

Curriculum Policy



'To Lift Ourselves and Others into our Best Future' 'I godi'n hunain a phawb ar gyfer dyfodol disglair'

OUR SCHOOL VISION

Our school vision is - 'to share with and inspire all with our passion for teaching and learning. Igniting a love of learning in all and influencing and empowering others to create and develop environments and opportunities where learning is a joy and it is a joy to engage.'

This vision upholds our mission statement at Clytha, which is - 'To lift ourselves and others into our best future.'

Our Clytha Values are honesty, kindness and respect.

OUR VISION INTO PRACTICE - AIMS OF OUR SCHOOL

We achieve this through our coherent and co-constructed curriculum design process, our knowledge of what is right for our learners at Clytha and our highly-skilled professional team that continually seek to develop and improve.

Our curriculum uses research-informed practice, engaging and enriched contexts, reflective and responsive planning, high-quality resources and our sustained focus on our Pedagogy, Provision and Practice. Embedded assessment strategies continually inform progress and teaching. Planned progression along the continuum ensures that our learners deepen their knowledge and understanding as they journey through our school. Our Clytha Mantras and metacognitive approach support and empower our learners.

Our Clytha Vision will be realised through collaboration, professional learning and through the influence and holistic involvement of our learners as ambitious, capable, confident, healthy, ethical, informed, creative contributors within their learning and ultimately our world.

At Clytha, it is not simply what we teach, but how we teach and crucially, why we teach it.

THE CURRICULUM

Curriculum Reform in Wales is well underway. All schools have developed and designed their curriculum, which became statutory in 2022.

At Clytha, we have a curriculum based on the Six Areas of Learning and Experience and planning with the Four Purposes at our core. These are Mathematics and Numeracy, Languages, Literacy and Communication (encompassing Oracy, Reading, Writing and Welsh Second Language and international languages), Expressive Arts, including Drama, Music, Art,

dance, film and digital media, Humanities, including RE, History and Geography, Health and Wellbeing, including Physical Education, Personal and Social Education, Relationships and Sexuality Education and learning for life, and Science and Technology, which incorporates Science, Design Technology and Digital Competency.

The wonder of Wales and our *cynefin* (our sense of place) and our Wider International Community is carefully woven into our planned learning experiences. We continually look to broaden our children's horizons, with our eye on the world.

This vision further enhances our 'Four Purposes' development where staff and children share in the planning for opportunities to develop as **'healthy and confident, creative and enterprising, ambitious and capable and ethical and informed'** individuals and the Four Purposes are at the core of our curriculum.

We are preparing our children to be ready for the world in which we live, with the values we hold dear. Literacy, Numeracy and Digital Competency skills underpin real understanding and independent application of learning. Our curriculum is broad and balanced and allows our pupils to achieve, succeed and flourish. Our Clytha Curriculum helps our children to leave us at 11 years of age as happy, engaged, well-rounded, independent and most importantly, decent individuals.

We ensure that pupils are developing as decision-makers and ensuring their day is joyous-through being involved in curriculum planning and shaping what they are learning. Utilising Peer Mentors in each class, to influence and empower each other. Pupils in each class contributing to opportunities that develop the Four Purposes. All having an opportunity to regularly have complete ownership of a piece of work-how they record, present, develop it, to encourage creativity and independence, encouraging the joy of learning and the pupils' feeling of being valued.

The introduction of whole-school themes, collaborative planning and opportunities to celebrate our diversity as a Clytha Family, community, nation and world is a privilege.

Every child at Clytha must be valued and experience success. Confidence, pride in self and a positive self-image are the result of a positive ethos and then, and only then, can learning begin. Every child must matter, valuing individuals and developing and practising confidence-boosting strategies is a priority at Clytha. Teacher expectations are high. Children are expected and encouraged to give of their best at all times.

The children make visits to places of educational interest to further their learning and also benefit from virtual visits and visitors. Creative learning experiences include artists, musicians, engineers, scientists, choreographers, LA Biodiversity Lead and authors.

At Clytha, we focus on opportunities for our children to develop as Literate, Numerate and Digitally Competent learners and we embrace the development of our children as healthy, confident, ambitious, capable, creative, enterprising, ethical and informed, children with their eye on their world-children who are decent and responsible and on how we, as a school and as a community, can achieve this.

CLYTHA MANTRAS-LEARNING TO LEARN

Learning is a skill that children need to develop. Real learning means being able to utilise skills and dispositions that can help our children when faced with challenges or learning experiences that may be difficult. All children at Clytha Primary are taught skills and dispositions that will act as important capacities to them as learners across the curriculum, in school and beyond. At Clytha, we call them our 'Clytha Mantras' and these are:

- I like the feel of learning
- I am not afraid to make mistakes
- Sometimes learning is hard...and that's ok

Our focus on the language of learning, or our 'Clytha Learner Mantras' as we refer to them, involve and support our children in their learning journey.

Children are taught skills and dispositions that act as important capacities to them as learners across all areas of learning and experience. The learner mantras support children's metacognitive understanding and enable them to articulate their learning. This enables children to contribute and participate in the learning process including, very importantly, knowing 'what to do, when they don't know what to do'.

To support the development of our learner capacities all learners are involved in feedback and reflection upon their learning. Each half-term Pupil Learning Reviews (PLRs) provide dedicated time outside of the classroom environment for teachers and learners to work together to discuss progress, identify any barriers and to agree on learning-focused targets. PLRs have impacted greatly upon learners' ability to articulate where they are on their learning journey. They provide teachers with a real insight into learners' learning behaviours and are an opportunity for shared reflection on learning and teaching. The behaviours established and developed within PLR sessions are further enhanced within the classroom environment.

Learners' ability to self-reflect, provide feedback to peers and respond to teacher feedback is supported by their developing metacognitive skills. The importance of communication and quality dialogue is evident. Feedback that enables learners to take more control of their learning and supports their development as resilient learners is crucial to their progress.

WELLBEING

The wellbeing of all children and staff at Clytha Primary School is of utmost importance. As a school, we promote high levels of wellbeing and encourage children to have confidence, embrace new challenges and feel secure enough to take risks. We ensure all children display good attitudes to their learning, demonstrate high levels of engagement and sustain concentration on tasks. They are encouraged to develop the skills and ability to reflect upon their own learning and the learning of their peers.

Our children at Clytha develop whole-school strategies such as ‘breathing breaks,’ Zones of Regulation, Emotional Freedom Techniques and mindfulness to help give coping strategies and to take a moment at times, in our very busy days. Yoga for children is shared in every class from Nursery to Y6, allowing our children to stretch and relax-again, allowing our children to develop strategies to help them feel calm and enable them to best learn.

We expect all children and staff to show high levels of respect, kindness and concern for others. Our Clytha curriculum provides a wide variety of learning experiences which encourage children to communicate effectively, solve problems and develop their thinking skills.

Children are encouraged to continually express their views and opinions, which provides them with a real sense of belonging. Pupil Voice and the understanding of rights is embedded in all aspects of school life and it influences the strategic direction of our school. From time to time, children may face difficulties which may impact on their wellbeing. As a school, we work with parents and families to support children and fully believe in the importance of working as a partnership. Emotional Literacy Sessions are available led by fully- trained staff for any child in need of support. External Agencies are also used to help us support the wellbeing of our Clytha children. We see ourselves as a ‘village school in the city’ and as such all staff know each and every child and family well. We strive to allow our children to feel successful and we help our children to know and feel informed about strategies to help them.

Through recognising and celebrating success and knowing each child well, we encourage every child to view themselves as healthy, confident individuals. Our school is happy.

PUPIL LEADERS - COLLABORATION, LEARNING, ENGAGEMENT, JOY

Pupils collaborate in our School Senedd and Class Councils. All learners are part of our Senedd and can voice their opinions in their Class Councils. They lead initiatives and develop other pupils’ learning. They work together and collaborate to be the best that they can be - ***lifting themselves and others into their best future.***

All children are involved in 'Class Councils' because at Clytha, we believe that all children are part of their class Pupil Group every day.

PROGRESSION AND ASSESSMENT

Assessment plays a fundamental role in ensuring each individual learner is supported and challenged accordingly. Assessment for Learning at Clytha contributes to developing a holistic picture of our learners – their strengths, the ways in which they learn, and their areas for development – in order to inform **where** learners are in their learning, **where** they need to go in their learning and **what** needs to be done for them to get there, taking account of any barriers to their learning. At Clytha, assessment is integral to learning and teaching and we ensure effective partnerships are developed among all those involved, including and especially, the learner.

We use in-class formative assessment on a day to day basis as well as assessments at key milestones throughout the year to inform us of learner progress over time and to help us reflect on our practice.

INCLUSION

The school is aware of its obligations under the Equalities Act to ensure that pupils with disabilities are treated no less favourably than other pupils. The school building is situated on a two level site. Disabled toilet facilities were installed in 2007 as was a ramp to enable wheelchair users to access the Upper Building. The lift permits everyone full access to both buildings and yard.

Pupils with Statements of Special Educational Need or Additional Learning Need may have physical or learning disabilities, are integrated into mainstream classes. These pupils join in classroom activities with all other pupils. They have full access to the curriculum unless their statement or needs declares otherwise.

Within the Curriculum framework all children are entitled to a broad, balanced, relevant and differentiated curriculum. Frequent assessment and careful observation, beginning in Nursery and continuing throughout the school, is our way of identifying need. Progress is then monitored by the Additional Learning Needs Co-ordinators and the Class teacher who are Miss Kay Morgan and Miss Kathryn Mountain.

Our school is an 'Autism Friendly School.' We are also a 'Hearing Impairment Friendly School' and a 'Specific Learning Needs Aware School' as well as a 'Dyslexia Friendly School.' Our staff trained in these areas and our classroom ethos and organisation adapted to meet the needs of any learners with these disabilities.

We are a 'Nurturing School' with our approach towards nurturing and developing all and our high-impact approach towards Health and Wellbeing.

Our aims for additional learning needs at Clytha Primary School are:

- To employ clear procedures to identify those children with learning/behaviour/emotional and social/speech and language/physical difficulties as early as possible and to offer a support system which will help to meet their needs and to ensure optimum development. This will include working in partnership with the parents and other outside agencies;
- To plan our curriculum with due regard for those children identified as having special educational needs. The planning of relevant provision to meet such needs will also enable us to review our teaching methods and the learning process for children of all abilities;
- To create a positive and supportive environment for those children who may have behavioural and emotional difficulties.

Provision for pupils with Additional Learning Needs is mapped into Provision Plans that detail the support in class, in groups, individually for each pupil and the nature of the support. These are reviewed half termly at Progress Meetings with the Inclusion ALNCO, with all staff involved with a pupil sharing impact and progress.

One Page Profiles with Targets, School Based IDPs have been introduced for pupils with Additional Learning Needs (excluding More Able and Talented pupils) for all with Hearing Impairments or Visual Impairments.

Support Staff plan together for a 'Two O'Clock Club' that meets daily to provide nurture, creative and expressive opportunities for some of our ALN pupils and most vulnerable pupils in school to help enhance wellbeing for staff and pupils. This is in-class contact groups at this time.

Provision for More Able and Talented pupils has been a continuing focus through Independent Opportunities, use of audience, purpose and reverse differentiation in LLC and Humanities, Open-Ended tasks in Mathematics, opportunities in creativity, sport, Digital Learning and Science and school to school sessions where pupils join to work on challenges across schools.

Specialist support from external agencies is an important aspect of the provision available for specific pupils.

Parents will be consulted when the school makes a professional decision to refer children to the other specialists and the closest liaison possible is maintained with the family.

RELATIONSHIPS AND SEXUALITY EDUCATION

Relationships and Sexuality Education plays a vital role in enhancing learners' wellbeing and safety and will be mandatory.

Relationships and Sexuality Education in Clytha is taught from Nursery to Year 6 with appropriate content. A copy of our Relationships and Sexuality Education Policy is available on our school website.

LANGUAGES INCLUDING WELSH SECOND LANGUAGE

The development of Languages teaching and learning experiences is pivotal in our Curriculum. We are the first English Medium School in South East Wales to be awarded the Cymraeg Campus Gold Award as a recognition of the excellent standards of teaching and learning at Clytha and the innovative approach towards the development of bilingualism.

We use the 'Power of Languages' and LanguageNut platforms and apps to expose our children to languages and to develop a love of languages. Our children learn about the etymology of words and about other cultures and traditions. We are linked with the Institut Francais, Goethe Institute and International Links Projects. One of our Deputy Head teachers and several staff members have undertaken an Open University Course in other languages in support of our languages development.

Welsh as a second language is taught in all classes throughout the school. It is taught by reading Welsh texts, singing Welsh songs, through role play, games, drilling language patterns, the use of multimedia, through writing activities and the encouragement of the incidental use of spoken Welsh.

All staff have attended substantial professional learning to enable them to deliver the Curriculum. The training of teachers and support staff in Welsh is continually a focus.

In addition, opportunities to explore Welsh aspects of the curriculum are provided wherever appropriate. Learners are given opportunities to develop and recognise how different perspectives, values and identities shape Wales.

We have an active 'Cryw Cymraeg', made up of children from Year 1 to Year 6 who promote the use of Welsh at school and with families and our community, delivering Welsh Workshops throughout the year.

PHYSICAL EDUCATION AND SPORT

Sport has a high profile at Clytha with every effort made to encourage our children to participate in regular exercise. We have an active Sports Council, made up of sporting ambassadors from upper juniors, who seek to promote sport within the school community.

All pupils are expected to take part in physical education and games. A wide variety of sporting activities take place in school during the year. Pupils must be appropriately dressed for P.E. (see uniform). We aim to develop individual skills as well as the ability to work as part of a team and promote an awareness of health related activities. Pupils develop a wide range of skills in athletics, dance, games, outdoor and adventurous activities and gymnastics. Year 6 pupils are given the option to take part in specific outdoor and adventurous activities – such as canoeing, caving and climbing – through a residential visit to an Outdoor Pursuit Centre.

Many traditional team sports are played at the school with pupils encouraged to join teams. Clytha takes part in a variety of sporting festivals throughout the year as well as arranging cluster tournaments and friendly matches with our neighbouring schools.

The school has excellent links with many local sporting venues such as Stow Park Lawn Tennis Club and Newport Gwent Dragons. School also makes good use of our links with Gwent Dragons and we hold our Annual Sports Day at Rodney Parade.

Year 4 pupils attend Newport International Sports Village for swimming tuition. They are entered for recognised swimming awards. The school runs a three week, one hour a day, swimming course for all Year 3 pupils usually, however because of the pandemic, we have focused on Y4 this year for weekly sessions over a term. A contribution from parents is required to cover the cost of the pool, the instructor, the lifeguard and the transport. Children who can already swim are taught more advanced skills.

RELIGIONS, VALUES, ETHICS AND COLLECTIVE WORSHIP

Religions, Values and Ethics is taught in a non-denominational way. It is designed to develop understanding of our world and its faiths and non-faiths and to foster a healthy respect for the views of others and real ethical, informed thinking. It is compulsory for all children, as indeed is attendance at Collective Worship.

Meeting together as a group, as a school family, is an important part of school life. School

meets together every morning of the week-currently outdoors or virtually three times each week. The Friday service is a very special occasion when achievements and successes are shared and birthdays are celebrated. Throughout the year each class hosts a class assembly to which is shared with parents, relatives and friends. Stories, festivals, songs and prayers are utilised during Collective Worship to develop understanding, respect and kindness within our school family and community.

EXTRA- CURRICULAR ACTIVITIES

The school usually offers a wide range of extra- curricular activities, which benefit those children taking part. These activities take place due to the care and commitment of school staff, all of whom run extra-curricular clubs during the school year. We encourage our parents to also give their support for these clubs to enable us to offer an even wider range of after school activities.

We are proud to have developed our climate and culture with our rich and diverse community, through our links with local businesses-Clubs in the Community such as The Cwtsch where we have held a Book Club (with parents, pupils and staff), Stow Park Tennis Club and we work with parents leading clubs in Cookery, Play, sports and gardening. Our Clubs usually change termly and we listen to children's ideas for clubs.

HOME LEARNING

Parents can help greatly by assisting in their children's home learning. We would encourage parents to spend a short time each evening reading and sharing books with their children. Books are brought home for this purpose. Weekly Mathematics tasks are sent home as well as ways for families to support learners with regular practice of important Mathematical concepts through keeping learning 'on the boil.'

Home-Learning at Clytha follows a 'Project' approach which can be termly or half-termly. It allows children to be creative, independent and engaged in their learning. The Project is launched in assembly and in classes and pupils have free-choice around how they present, research and of what they produce. The results have been outstanding and reflect the development of The Four Purposes and the importance of family time. Our school Home-Learning Guidelines and Policy is available on our school website.

EQUALITIES

Clytha is staunchly anti-racist. We consider ourselves privileged and fortunate to enjoy a rich diversity of culture, race, religion and language in our school. Discrimination towards any child for whatever reason is not tolerated. We aim to learn, to understand, to share and to

enjoy this rich diversity, and to raise awareness of and counter prejudice. We endeavour to prepare all pupils for life in a multicultural, multi-ethnic, multilingual, multi-faith Britain. Every member of our school family is valued.

As a school with almost 20% English as an Additional Language, pupils, diversity and difference is a high focus. Our whole-school focus on Diversity runs through every project or theme. Diversity and Anti-Racism are a feature of Pupil Voice Assemblies also.

Inclusion and Equality is held in the highest regard and expectation in our Behaviour and Equalities Policies. These are shared with families and our wider community.

Visits to different places of worship and visitors from different faiths are regular occurrences at Clytha. We are very much part of faith in our community.

The school is committed to race equality by promoting positive approaches to difference and fostering respect for people of all backgrounds. The school is opposed to all forms of racial prejudice and discrimination. Language or behaviour that is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged. The Local Authority requires us to record and notify them of all equality related incidents in order for them to monitor incidents across the city.

Our Curriculum at Clythawhere learning is a joy.