

Ogmore Vale Primary School

Curriculum Policy

1. Introduction

Ogmore Vale Primary School is committed to providing a rich, ambitious, and inclusive curriculum that reflects our community, our values, and the aspirations we hold for every learner. Our curriculum is designed in line with the Curriculum for Wales and shaped by the four purposes, ensuring that all pupils become:

- Ambitious, capable learners
- Enterprising, creative contributors
- Ethical, informed citizens
- Healthy, confident individuals

This policy outlines the principles, structures, and expectations that underpin curriculum design, delivery, assessment, and evaluation at Ogmore Vale Primary School (OVPS).

2. Vision and Values

Our curriculum is rooted in the identity of Ogmore Vale and the wider valley. It reflects our belief that every child should:

- Know who they are and where they come from
- Understand their place in the world
- Develop the knowledge, skills, and dispositions to shape their futures
- Experience success, challenge, and joy in learning

Our school values — **kindness, respect, resilience, curiosity, and responsibility** — are embedded throughout the curriculum. They shape learning experiences, behaviour expectations, and the culture of the school.

3. Curriculum Design Principles

Our curriculum is designed to be:

a. Coherent

Learning is carefully sequenced across year groups, ensuring clear progression in knowledge, skills, and experiences. Long-term mapping ensures balanced coverage of all Areas of Learning and Experience (AoLEs) and What Matters statements.

b. Values-led

Themes and learning experiences reflect our school values and promote wellbeing, identity, and ethical decision-making.

c. Local and authentic

Learning begins with pupils' cynefin – their sense of place, identity, and belonging. As pupils progress through the school, they explore increasingly wider contexts, from local to national to global.

d. Inclusive and equitable

The curriculum is accessible to all learners, including those with ALN, EAL, and diverse needs. Adaptations, scaffolds, and challenge ensure every child can succeed.

e. Pupil-informed

Pupil voice shapes enquiry questions, authentic outcomes, and learning experiences. Learners are active participants in their curriculum.

f. Purposeful and ambitious

Learning is meaningful, challenging, and connected to real-world issues, preparing pupils for life in a rapidly changing world.

4. Curriculum Structure

Ogmore Vale Primary School operates a two-year rolling curriculum cycle to ensure breadth, progression, and coherence across mixed-age classes and year groups.

Each academic year includes three broad themes, with the next three taught the following year.

Year A Themes

Autumn: Cynefin (Values-based) - Identity, belonging, community, wellbeing, inclusivity.

Spring: Earth Guardians - Sustainability, environmental science, ethical choices, ecosystems, materials.

Summer: Power of the People - Inspirational individuals, resilience, innovation, social change, rights.

Year B Themes

Autumn: Cynefin (Narrative / Stories That Shape Us) - Stories, perspectives, empathy, relationships, moral choices.

Spring: From Neighbourhood to Nations - Geography, history, worldviews, community, diversity, global citizenship.

Summer: Our World, Our Future - Science, technology, design thinking, forces, electricity, digital competence, ethical innovation.

The two-year structure ensures:

- Full coverage of all What Matters statements
- Clear progression across mixed-age classes
- Avoidance of repetition
- Opportunities for depth and mastery
- Coherence across AoLEs
- Flexibility for staff to adapt learning to pupil needs

This structure is fully mapped across Nursery–Year 6, ensuring that each learner experiences all six themes during their time at OVPS.

5. Areas of Learning and Experience (AoLEs)

Language, Literacy and Communication

LLC is embedded across all themes, with explicit teaching of reading, writing, speaking, listening, and Welsh language development. Pupils encounter rich texts, purposeful writing opportunities, and authentic communication contexts.

Mathematics and Numeracy

Mathematical concepts are taught progressively and applied across the curriculum through enquiry, problem-solving, and real-life contexts.

Science and Technology

Learning includes scientific enquiry, engineering, design thinking, digital competence, and computational thinking. Themes such as *Earth Guardians* and *Our World, Our Future* provide strong STEM contexts.

Humanities

Pupils explore history, geography, RVE, and social studies through enquiry-based learning. The curriculum emphasises identity, diversity, ethical action, and understanding the world.

Health and Well-being

Wellbeing is central to the OVPS curriculum. Pupils develop physical literacy, emotional regulation, healthy relationships, and decision-making skills.

Expressive Arts

Creativity, performance, and artistic expression are embedded across themes. Pupils explore art, music, drama, dance, and digital media.

6. Progression and Assessment

Progression at Ogmores Vale Primary School is planned across the three progression steps of the Curriculum for Wales. Learning is sequenced to ensure that pupils build knowledge, skills, and understanding over time, with clear expectations for what progression looks like in each AoLE.

Assessment is an integral part of teaching and learning. Its purpose is to:

- Identify next steps
- Inform planning
- Ensure appropriate challenge and support
- Monitor progress over time
- Support transition between classes and key stages

Teachers use a wide range of assessment strategies, including:

- Formative assessment through questioning, feedback, and daily interactions

- Observation of skills, behaviours, and application of learning
- Review of pupils' work across the curriculum
- Internal moderation to ensure consistency and accuracy
- Authentic tasks and enquiry outcomes that demonstrate application of learning.

To support teacher judgement and track progress, the school also uses:

- Welsh Government Personalised Assessments (Reading and Numeracy)
- Internal assessments
- Additional diagnostic tools where appropriate (e.g., for ALN pupils)

These assessments provide valuable information about individual progress and help identify pupils who may require additional support or challenge.

Assessment is used to support learning, not to label pupils. Learners are encouraged to:

- Reflect on their progress
- Understand success criteria
- Take increasing responsibility for their learning

This supports the development of ambitious, capable learners who understand themselves as learners.

7. Pupil Voice

Pupil voice is a key part of curriculum design at Ogmores Vale Primary School. At the start of every theme, teachers gather pupil ideas, questions, and interests to shape enquiries and learning experiences. Every class has a Pupil Voice display that is updated throughout the topic, showing how children's contributions influence planning and classroom learning.

We also have a well-established Mini-SLT, who represent pupils across the school. They contribute to curriculum discussions, share feedback, and support whole-school improvement priorities.

Embedding pupil voice ensures that learning is relevant, engaging, and reflective of our learners' identities and interests.

8. Learning Experiences and Enrichment

Ogmores Vale Primary School is committed to providing rich, varied learning experiences that extend beyond the classroom. Our curriculum is enhanced through a wide range of opportunities designed to deepen learning, strengthen engagement, and develop the whole child.

We offer a comprehensive and continually evolving after-school programme, including activities such as conservation club, forest school, multi-sports, darts, and seasonal clubs that respond to pupil interests. These experiences promote wellbeing, teamwork, and personal development.

We value strong partnerships with families. Our parental 'Innovate' sessions invite parents and carers into school to share in pupils' learning, celebrate achievements, and participate in practical activities linked to current themes. Our Family Engagement Officer further enriches the curriculum through initiatives such as cooking with parents, financial literacy and savings clubs, and community support projects.

In addition, pupils benefit from:

- Educational visits (e.g., St Fagans, Rhondda Heritage Park, Bristol Aquarium)
- Outdoor learning and forest school experiences
- Community projects and local partnerships
- Performances, exhibitions, and celebrations of learning

These opportunities ensure that learning is meaningful, memorable, and connected to real life, supporting the development of confident, capable, and curious learners.

9. RVE and RSE

At Ogmores Vale Primary School, RVE and RSE are delivered through the Jigsaw programme, ensuring a consistent, values-led and developmentally appropriate approach across the school.

Religious Values and Ethics (RVE)

RVE is taught through the Jigsaw scheme, supported by enquiry-based learning and aligned with the locally agreed syllabus. Pupils explore a range of worldviews, beliefs, values, and ethical questions through age-appropriate enquiries that link meaningfully to our curriculum themes.

Relationships and Sexuality Education (RSE)

RSE is fully embedded within the Jigsaw PSHE programme, ensuring that learning is inclusive, sensitive, and aligned with Welsh Government guidance. Lessons build progressively across the school, supporting pupils to develop healthy relationships, emotional literacy, respect, and understanding of themselves and others.

This integrated approach ensures that RVE and RSE are coherent, consistent, and reflective of the values and ethos of Ogmores Vale Primary School.

10. Monitoring and Evaluation

Curriculum implementation at Ogmores Vale Primary School is monitored regularly to ensure high-quality provision and continuous improvement. Monitoring activities include:

- Book looks
- Learning walks
- Pupil voice
- Staff reflection and professional dialogue
- Governor oversight

Curriculum development is a standing priority in staff meetings, where themes, progression, and provision are reviewed and refined collaboratively. Each theme is evaluated at the end of the cycle, with adjustments made to improve coherence, engagement, and progression.

The curriculum is continually refined throughout the year, with a more formal whole-school review taking place annually.

11. Policy Review

This policy will be reviewed annually or sooner if required by changes in legislation or school priorities.