



CURRICULUM POLICY

(Fersiwn Cymraeg i ddilyn yn fuan)

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1. CURRICULUM AIMS

Ysgol Sadwrn's curriculum intends to:

Equip pupils with the knowledge and cultural capital relating to Wales and the Welsh language. This will be achieved by providing access to pupils to a broad and balanced online provision, experienced through a dynamic and diverse offering that's coherently planned and sequenced towards cumulating sufficient knowledge and skills. This approach will embed an appreciation and understanding of Welsh culture and linguistic skills.

The school will promote a positive attitude towards learning Welsh, building confidence, and making it relatable to the student regardless of where they live in the world. The school aims to ensure a provision of equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.

2. LEGISLATION AND GUIDANCE

Ysgol Sadwrn is not regulated and is not required to follow any programmes of study. However, it follows the guidance as set out in the DfE Online Education Accreditation Scheme and refers to the standards outlined in the scheme as a self-evaluation tool to ensure that it provides the best possible offer to its pupils.

The School provides a broad and balanced Welsh curriculum and is pupil driven in its thematic approach, enabling children from across the world to take ownership over the school's curriculum.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

3. ROLES AND RESPONSIBILITIES

All required elements of the curriculum, and those areas which the school chooses to offer, have aims and objectives which reflect the school's vision. The Headteacher will monitor the effectiveness of this policy and hold the teachers to account for its implementation. A robust framework is in place for setting curriculum priorities and aspirational targets. Provision is made for pupils with different abilities and needs, including children with additional learning needs. Teachers and parents/carers are encouraged to participate actively in decision-making about the breadth and balance of the curriculum.

4. ORGANISATION AND PLANNING

The curriculum is organised, delivered, and sequenced through units of study that span over six weeks. Over the course of an academic year, six thematic units and one reading and speaking unit will be offered (Appendix A). The thematic units are designed and delivered in collaboration with organisations across Wales. Wherever possible, all age groups will be taught through the same theme and the same time as to aid the promotion and sense of cohesion within families and Ysgol Sadwrn learning communities.

The standalone units of work will be planned in advance of delivery and will be advertised, promoted and may be purchased through ysgolsadwrn.cymru. A gallery of exemplar work will be displayed and celebrated on ysgolsadwrn.cymru.

Resources will be created specifically for the school; some resources will be repurposed from existing content that's freely available or have been licenced; and a proportion of the resources will be made

available through partnership working with organisations across Wales and will display multiple branding.

Classes will be offered within four age groups and at two different levels of proficiency: beginners and intermediate (Appendix B).

Where pupils demonstrate different levels of proficiency within different language skills, Ysgol Sadwrn will provide a series of statements that will help parents and carers assess their child's ability in Welsh and help them determine which class to attend. These statements will also be used as an assessment tool to track the children's progress. (Appendix C).

5. INCLUSION

The school will respond to pupils' needs and work closely with families to overcome potential barriers to learning. Teachers will set high expectations for all pupils. Appropriate and ongoing lesson evaluations will inform and guide the planning process. Differentiation in lessons will be three tiered and the challenges will provide motivation and aspiration for all learners. The first level will allow teachers to see a pupils' existing knowledge or ensure the fundamentals of a topic, and it will be an informative tool to lead the planning for the next stage in learning. The second level is where pupils can apply their knowledge, whether through a different context or through a word problem. The third level will be designed for pupils to demonstrate their understanding of a topic or combine more than one topic to incorporate other areas of learning.

The challenges can be delivered in several ways; as a collective set of challenges, which increase in difficulty, complexity, or tie into other learning as they progress, by providing the learner with the choice on which tier to access allowing them to develop growth-mindset principles and to self-evaluate their learning journey. The must, should, could approach shows pupils the progression of learning and that the learning path is an open gateway to all learners.

6. MONITORING ARRANGEMENTS

The Headteacher along with external advisors will monitor the way Welsh is taught throughout the school by conducting on-line learning walks and evaluations, feedback from parents and carers and teachers.

This policy will be reviewed annually by the Headteacher. At every review, the policy will be amended and revised copy shared on ysgolsadawrn.cymru.

7. SCHEMES OF WORK

Schemes of work will be added to this policy following the pilot unit.

The overarching theme of the pilot unit will be 'Myself'. During the pilot, pupils will be encouraged to take ownership of the curriculum, and given a navigational voice that will enable them to make meaningful choices that will link the development of their language skills to the real world.

Pupils will be given opportunities to participate in the decision-making process and they will have a level of influence over future planned themes. It is paramount that the themes are meaningful and relatable to the pupils since their relationship to Wales and its people is unique. They will also be given the opportunity to learn and share themselves, ways in which Wales and its people has had worldwide influence.

APPENDIX A

Structure of units over 12 months

THEMATIC UNIT	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
THEMATIC UNIT	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
THEMATIC UNIT	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
THEMATIC UNIT	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
THEMATIC UNIT	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
THEMATIC UNIT	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
READING AND SPEAKING UNIT	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6

APPENDIX B

Structure of classes

Age	Proficiency	Name of class
3 yrs to 5 yrs	Beginners	Brogaod (Toads)
3 yrs to 5 yrs	Intermediate	Llyffantod (Frogs)
5 yrs to 8 yrs	Beginners	Cwningod (Rabbits)
5 yrs to 8 yrs	Intermediate	Gwiwerod (Squirrels)
8 yrs to 11 yrs	Beginners	Draenogod (Hedgehogs)
8 yrs to 11 yrs	Intermediate	Llwynogod (Foxes)
11 yrs to 14 yrs	Beginners	Eryri
11 yrs to 14 yrs	Intermediate	Y Bannau

APPENDIX C

Which phrases best describe your child's fluency in Welsh?

Speaking

S1

My child cannot repeat any simple words.

S2

My child can repeat some basic, simple words upon hearing them often.

S3

My child can use some familiar everyday expressions, e.g., bore da, diolch. My child can also pronounce names of familiar objects such as gwely, bwyd. My child can talk about basic personal things e.g., interests, family, what he or she did yesterday.

S4

My child can hold a basic conversation with someone on a subject within his /her experiences, provided the other speaker helps. My child can ask and answer questions on familiar topics, e.g., hobbies, school, friends, preferences.

S5

My child can hold an extended conversation with a fluent Welsh speaker and express an opinion, exchange information on a range of topics.

S6

My child can present on a subject in Welsh for 5 mins without prompting.

Statement **S** _____ best describes my child's speaking ability in Welsh.

Listening

L1

My child cannot recognise any basic everyday greetings e.g. bore da.

L2

My child can recognise some basic everyday greetings e.g., bore da, diolch, if the person is talking very slowly.

L3

My child can understand conversations within the realms of his / her understanding, e.g., what's for lunch, what others like doing. My child can guess what is being said.

L4

My child can understand when people talk about everyday situations, e.g., personal information, what they have done or would do, provided they talk slowly. My child can understand when people ask him / her or others to do something.

L5

My child can understand information being given about common or everyday topics. They usually understand the main message and details, provided people speak clearly.

L6

My child can understand information being given about complex topics. They have a vast Welsh vocabulary.

Statement **L** _____ best describes my child's listening ability in Welsh.

Reading

R1

My child cannot recognise any short Welsh words.

R2

My child can recognise some basic, short Welsh words. My child can also guess the meaning of some words when they are in an explanatory context.

R3

My child can understand very short phrases and can guess what some signs mean.

R4

My child understands written sentences about everyday things within their experiences, and some very simple books with a reading age approx. 2 years below their chronological age.

R5

My child can read books appropriate to their age in Welsh.

R6

My child can read books 2 years + beyond their chronological age in Welsh.

Statement **R** _____ best describes my child's reading ability in Welsh.

Writing

W1

My child cannot write any Welsh letters and form simple CVC words.

W2

My child can write a short Welsh word with minimal assistance.

W3

My child can write very simple phrases or sentences about himself / herself or others. My child can also make a simple request or pass on a simple message, e.g., shopping list.

W4

My child can write a short note to a friend or a family member e.g., personal experience, or a short story.

W5

My child can write on most topics, asking for things, giving explanations, describing experiences. My child can write fairly accurately.

W6

My child can write on most topics and with very few grammatical and spelling errors.

Statement **W** _____ best my child's writing ability in Welsh.