



Ysgol Gynradd Maesglas

'Empowering Young Minds for Tomorrow'

Title	Teaching and Learning Curriculum Policy
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The purposes of this policy are to:-

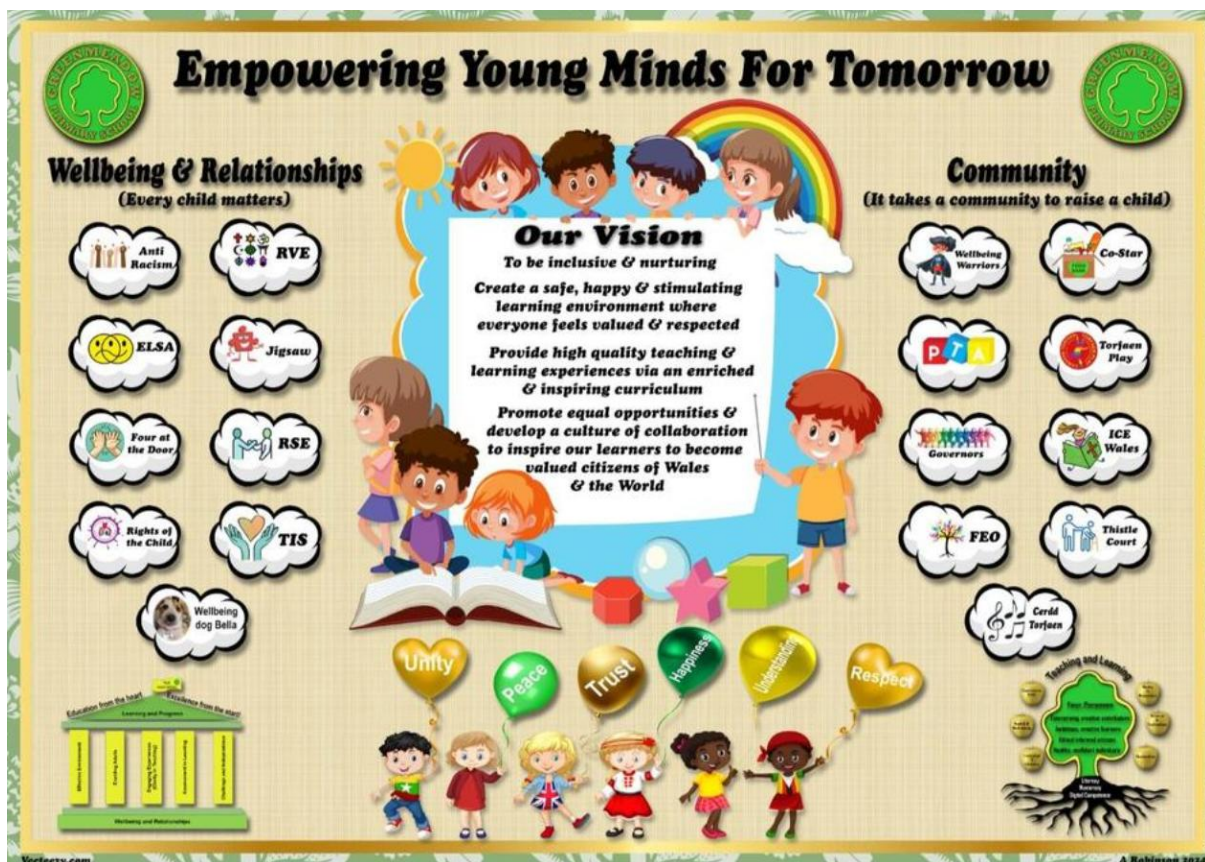
- Promote and share understanding of what makes effective teaching and learning and ensure pupil entitlement.
- Promote the progress of all pupils.
- Provide an agreed basis on which to evaluate effectiveness in teaching and learning and so inform our schools' self-evaluation processes.
- Support continuous professional development.
- Contribute to the effective delivery of performance management within each school
- Share good practice.
- Influence school development plans for improvement by informing curriculum planning and assessment.

Our School Mission Statement

Why we are here in this school:

- To be inclusive and nurturing.
- To create a safe, happy and stimulating learning environment where everyone feels valued and respected.
- To provide high quality teaching and learning experiences via an enriched and inspiring curriculum.
- To promote equal opportunities and develop a culture of collaboration to inspire our learners to become valued citizens of Wales and the World.

Our School Vision



Teaching and Learning Philosophy

Greenmeadow Primary School is a place of learning where all should have the opportunity to develop their skills and talents, to fulfil their potential and achieve excellence, irrespective of ability, disability, social background, culture or gender. We aim to produce learners who are motivated and effective, increasingly more responsible for their own learning, able to make use of the new technologies and those who will be able to learn and apply new skills effectively throughout their lives, whether in school, the workplace or at home.

ALL staff are dedicated to the nurturing and development of ALL children. We are passionate about teaching the skills, attitudes and values that will enable them to live healthy, happy and fulfilling lives, now, and in the future. Everything we do must work for our children and their learning. Learning and teaching are processes of co-operative teamwork - the involvement of parents, governors and others in the community is welcomed and encouraged.

Expectations

We believe that children learn best when they:-

- Are happy, feel valued, respected and cared for.
- Are engaged, appropriately challenged, stimulated and extended.
- Acquire new knowledge, skills, concepts and attitudes, develop ideas and increase their understanding through real life, relevant and purposeful experiences.
- Are motivated to work to the best of their ability.
- Show interest in their learning and sustain concentration.
- Make good progress, achieve and recognise success.
- Have opportunities for practical and relevant exploration.
- When they have opportunities to **collaborate**.
- Make choices about their learning.
- Allowed to explore and use their creative, problem solving and critical thinking skills.
- Work through mistakes and become resilient risk takers
- Are able to work collaboratively and independently
- Understand what they are learning, how well they have learned and how they can improve.
- Are challenged appropriately and inspired.
- Are confident, feel secure and are aware of expectations.
- When their social, emotional and physical needs are met.

Excellent Teaching and Learning:-

- maintains a consistent focus on the overall **purposes** of the curriculum
- **challenges all learners** by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
- means employing a **blend of approaches** including direct teaching
- means employing a blend of approaches including those that **promote problem solving, creative and critical thinking**
- **sets tasks and selects resources** that **build on previous knowledge and experience** and engage interest
- creates **authentic contexts** for learning
- means employing **assessment in learning** principles
- includes **ranges within and across** Areas of Learning and Experience
- regularly reinforces Cross-curriculum Responsibilities, including **literacy, numeracy and digital competence**, and provides opportunities to practise them

- encourages children and young people to take increasing **responsibility** for their own learning
- supports **social and emotional development** and positive relationships
- encourages **collaboration**
- develops learners **resilience, perseverance, independence and creativity**
- **inspires** pupils to want to learn more and become **lifelong learners**

Our approach to the introduction of the new Curriculum for Wales has been planned for with the inclusion of all our stakeholders. Together, as a team, we aim to create a curriculum that is bespoke to Greenmeadow Primary School and reflects the context of our pupils. The vision of Greenmeadow Primary School is - **'Empowering Young Minds for Tomorrow'**. Our goal at Greenmeadow Primary School is to create an inspiring, motivating and challenging curriculum, developing the children as lifelong learners who reach their full potential in an ever-changing world. Our motto is central to our pastoral care and ethos of our school and is intrinsic to all aspects of school life. All stakeholders contributed to the motto. We all know what the motto is and we live and breathe it daily here at Greenmeadow. It has been used for a number of years and fits the Four Purposes well.

Excellent teaching enables learners to become:-

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

At our school, we use our Four Purposes Characters:-

- ❖ Ambitious, capable Amber
- ❖ Ethically informed Ernest
- ❖ Healthy, confident Banana Man
- ❖ Enterprising, creative Rimus.

The Four Purposes

Ambitious, 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.

Enterprising, 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 of their energy and skills so that other people will benefit and are ready to play a full part in life and work.

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 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.

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.

Teaching and Learning

Learning should be based on an atmosphere of mutual tolerance and respect, in which all learners feel valued as individuals and are actively involved in the learning process. Learning should be a rewarding and enjoyable experience for everyone.

Through our teaching we equip learners with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate experiences help learners to realise their worth and lead meaningful lives. The curriculum includes not only the formal requirements of the New Curriculum for Wales, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the pupils. Across all Areas of Learning and Experience (AoLE), the application of numeracy, literacy and digital competency is robustly planned for. Teachers are expected to plan and deliver learning objectives pitched appropriately to the learners needs and pay attention to Pupil Voice. Lessons have success criteria (which also include numeracy, literacy and/or digital competency) to ensure the learners are aware of the particular skills they are looking to develop within that lesson.

In addition to literacy, numeracy and digital competence, teachers plan for incidental Welsh and opportunities to address relationships and sexuality education in line with the new Curriculum for Wales. Children also learn about other cultures and languages through our Modern Foreign Language work.

Anti racism

Racism must be fought by everyone. By committing to being an anti-racist school we commit to addressing all forms of systemic inequalities, disadvantage and discrimination. We recognise that racism can be subtle and unconscious.

To truly tackle racism, we must scrutinise our environment, listen to others, recognise our privilege and commit to genuine change. We commit to approaching our journey with humility, respect and action. Greenmeadow is dedicated to providing an education and a community that supports the flourishing of people from every ethnic background.

Humanities based curriculum

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. 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.

The Area encompasses geography; history; religion, values and ethics and social studies. These disciplines share many common themes, concepts and transferable skills, while having their own discrete body of knowledge and skills. At Greenmeadow we focus on concepts in the humanities AOLE and teach other AOLEs within this.

A Purposeful, Authentic and Relevant Curriculum

A curriculum has been developed for settings and schools in Wales. The Curriculum for Wales has been approved and will be used throughout Wales by 2022. The principles underpinning every Area of Learning and Experience (AoLE) in Greenmeadow Primary School ensures that the curriculum is:

- **Authentic:** offering our pupils real-life learning experiences taking into account Welsh values and culture
- **Evidence-based:** drawing on the best of existing pedagogy within Wales and around the world
- **Inquiry-based:** Allowing children to discover and form their own opinions through research and experimentation
- **Responsive:** relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions needed for their futures
- **Inclusive:** easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views
- **Ambitious:** embodying high expectations and setting no limits on achievement and challenge for each individual child and young person
- **Empowering:** developing resilience and competences which will allow young people to engage confidently with challenges
- **Progressive:** enabling continuity and flow of skills and knowledge which combine and build progressively
- **Engaging:** encouraging enjoyment from learning and satisfaction in mastering challenging subject matter
- **Rights-based:** underpinned by the principles of the United Nations Convention on the Rights of the Child.

We believe that to get the best out of all our learners (and that includes staff) we have to offer rich and exciting experiences. We are committed to developing a curriculum which engages, enthuses and inspires our pupils and staff. We have a strong emphasis on the acquisition and application of skills and

knowledge through experiential and active learning. Pupils' interest and enthusiasm is sparked through high quality sparkly starter days, trips and visitors.

Organisation of our Curriculum

Following our introduction of the New Curriculum, we organise our learners into Progression Steps rather than Key Stages. These progression steps are in place at age 5, 8 and 11. However, the principles of the Foundation Phase remain.

Year Group	Progression Step
Reception	PS1
Year 1	PS1
Year 2	PS1/2
Year 3	PS2
Year 4	PS2/3
Year 5	PS3
Year 6	PS3/4

The 12 Pedagogical Principles

- Create authentic learning contexts for learning
- Encourage learners to take responsibility for their own learning
- Support social and emotional development and positive relationships
- Encourage collaboration
- Encourage sustained pupil effort to reach high but achievable targets
- Employ a broad repertoire of teaching approaches
- Promote problem solving, creative and critical thinking
- Build on previous knowledge and experience to engage interest
- Focus on the 4 purposes
- Use assessment in learning to accelerate progress
- Make connections within and across Areas of Learning & Experience
- Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence

Teachers plan and prepare learning with a clear understanding of pedagogy.

Planning and Preparation for Learning

Our curriculum places emphasis on equipping young people for life. It provides pupils with opportunities to learn new skills and apply their knowledge positively and creatively. Our planning for learning takes account of the Four Purposes which are at the heart of curriculum design. Our planning is based on the principles of offering a broad and balanced curriculum to pupils based on the 6 Areas of Learning and Experience. Teachers take account of the What Matters statements which set out broad learning ideas within each AOLE.

Planning is based on identification of an appropriate progression step for pupils and takes into account the knowledge, skills and experiences that pupils need in order to progress in their learning.

Teachers plan for cross-curricular learning through rich tasks based incorporating literacy, numeracy and digital skills.

Our curriculum sets out knowledge, skills and experiences for pupils within each progression step while also allowing teachers the flexibility to react to current world events.

Organisation and planning

We plan our curriculum in three phases and organise teaching and learning in the way that best meets the needs and interests of our pupils.

Long Term Plans:

Long Term Plans include topics that we have chosen and mapped to ensure the topics naturally cover a mix of AoLEs as a focus. They are designed using the Four Purposes and incorporate ideas for all AoLEs as a brief outline, linking them to the Literacy and Numeracy Framework and the Digital Competency Framework. The long term plan covers a brief outline of every topic for every year group.

Medium Term Plans:

Medium Term Plans are completed on a termly basis to link to themes. These build upon and develop the long term plans and take into account teacher and pupil voice ideas for topics. Medium term plans state which What Matters Statement and AoLE topics will be heavily focused on, as well as looking at the topic as a whole and how we can incorporate calendar events into the curriculum. Medium term plans help staff to write their weekly lesson plans.

Short-term plans:

Short term plans are those that our teachers write on a weekly basis. These include:

- A copy of Taith 360 planning which shows the WMS skills, LNF and Four Purpose Statements
- A Learning Objective for every lesson
- A Success Criteria for every lesson
- A brief overview of the introduction to the lesson
- An adapted focus activity for the lesson
- **Enabling environment document** and Outdoor Learning activities, where appropriate

Language, Numeracy and Digital Skills (Cross Curricular Skills)

Staff use the Literacy and Numeracy Framework (LNF) and Digital Competence Framework alongside the New Curriculum for Wales when planning learning experiences. Therefore, pupils have opportunities to develop their literacy, numeracy and digital skills across the curriculum.

Independent Learning at Greenmeadow

As a school, we are embracing the Frobelian occupations as a key part of our approach to developing learners' independence. These purposeful, hands-on activities support our children in exploring, creating, and problem-solving in meaningful ways. Our focus is on enabling adults—who carefully observe, guide, and respond to each child's unique needs—to foster confidence and self-direction. We design engaging experiences that spark curiosity and allow children to take ownership of their learning, while creating effective environments that are rich in opportunities for exploration, collaboration, and self-expression. Through this holistic approach, we aim to nurture independent, resilient learners who are well-prepared for their futures.

Learning across the curriculum

Staff provide pupils with opportunities and experiences throughout their time in school that will promote knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales, their personal and social development and well being and their awareness of the world of work. Staff also develop, through various means such as collective worship, cultural festivals, school and ECO councils, visits and classroom activities, pupils' knowledge of Education for Sustainable Development and Global Citizenship. Pupils' experiences are enhanced through well planned educational visits, visiting speakers to school and a wide range of extra curricular activities.

Monitoring and review

Planning files on Google Drive are monitored by the SLT on a termly basis, to ensure that planning is current, and used as a working document. A book scrutiny is also carried out termly to ensure progression.

Pupils with Additional Learning Needs

- The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school.
- If a pupil has an additional learning need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the ALN Code of Practice.
- If a concern arises suggesting that a pupil may have additional learning needs the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.
- If a pupil's need is more severe, in consultation with the pupil's parents, the ALNCo makes a referral to the appropriate external agencies, this may be Educational Psychology or Specialist Teachers.
- A pupil may be considered for a disapplication for Statutory Assessment if they continue not to make progress and have a profile of long term complex needs.
- We always provide additional resources and support for pupils with additional needs and disabilities.

Area of Learning Experience (AoLE) Teams

At Greenmeadow Primary School, we believe that subject leadership, as part of an AoLE team, is a key leadership and management role. It is the role of the AoLE team to implement the aims of the school. Teachers at Greenmeadow Primary School must not only teach but also help manage the teaching of colleagues through their AoLE team. We have designated each teacher to one or more of the following AoLE teams:

- Numeracy/Mathematics
- Languages, Literacy and Communication – English, Welsh and International Languages
- Science and Technology
- Health and Well-being
- Expressive Arts
- Humanities

Core purpose of the AoLE Team:

- To provide professional leadership and management for an AoLE to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.
- Working alongside the Senior Leadership Team (SLT) an AoLE Team provides leadership and direction for an AoLE and ensures that it is managed and organised to meet the aims and objectives of the school and the AoLE.
- The SLT and AoLE Teams play a key role in supporting, guiding and motivating staff in relation to the AoLE. SLT/AoLE Teams evaluate the effectiveness of teaching and learning, the AoLE curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the AoLE.
- The SLT/AoLE Team undertakes a variety of monitoring activities. An AoLE Team identifies needs in their own AoLE and recognises that these must be considered in relation to the overall needs of the school. It is important that an AoLE Team has an understanding of how their AoLE and subjects contribute to school priorities and to the overall education and achievement of all pupils.

Greenmeadow Teaching and Learning Pillars

All stakeholders co-constructed and created Teaching and Learning pillars.

