



“Learn, have fun and reach for the stars.”

Hendrefoilan Primary School Curriculum Policy

This policy outlines the fundamental aims which underpin the Curriculum at Hendrefoilan Primary School.

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Purposes

At Hendrefoilan, the purposes of the curriculum are as follows:

- To provide and ensure all pupils have access to a curriculum driven by the four purposes and the principles underpinning every Area of Learning and Experience (AoLE) of the Curriculum for Wales (CfW).
- To ensure the delivery of the skills, knowledge and experience described in the 'What Matters' statements of the CfW.
- To deliver and ensure that all pupils have access to the cross-curricular skills of literacy, numeracy and digital competency.
- To teach relationships and sexuality education.
- To teach children and young people about things that will be important to them in life and things that will help them understand others better. For example, human rights, respecting people's differences, their beliefs or where they come from, learning about work and choosing the kind of work they want to do, learning about their local area, Wales and the world.
- To provide the Foundation Phase Framework and the National Curriculum for pupils in KS2.
- To provide a daily act of collective worship (which is broadly Christian in nature).
- To develop positive attitudes and behaviour, including self-control.
- To develop high self-esteem and confidence.
- To encourage pupils to think for themselves and become independent and self-responsible.
- To motivate pupils and encourage them to learn to question and to respond to challenge.
- To develop respect for self and others.
- To acquire knowledge, skills and understanding.
- To build on previous experience through reflection.
- To use the outcomes of assessment to move forward.
- To develop creativity, imagination, spontaneity and initiative.
- To communicate effectively and express themselves clearly, using the key skills.
- To work co-operatively and collaboratively where appropriate.
- To learn to select and use method and resources, and to be discriminating.
- To be motivated to work independently.
- To promote the intellectual, spiritual, moral, cultural, mental and physical development of all pupils.
- To promote partnership between the child, the parent, the teacher and the community.

Broad Guidelines

Broadly, the curriculum at Hendrefoilan Primary School is:

- Based on the motto, vision and ethos of the school.
- Is broad and balanced and is careful to ensure sufficient depth of study.
- Introduces pupils to a wide range of experiences, knowledge skills and understanding.
- Promotes pupils' spiritual, moral, cultural, mental and physical development and prepares pupils for the opportunities, responsibilities and experiences for adult life.
- Is carefully planned, taking into consideration long, medium and short-term goals.

The Hendrefoilan Curriculum:

- Contains the six [Areas of Learning and Experience](#)
- Encompasses the statements of What Matters (as set out in the statements of what matters code).
- Reflects the principles of progression set out in the progression code.
- Includes the mandatory curriculum elements from the National Curriculum 2008.
- Encompasses the mandatory cross-curricular skills.

The [four purposes](#) of the Curriculum

At Hendrefoilan, the four purposes are the starting point and aspiration for the schools' teaching and learning and curriculum policies. The aim is to support learners to become:

- ambitious, capable learners, ready to learn throughout their lives.
- enterprising, creative contributors, ready to play a full part in life and work.
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The Hendre-Hearties

The Hendre-Hearties encourage pupils to consider what the four purposes mean for their learning. Learner voice is central to the realisation of the four purposes. The School's Council has decided on the positive mind-set captains and the captain logo was designed and drawn by a pupil. The school is developing stickers to be used in pupil's work to show the application of the purposes to our learning. Stickers of a pirate's hat are in the colour that matches the colour of the Hendre-Heartie. On Fridays' there is a Captain's Table for pupils who have shown excellent application of the four purposes *COVID restrictions permitting.

The four purposes are represented by the Hendre-Hearties Pirate Captains.

Captain Ambition

Captain Ambition

Captain Ambition represents ambitious and capable learners.



Captain Ambition represents ambitious and capable learners who:

- Set themselves high standards and seek and enjoy challenge.
- Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts.
- Are questioning and enjoy solving problems.
- Can communicate effectively in different forms and settings, using both Welsh and English.
- Can explain the ideas and concepts they are learning about.
- Can use number effectively in different contexts.
- Understand how to interpret data and apply mathematical concepts.
- Use digital technologies creatively to communicate, find and analyse information.
- Undertake research and evaluate critically what they find.
- And are ready to learn throughout their lives.

Captain Enterprise

Captain Enterprise

Captain Enterprise represents enterprising and creative contributors.



Captain Enterprise represents enterprising and creative contributors who:

- Connect and apply their knowledge and skills to create ideas and products.
- Think creatively to reframe and solve problems.
- Identify and grasp opportunities.
- Take measured risks.
- Lead and play different roles in teams effectively and responsibly.
- Express ideas and emotions through different media.

- Give their energy and skills so that other people will benefit.
- And are ready to play a full part in life and work.

Captain Inform

Captain Inform
Captain Inform represents
ethical, informed citizens.



Captain Inform represents ethical, informed citizens who:

- Find, evaluate and use evidence in forming views.
- Engage with contemporary issues based upon their knowledge and values.
- Understand and exercise their human and democratic responsibilities and rights.
- Understand and consider the impact of their actions when making choices and acting.
- Are knowledgeable about their culture, community, society and the world, now and in the past.
- Respect the needs and rights of others, as a member of a diverse society
- Show their commitment to the sustainability of the planet.
- And are ready to be citizens of Wales and the world.

Captain Confident

Captain Confident
Captain Confident represents
healthy, confident individuals.



Captain confident represents healthy, confident individuals who:

- Have secure values and are establishing their spiritual and ethical beliefs.
- Are building their mental and emotional well-being by developing confidence, resilience and empathy.
- Apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives.
- Know how to find the information and support to keep safe and well.
- Take part in physical activity.

- Take measured decisions about lifestyle and manage risk.
- Have the confidence to participate in performance.
- Form positive relationships based upon trust and mutual respect.
- Face and overcome challenge.
- Have the skills and knowledge to manage everyday life as independently as they can.
- And are ready to lead fulfilling lives as valued members of society.

Areas of Learning and Experience

The curriculum at Hendrefoilan is broad and balanced. The structure of the curriculum is based of six areas of learning and experience. These are:

- Expressive Arts: Art, dance, drama, film and digital media and music.
- Health and Well-being: Personal and social education, physical education and relationships and sexuality education.
- Humanities: History, religious education and geography
- Language, Literacy and Communication: English and Welsh
- Mathematics and Numeracy
- Science and Technology: Science, design craft and technology and information communication technology.

Key Competencies

In addition, the curriculum at Hendrefoilan encourages the development of:

- Literacy (NLF)
- Numeracy (NNF)
- Digital Competency (DCF)
- And the wider skills of critical thinking and problem solving, planning and organisation, creativity and innovation and personal effectiveness.

The Thrive Approach

At Hendrefoilan, wellbeing is mapped into five main areas, and these are aligned to the CfW 2022:

1. Physical confidence and competence have considerable lifelong benefits to health, and well-being/we experience the world.
2. Life experiences impact on our feelings, thoughts, and physical state: We have a 'well-being duty' to support the emotional and mental well-being of all learners as stated in the Well-Being of Future Generations Act.
3. Our decision-making and subsequent actions impact on the quality of our lives and others.
4. Our physical, social, and cultural environments are connected to our health and well-being.
5. Relationships connect us with each other and the world.

Hendrefoilan's vision is of a world in which children's social and emotional needs are better understood and met. At Hendrefoilan, we use the Thrive Approach to support this vision.

The Thrive Approach is informed by established developments in neuroscientific research. At the heart of the Thrive Approach at Hendrefoilan lies the understanding that children's behaviour represents a form of communication – of their underlying needs. If we can recognise and meet these needs, children are able to flourish and learn.

At Hendrefoilan, we use the Thrive Approach to further equip us with the training and tools we need to help children become ready to learn. Thrive-Online, an online assessment, action-planning, and measurement tool which helps staff to clearly and systematically identify the social and emotional needs of the pupils who need support, and to select targeted actions from a wealth of suggested strategies and activities. The action-planning resource allows staff to tailor interventions to meet whole school, group, and individual needs, giving us effective interventions to meet those needs.

Relationships and Sexuality Education (RSE)* Compulsory from September 2022

RSE plays a vital role in enhancing learners' well-being and safety and, from September 2022, will be mandatory. Currently, the school is preparing to use RSE, to help learners support and explore and discuss information and values about relationships and sexuality that they are already exposed to and often struggle to navigate for themselves.

The Hendrefoilan staff have an important role for RSE discussion and responding to learners' questions and needs. We 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 Hendrefoilan learners to reflect and express their views and feelings on a range of RSE issues.

At Hendrefoilan, RSE aims 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.

From September 2022, the RSE curriculum at Hendrefoilan will be underpinned by a collective whole-school approach that supports, reinforces, and embeds developmentally appropriate learning around the following thematic areas:

- Rights and equity

- Relationships
- Sex, gender, and sexuality
- Bodies and body image
- Sexual health and well-being
- Violence, safety, and support

Human Rights Education and the United Nations Convention on the Rights of the Child (UNCRC)

Human rights are the freedoms and protections to which all people are entitled. The UNCRC was established to outline and safeguard every single human being's basic right, irrespective of nationality, place of residence, sex, national or ethnic origin, colour, religion, language, sexual orientation, or any other status. At Hendrefoilan, we recognise and teach that we are all equally entitled to our human rights without discrimination.

The principles of the UNCRC informed the development of the [four purposes](#). Supporting learners to know their rights and respect those of others through a human rights education enables a curriculum driven by these purposes.

At Hendrefoilan, 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.

Diversity

At Hendrefoilan, 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.

The Hendrefoilan School curriculum and community reflect the diverse range of backgrounds and perspectives found in our school. As our pupils grow, their social interactions often become ever wider in an increasingly interconnected world. At Hendrefoilan, 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. This promotes the school's vision for equality, inclusion, social cohesion, and a feeling of being valued.

The Hendrefoilan curriculum incorporate 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.

Hendrefoilan utilises the support and training of 'Diversity Role Models' to actively embed inclusion and empathy in the next generation. Our school vision is of a world where everyone embraces diversity and can thrive. This will help our school community embrace, accept, and support difference.

Our evolving Hendrefoilan mission is to create an education system in which every young person will know they are valued and supported. Staff also tell and listen to the stories of different groups, including minority groups, and enable all learners to see themselves and their experiences represented in the topics, experiences and knowledge developed through the curriculum.

Careers and Work-Related Experiences

At Hendrefoilan, from Progression Step 1 and onwards, learning about careers and work-related experiences are fundamental to developing skills for work and life. This helps pupils to understand the relationship between their learning and the world of work. The Hendrefoilan curricula enables learners to gain experiences related to work and careers, developing knowledge of the breadth of opportunities available to them throughout their lives. At Hendrefoilan, the [four purposes](#) and the integral skills which support them are central to preparing learners for careers and work. These support learners to be resilient, creative, and ambitious, requiring them to solve problems, engage with different information and work independently.

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](#). The Hendrefoilan curriculum content is taken from local, national, and international context and teachers draw from these contexts when teaching humanities and using the thrive approach.

Welsh and the Siater Iaith

To understand Wales, Hendrefoilan pupils develop an understanding Wales and its history. At Hendrefoilan, we want to inspire children and young people 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.

Slot Drilio is an integral part of the Hendrefoilan curriculum and pupils in each class learn Welsh patterns, phrases and idioms in relation to their age and development. These are learnt using Slot Drilio PowerPoints, stories, videos and a range of other activities. In July 2019, Hendrefoilan attained the Bronze Siater Iaith award. The school is currently working toward attaining the Silver Siater Iaith award this year.

Outdoor Learning

Outdoor Learning is a broad term that includes discovery, experimentation, learning about and connecting to the natural world, and engaging in environmental and adventure activities. At Hendrefoilan, outdoor learning is more than adventure sports or simply taking PE outside. All classes from Nursery to Y6 offer an outdoor learning option as part of a carousel at least once a day. In the Foundation Phase this is part of the continuous provision or can be called a class mission and in Key Stage 2, the outdoor learning option may be called a mission and communicated to the pupils as success criteria on a laminated card or mini whiteboard.

At Hendrefoilan, we use the document 'Describing a Childhood Progression in Outdoor Learning' from the Institute of Outdoor Learning, to map the range of outdoor learning interventions we use across the school. These are designed to enable children and young people to form a healthy, developmental and sustainable self-led relationship with the natural environment.

Hendrefoilan is a platinum Eco School, and the environment forms an important part of the curriculum. We have been a Green Flag school for eleven years and maintain our seven steps to Green Flag success every year through the actions of the Eco-Committee, Eco Code, and the wider school. The Eco curriculum is based on ten main areas that are studied across the school. These are:

- Biodiversity
- Energy
- Global Citizenship
- Healthy living
- Litter
- Marine
- School grounds
- Transport
- Waste

Through medium- and short-term plans pupils have opportunities to respond to the issues and challenges that arise from these ten areas, considering how they have shaped our past and present and how they may shape our future.

Information and Communication Technology and the Digital Competency Framework

The Digital Competence Framework (DCF) was made available in September 2016 and is fully incorporated into the Hendrefoilan curriculum. The DCF is a cross-

curricular framework, which is different to the programme of study for ICT, as set out in Information and communication technology in the National Curriculum 2008. Digital competency, alongside literacy and numeracy, is a cross-curricular responsibility within the new curriculum. The Hendrefoilan curriculum includes the Science and Technology Area of Learning and Experience (AoLE), contains the specific curriculum requirements for computing.

The school uses an extensive range of mobile devices, including, iPads, Lenovo laptops and chrome books, stored in charging trolleys, that are timetabled to allow for whole class use. This means that pupils have class lessons, using a device each, at least once a week. We encourage pupils to access the success criteria for their tasks, independently, and this can be set remotely by the teacher on [J2E in the Foundation Phase and Google Classroom in KS2](#).

Extra-Curricular Activities

Hendrefoilan has a wide range of extra-curricular activities on offer:

- Netball and football tuition and team games happen twice weekly for the older KS2 pupils.
- Choir takes place once a week for KS2 pupils. The school choir regularly performs for and in the school community.
- The school takes part in Swansea cross country running meets and there is a running club once a week.
- Music tuition is available, during school time, for all orchestral instruments.
- The school has a Criw Cymreig, School Council and an Eco Council who drive the many improvements in these areas. Pupil's voice is at the heart of these areas.

The Detail of the Curriculum at Hendrefoilan.

The curriculum at Hendrefoilan is carefully planned and available to all staff. The Hendrefoilan curriculum:

- Is differentiated to meet the needs of all pupils including SEN and more able and talented pupils. All pupils follow personal pathways through their education at Hendrefoilan.
- Includes opportunities for assessment and builds in continuity and progression in future planning, following evaluations of pupil outcomes.
- Is assessed through standardised assessments which take place annually from year 2 – 6 and teacher assessments linked to on-going levelling of pupil work, in addition to non-statutory assessments where appropriate.
- Includes the use of the school and local environment to develop academic, personal and social skills.
- Uses the published materials Abacus Evolve Maths Scheme, White Rose Maths and My Maths to support the teaching of maths.
- Uses ideas and provision from 'Spread the Happiness' and 'Dough Disco' programmes.

- Uses published reading schemes from the Oxford Reading Tree, Nelson Spelling Scheme and follows a purpose-built literacy school scheme of work.
- Uses published schemes from Charanga music and BBC bitesize for dance. We use specialist music teachers to provide very high-quality provision for music in expressive arts.
- Uses the PESS scheme of work for gymnastics and published national programmes from Welsh netball, football and rugby delivered by specialist teachers to support the school's provision for health and well-being.
- Ensures the quality of pupil learning by a tracking process which draws from data regarding progress against individual targets set by teachers, attendance, EAL acquisition, ALN progress, diagnostic tests data and other data. This is stored on Building Blocks, B Squared and on each pupil's overview.
- Uses the 'Thrive Approach' and 'Thrive' online to assess, monitor and plan for the wellbeing of all pupils.
- Uses approximately 100 mobile devices, namely chrome books, pads, and Lenovo laptops to access the internet and work on J2E, Google Classroom and Microsoft Teams.
- Has sufficient resources to enable pupils to access their entitlement and to provides excellent value for money.
- Reflects equal opportunities and race equality for all pupils.
- Encourages diversity, and an understanding of relationships and sexuality using the support of 'Diversity Role Models'.
- Uses the agreed syllabus for Religious Education.
- Uses cross-curricular 'rich tasks' taken from Building Blocks as necessary.
- Encourages pupils to learn outdoors using a wide range of Outdoor Learning Cards from Nature Days.
- Is evaluated and reviewed by the relevant Subject Leaders and the Senior Leadership Team
- Is monitored evaluated and reviewed by the Governing Body through regular discussion and reports from the AoLE leaders and the Headteacher.
- Is reported to parents through the School's Prospectus, the Annual Report from the Governing Body and this policy.

School Structure

At Hendrefoilan, our curriculum Areas of Learning and Experience are led by the following staff:

Area of Learning and Experience	Staff Lead	Policy
Expressive Arts	Miss D. Burn	Expressive Arts Policy
Health and Well-being	Mrs S. Howard	Health and Wellbeing Policy
Humanities	Mrs C. Davies	Humanities Policy
Language, Literacy and Communication	Mrs K. Griffiths - English Mrs D. Tidy - Welsh	Language, Literacy and Communication Policy

Mathematics and Numeracy	Mr J. Webb	Maths and Numeracy Policy
Science and Technology	Mr M. Kelleher	Science and Technology Policy

Additional Curricular Area Lead Teachers:

Area	Member of Staff
Eco	Mrs C. Bews
Leader of Action Research/Learning	Mrs C. Bews
School Council and UNCRC	Mr G. Rees

At Hendrefoilan, Foundation Phase classes are grouped in mixed ability. Over the last three years, the school has used the Reducing Infants Class Size (RICS) Grant. From September 2021, the average number of pupils per Foundation Phase class is 21.

From September 2021, the school plans to run three mixed ability, mixed age Reception and Y1 split classes of 20 pupils each. Each class will register, make their dinner choices and Slot Drillio in their own area. From then on, pupils will cover the six Areas of Learning and Experience in mixed ability, mixed age groups. Three teachers will plan for and deliver the teaching and learning of two AoLEs each and three teaching assistants will support the learning in each AoLE. Y2 contains 25 mixed ability pupils grouped according to their age.

Key Stage 2

In KS2 pupils are grouped according to age. Class sizes average 26 pupils per class *based on projected numbers for September 2021. All classes are very well staffed, and the learning spaces are well maintained and used creatively to meet the needs of learners.

Around the school, small groups of pupils are enabled to work independently outside their registration classes in mixed ability groups. In each of the school's learning areas, pupils are encouraged to stay on task independently using verbal and written success criteria written on laminated cards, mini, fixed whiteboards or via their Google Classrooms.

Planning for Learning

From Nursery to Year Six Our curriculum maps plot the long-term content covered in each Area of Learning and Experience (AoLE). Each term, teachers use the curriculum maps as a starting point to plan new and exciting learning activities. All teachers are free to teach in ways they feel will have the best outcomes for their learners. Over the past two years they have used action research as a professional tool to inform and improve teaching. 'Everyone Plans in Class' (EPIC) planning encourages all pupils to contribute to their own class' curriculum - ensuring they have control of their learning.

Long term schemes ensure continuity and progression from year to year and are organised by the AoLE leaders into areas saved on Hwb. Schemes are 'broken down'

into medium-term topic webs for each class and term. These provide opportunities for cross curricular links, educational visits/visitors and opportunities for depth/mastery. We use the National Curriculum, the National Literacy, National Numeracy Framework and the Digital Competency Framework to set targets and assess pupils' skills.

Our short-term weekly planning is stored on our Building Blocks website and is used consistently across the school. Weekly plans identify opportunities for AfL, differentiation and cross curricular links. Where classes are shared, every opportunity is taken for staff to plan together, for example all teachers share plans on Building Blocks.

Monitoring

Monitoring of the curriculum – coverage, planning and standards of teaching and learning, is conducted by the Headteacher, Senior Management Team and AoLE Leaders.

Review

The Curriculum is reviewed annually by the Headteacher and the Senior Leadership Team. The date of next review is May 2022.

Conclusion

This policy should be read in conjunction with the National Curriculum orders 2008, the CfW 2022, the ALN Code of Practice, the school's ALN Policy the Teaching and Learning Policy, and the six AoLE Policies.

