



POLISI CWRICWLWM

2018 - 2021

Mabwysiadwyd gan y Corff Llywodraethol :

Llofnod y Cadeirydd: Dyddiad:

Llofnod y Pennaeth: Dyddiad:

Dyddiad Adolygu:

Cyflwyniad:

Cwricwlwm ein hysgol yw'r holl weithgareddau a gynlluniwyd a drefnwn er mwyn hyrwyddo dysgu, twf personol a datblygiad. Yn ogystal â gofynion ffurfiol y Cwricwlwm Cenedlaethol, Fframwaith y Cyfnod Sylfaen a'r Fframweithiau Llythrennedd a Rhifedd Cenedlaethol, mae hefyd yn cynnwys y gwahanol weithgareddau all-gwricwlaidd y mae'r ysgol yn eu trefnu er mwyn cyfoethogi profiad y plant. Mae hefyd yn cynnwys ethos yr hyn y mae'r plant yn ei ddysgu o'r ffordd y cânt eu trin ac y disgwylir iddynt ymddwyn. Rydym eisiau i blant dyfu i fod yn bobl gadarnhaol a chyfrifol a all weithio a chydweithredu gydag eraill ac ar yr un pryd ddatblygu eu gwybodaeth a sgiliau er mwyn cyflawni eu gwir botensial.

Ceisiwn y safonau uchaf o gyrhaeddiad ar gyfer ein holl blant. Rydym hefyd yn gwerthfawrogi ehangder y cwricwlwm a ddarparwn. Anelwn feithrin creadigrwydd yn ein plant a'u helpu i ddod yn ddysgwyr annibynnol. Rydym yn credu mewn gwneud dysgu yn hwyl i'r holl ddisgyblion.

Gwerthoedd:

Mae ein cwricwlwm ysgol wedi'i seilio ar y gwerthoedd a goleddwn yn ein hysgol. Mae pob aelod o'n hysgol yn bwysig ac yn cael ei werthfawrogi. Y cwricwlwm yw'r ffordd y mae'r ysgol yn cyflawni ei nod o addysgu plant yn y wybodaeth, sgiliau a'r ddealltwriaeth maent ei hangen er mwyn arwain bywydau bodlon.

Dyma brif werthoedd ein hysgol yr ydym wedi seilio ein cwricwlwm arnynt:

- gwerthfawrogi ymdrech, gwaith caled ac ymddygiad da;
- gwrando ar farn plant unigol ac yn hybu parch ar gyfer ein diwylliant ein hunan a diwylliannau amrywiol;
- gwerthfawrogi datblygiad ysbrydol a moesol pob person, yn ogystal â'u twf deallusol a chorfforol;
- gwerthfawrogi pwysigrwydd pob person yn ein cymuned a threfnu ein cwricwlwm i hyrwyddo cynhwysiant, cydweithrediad a dealltwriaeth ymysg pob aelod o'n cymuned;
- gwerthfawrogi hawliau pob person yn ein cymdeithas. Parchwn bob plentyn yn ein hysgol am bwy ydynt ac rydym yn eu trin yn deg ac yn onest. Rydym eisiau galluogi pob person i fod yn llwyddiannus a rhoddwn gyfle cyfartal i'n holl ddisgyblion;
- ymdrechu i ddiwallu anghenion ein holl blant a sicrhau ein bod yn cyflawni'r holl ofynion statudol parthed cynhwysiant;

- gwerthfawrogi ein hamgylchedd ac addysgu ein disgyblion, drwy ein cwricwlwm, sut y dylem ofalu am y byd ar ein cyfer ein hunain a hefyd cenedlaethau'r dyfodol.

Nodau:

Nodau ein cwricwlwm ysgol yw:

- creu cymuned hapus lle gall pob unigolyn ddatblygu eu sgiliau personol, eu gwybodaeth a'u talentau mewn awyrgylch Cymreig;
- annog y disgyblion i werthfawrogi treftadaeth Cymru, i fwynhau diwylliant Cymru ac i fod yn falch i ddefnyddio'r Gymraeg;
- cyflwyno cwricwlwm eang a chytbwys fydd yn cynorthwyo'r disgyblion i gyflawni eu potensial ym mhob maes;
- datblygu gwerthoedd moesol ac ysbrydol a'u dysgu i ddangos parch at ei gilydd ac at rai o wahanol gefndiroedd a diwylliannau;
- helpu plant i ddeall amgylchedd y byd o'u hamgylch a'u rôl fel dinasyddion y dyfodol;
- darparu ystod eang o brofiadau all-gwricwlaidd ar gyfer y disgyblion drwy berfformiadau o fewn y gymuned leol a thu hwnt a thrwy ymweliadau addysgol.

Trefniadaeth a chynllunio:

Cynlluniwn ein cwricwlwm mewn tri cham:

- mae cynllun tymor hir ar gyfer pob cyfnod allweddol, sy'n nodi pa themâu a addysgir ym mhob tymor o fewn cylch dwy flynedd.
- mae'r cynllun tymor canolig yn nodi pa agweddau fydd yn cael eu haddysgu ym mhob pwnc o fewn y themâu.
- mae'r cynlluniau tymor byr yn cael eu hysgrifennu gan yr athrawon bob pythefnos/wythnos/ddiwrnod. Defnyddir y cynlluniau tymor byr i nodi deilliannau dysgu ar gyfer pob sesiwn, ac i adnabod pa adnoddau a gweithgareddau fydd yn cael eu defnyddio yn y gwersi.

Mae'r Ysgol wedi ymrwymo i ddatblygu'r Fframwaith Llythrennedd a Rhifedd ar bob cyfle posibl ac mae'r holl gynlluniau yn cael eu datblygu gyda'r fframwaith hwn mewn golwg.

Y cwricwlwm a chynhwysiant:

Cynlluniwyd cwricwlwm ein hysgol i gael ei ddefnyddio gan bob plentyn sy'n mynychu'r ysgol. Os credwn fod angen addasu defnydd rhai plant o'r cwricwlwm, er

mwyn cyflawni eu hanghenion, yna dim ond ar ôl ymgynghori â'u rhieni y gwnawn hyn.

Os oes gan blant Anghenion Dysgu Ychwanegol, gwnaiff ein hysgol bopeth a all i ddiwallu'r anghenion unigol a chydymffurfiwn gyda'r gofynion a nodir yn y Cod Ymarfer Anghenion Dysgu Ychwanegol. Os yw plentyn yn dangos arwyddion fod ganddo/ganddi anghenion ychwanegol, yna mae eu hathro yn gwneud asesiad o'r angen yma. Yn y rhan fwyaf o achosion gall yr athro roi'r adnoddau a chyfleoedd addysgol i ddiwallu anghenion y plentyn o fewn trefniadaeth dosbarth arferol. Rydym bob amser yn darparu adnoddau a chefnogaeth ychwanegol ar gyfer plant gydag anghenion arbennig.

Mae'r ysgol yn darparu Cynllun Addysgol Unigol ar gyfer pob un o'r plant sydd ar y gofrestr ADY. Mae hyn yn nodi natur yr angen arbennig ac yn amlinellu sut y bydd yr ysgol yn anelu trin hynny. Mae'r Cynllun hefyd yn nodi targedau ar gyfer gwella fel y gallwn adolygu a monitro cynnydd pob plentyn ar gyfnodau rheolaidd.

Gallai rhai plant yn ein hysgol fod ag anabledau. Mae gennym ymrwymiad i ddiwallu anghenion y plant hyn, yn ogystal â diwallu anghenion pob grŵp o blant o fewn ein hysgol. Mae'r ysgol yn cydymffurfio'n llawn gyda gofynion y Ddeddf Cydraddoldeb (2010). Cymerir pob cam rhesymol i sicrhau nad yw'r plant hyn dan anfantais sylweddol o gymharu â phlant heb fod yn anabl. Caiff addysgu a dysgu eu haddasu'n briodol ar gyfer plant gydag anabledau. Er enghraifft, efallai y rhoddir amser ychwanegol iddynt gwblhau rhai gweithgareddau neu gellir addasu'r deunyddiau addysgu.

Y Cyfnod Sylfaen:

Mae'r cwricwlwm a addysgwn o'r dosbarth Dosbarth Meithrin i Flwyddyn 2 yn cyflawni'r gofynion a nodir yn Fframwaith y Cyfnod Sylfaen, 2008. Mae ein cynllunio cwricwlwm yn canolbwyntio ar y meysydd dysgu a nodir yn y ddogfen hon ac ar ddatblygu sgiliau a phrofiadau plant.

Mae ein hysgol yn llwyr gefnogi'r egwyddor fod plant ifanc yn dysgu drwy chwarae a thrwy gymryd rhan mewn gweithgareddau sydd wedi'u cynllunio a'u strwythuro'n dda. Mae addysgu yn y dosbarth Derbyn yn adeiladu ar brofiadau'r plant yn eu dysgu cyn-ysgol. Gwnawn bopeth a allwn i adeiladu partneriaethau cadarnhaol gyda'r darparwyr cyn-ysgol yn yr ardal.

Yn ystod yr hanner tymor cyntaf caiff pob plentyn yn y dosbarth Derbyn ei asesu ar linell sylfaen er mwyn mesur eu lefel sgiliau ar draws y meysydd dysgu. Bydd yr

Athro/awes a'r Cymorthyddion Addysgu yn y dosbarth Derbyn yn asesu datblygiad sgiliau pob plentyn ac yn cofnodi hyn yn y Proffil Cyfnod Sylfaen bob tymor. Mae'r asemiad yma'n rhan bwysig o gynllunio'r cwricwlwm ar gyfer y dyfodol ar gyfer pob plentyn.

Rydym yn ymwybodol iawn fod pob plentyn angen cefnogaeth rhieni a hefyd yr athrawon i wneud cynnydd da yn yr ysgol. Ymdrechwn adeiladu cysylltiadau cadarnhaol gyda rhieni pob plentyn drwy eu hysbysu sut mae eu plant yn cael eu haddysgu a chynnydd pob plentyn.

Sgiliau allweddol:

Mae'r Cwricwlwm Cenedlaethol diwygiedig yn nodi bod y sgiliau dilynol yn 'sgiliau allweddol':

- cyfathrebu;
- cymhwyso rhif;
- technoleg gwybodaeth;
- datrys problemau/sgiliau meddwl.

Pwysleisiwn y sgiliau hyn wrth gynllunio ein cwricwlwm. Mae athrawon ym mhob maes pwnc yn ceisio cyfrannu at gynnydd plentyn yn y sgiliau hyn oherwydd y credwn fod angen i bob plentyn wneud cynnydd da yn y meysydd hyn os ydynt i ddatblygu i'w gwir botensial.

Rôl y Timau Cwricwlwm:

Mae gan yr holl staff addysgu rôl arweinydd pwnc. Rôl arweinydd pwnc yw:

- rhoi arweiniad a chyfeiriad statudol ar gyfer y pwnc;
- cefnogi a chynghori cydweithwyr ar faterion yn gysylltiedig â'r pwnc;
- monitro cynnydd disgyblion yn y maes pwnc hynny;
- rhoi rheolaeth adnoddau effeithiol ar gyfer y pwnc.

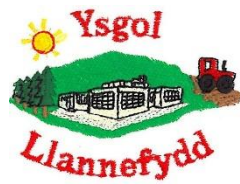
Caiff agweddau lles, sy'n cynnwys Anghenion Addysgol Arbennig, Plant Mwy Abl a Thalentog, Ymddygiad, Addysg Datblygiad Cynaliadwy a Dinasyddiaeth Fyd-eang ac Agweddau Cymdeithasol ac Emosiynol, eu trafod mewn cyfarfodydd staff yn rheolaidd.

Mae'r arweinwyr pwnc yn adolygu'r ffordd y caiff y pwnc ei addysgu yn yr ysgol a chynllunio ar gyfer gwella. Mae Arweinwyr Pwnc hefyd yn cadw portffolios o waith

plant a ddefnyddir i ddangos cyraeddiadau plant ar bob cyfnod allweddol ac i enghreifftio'r cyrhaeddiad a ddisgwylir.

Monitro ac adolygu:

- mae ein Corff Llywodraethu am gyfrifol am fonitro'r ffordd y gweithredir cwricwlwm yr ysgol;
- mae Llywodraethwr penodol yn gyfrifol am fonitro darpariaeth disgyblion ag anghenion dysgu ychwanegol;
- mae Pennaeth yr ysgol yn gyfrifol am drefniadaeth y cwricwlwm o ddydd i ddydd, y Fframwaith Cyfnod Sylfaen a'r Fframwaith Llythrennedd a Rhifedd. Mae'r Pennaeth, yr uwch dîm rheoli ac arweinwyr pwnc yn monitro cynllunio tymor byr ar gyfer pob athro o leiaf unwaith y tymor, gan sicrhau yr addysgir gofynion llawn y Cwricwlwm Cenedlaethol y Fframwaith Cyfnod Sylfaen a'r Fframwaith Llythrennedd a Rhifedd i bob dosbarth, a bod gan bob gwers amcanion dysgu priodol;
- mae arweinwyr pwnc yn monitro'r ffyrdd y caiff pynciau eu haddysgu drwy'r ysgol. Maent yn archwilio'r cynllun hirdymor ac yn sicrhau y defnyddir strategaethau addysgu priodol. Mae arweinwyr pwnc hefyd yn monitro gwersi ac adnoddau;
- caiff y polisi hwn ei fonitro gan y Corff Llywodraethu a chaiff ei adolygu bob tair mlynedd, neu cyn hynny os oes angen.



CURRICULUM POLICY

2018 - 2021

Policy adopted by Governing Body :

Signed by Chairperson: Date:

Signed by Headteacher: Date:

Review Date:

Introduction:

Our school’s curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, the Foundation Phase Framework and the National Literacy and Numeracy Frameworks, but also the various extra-curricular activities that the school organises in order to enrich the children’s experience. It also includes the ethos - what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. We also believe in making learning fun.

Values:

Our school curriculum is underpinned by the values that we hold dear at our school. Every member of our school is important and valued. 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 effort, hard work and good behaviour;
- we listen to the views of individual children and we promote respect for our own culture and diverse 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, and we organise our curriculum to promote inclusion, co-operation and understanding among 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 want to enable each person to be successful, and we provide equal opportunities for all our pupils;
- we will strive to meet the needs of all our children and to ensure that we meet all statutory requirements regarding inclusion;
- we value our environment and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

Aims:

The aims of our school curriculum are to:

- create a happy community where each individual can develop their personal skills, their knowledge and their talents in a Welsh atmosphere;
- encourage the pupils to appreciate the Welsh heritage, to enjoy Welsh culture and to use the Welsh language with pride;
- introduce a broad and balanced curriculum which will assist the pupils to fulfil their potential in all areas;
- develop moral and spiritual values and teach them to show respect for each other and for those from different backgrounds and cultures;
- help children to understand the environment of the world around them and their role as citizens of the future;
- provide a wide range of extra-curricular experiences for the pupils through performances within the local community and beyond and through educational visits.

Organisation and planning:

We plan our curriculum in three phases:

- we have a long-term plan for each key Stage. This indicates what topics are to be taught in each term in a two year cycle.
- our mid-term plans note which aspects we will be teaching in every subject.
- our short term plans are those that our teachers write on a fortnightly/weekly/daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lessons.

The School is committed to developing the new Literacy and Numeracy Framework on every opportunity and all plans are developed with this in view.

The curriculum and inclusion:

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If children have Additional Learning Needs, our school does all it can to meet the individual needs and we comply with the requirements set out in the ALN Code of Practice. If a child displays signs of having additional needs, then his/her teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. We always provide additional resources and support for children with special needs.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the ALN register. This sets out the nature of the special need and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Some children in our school could have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the Equality Act (2010). All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

The Foundation Phase:

The curriculum that we teach from the Reception class to Year 2 meets the requirements set out in the Foundation Phase Framework, 2008. Our curriculum planning focuses on the Areas of Learning as set out in this document and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play and by engaging in well-planned and structured activities. Teaching in the Reception class

builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with pre-school providers in the area.

During the first half-term each child in Reception is assessed against a baseline in order to gauge their skill-level across the Areas of Learning. Each term in the Reception class the Teacher and Teaching Assistants will assess the skills development of each child and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

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

Key skills:

The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;
- information technology;
- problem-solving/mind skills.

In our curriculum planning we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

The role of the Curriculum Teams:

All teaching staff have subject leader roles. The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

Wellbeing, which encompasses ALN, MAT, Behaviour, ESDGC and SEAL, is discussed at whole-staff meetings so that all members of staff contribute to the Wellbeing agenda during the year.

The subject leaders review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Subject Leaders also keep portfolios of children's work, which are used to illustrate the achievements of children at each key stage and to exemplify the attainment expected.

Monitoring and review:

- our Governing Body is responsible for monitoring the way the school curriculum is implemented;
- there is a named Governor assigned to additional learning needs, who liaises with the ALN Co-ordinator and monitors the ways in which additional needs are addressed;
- the Headteacher is responsible for the day-to-day organisation of the curriculum, Foundation Phase Framework and LNF. The Headteacher, SMT and subject leaders monitor short-term planning for all teachers at least once a term, ensuring that all classes are taught the full requirements of the National Curriculum, Foundation Phase Framework and LNF, and that all lessons have appropriate learning objectives;
- subject leaders monitor the way subjects are taught throughout the school. They examine long-term planning and ensure that appropriate teaching strategies are used. Subject leaders also monitor lessons and resources;
- this policy is monitored by the Governing Body and will be reviewed every three years, or before if necessary.