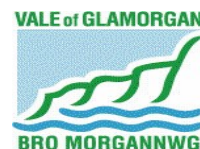




# DINAS POWYS PRIMARY SCHOOL

## Curriculum Summary

Summer 2022



### Our Vision

Our vision has been the School's motto for over one hundred years:

**“Nid Byd Byd Heb Wybodaeth.  
A world is no world without knowledge.”**

**Celebrate      Achieve      Respect      Enjoy**

Every child will be provided with the knowledge necessary to become a lifelong learner.

The aim of our Primary School is to develop our children to their full potential. Our objectives include creating an environment that is caring, positive, happy, stable and motivationally stimulating, where children feel valued as individuals and learn to co-operate with one another.

From September 2022 primary schools in Wales will begin following a new curriculum framework known as the Curriculum for Wales. This framework forms the basis for the school's own curriculum and by definition, the curriculum encompasses all the provision offered by the school.

The school's curriculum is a purpose led curriculum intent

The curriculum at Dinas Powys Primary School has been designed to ensure that all children in our school develop in a way described by the four purposes. These four purposes are the key drivers and starting point for any work the school completes. This ensures that pupils 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.

Curriculum planning in Dinas Powys is organised to reflect a broad and balanced curriculum for all pupils covering the six areas of learning and experience (AOLE):

- Languages, Literacy and Communication (including Welsh, English and an international language)
- Mathematics and Numeracy
- Humanities (geography, history, business studies, social studies, religion, values and ethics)
- Health and Wellbeing (how to maintain a healthy body and mind, understanding healthy relationships and how to make good life decisions)
- Science and Technology
- Expressive Arts (art, dance, drama, film and digital media and music)

In addition to these six areas, the school's curriculum also incorporates mandatory elements such as Relationships and Sexuality Education, Religion, Values and Ethics (the content of which is based on the locally agreed syllabus) and the cross curricular skills of numeracy, literacy and digital competence.

Furthermore, the school ensures that pupils are aware of the United Nations Convention on the Rights of a Child (UNCRC).

Much of the learning will be delivered through termly/half-termly topics. However, the curriculum is everything the school offers in pursuit of the four purposes and as such educational visits, visitors, themed weeks/days, collective worships/assemblies and extra-curricular provision all contribute to the broad and balanced curriculum.

The curriculum framework presents each of the AOLEs in the same way. Statements of what matter illustrate the learning and some content a pupil will experience from age three to sixteen. However schools have flexibility to select knowledge and experiences attuned to pupils' needs, the school's locality and a modern and changing world. Where possible school aims for learning to be firmly rooted in authentic experiences that prepare pupils for a 21<sup>st</sup> century world.

Descriptions of learning and principles of progression provide guidance on how learners should progress within each AOLE. The descriptions of learning are presented as progression steps. While the learning continuum is the same for each learner, the pace of progress will differ. As a result, the progression steps only broadly correspond to expectations at ages 5, 8, 11, 14 and 16.

The school's curriculum is based on a spiral approach where pupils revisit concepts ensuring they develop a depth of learning. Teachers planning reflects the principles of progression and the descriptions of learning.

### Assessment

Assessment is integral to effective teaching and helping pupils move forward. We use assessment techniques to support individual learners on an ongoing, day-to-day basis; identifying what pupils have done well and their next steps in learning. Day to day assessment also supports the capture of a pupils' progress over time and allows school to review practice by considering how groups progress.

Initially school will use an electronic tracking system to monitor coverage of the curriculum against the descriptions of learning.

### How are we developing the curriculum.

School has worked with a range of groups to prepare its curriculum. Staff have worked collaboratively in school and with staff from local schools including secondary colleagues. School Council have gathered the thoughts of pupils across school on what they would like to learn and how. Governors and parents have contributed their thoughts through questionnaires. This information was used to inform curriculum planning on the school's INSET days.

To ensure the curriculum continues to meet the needs of its pupils, the school will continually review its provision and as such the curriculum will never be finished.

