



## YSGOL GYNRADD GWAELOD Y GARTH PRIMARY SCHOOL

# CURRICULUM POLICY

Gwaelod y Garth Primary School is a dual stream school, providing Welsh-medium education for pupils between 3-11 and English-medium education for pupils between 4-11.

In Gwaelod y Garth Primary School we aim to provide a balanced, relevant and challenging education within a rich, stimulating and caring environment. In a bilingual setting we aim to instil a sense of pride in our nation, language and heritage whilst ensuring that the children are happy, motivated and confident learners with the necessary skills to be adaptable and successful in an ever changing world.

### **GENERAL AIMS**

- To create in each child the desire for increased knowledge and experiences.
- To give every child the opportunity to develop to his or her full potential in all aspects of the curriculum.
- To develop a range of specific and transferable skills in oracy, literacy, numeracy and ICT as well as to develop thinking and problem solving skills.
- To assist and encourage every child in his/her efforts to live and work harmoniously with others and to develop attitudes and qualities that will make him/her a responsible member of society.
- To nurture happy, confident children who develop life long learning skills.
- To ensure equal opportunities for all.

### **KEY SKILLS**

Our children learn, practise, develop and refine a range of key skills in school. Some of these are specific to certain subjects; others are general skills and therefore key to learning in all subjects. These **Key Skills** underpin learning throughout the school. We aim to equip all children with the Key Skills so that they can be as successful as possible in the future.

The four Key Skills as outlined in the Skills Framework for 3 to 19 year olds in Wales are:

- **Thinking**
- **Communication**
- **Information Communication Technology (ICT)**
- **Number**

## **The Foundation Phase (Children aged 3 – 7)**

### **Areas of Learning**

- Language, Literacy and Communication Skills
- Personal and Social Development
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development
- Welsh Language Development

The Areas of Learning are planned and taught in themes, three themes are studied each year. Incerts (the school's electronic tracking system) is used to ensure that the appropriate skills are taught and learnt.

The Foundation Phase is about enhancing the learning experiences which enable children to be creative, imaginative and to have fun whilst learning.

Children will be given more opportunities to explore the world around them and to understand how things work through engaging in relevant practical activities which are fun and enjoyable and relevant to their development stages.

The Foundation Phase places greater emphasis on experiential learning, active involvement and developing each child's:

- skills and understanding
- personal, social, emotional, physical and intellectual well-being, so as to develop the whole child
- positive attitudes to learning so that they enjoy it and will want to continue with their education for longer
- self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships
- creative, expressive and observational skills to encourage their development as individuals with different ways of responding to experiences, and
- activities in the outdoors where they have first-hand experience of solving real-life problems and learn about conservation and sustainability.

Great emphasis is placed on developing the children's communication and numeracy skills. Through appropriate focused activities the children receive a solid foundation for the development of reading, writing and mathematics.

## **Key Stage 2 (Children aged 7 – 11)**

### **National Curriculum Subjects**

#### Core Subjects :

Welsh  
English  
Mathematics  
Science

#### Foundation Subjects :

History  
Geography  
Art  
Music  
Physical Education  
Technology  
Information Technology  
Personal and Social Education

The aim of the school is to ensure that the education provided enhances the spiritual, moral, cultural, mental and physical development of each pupil and that the nature of the curriculum is varied, broad and balanced. The organisation within the classroom therefore needs to be flexible. The children are taught as a class unit in the care of a designated teacher.

The curriculum is planned and taught in themes. Six themes are studied each year, with the children deciding on the course of the theme during each half term. Incerts (the school's electronic tracking system) is used to ensure that the content of the curriculum and appropriate skills are taught.

The teachers give consideration to each child's ability as work prepared is differentiated thus ensuring individual development.

In order to ensure an understanding of the work a variety of teaching methods are used such as individual teaching, pair or group work and class teaching.

The work in the classroom is often reinforced with direct experiences such as visits to historical sites, theatre visits or visits to the school by 'theatre in education' companies and guest speakers.

### **Literacy and Numeracy Framework**

The Literacy and Numeracy Framework is taught within our themes in FPh and KS2. LNF activities are planned into most activities as well as through the Building Blocks programme.

The LNF is assessed through the National Literacy and Numeracy Testing which pupils from Year 2 sit yearly. A narrative assessment of every pupils' literacy and numeracy standard is fed back to parents in the end of year school report.

## **Religious Education**

The school has no direct or formal religious affiliation.

The religious education provided is based on the agreed syllabus, a copy of which may be seen at the school.

A session of worship is held every day but suitable arrangements can be made for children whose parents object to them receiving religious instruction or attending religious services.

## **Physical Education and Games**

A full and equal opportunity is given to all pupils to participate in all sporting activities.

Physical Education is taught in lessons with equal emphasis on gymnastics, dance, games and athletics. It is expected that the children dress appropriately for these lessons – T-shirt, shorts and training shoes for athletics / games, barefoot for dance and gymnastics.

Dance and gymnastics will take place in the hall; athletics and games will take place on the playing field or the yard.

The children of year 3 receive swimming lessons during the year at Fairwater Swimming Pool.

At the moment the school has a netball team, a football team and a rugby team which play regularly against other schools. The school participates in the Urdd games competitions every year as well as other local competitions.

## **Homework**

Junior children receive homework on a regular basis and Infants occasionally. Every child in KS1 and KS2 takes a reading book home regularly. Reading is considered to be homework as well as any written work.

Occasionally a particular activity might need information from an adult or might involve a process of interviewing and research. We ask for the co-operation and support of parents in such instances to ensure that the child is given the necessary information.

Sometimes it is felt that a child might benefit from additional work in order to overcome a particular weakness or might need to concentrate on a specific aspect of the work. It might also be the case that an able child might benefit from some individual investigative work. In such cases we ask for the full support of the home in encouraging the child to complete this work.

## **Assessment**

All pupils are assessed continually in the curriculum subjects. Summative assessments are kept in individual files to be passed on from class to class with the child.

At the end of each school year the pupils' progress is conveyed to parents by a written report and through discussion between parent and class teacher.

Teacher assessments are given at the end of the Foundation Phase (year 2) and at the end of KS2 (year 6) and the levels achieved in the core subjects will be reported to parents by the end of the school year.

### **Sex and Relationship Education**

In accordance with the requirements of the 1986 Education Act, School Governing Bodies are expected to consider whether sex education should be part of the school curriculum. Should they wish this to be so they are expected to write and revise a policy statement regarding contents and procedure. The school is aware that teaching sex education is the joint responsibility of both parents and teachers and that full understanding is required of the role of all involved with the work.

The Governors of this school have decided that sex education should be taught as part of the school curriculum. This forms part of the school's Personal and Social Education Policy. The nurse is invited into school to discuss with year 6 pupils the physical and emotional changes that they will experience during the onset of puberty. Consideration will be given to individuals in all aspects of the work and during discussion. Efforts will be made to be sensitive to each child's maturity and needs.

Parents have the right to withdraw their child from sex education lessons.



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### **POLISI CWRICWLWM**

Y mae Ysgol Gwaelod y Garth yn Ysgol Gynradd Sirol Ddwieithog sy'n darparu addysg cyfrwng Cymraeg ar gyfer disgyblion 3-11 oed ac addysg cyfrwng Saesneg ar gyfer disgyblion 4-11.

Yn Ysgol Gynradd Gwaelod y Garth anlewn at ddarparu addysg gytbwys, berthnasol a heriol mewn amgylchedd cyfoethog, ofalgar sy'n ennyn dychymyg. O fewn lleoliad dwieithog anelwn at ddatblygu balchder yn ein cenedl, ein hiaith a'n treftadaeth tra'n sicrhau fod y plant yn ddysgwyr hapus, awyddus, hyderus gyda'r sgiliau angenrheidiol i allu addasu a bod yn llwyddiannus mewn byd sy'n newid yn gyson.

#### **AMCANION CYFFREDINOL**

- Creu ym mhob plentyn yr awydd i geisio am fwy o wybodaeth a phrofiadau.
- Rhoi'r cyfle i bob plentyn i ddatblygu hyd eithaf ei allu ym mhob agwedd o'r cwricwlwm.
- Datblygu sgiliau llafar, llythrennedd, rhifedd a TGCh yn ogystal â datblygu sgiliau meddwl a datrys problemau.
- Cynorthwyo'r plentyn i fedru byw a gweithio'n gytûn gydag eraill a datblygu agweddau fydd yn ei alluogi i fod yn aelod cyfrifol o gymdeithas.
- I feithrin plant hapus, hyderus sy'n datblygu sgiliau dysgu gydol oes.
- Sicrhau cyfle cyfartal i bawb.

#### **SGILIAU ALLWEDDOL**

Mae ein plant yn dysgu, ymarfer, datblygu a gwella ystod o sgiliau yn yr ysgol. Mae'r Sgiliau Allweddol yma yn greiddiol i bob agwedd o ddysgu yn yr ysgol. Anelwn at sicrhau fod pob plentyn wedi ei arfogi gyda'r Sgiliau Allweddol fel eu bod mor llwyddiannus a phosibl yn y dyfodol.

Y Sgiliau Allweddol fel sydd wedi ei amlinellu yn y Fframwaith Sgiliau yng Nghymru yw:

- **Meddwl**
- **Cyfathrebu**
- **Technoleg Gwybodaeth a Chyfathrebu (TGCh)**
- **Rhif**

## **Y Cyfnod Sylfaen (Plant 3 – 7 oed)**

### **Meysydd Dysgu**

- Iaith, Llythrennedd a Sgiliau Cyfathrebu
- Datblygiad Personol a Chymdeithasol
- Datblygiad Mathemategol
- Gwybodaeth a Dealltwriaeth o'r Byd
- Datblygiad Corfforol
- Datblygiad Creadigol
- Datblygu'r Gymraeg

Mae'r gwaith yn cael ei gynllunio a'i ddysgu mewn themau, mae tair thema yn cael eu hastudio ym mhob blwydyn ysgol. Defnyddir Incerts (system dracio electroneg yr ysgol) i sicrhau fod y sgiliau perthnasol yn cael eu haddysgu a'u dysgu.

Amcan y Cyfnod Sylfaen yw cyfoethogi plant i fod yn greadigol, defnyddio'u dychymyg a chael hwyl wrth ddysgu.

Caiff plant fwy o gyfleoedd i archwilio'r byd o'u cwmpas a deall sut mae pethau'n gweithio drwy gymryd rhan mewn gweithgareddau ymarferol sy'n llawn hwyl ac yn berthnasol i lefel eu datblygiad.

Mae'r cynfod sylfaen yn rhoi mwy o bwyslais ar ddysgu drwy brofiad, cymryd rhan a datblygu'r canlynol ymhlith plant:

- sgiliau a dealltwriaeth
- lles personol, cymdeithasol, emosiynol, corfforol a deallusol, er mwyn datblygu'r plentyn cyfan
- agweddau cadarnhaol at ddysgu er mwyn iddynt fwynhau a bod eisiau parhau â'u haddysg am gyfnod hirach
- hunan-barch a hunanhyder i arbrofi, ymchwilio, dysgu pethau newydd a chreu perthynas â phlant / pobl eraill
- sgiliau creadigol, mynegi ac arsylwi i hyrwyddo eu datblygiad fel unigolion â ffyrdd gwahanol o ymateb i brofiadau
- gweithgareddau y tu allan lle cânt brofiad uniongyrchol o ddatrys problemau go iawn a dysgu am gadwraeth a chynaliadwyedd.

Rhoddir pwyslais mawr ar ddatblygu sgiliau llythrennedd a rhifedd y plant. Drwy weithgareddau â ffocws priodol, rhoddir sylfaen gadarn i'r plant ddatblygu sgiliau darllen, ysgrifennu a mathemateg.

## **Cyfnod Allweddol 2 (Plant 7 – 11 oed)**

### **Pynciau'r Cwricwlwm Cenedlaethol**

#### Pynciau Craidd :

Cymraeg  
Saesneg  
Mathemateg  
Gwyddoniaeth

#### Pynciau Sylfaenol :

Hanes  
Daearyddiaeth  
Addysg Gorfforol  
Celf  
Cerddoriaeth  
Technoleg  
Technoleg Gwybodaeth a Chyfathrebu  
Addysg Bersonol a Chymdeithasol

Ceisir sicrhau bod yr addysg a ddarperir yn hybu datblygiad moesol, diwylliannol, meddyliol a chorfforol pob disgybl a bod natur y cwricwlwm cyflawn yn wahaniaethol, eang a chytbwys. I ymateb i'r gofynion hyn bydd trefniadaeth y dosbarth yn hyblyg. Dysgir y plant fel uned dosbarth fydd o dan ofal un athrawes/athro sefydlog.

Mae'r Cwricwlwm yn cael ei gynllunio a'i ddysgu mewn themau. Mae chwe thema yn cael eu hastudio ym mhob blwydyn ysgol, gyda'r plant yn penderfynu ar gwrs y thema ym mhob hanner tymor. Defnyddir Incerts (system dracio electroneg yr ysgol) i sicrhau fod cynnwys y cwricwlwm a'r sgiliau perthnasol yn cael eu haddysgu.

Rhoddir ystyriaeth i allu bob plentyn gan fod athrawon yn paratoi'n wahaniaethol er mwyn sicrhau datblygiad pob unigolyn.

Er mwyn sicrhau dealltwriaeth ac ymroddiad i'r gwaith fe ddefnyddir amrywiaeth o ddulliau dysgu megis dysgu unigol, dysgu pâr neu grwp a dysgu dosbarth.

Atgyfnerthir y dysgu yn rheolaidd trwy sicrhau profiadau uniongyrchol megis ymweliadau â safleoedd hanesyddol, ymweliadau â'r theatr neu ymweliadau gan gwmnïau theatr mewn addysg a siaradwyr gwadd.

### **Fframwaith Llythrennedd a Rhifedd**

Fe addysgir y Fframwaith Llythrennedd a Rhifedd o fewn themau o'r CS i GA2. Trefnir gweithgareddau yn seiliedig ar FfLIRh yn ein cynlluniau byr-dymor yn ogystal â thrwy gynllun Building Blocks.

Asesir y FfLIRh trwy'r Profion Llythrennedd a Rhifedd Cenedlaethol, a hynny o Flwyddyn 2 i Flwyddyn 6. Rhoddir asesiad naratif o safonau bob plentyn yn yr adroddiad blynyddol ar ddiwedd y flwyddyn.



## **Addysg Grefyddol**

Nid yw'r ysgol yn dal cysylltiad uniongyrchol a ffurfiol ag unrhyw enwad crefyddol.

Y mae addysg grefyddol a gyflwynir yn seiliedig ar faes llafur yr Awdurdod. Gellir archwilio copi o'r maes llafur hwn yn yr ysgol.

Cynhelir cyfnod o gyd-addoli yn ddyddiol, ond gellir gwneud trefniadau ar gyfer plant nad yw eu rhieni am iddynt fynychu'r gwasanaethau crefyddol neu astudiaethau cyffelyb.

## **Addysg Gorfforol a Chwaraeon**

Rhoddir cyfle llawn a chyfartal i bob disgybl i gymryd rhan ym mhob gweithgaredd chwaraeon yn yr ysgol.

Dysgir chwaraeon mewn gwersi wythnosol a rhoddir pwyslais ar gymnasteg, dawns, chwaraeon ac athletau. Disgwylir bod y plant yn gwisgo'n addas ar gyfer y gwersi hyn – crys-T, trowsus byr ac esgidiau chwaraeon ar gyfer gwersi athletau / chwaraeon, yn droednoeth ar gyfer dawns / gymnasteg.

Bydd y gwersi dawns a gymnasteg yn cymryd lle yn y neuadd a'r gwersi chwaraeon ac athletau yn cymryd lle ar y cae neu'r iard.

Bydd plant blwyddyn 3 yn derbyn gwersi nofio yn ystod y flwyddyn ym Mhwl Nofio'r Tyllgoed.

Ar hyn o bryd mae yna dimoedd pêl rwyd, pêl droed a rygbi yn yr ysgol sydd yn chwarae yn erbyn ysgolion eraill yn y gymuned. Mae'r ysgol hefyd yn cystadlu yn chwaraeon yr Urdd a chystadlaethau eraill lleol.

## **Gwaith Cartref**

Rhoddir gwaith cartref yn gyson i blant yr adran Iau ac yn achlysurol i'r Babanod. Mae pob plentyn yn CA1 a CA2 yn mynd a llyfr darllen gartref yn rheolaidd a phwysleisir fod darllen yn rhan o waith cartref pob plentyn yn ogystal ag unrhyw waith ysgrifenedig.

Ambell dro bydd gweithgarwch arbennig yn gofyn am wybodaeth gan oedolion neu waith holi a darganfod ar ran y plant. Gofynnwn am gefnogaeth a chydweithrediad y rhieni er mwyn hybu gwaith y plant.

O dro i dro fe ofynnir i blentyn wneud gwaith ychwanegol er mwyn dileu rhyw wendid neu ganolbwyntio ar agwedd arbennig o'r gwaith. Efallai y gofynnir i blentyn disglair i wneud gwaith ymchwil ar destun arbennig. Mewn achosion fel hyn gobeithir cael cydweithrediad llwyr y cartref ac anogaeth i'r plentyn i wneud y gwaith.

## **Asesu**

Rydym yn asesu gwaith y plant yn barhaol yn holl bynciau'r Cwricwlwm. Cofnodir asesiadau crynodol yn ffeiliau'r plant a throsglwyddir rhain o ddsbarth i ddsbarth gyda'r plentyn.

Ar ddiwedd pob blwyddyn academiaidd adroddir ar gynnydd disgyblion drwy adroddiad ysgrifenedig gynhwysfawr a thrafodaeth rhwng y rhiant a'r athro dosbarth.

Rhoddir asesiad athro ar ddiwedd y Cyfnod Sylfaen (blwyddyn 2) ac ar ddiwedd CA2 (blwyddyn 6) ac adroddir ar lefel cyrhaeddiad pob disgybl yn y pynciau craidd cyn diwedd y flwyddyn addysgol.

## **Addysg Rhyw a Pherthnasoedd**

Yn unol â gofynion y Deddf Addysg, disgwylir i Gyrrff Llywodraethol ysgolion ystyried os dylai addysg rhyw fod yn rhan o'r cwricwlwm. Os ydynt o'r farn y dylai addysg rhyw fod yn rhan o'r cwricwlwm, mae gofyn iddynt lunio ac adolygu datganiad ysgrifenedig o'u polisi o safbwynt cynnwys a threfniadaeth. Mae'r ysgol yn ymwybodol iawn mai cyfrifoldeb rhieni ac athrawon ar y cyd yw dysgu addysg rhyw, ac y mae angen dealltwriaeth lawn o rôl pob un sydd ynghlwm â'r gwaith.

Mae llywodraethwyr yr ysgol hon wedi penderfynu cyflwyno addysg rhyw fel rhan o gwricwlwm yr ysgol. Gwneir hyn fel rhan o Addysg Bersonol a Chymdeithasol. Gwahoddir y nyrs i'r ysgol yn flynyddol i drafod gyda disgyblion blwyddyn 6 y newidiadau corfforol ac emosiynol y byddant yn eu profi o ganlyniad i ddyfodiad glaslencyndod. Ymhob agwedd o adysg rhyw, ystyrir yr unigolyn wrth wneud unrhyw waith neu gynnal unrhyw drafodaeth a cheisir bod yn sensitif i'w haeddfedrwydd a'u hanghenion.

Mae gan rieni yr hawl i dynnu eu plentyn allan o wersi Addysg Rhyw.

**Agreed by Headteacher** .....

**Agreed by Chair of Governors** .....

**Date of Issue: .....May 2014...**

**Date for Review: .....May 2016.....**