



# **Windsor Clive Primary School**

## **Curriculum for Learning Policy**

**2024-2025**

## **Our School**

Windsor Clive Primary School was built in 1928 and is situated near to inner-city Cardiff. The school provides education for approximately 485 pupils aged 3-11 years including an 80-place nursery. The school is currently organised into two classes per year group and also includes two Local Authority (LA) Specialist Resource Bases (SRBs) and three 'Hives' which are small group provisions to support mainstream pupils with ALN. The 'Hives' are funded by the school through the Pupil Development Grant (PDG). In addition, the school shares its site with Flying Start and employs its own Family Engagement Officer who delivers a variety of programmes to support families within the school.

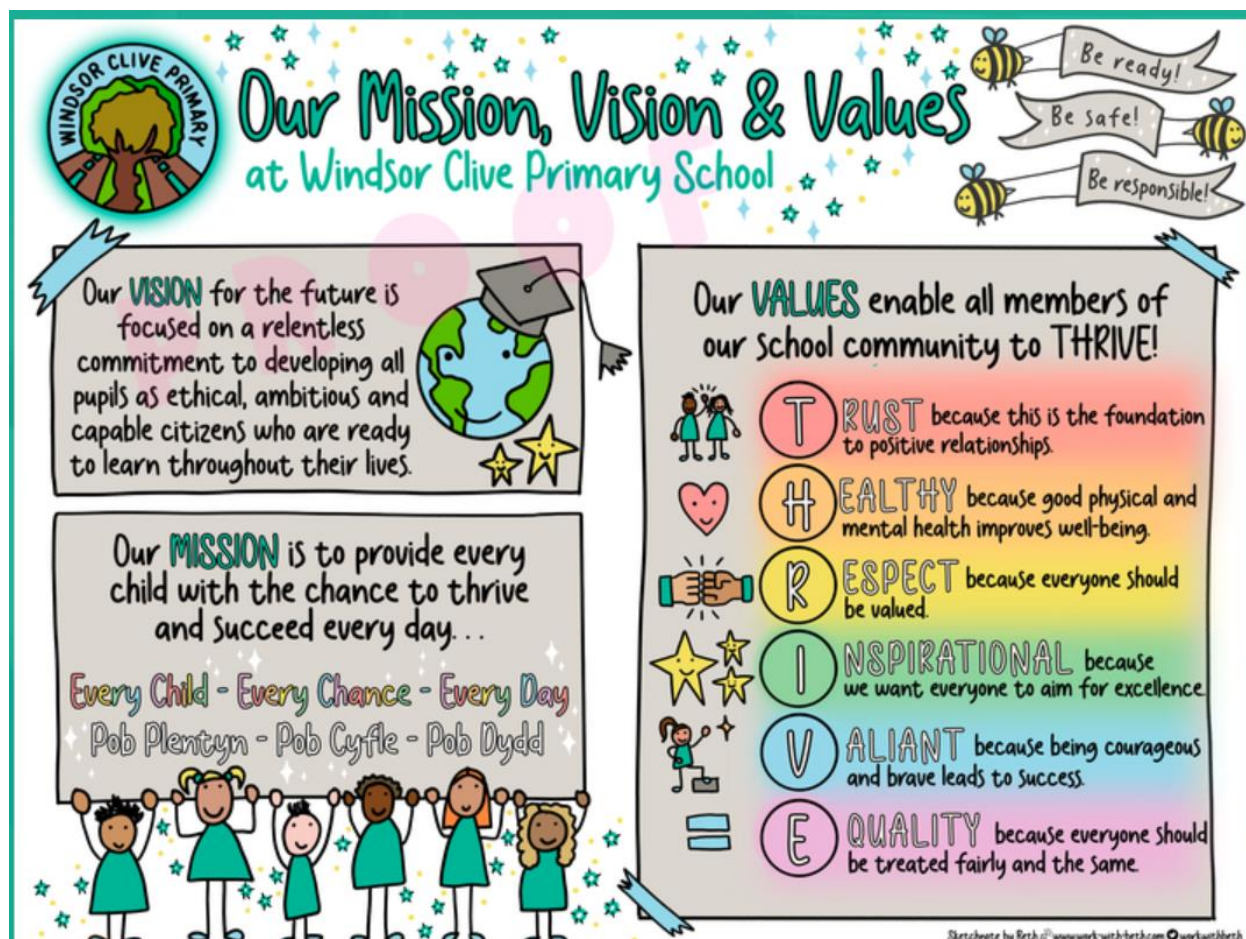
The pupil's baseline on entry in to nursery is well below that of the LA average. An increasing number of children join the school after the age of 5. An increasingly growing number of children join the school after the start of the academic year. Pupil mobility across the school is high.

Number of Pupils	482
Free School Meals % (3 year average)	67%
Additional Learning Needs % (IDPs)	12.5%
English as Additional Language %	33%
Ethnic Minority %	42.3%
% of pupils living in the 20% most deprived areas of Wales	95.6%
Number of pupils open to Children's Services	55 (11.4%)
Number of Children Looked After (CLA)	13
Attendance %	89.7%

## **Curriculum for Wales**

Our school curriculum is defined as everything our learners experience in pursuit of the four purposes. It is not just what we teach but is also how we teach it and importantly, why we teach it.

## Our Vision



## Four core purpose

The four purposes are the shared vision and aspiration for every child and young person in Wales. Our curriculum is designed so that all our learners will be supported to develop as:

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

The four purposes are also underpinned by integral skills which will be developed through a wide range of teaching and learning within our curriculum.

The integral skills are:

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

### **Areas of Learning**

Our school curriculum is designed around six areas of learning which have equal status.

1. Mathematics and Numeracy
2. Science and Technology
3. Health and Well-being
4. Literacy, language and communication
5. Expressive Arts
6. Humanities

The purpose of these six areas is to bring together familiar disciplines and encourage meaningful links across them, helping to promote collaboration and cross-disciplinary planning, learning and teaching.

All teachers plan for the cross curricular responsibilities of literacy, numeracy and digital competence to support learning. Our curriculum is designed in a way that enables learners to develop competence and capability in the cross-curricular skills and extend and apply them across all Areas. These skills are essential for learners to be able to participate successfully and confidently in the modern world.

### **Pedagogical Principles**

Pedagogy is at the heart of our curriculum. At Windsor Clive, our curriculum for all learners is underpinned by twelve pedagogical principles, which state that good learning and teaching:

- 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 for learning principles
- ranges within and across Areas
- regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them
- encourages learners to take increasing responsibility for their own learning
- supports social and emotional development and positive relationships
- encourages collaboration

### **Planning and Preparing for Learning**

Our curriculum places emphasis on equipping young people for life. It provides pupils with opportunities to learn, refine and apply new knowledge and skills in different situations. Every opportunity is used to develop the whole learner within real life contexts. Learners get a deep understanding of how to thrive in an increasingly digital world. We follow a digital competence framework developing digital skills across the curriculum, whilst preparing them for the opportunities and risks that an online world presents. All teachers ensure that learners are ambitiously planned for, within a progression step relevant to their need. Each AoLE has a number of what matters statements, which ensure breadth, and coverage of the fundamental key concepts. At our school, we use the descriptions of learning as a planning tool to inform the wide range of knowledge, skills and experiences within our curriculum and create depth and breadth across our curriculum.

### **Whole school concepts**

Our Concept Led Curriculum is driven by big ideas that span multiple subject areas and disciplines. Our curriculum aims to drive students to higher order thinking that grows year to year and is transferrable across subject areas. It focuses on building upon skills, knowledge and experiences.

### **[Concept Map and curriculum overview](#)**

We aim to develop strong metacognitive skills and equip learners with the strategies they need to plan, monitor and evaluate the learning process. We identify the importance of developing independent learners who have a say in their own learning and take increasing responsibility for it.

Windsor Clive is committed to developing a curriculum that engages, enthuses and inspires our pupils and staff. We encourage teachers to have the freedom to teach in

ways they feel will have the best outcomes for their learners. We have a strong emphasis on the acquisition and application of skills and knowledge through experiential and authentic learning.

### **Approaches to teaching and learning**

In Windsor Clive we understand the importance of teaching knowledge, and cognitive and metacognitive strategies to develop a self-regulated and independent learner. These strategies are taught explicitly through discrete subject lessons, through guided practice and independent application.

### **Discrete lessons**

In Windsor Clive, we recognise the importance of teaching basic skills – the building blocks of learning: reading, writing, spelling, grammar, punctuation and mathematical processes and skills. Children need constant repetition, practice and over-learning to secure these skills. We will always teach these skills discretely, giving them prominence and allocating the necessary time for learners to become proficient, competent and confident. Subjects which have skills that are usually taught discretely at our school are:

- Mathematics: Abacus
- Writing: Talk 4 Writing ([Curriculum Map](#))
- Reading
- Phonics: Song of Sounds
- PE: Real P.E
- Welsh:
- Information Technology: The Digital Den

### **Guided Practice**

Guided practice is facilitated by Teachers and TA's during our 'Bubbles'. Bubble activities provide opportunities for pupils to revisit, practise and embed skills that are taught in discrete lessons. These activities are linked to our whole school concepts and allow pupils to make meaningful links across the curriculum.

### **Independent Application**

All pupils are given opportunities to practise and apply previously taught skills during our mission sessions. Missions will span a range of AoLE's and are carefully planned to encourage the application of cross-curricular skills: literacy, maths and DCF.

The series of missions and bubbles should take place in a mission 'cycle'. Each mission cycle could last a week, fortnight or even longer, depending on the nature of the missions and bubbles.

The missions in each 'cycle' should include ideas suggested by the teacher, but most importantly, must have a high proportion of activities that are suggested / chosen by the pupils. In Phase 2, these ideas influence the enhanced provision and in Phase 3, these should typically be the ideas from the class 'Questions and Suggestions' board. Pupils are given further opportunities to influence their own learning when completing missions with the pupil voice logo; this means pupils can either choose what, how or with whom they complete the task.

The main aim of missions is to develop independence and creativity and allow pupils to apply their metacognitive skills. The activities chosen should be at a level that allows the pupils to work independently, which in turn will allow staff to concentrate predominantly on the pupils within their Bubbles. When appropriate, missions will be differentiated to provide challenge for all pupils. Learning leaders are used to offer peer support during all mission sessions.

### **Outdoor learning**

At Windsor Clive, all children participate in a range of progressive and creative outdoor learning experiences. Regular opportunities are planned for children to learn in the areas outside their classrooms and in Yr Nook Natur. Some classrooms have their own secure outdoor area where children can learn outside daily. Teachers plan quality outdoor learning experiences across a range of AOLE's, linking learning across the curriculum in different contexts and at all levels.

### **Mandatory Elements**

#### ***RVE***

Religion, Values and Ethics (RVE) is mandatory for all learners aged and sits within the Humanities Area of Learning and Experience. Teaching and learning in RVE reflects that the religious traditions in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Wales. It also reflects the fact that a range of non-religious philosophical convictions are held in Wales. RVE is planned to meet the mandatory requirements of the Humanities AoLE, and to have regard to both the statutory RVE guidance within the Humanities Area, and the [Cardiff Locally Agreed Syllabus](#). There is no right to withdraw from RVE.

In Windsor Clive, we teach RVE through-

- Explicit teaching of world beliefs
- Exploring ideas through “Big Questions”
- Stories, school events and visitors
- Whole school concepts – Heritage, consequences
- Daily collective worship
- Assemblies and school values

## **RSE**

### RSE Policy

Relationships and Sexuality Education (RSE) is mandatory and is considered as part of the Health and Well-Being Area of learning, as well as being a cross-cutting theme across all learning. In Windsor Clive, RSE is planned using the [RSE Code](#) and is designed in a way that is developmentally appropriate, inclusive and pluralistic.

Relationships and Sexuality Education is introduced to the pupils through:

- THRIVE activities
- Assemblies and school values
- Story books
- Concepts e.g. Heritage, Changes
- Informally as opportunities arise in the classroom.

## **RRS**

In Windsor Clive, we strive for our learners to be empowered by learning through their rights. As rights holders, they become responsible citizens of Wales and the world, who contribute to the ethos of the school and advocate for their rights and the rights of others. Our learners have a strong voice in the school and are confident and well informed about their rights. This is reflected in their values, attitudes, behaviour and relationships with others.

As a Rights Respecting School we:

- Value pupil voice in leading and influence change that the children want to see, through the school blog, pupil questionnaires, democratic voting systems
- Foster a learning environment in which every child can achieve and thrive
- Empower learners to advocate for change, through the curriculum using the Youth Advocacy Toolkit
- Map UNCRC articles and opportunities to learn about, for and through children’s rights through many AoLEs



- Support a strong School Government, who are the voice for their peers and lead campaigns for local change
- Explore rights within real life experiences and across the globe, through Newsround, concepts and awareness days
- Ensure children's rights are visible throughout the school through displays, books, assemblies
- Ensure that whole community are aware of children's rights through newsletters, questionnaires, events, class assemblies

## **CYNEFIN**

Our school has 100 years of history, all of which is underpinned by pride and passion within the pupils themselves, our school community, the wider community and Wales.

Our curriculum allows our learners to explore and understand the different identities, landscapes and histories that all come together locally and nationally to form their cynefin. Cynefin is a Welsh term defined by Curriculum for Wales as 'the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable.' The curriculum is also used to celebrate over 50 different languages that are spoken by the pupils and their families, in addition to this celebrating the broader sense of community, culture, heritage and identity. Our curriculum not only allows pupils to develop a strong sense of their own identity and well-being, but to develop an understanding of others' identities and make connections with people, places and histories elsewhere in Wales and across the wider world.

Our curriculum also reflects our bilingual nation. All learners should have appropriate pathways for learning Welsh and English to enable them to develop their confidence to use both languages in everyday life. Opportunities to use Welsh within and beyond the classroom will support learners to use Welsh confidently and appreciate its usefulness to communication in a bilingual Wales.

The Siarter Iaith (Welsh Language Charter) is a national framework for all settings and schools to provide a holistic basis for planning experiences across the curriculum to increase learners' use of Welsh and develop their confidence in the language from an early age.

## **Assessment**

Assessment is a fundamental part of teaching and learning and plays an integral role in ensuring each individual learner makes progress. For assessment to be effective, we recognise the importance of all staff having a shared understanding of progression.

### **Assessment for/in learning:**

Assessment at Windsor Clive is indistinguishable from teaching and learning. We use a wide range of assessment strategies in everyday classroom practice to build a holistic approach and ensure each individual learner is progressing. The following strategies have been adopted by all staff at Windsor Clive:

- Sharing of the learning intention (WALT)
- Tools for success
- Questioning
- 'Teach like a champion' strategies – silent solo, turn and talk, stop and jot, show me, cold call, warm call
- Marking and feedback (both verbal and written)
- Self and peer assessment
- Observation and note taking
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### **Progress Reviews:**

Progress Reviews at Windsor Clive take place termly from Nursery to Year 6. Teachers use assessment data and evidence collected in class to judge whether each child is making expected, accelerated or below expected progress. Our Progress Reviews identify each individual learner's strengths, achievements, areas for improvement and, where relevant, barriers to learning. These discussions help to refine provision and raise standards on both a classroom and whole school level.

### **Marking and feedback:**

Our children are given regular feedback on their learning, understand their next steps and know what they need to do in order to improve their work. At Windsor Clive pupils receive both oral and written feedback from their class teacher. They assess their own and peer's achievements through self and peer assessment processes. Teachers highlight any positive aspects of children's work using a yellow highlighter and show what needs to be improved using green. Marking symbols are shared with all children to help them understand exactly how to improve their work using 'purple polishing'. Written feedback takes place at the point of need and children respond to this promptly.

## **Early Years**

Phase 1 and Early Years encompasses the period of learning leading to and including Progression step 1. It provides the firm foundation that all learners need to support development, at their own pace, towards realising the four purposes of the curriculum. Fundamental to this are three 'enablers': enabling adults, engaging experiences and effective environments.

These enablers are interrelated and interdependent and the interplay between them is integral to teaching and learning across Curriculum for Wales. While the twelve pedagogical principles apply to all curriculum design, particular attention should be paid to the following key features, which are essential for this period of learning:

- play and play-based learning
- being outdoors
- observation
- authentic and purposeful learning

The focus of teaching and learning includes the traditional areas of child development:

- belonging
- communication
- exploration
- physical development
- well-being

The pathways are child-centred and are interdependent, having equal value in supporting overall development and progress. Our curriculum ensures progression from the pathways through to the descriptions of learning at Progression step 1 for all learners.

The enablers support all learners. To inspire and challenge children and young people in their learning, we focus on the quality and impact of the interplay between the three enablers.

## **Positive Relationship Policy**

At Windsor Clive we view relationships as the most significant factor that influences success at our school. We want everyone to feel and experience a sense of belonging, safety, love and respect. We believe that when people, especially children, are genuinely valued and nurtured as individuals, they feel a sense of purpose and understand their place in a community. When this happens in schools, children engage and thrive with high levels of well-being and develop a love for learning.

The policy focuses 'The Windsor Clive Way' and the following approaches

- Thrive
- 5 Pillar approach
- Mindfulness
- Paul Dix – When the Adults Change Everything Changes
- Teach Like A Champion techniques
- Restorative Practise
- Agreed Mantras
- Scripted Response
- Rights Respecting Schools

To read the policy please click on the link [Positive Relationships Policy updated RRS.docx](#)

This policy should be read in conjunction with the Anti-Bullying Policy and Use of Reasonable Force Policy.

### THRIVE

Thrive is an approach which uses advances in neuroscience to help us to understand how we develop socially and emotionally from birth through to adulthood. The Thrive approach is a specific way of working with children that helps to develop their social and emotional wellbeing. The Thrive approach offers practical, effective tools and techniques that work closely alongside an online assessment and action planning tool, all of which is underpinned by a programme of training and mentoring support. Thrive provides targeted interventions to help support and enhance our pupils' social and emotional wellbeing.

Our whole school ethos allows us to embed Thrive into each and every aspect of the school day. We have achieved the 'School of Excellence' Award for showing excellence in Leaderships, Relationships, Reparative, Right-time and Environment.

[Windsor Clive Thrive Booklet.docx](#)

### Hives

Within our school we have three Thrive Hive classes that include 'check out' for our children when they are dysregulated or distressed.

Our Thrive rooms provide our children with a calm, safe place where they can go to learn, complete their work or connect with a Thrive Practitioner during a 'check out'. This is when a child is finding it difficult to regulate their emotions and need to talk to an emotionally available adult. They ask their class teacher for a 'check out' slip and go to their allocated Hive.

Please see the above Thrive booklet for more information.

### Whole School Approach Emotional Mental Health and Well-being (WSAEMHWP)

We embarked on our WSAEMW Self Evaluation Tool journey in October 2022. We began to complete the SET and used the data from the questionnaires to fully understand the Emotional Health and Wellbeing needs of our pupils and staff. Following the results from this data we have improved staff wellbeing and presented our journey at the WSAEMHWP conference 2025.

[WSAEMW Self Evaluation Windsor Clive Primary \(1\).docx](#)

### **ALN**

The principle of the ALN system (**ALNET ACT 2018**), as reflected in the Code of Practice (2021) is inclusive education. At Windsor Clive Primary School, meeting the needs of pupils with ALN is a whole school approach and as such is a part of policies within the school.

A pupil's needs will be met initially at universal provision level where staff, through effective teaching and learning, make decisions and adapt to meet the needs of the pupil.

At times a number of pupils, for many different reasons, may need targeted catch-up intervention with the expectation that this supports progression in and will remove barriers to their learning.

For a very few pupils, when a pupil is identified as having ALN in Windsor Clive Primary School, that requires ALP (Additional Learning Provision), the school will create and maintain an IDP. ALN can be defined into 4 categories

- 1. *Cognition and learning***
- 2. *Emotional, social and behavioural difficulties***
- 3. *Communication and Interaction***
- 4. *Physical and sensory***

The IDP is the document that identifies the barriers to learning and what additional learning provision is necessary to address or mitigate these. S Windsor Clive Primary School, following the ALNET will provide accessible information to parents and pupils. This will be done through a person-centered approach that fully involves significant people involved in the pupil's life and in the decision Ordinarily available inclusive practices that affect them. Parent and pupil friendly information on these processes can be found on Windsor Clive Primary School School's website under key information.

Community Links

Our Family Engagement Officer works alongside outside agencies to support our Staff, Parents and Governors. We are a Community Focused School that offers a range of courses and support to our community.

[Community Focused Schools.pptx](#)

Signed:

Kim Fisher Headteacher

Dr Alex McInch Chair of Governors

Date: May 2025