inclusion for all and develop collaborative skills to enable effective contributions to our local community and the wider world.

**M**aking memories in an environment which enables us to become confident, curious and inquisitive learners.



**U**nderstanding new concepts that will capture our interests and stimulate our imaginations; developing ownership and decision making, equipping us with the knowledge, skills and dispositions for future challenges as lifelong learners.

**N**urture and wellbeing is at the heart of our school. We are committed to creating a safe, happy and caring learning environment where we support each other to thrive and succeed.

**I**nvolvement of parents, carers, staff, governors and the wider school community to become actively involved in our lives and learning, encouraging us to be ambitious and aim for future successes which will, in turn, help to shape and strengthen our community.

**T**hrough excellent teaching, we will deliver an inspiring curriculum tailored to provide opportunities to develop skills and explore concepts which are empowered to become motivated learners who will discover and build on our interests whilst fostering a sense of pride in our Welsh heritage.

**Y**oung people have opportunities to engage with contemporary issues and link with their community and the wider world, becoming aware of our rights and the rights of others.

At Gnoll Primary we are committed towards building a community whereby all will be empowered to change their own lives and the lives of those around them. We will develop relationships based on mutual respect, trust and support. We celebrate diversity, encourage inclusion for all and develop collaborative skills to enable effective contribution to our local community and the wider world.

Well-being is at the heart of our school. We are committed to creating a safe, happy and caring learning environment where we will support each other to thrive and succeed. We will continually strive to remove the barriers to success and fear of failure. We encourage parent, teacher and community members to be actively involved in our children's lives and learning.

Through excellent teaching, we will deliver an inspiring curriculum tailored to provide opportunities to develop skills and explore concepts which will empower children to become motivated learners who will discover and build on their interests. We are focused on developing learning capacity so they will know, understand and challenge themselves as learners. This will allow them to build their knowledge and understanding through concepts that will capture their interest and stimulate their imagination; developing ownership and decision making, equipping all young people with knowledge, skills and dispositions for future challenges as lifelong learners.

Our school will take pride in leading the children in Gnoll Primary on their journey – both educational and for life; enabling them to drive their own futures to greater success and positively shape and strengthen our diverse community



## 1.2 - Intent

At Gnoll Primary School, we offer a rich and vibrant curriculum which is ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and experiences which are the building blocks for later life. Our curriculum encompasses not only the formal requirements of the Curriculum for Wales, but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide.

Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and be the best they can be. Its aim is to equip pupils with meaningful learning opportunities in pursuit of the four purposes; ambitious and capable learners, enterprising and creative contributors, ethical and informed citizens and healthy and confident individuals. At Gnoll Primary, our curriculum aims to prepare children with the essential knowledge and skills for their future. The exploration of new skills and experiences help to nurture resilience, curiosity and creativity; skills vital for employment and active citizenship.

The curriculum is further enhanced by our commitment to Values-based Education and, through this, alongside our personal, moral, social and cultural development, we provide learning experiences which promote confident, self-disciplined pupils, eager for lifelong learning.

Our aim at Gnoll Primary is to aspire to develop the whole child in order to achieve their full potential, to participate in wider community and develop transferable skills enabling them to become successful citizens.

At Gnoll Primary School, we aim to

- provide a school ethos where each child feels valued, respected and proud of themselves, their school and their local community
- Work towards the four purposes developing our children as ethically, informed citizens who are ambitious capable learners, that are healthy, confident individuals who can be enterprising, creative contributors
- encourage children to develop a hunger for and enthusiasm of learning through a lively, enquiring mind and develop in each child, self-confidence, self-esteem, a positive attitude and a love for learning which will stay with him/her forever .
- encourage and develop independence of learning and to help pupils acquire knowledge, skills and values relevant to future life
- ensure that all pupils experience high quality and purposeful teaching and learning – encouraging and enabling all pupils to achieve their potential.
- ensure that all pupils have access to high quality resources and expertise. These will be provided within an interactive environment that encourages fun, creativity, respect and enjoyment



- work in partnership with parents, carers, governors and other professionals to provide support, guidance and training through clear information on all aspects of school life and targets for self-improvement
- to provide a caring, secure and ordered environment where all can work and play with confidence. We strive to achieve this by ensuring school rules and policies are correctly adhered to. Communicating and acting upon risks and hazards in the environment and making necessary improvements where appropriate.
- achieve a partnership with parents and carers in the education of their children through providing parents with clear information on all aspects of school life, and in particular targets for self-improvement.
- promote the use of the bilingualism in order that it becomes a natural part of daily school life foster the child's integrity, by spiritual awareness, so that the child recognises certain principles of moral behaviour and shows respect for all racial and cultural backgrounds
- actively seek to raise all standards and be part of an ongoing self-evaluation process

## **2. Legislation and guidance**

This policy reflects the requirements of the Curriculum for Wales, which all maintained schools in Wales must teach.

It also reflects requirements for inclusion and equality as set out in the Additional Learning Needs Code for Wales 2021 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

The curriculum embeds the Rights of the Child (UNCRC) 2022.

## **3. Roles and responsibilities**

### **3.1 The Governing Body**

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets



- Enough teaching time is provided for pupils to cover the Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with Additional Learning Needs (ALN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the Curriculum, where appropriate, and in any subsequent appeals

### **3.2 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with ALN

### **3.3 Other staff leads – AOLE Leads and Teaching**

Other staff will ensure that the school curriculum is implemented in accordance with this policy. The role of the AOLE team is to:

- provide a strategic lead and direction for the Area of Learning and Experience (AOLE)
- support and offer advice to colleagues on issues related to the AOLE;
- keep up to date with new initiatives and developments;



- provide efficient resource management for the AOLE.

It is the role of each AOLE team to keep up to date with developments in their subject, at both national and local level. They review the way that the AOLE is delivered in the school and plan for improvement. This development planning links to whole-school objectives. Each team reviews the curriculum plans for their AOLE and ensures that there is full coverage based upon the Statements of What Matters and that progression is planned for. The AOLE team can carry out monitoring exercises such as learning walks, lesson observations and 'book looks' to ensure that the children are achieving their full potential and that progression is as expected.

The curriculum is planned for and delivered by class teachers, who deliver learning in line with the school's Teaching and Learning policy. Learning Support Assistants support the learning in the classroom.

## **4. Curriculum Organisation**

### **4.1 Implementation**

Our curriculum at Gnoll Primary is delivered via the Concept model and delivered within a two year, three term cycle. This design allows the children to connect via concepts in their learning and to build upon existing experiences, knowledge and skills to ensure that these can be applied in all areas of the curriculum. It ensures that the learning opportunities provided for the children are broad and balanced, allowing for the accumulation of knowledge and skills; for the children to build on what they know and allow knowledge to enter the long-term memory. There is also an expectation that content taught within each concept provides both breadth and depth of learning. Each phase follows a concept model, such as "Belonging" in the Autumn Term, "Exploration" in the Spring Term and "Imagination" in the Summer Term. These concepts have been planned with the children's needs and interests in mind, ensuring that the local community plays a part alongside the wider world.

In order to broaden the children's experiences, visits and visitors are carefully planned to support and inspire the learning. Links within the local and wider community are an important aspect to our curriculum and links are encouraged and planned for with each concept. The concept working weaves throughout the year, ensuring curriculum coherence and motivating the children to seek patterns across AOLEs. To support curriculum coherence, our two-year cycle follows 6 concepts which will be revisited in the 3<sup>rd</sup> year, forming links in the children's knowledge and building about previous skills and experiences. Statements of What Matters have been proposed for each termly concept, ensuring there is sufficient coverage of AOLEs throughout each cycle.

### **4.2 – Mandatory Curriculum Elements**



## **Cross Curricular Skills**

The skills of literacy, numeracy and digital competency are mandatory elements and are adopted throughout the curriculum delivered at Gnoll Primary.

Children are taught discrete literacy and mathematics skills in all year groups. The school has adopted the Read Write Inc & Fresh Start literacy programme for the teaching of literacy in all year groups, with pupils progressing to literacy lessons following our school's text type process once they have completed the programmes. The school has also adopted the White Rose Numeracy programme for the teaching and learning of mathematics throughout the school. The discrete skills that are taught in the morning are then transferred to concept-based learning sessions in the afternoon, with a focus on cross curricular application of literacy, numeracy and digital competency skills.

## **Further mandatory curriculum elements**

### **Relationships and sexuality education (RSE)**

RSE plays a vital role in enhancing learners' well-being and safety, where RSE is used to help support children to explore and discuss information and values about relationships and sexuality which will shape their day to day lives and imagined futures.

At Gnoll Primary, staff have an important role for RSE discussion and responding to learners' questions and needs. Alongside dedicated RSE based learning opportunities, we also plan to use the Thrive approach to create a safe and empowering environment that builds upon learners' own formal and informal learning and experiences and encourages children to reflect and express their views and feelings on a range of RSE issues.

The aim of RSE teaching at Gnoll Primary is to gradually empower learners to build the knowledge, skills, and ethical values for understanding how relationships, sex, gender, and sexuality shape their own and other people's lives. This includes the ability to recognise, understand and speak out about discrimination and violence and know how and where to seek support and advice on a range of RSE issues.

At Gnoll Primary, we understand that children learn who they are and how the world is, by forming relationships with people and things around them. The quality of a child's relationship with significant adults is vital to their healthy development and emotional health and wellbeing.

### **Thrive**



Gnoll Primary uses the Thrive programme to help support their emotional and social development. All staff have received introductory training to the programme and profile individual classes on a termly basis to create class Thrive action plans to deliver learning opportunities based on the social and emotional needs identified in each class. Individual assessments and action plans are also created for children that require a personalised Thrive group or 1:1 intervention.

Further information about the Thrive programme can be found in the school's Thrive policy.

### **Religion, Values and Ethics (RVE)**

RVE sits within the Humanities AOLE and is mandatory for all pupils. Gnoll Primary's RVE curriculum is linked to the locally agreed RVE syllabus. It reflects the fact that religious traditions within the school and in Wales are mainly Christian while taking into account the teaching and practices of other principal religions represented in Wales. It is delivered in an objective manner, with teachers delivering RVE in an impartial approach.

Further detail for the delivery of the RVE through the Humanities AOLE can be found in the Humanities AOLE policy.

## **4.3 – Cross Cutting Themes**

### **United Nations Convention of the Rights of the Child (UNCRC)**

Human rights are the freedoms and protections to which all people are entitled. Children have specific human rights enshrined by the UNCRC. At Gnoll Primary, we recognise and teach that we are all equally entitled to our human rights without discrimination.

The principles of the UNCRC inform the development of the four purposes. Human rights education encompasses:

- Learning about human rights – understanding human rights, and the sources of those rights including the UNCRC
  - Learning through human rights – the development of values, attitudes and behaviours that reflect human rights values.
  - Learning for human rights – the motivation of social action and empowerment of active citizenship to advance respect for the rights of all.

Gnoll Primary has an active Rights Respecting pupil committee which aims to promote the importance of the UNCRC within the school environment. In October 2022 the school



achieved its 'Silver' Rights Respecting schools award and is currently working towards its gold award.

## **Diversity**

Diversity refers to recognising and celebrating the diverse nature of social groups and communities in the school and ensuring that the curriculum reflects that diversity and is responsive to the experiences of those groups and communities. It means, being aware of the characteristics of others and treating others with compassion, empathy, understanding and equity, regardless of those characteristics. As the pupils' progress, they become increasingly aware of a range of specific characteristics which can define our identity, including sex, gender, race, religion, age, disability, and sexuality. At Gnoll Primary, we are creating a curriculum which recognises the diverse culture of our school society and enables pupils to celebrate the diverse nature of all societies.

The curriculum incorporates opportunities for learners to:

- Develop empathy and compassion for others.
- Celebrate diverse backgrounds, values, and characteristics.
- Develop their own values and sense of identity.
- Develop understanding of people with different beliefs and perspectives.
- Challenge stereotypes.

## **Careers and Work-Related Experiences**

At Gnoll Primary, from Progression Step 1 and onwards, learning about careers and work-related experiences are fundamental to developing skills for work and life. This helps children to understand the relationship between their learning and the world of work. Opportunities are planned for, and embedded authentically, to ensure pupils to gain experiences related to work and careers and develop skills which are integral to a 21<sup>st</sup> Century style workforce.

## **Local, National, and International Contexts**

The local, national, and international contexts provide key perspectives for learners and are of particular importance in supporting learners to realise the four purposes. Through Concept learning, the curriculum content is taken from a local, national, and international context and teachers draw from these contexts when teaching humanities and using the thrive approach. It is important the children are able to make connections with their learning and the surroundings, experiences and events that they may be familiar with, as well as less familiar contexts to broaden their viewpoints and appreciate wider challenges and issues.



Through the concept learning model, children accessing progression step 1 are taught with the focus on themselves and their immediate world. Children accessing progression step 2 focus their learning on themselves, their local community and wider Wales. Children accessing progression step 3 focus their learning on both local and international contexts. Throughout each concept, there are opportunities for engagement with less familiar contexts, to look at the social, economic and environmental relationships between their own experiences and that of a less familiar context.

### **Welsh and the Siater Iaith**

To understand Wales, the curriculum at Gnoll promote an understanding of Wales and its history. Children's understanding of Wales also recognises the different perspectives, values and identify which shape Wales and develop their understanding of Cynefin.

Promotion of the Welsh language is very important at Gnoll Primary; we want to inspire children and young people to be proud of the Welsh language and to use Welsh in all aspects of their lives. The Siater Iaith is for everyone; all members of the school's community have a part to play - the school council, pupils, staff, parents, carers, governors, and the wider community. Together we will increase the social use of Welsh by children and young people.

Further information based on the teaching and learning of Welsh as a second language at Gnoll Primary can be found in the Language, Literacy and Communication AOLE Policy.

### **4.5 – Extra Curricular Activities & Pupil Voice Committees**

At Gnoll Primary, we are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities, including: football, glee club, summer sports, computing, netball, British sign language and choir.

Gnoll Primary works closely with the local authority music education service and provides opportunities for pupils to learn violin and drums through weekly lessons. The school also links with local sports clubs and groups such as Goal Getters Soccer School, Mini Ballers Soccer School and Ospreys Rugby to support children's development in these sports.

We also place an emphasis on the importance of pupil voice in all aspects of the school's development. We have a variety of active committees which are made up of pupil representatives from Years 2-6. These include:

- School Council
- Eco Committee
- Criw Cymraeg
- Digital Leaders



- Health & Wellbeing
- Rights Respecting

Within these groups, children are elected for Chair and Vice Chairperson. The chair and vice chair of each committee form the school's 'Senedd' which meet on a half termly basis and help shape the curriculum design at Gnoll Primary.

## 5 – Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with ALN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with ALN and/or disabilities can have full access to the curriculum, wherever possible, and ensure that there are no barriers to every pupil achieving.

Further information can be found in our statement of equality information and objectives, and in our ALN policy.

## 6 – Planning

### 6.1 - Long Term

As stated, the long term planning is divided into a two year, three phase cycle based on a concept model. Broadly speaking, this ensures that concepts are revisited when learning is delivered through a focus on Progression Steps 1, 2 and 3; Progression Steps 1 being delivered in Nursery, Reception and Year 1, Progression Steps 2 being delivered in Year 2, 3 and 4, and Progression Steps 3 being delivered in Years 5 and 6. Statements of What Matters are also linked to each term's concept, ensuring that learning encompasses each Statements of What Matters 3 times throughout the child's school journey.

### 6.2 - Medium Term

Medium term planning is organised into the 6 AOLE's and contains the main Statement of What Matters for each term's concept, plus supporting secondary statements. Descriptions of learning linked to relevant phase Progression Steps, with opportunities for higher order thinking skills and knowledge to be taught related to the term's concept. Pupil voice is also an important element of the school curriculum and pupils' ideas for learning opportunities related to the concept are also included in the medium term plan.



### **6.3 - Short Term/Weekly Planning**

Weekly planning is organised as a weekly overview of the planned learning opportunities for that are planned for that week. These may be adapted due to pupil voice and the learning journey of the cohort.

## **7. Assessment**

Assessment arrangements at Gnoll Primary are in line with the school's curriculum design.

Welsh Government Personalised Assessments are undertaken in Mathematics (procedural and reasoning) and English reading each year. These help to identify where children's attainment is in these areas, as well as progress made from the previous year. These assessments help shape the school's priorities and curriculum focus for the following academic year. Standardised assessments in Reading, Spelling and Mathematics are used to support teacher judgements and assist with entry and exit criteria for interventions.

In addition to the formal external assessments, assessments in other learning areas are undertaken regularly to inform SLT/AOLE Lead/Teachers of progress and for areas of development to address in teaching and learning. These include; Read Write Inc/Fresh Start assessments, White Rose Maths assessments, School entry baseline (Nursery & Reception), Wellcomm Speech and Language Screening and Thrive class/individual profiling.

Teachers undertake formative assessment in the school using the school's assessment procedures. Further information on the school's assessment procedures can be found in the Assessment policy.

Monitoring of pupil's individual progress as well as that of whole cohorts as well as groups of learners is of paramount importance. Teachers and SLT carry out rigorous progress reviews termly which are then fed back to parents and carers as part of interim report cards (Autumn), progress meetings (Spring) and annual school reports (Summer).

## **8. Monitoring arrangements**

Governors monitor coverage of school development priorities and curriculum compliance with other statutory requirements through liaising with AOLE's leaders, monitoring subject action plans and planning, carrying out learning walks and discussions with children. Please see the schools Monitoring and Evaluation Cycle for further details.



School Priority and AOLE's Leaders monitor the way their Area of learning is taught throughout the school by carrying out learning walks/observations, scrutinising planning and books and discussions with children.

School Priority and AOLE leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually. At every review, the policy will be shared with the full governing board.

## **9. Links with other policies**

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- Assessment Policy
- ALN Policy
- Relationships and Sex Education Policy
- Thrive Policy

