



TEACHING, LEARNING & CURRICULUM POLICY

At Ysgol Emmanuel we place teaching and learning at the heart of our activities and this policy summarises our expectations of all leaders, teachers and support staff.

The policy outlines our expectations in the following areas:

1. Curriculum
2. Planning for Learning
3. Pedagogy
4. Role and responsibilities

1. Curriculum

The curriculum is based upon the requirements of the Curriculum for Wales and the goal of achieving the four core purposes in order to promote learning, personal growth and development. It includes the formal requirements, the extra-curricular activities that we organise in order to enrich the experience of the children and the Four core purposes that underpin learning throughout the school. In Ysgol Emmanuel, we aim to teach children how to grow into positive, responsible people, who can work and cooperate with others while developing skills and knowledge, so that they can achieve their true potential.

Curriculum Purpose

Our curriculum is based on the four core purposes ensuring that we have students who are:

- Ambitious, capable learners who are ready to learn throughout their lives.
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, informed citizens who are ready to be citizens of Wales and the world.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

The curriculum is organised into six areas of learning.

- Health and Wellbeing
- Language, Literacy and Communication
- Mathematics and numeracy
- Science and technology
- Humanities
- Expressive arts
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There are also three cross curriculum responsibilities.

- Literacy
- Numeracy
- Digital competence

and the four wider skills including:

- Critical thinking and problem solving
- Planning and organisation
- Creativity and innovation
- Personal effectiveness

Curriculum Cymreig

Where appropriate, children will be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Values

Our school curriculum is underpinned by our values of “learn...grow...achieve...”.

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- We value the ways in which all children are unique and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote cooperation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, providing equal opportunities for all the children in our school.
- We value our environment and through our curriculum teach respect for our world and how we should care for it for future generations.

2. Pedagogy

We realise that learning can only take place if the teaching is provided in such a way that the children are able to access it, the child has a healthy mindset to learning and has the correct equipment with which to work.

Pedagogical approaches in Ysgol Emmanuel are based upon the 12 Pedagogical principles set out in the Curriculum for Wales:

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

3. Planning for Learning

At Ysgol Emmanuel, teachers always consider planning lessons that unlock curriculum content for all pupils. They consider planning tasks that support pupils to meet the lesson aim whilst securing knowledge and consolidating learning and skill development.

Knowledge of the pupils; their prior attainment and specific needs is a key part of planning. All teachers are expected to know the profile of the pupils they teach by looking at pupil data and profiles. If further information is required they can speak to the previous teacher, ALNCO or SLT.

High quality learning and teaching is the first wave of intervention for meeting the needs of all pupils. Differentiation should be planned over time to ensure a quality approach which meets the needs of all pupils and groups and maximises the use of any additional adults in the room. (see ALN policy)

When planning, teachers should consider the different pedagogical approaches we use to engage, motivate and challenge all learners, so that most pupils find a learning fit most of the time.

In Foundation learning a balance between child-initiated and directed activities is planned. These take place through.

- Focused activities
- Enhanced activities
- Continuous provision

These daily activities are offered to our children in both the indoor and outdoor environments. We ensure that they develop curiosity and stimulate the learning for the child.

Children with Additional Learning Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of the individual children, then we do so only after parents of the child have been consulted.

If a child has an additional need, our school does all it can to meet these individual needs. The school has a designated Additional Needs Coordinator (ALNCo) who the class teacher works closely with. Together the class teacher and ALNCo are able to provide the necessary or additional resources for the child. For more information, please refer to the ALN policy.

Equal Opportunities

All teaching and non-teaching staff are responsible for ensuring that all children, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible.

Multiple intelligences

We keep a register of more able and talented children. The more able children are those who are performing at a high academic standard in subjects such as English, mathematics or science, whereas the talented children show excellence in more creative subjects, such as PE and art.

Progression and Assessment

We endeavour to make learning with Ysgol Emmanuel a continuum of learning. This is monitored through regular assessments, evaluation of data and area of learning monitoring. Every area of learning is monitored annually and evidence is collected and analysed by the senior leadership team. English and Maths are assessed every term and data is collected and analysed.

Improvement plans are then put in place and discussed with all staff (see Assessment policy for more information).

Parents

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Primary Secondary transition

Liaison meetings with our colleagues at the High Schools takes place regularly to ensure that there is progression and continuity. Year 5 and 6 pupils regularly meet up with colleagues from other schools, including the High schools, through work with the Rhyl Learning Community. Year 6 also attend their preferred High school for a week during the Summer half term. The RLC cluster of schools has a transition policy which plans out transition throughout the year.

4. Roles and responsibilities

The role of the class teacher

The class teacher and any teachers that deliver PPA cover will:

- Plan and deliver high quality lessons that meet the demands of the Curriculum for Wales
- Implement the 12 pedagogical principles in their lesson delivery
- Monitor pupils' progress
- Provide pastoral and academic support to pupils
- Adhere to all policies related to pupil development

The role of the Area of learning leaders (AOLE leaders)

It is the role of each post holder to keep up to date with developments in their areas, at both local and national level. They review the areas each year, and fill in a development plan to ensure improvement.

- Monitor the way their area is taught throughout the school.
- Monitor the way in which resources are stored and managed.
- Be part of the monitoring process for their AOLE
- To liaise with Link governors

The Role of the Curriculum Leader (Deputy Head)

The role of the curriculum leader is to:

- Provide strategic lead and direction for the areas of learning
- Support and offer advice to colleagues on issues related to the areas of learning
- Monitor pupils' progress
- Provide efficient resource management
- Ensure appropriate teaching methods are used
- Examine long term and medium term planning
- To encourage open evaluation of effective teaching
- Seek professional development in subject areas
- Regularly monitor standards of teaching and learning
- Call upon Advisors to give extra assistance and guidance.

Monitoring and Review

The Head Teacher, Deputy Head Teacher and Governor's Curriculum committee are responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area at the appropriate time allocated in the review cycle.

The Head Teacher is responsible for the day-to-day organisation of the curriculum.

Presented to staff (note - this policy replaces the Curriculum policy 2020)	July 2025	Signed
Presented to Governors	July 2025	Signed
Next Review	July 2027	