



Llantilio Pertholey
Church in Wales Primary School

Curriculum Policy

Author	Helen King
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DOCUMENT PURPOSE

This policy reflects the values and beliefs of staff in relation to the teaching and learning of each curriculum area. It gives a framework to which teaching and support staff work, giving guidance on the teaching and learning.

RATIONALE

All school policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole-school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is the formal statement of intent for Curriculum areas at Llantilio Pertholey Primary School. This policy also facilitates how we, as a school, meet the legal requirements of recent Education Acts and National Curriculum Requirements.

CURRICULUM AIMS

A school curriculum is everything a learner experiences in school. When developing our vision and designing Llantilio Pertholey's curriculum we had the needs of all of our learners at the forefront of our minds: the academic and holistic journey of every learner and their needs through our school.

Vision

Llantilio Pertholey Church in Wales Primary School will provide an inclusive, supportive and nurturing learning environment to meet the needs of all of our children in a changing world.

The Governors and staff aim to:

- provide an exciting, stimulating and motivating education in which every child can develop to their full potential, within a school firmly based on Christian principles.
- develop ethical, informed citizens in preparation for their role in tomorrow's society as responsible contributors of Wales and the world.
- encourage our children to become life-long learners who are ambitious, capable independent and confident who challenge themselves and each other.
- develop enterprising and creative children with enquiring minds through an authentic, relevant and enriched curriculum.
- create a learning environment to encourage children to respect themselves and others, who take pride in their own achievements, and celebrate the achievement of others.
- provide an education for our children which promotes good health and nutrition.
- develop strong collaborative partnerships within school, with our families, and the local, wider and global community.
- encourage our children to appreciate their Welsh heritage, culture and language.

Our school is a very close-knit Christian community who look after each other and support each other in every way. The children learn that they are never alone. There is always someone to turn to: God, friends, teachers, family and the church. Our aim is that RE will encourage pupils in their personal search for the meaning and purpose of life through an exploration of religious and spiritual beliefs and concepts. We believe that RE encourages a reflective approach to living, knowledge and understanding of religious beliefs and practices and a development of personal skills in forming reasoned opinions, based on evidence and argument. RE makes a strong contribution to the spiritual, moral, social and cultural development of our pupils. Through the teaching of RE and our values, we hope to give the children a sound basis of Christianity and other faiths. We aim to see pupils leave school with a coherent understanding of Christian belief and

practice. Our children explore the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy.

What Do We Teach?

The Four Purposes are central to everything that we do at Llantilio Pertholey. Our curriculum is broad and balanced and provides the right amount of support and challenge in order for children to make progression. Our curriculum design model allows teachers to respond to emerging issues to ensure authentic learning experiences can respond to our changing world.

Our Curriculum contains the 6 Areas of Learning and Experience (AoLEs), it encompasses the Statements of What Matters and reflects the Principles of Progression. It includes the required curriculum elements and encompasses the required cross-curricular skills. The National Literacy and Numeracy Framework (LNF) and Digital Competency Framework (DCF) underpin our entire curriculum provision, ensuring children have the opportunity to develop and apply excellent literacy, numeracy and ICT skills within all of the Areas of Learning.

Why Do We Teach It?

Our teaching and learning experiences provide high quality experiences, which motivate and engage our learners in school and beyond. We aim to provide a varied, balanced and evolving curriculum that celebrates individuals learning styles whilst promoting stimulating, lively, enquiring minds and a natural curiosity about the world in which they live. We want to allow individuals to develop their confidence and self discipline, in order to become independent learners and thus initiate a life long love of learning.

How Do We Teach It?

We have a clear focus on teaching using effective feedback. We plan rich learning experiences promoting active learning. We foster children's natural curiosity and use effective questioning to move learning forward.

We aim to develop our children with a **Growth Mindset** belief that ability and skill can change as a result of effort, perseverance, and practice. We teach our children to see mistakes and difficulties as ways to learn, embrace challenges, and persist in the face of setbacks. We use praise for effort rather than just attainment and so encourage children to choose to progress to more challenging tasks.

The school staff worked closely together to decide our non-negotiables for teaching and learning:

- *clear focus on teaching – effective lesson planning is essential to provide children with the necessary structure and direction to receive a relevant and engaging education. This allows us to meet the diverse learning needs of all children through differentiation and increased choice.*
- *effective feedback and collaborative assessment – marking with the children during the lesson has had a positive impact on standards*
- *active learning – we endeavour to have practical learning not passive learning every lesson*
- *rich learning experiences – teachers consider individual needs, interests and stage of development of each child, and use this information to plan challenging and motivating experiences*
- *effective questioning – use a range of questioning techniques such as literal, inferential, deductive, asking for justification, evaluative*
- *positive ethos – our school ethos and culture promote positive relationships and behaviour*
- *curiosity – we encourage children to ask questions and inquisitive thinking skills such as exploration, investigation. When children are curious about a subject, they are much more likely to remember information we learned about that subject.*
- *focus on the cross-curricular skills – literacy, numeracy or digital competency underpin every lesson*

LEARNING ACROSS THE CURRICULUM

Our curriculum is planned over 3 ten-week topics per year over a two-year program. The remaining weeks are given to focused weeks such as healthy eating, citizenship, cultural and religious festivals, enterprise and anti-bullying weeks.

We plan a broad range of experiences, knowledge and skills that are explored through a range of contexts, topics and activities. We use the learning environments both within the classroom, bespoke outdoor learning spaces and wider school grounds to promote independence and to feed their natural curiosity.

We support learners to engage in their learning with increasing depth and sophistication over a period of time. Throughout the school we support children to apply their learning in increasingly challenging contexts and allow for diversion, reinforcement and reflection as their understanding and application of the key learning develops and becomes more refined over time, provoking deep thinking, discussion and inquiry.

Wherever possible, the school will allow all pupils the opportunity to explore learning activities within, and promote their knowledge and understanding of Wales, their personal and social development and well-being. Learners will be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

ROLES

Each AoLE has a leader who is responsible for the implementation across the school for their area. The Head Teacher will monitor all AoLE policies and present to the governing body. Head Teacher will ensure school is meeting statutory requirements and that all pupils' individual needs are being met. The Governing Body's role is to approve the policies and to monitor the effectiveness of implementation.

Areas of Learning

The school follows the curriculum requirements as set out in the Curriculum for Wales legislation for all learners aged 3 to 16 guidance.

A one-page policy for each AoLE follows in Appendix 1:

Areas of Learning and Experiences
Expressive Arts
Health and Wellbeing
Humanities
Literacy, Language and Communication
Mathematics and Numeracy
Science and Technology

Pupils also follow a locally agreed RE syllabus.

PLANNING, ASSESSMENT, RECORDING AND REPORTING

Please see separate policy for Planning, Assessment, Recording and Reporting.

ADDITIONAL LEARNING NEEDS

All children have access to a broad, balanced curriculum. Provision for children with ALN is the responsibility of the class teacher, support staff and ALN Leader, as appropriate, using a variety of suitable strategies and equipment. For further details, see the school's ALN Policy.

EQUAL OPPORTUNITIES

All children are given the opportunity to access all aspects of the curriculum, regardless of gender, religion, ability, ethnic or home background. For further details, see the school's Equal Opportunities Policy.

MORE ABLE

We plan the identification and assistance for more able and talented pupils and review this annually at Llantilio Pertholey Primary School. We aim to encourage teachers to provide opportunities for all children to fulfill their potential, by providing challenging classroom environments in which children are enabled to become independent learners, critically aware of their progress and potential, through reflection on and review of individual learning targets.

INSET PROVISION

Training and staff development in each curriculum area are undertaken as a direct response to needs analysis, which is set out in the School Development Plan. The Area of Learning Leaders may also be able to provide support for any staff who wish to discuss planning, teaching and learning or training issues that may arise. Staff may also request to attend any external training courses that are available, regardless of subject specialism. These courses will be selected for their suitability to raising the standards of teaching and learning throughout the school, and for the individual teacher's professional development.

HEALTH AND SAFETY

It is the responsibility of all staff and pupils to be aware of possible Health and Safety issues in relation to all curriculum areas. Pupils will be encouraged to develop positive attitudes to the safety of themselves and others whilst they are using subject specific tools and equipment.



Llantilio Pertholey CV Primary School Curriculum Rationale

We promote a strong Welsh ethos in school learning including enriching activities to propel our Welsh heritage and culture.



Learners use the Welsh language throughout the school, across the Curriculum and in all area of school life.

Our Vision and Values

'In God we believe, together we achieve'

Llantilio Pertholey Church in Wales Primary School will provide an inclusive, supportive and nurturing learning environment to meet the needs of all of our children in a changing world.



Engaging Learning Experiences

Positive Learning Environment

Pupil Voice

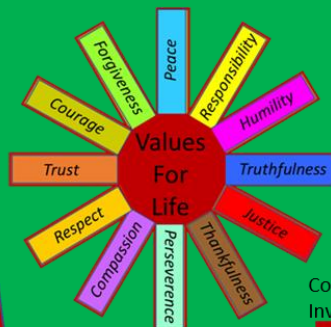
Cluster Collaboration

Community Involvement

Teacher Action Research



The Four Purposes



Resilient Rhian, Reflective Rhodri, Collaborative Carys, Resourceful Raj



Callie the Cat, Freddie the Fish, Dot the Dog, Rob the Rabbit

Children with a growth mindset see mistakes as ways to learn, embrace challenges, and persist in the face of setbacks. We use our own characters in the classroom to support our children to have a growth mindset.

Be honest
Be ready
Be respectful
Be hardworking



Be kind, be the best you can be!

Our school is a very close-knit Christian community who look after each other and support each other in every way. The children learn that they are never alone. There is always someone to turn to: God, friends, teachers, family and the church.



LLC– Literacy



What Matters:

- Languages connect us.
- Understanding languages is key to understanding the world around us
- Expressing ourselves through languages is key to communication.
- Literature fires imagination and inspires creativity.

Vision

All children to have a love of literacy and a desire to read and write. Children to develop the skills to learn independently and use these skills to pursue their own interests. Opportunities are provided to stimulate and enthuse children in a manner appropriate to their stage of development. A wide variety of genres are covered to provide a range of experiential learning. Rich vocabulary is modelled and encouraged across the school.

Aims

- Foster positive attitudes by giving them opportunities to develop their skills of Oracy, Reading and Writing.
- Develop a 'can do' attitude.
- Confidently reading and respond to a range of printed materials.
- Confidently write effectively in response to a range of different stimuli.
- Confidently speak with clear pronunciation, confidence and appropriate intonation using a range of words, phrases, sentences and questions.

Resources

CfW
Literacy and Numeracy Framework for Wales
Literacy Boxes including scaffolds for writing
Dictionaries
Thesaurus
Range of individual and class texts
Big Books
Twinkl Phonics Scheme
Helen Bowen Skills Progression Chains
Voice 21

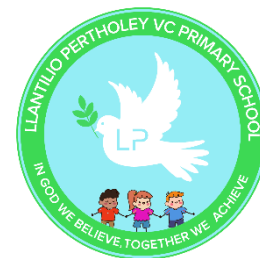
Beliefs

The Languages, Literacy and Communication Area of Learning and Experience (Area) addresses fundamental aspects of human communication. It aims to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh, English and international languages as well as in literature.

The four statements that express what matters in this Area should be addressed holistically. This means that different languages should be explored in relation to one another, so too the skills of listening, speaking, reading and writing. It also means that learning about and through literature should be seen as contributing to all aspects of learning about languages. The statements support and complement one another and together they contribute to realising the four purposes of the curriculum.

Organisation

Class teachers within year groups are given the autonomy to organise the most effective way of teaching Literacy across the curriculum using a variety of resources that will be implemented which will include whole class, group and individual teaching, as appropriate. The AoLE Leader and is responsible for the ensuring that the Literacy is taught effectively and for monitoring and evaluation standards.



Vision

At Llantilio Pertholey we appreciate our Welsh heritage, culture and foster a love of the Welsh language. We use a whole school approach to the use of Welsh as a medium of communication and stimulate pupils' interest and motivate them to work in a positive and purposeful environment.

Organisation

Class teachers within year groups are given the autonomy to organise the most effective way of teaching Welsh across the curriculum using a variety of resources that will be implemented which will include whole class, group and individual teaching, as appropriate. The AoLE Leader and is responsible for the ensuring that the Welsh is taught effectively and for monitoring and evaluation standards.

LLC– Welsh



What Matters:

- **Languages connect us.** This Area is designed to equip learners, as citizens of a **bilingual Wales** in a *multilingual* world, with the ability to use Welsh, other languages in a *plurilingual* context. Meaningful language learning experiences go hand in hand with learning about one's own cultural identity and cultural identities of others. Engagement with this Area can therefore foster in learners' pride in their sense of identity and **belonging to Wales** as well as a sense of what is heard, read and seen, and thus to develop our understanding, empathy and our ability to respond and to *mediate* effectively
- **Understanding languages is key to understanding the world around us** Languages and *literacy* are fundamental to human communication. They enable a sense of what is heard, read and seen, and thus to develop our understanding, empathy and our ability to respond and to *mediate* effectively
- **Expressing ourselves through languages is key to communication.** Clear and effective communication through language is an important life skill. It calls for the ability to use and adapt languages in a range of roles, genres, forms, media and styles and in a suitable *register*. In a bilingual and multilingual context, this also calls for the ability to choose an appropriate language and to mediate.
- **Literature fires imagination and inspires creativity.** This Area provides learners with literary experiences that can engage them as listeners, viewers, readers, narrators and creators. These experiences support them to appreciate a creator's craft as well as develop their own creative skills. They should be encouraged to experience and respond to a variety of diverse literature that gives them insight into the culture, people and history of Wales as well as the wider world.
- Building on a progression of skills, our learners will develop a sound understanding of ethics as a foundation for all new discoveries, helping them to develop a deeper understanding of how science and technology together impact our daily lives.
- Exploring real-life phenomena will ignite our learners' imagination and provide opportunities to explore and ask questions beyond their local context. In turn, our learners will develop an ethical perspective that will welcome and value diversity in thinking and support wise decisions about emerging local, national and global issues. Through a contemporary understanding of how our world works, our learners will endeavour to drive change with a sense of collective responsibility, empathy and respect, enabling them to become conscientious citizens of Wales and the world

Aims

- **Foster positive attitudes** in learning Welsh by giving them opportunities to develop their skills of *Oracy, Reading and Writing* in the Welsh language
- Develop a **can-do attitude** when solving scientific and technological problems and investigations.
- Become **fluent** in the fundamentals of scientific reasoning that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Confidently read and respond to a range of printed materials.
 - **Reason** by following a line of enquiry and develop and present a justification, argument or proof using scientific language and technology.
 - Confidently write Welsh effectively in response to a range of different stimuli.
 - **Solve problems** by applying their knowledge with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- Confidently speak with clear pronunciation, confidence and appropriate intonation using a range of words, phrases, sentences and questions.
- Confidently use incidental Welsh in both the classroom and the general school environment.

Resources

- **Curriculum** Access Curriculum Cymreig across all subjects.

Various apps and computer programmes

Resources

Beebots

CFW

Robots

EAS Primary Welsh (English Medium Schools)

iPads

Language Continuum

Chromebooks

Literacy and Numeracy Framework for Wales

Twinkl

Fflic a Fflac

Micro:bit

Antur Anghygoel

Seesaw

Welsh Placemats

Welsh dictionaries

Welsh books

Language apps/ websites

Beliefs

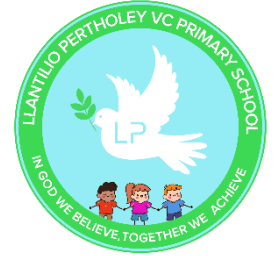
Our belief is that learning about science and technology together will inspire our young people to be skilled critical thinkers, problem-solvers, collaborators, designers and innovators. Through an understanding of how our world works, we believe in creating a bilingual culture within the school environment in order to make the school look, sound and feel like a school in Wales. To create a sense of belonging to Wales as a nation by encouraging pride in the school, local area and our society heritage.

Organisation

Class teachers within year groups are given the autonomy to organise the most effective way of teaching Science and Technology for the age and ability of their pupils. A variety of strategies will be implemented which will include whole class, group and individual teaching, as appropriate.

The AoLE Leader and is responsible for the ensuring that the Science and Technology curriculum is taught effectively and for monitoring and evaluation standards.

Health and Wellbeing



What Matters:

- What Matters:** Being curious and searching for answers is essential to understanding the world around us. The world around us is full of living things which depend on each other for survival creative ways to meet people's needs and wants.
- Design thinking and engineering offer technical and creative solutions to our experiences affects our mental health and emotional well-being.
 - Matter and the way it behaves defines our universe and shapes our lives.
 - Forces and energy provide a foundation for understanding our universe.
 - Computation is the foundation for our digital world.

Vision

At Llantilio Pertholey VC Primary School we believe that health and wellbeing is at the heart of all we do. We are committed to promoting and protecting emotional wellbeing and mental health in our whole school community. We strive to create an environment which has a whole school approach in providing excellent support, understanding and intervention for all individuals in order to maintain their positive wellbeing and mental health. We put Wellbeing at the heart of our school to ensure successful learning and commit our policies reflecting this.

Aims

- To understand the different types of emotional and mental health needs across the school and have systems in place to respond appropriately
- To actively promote students and staff emotional wellbeing and mental health
- To have a positive culture which regards emotional wellbeing and mental health as the responsibility of all.
- To develop the curriculum and teaching, learning and assessment methods to optimise mental health and wellbeing, recognising neurodiversity, while maintaining high expectations for all learners.

Resources

CfW
Circle Solutions
DoBe Mindful
Relax Kids
Roots of Empathy
PASS survey
Pupil Voice groups
Growth Mindset
TiS

Organisation

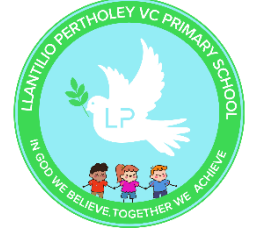
Class teachers within year groups are given the autonomy to organise the most effective way of teaching health and wellbeing for the age and ability of their pupils. Class teachers identify children who will benefit from lunchtime clubs such as games club and liaise with the relevant teaching assistants to ensure progress. A variety of strategies will be implemented which will include whole class, group and individual work, as appropriate.

The AoLE Leader and is responsible for the ensuring that the curriculum is taught effectively and for monitoring and evaluation standards.

Beliefs

At Llantilio Pertholey Primary School we strongly believe in putting the whole child first. We understand the importance of children feeling safe and happy. We have put a lot of emphasis into Wellbeing and Mental Health, training our own staff to ensure we are equipped to deal with issues that arise or can help children and families with outside support where needed. We use the Whole School Approach to Emotional and Mental wellbeing self-assessment tool to continually review and assess our progress. This underpins our belief that good mental health is achieved when the whole school community works together, knowing that we all have a role to play. At Llantilio Pertholey we aim to promote positive Mental Health and Wellbeing for our whole school community (children, staff, parents and carers) linking to Article 42 (UN Convention on the Rights of the Child) "every child has the right to the best possible health". We recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. It is fundamental to our philosophy and ethos of valuing everyone, caring for each other and achieving excellence. We work together as a school community, staff, students and parents in a supportive, success minded and challenging environment to maximise opportunities and achievements for all. Children spend a huge amount of time in the classroom, therefore we believe that school provides an ideal environment for promoting good emotional well-being and identifying early behaviour change and signs of mental distress. At Llantilio Pertholey we believe that social and emotional skills, knowledge and behaviours that young people learn in the classroom can help them build resilience and set the pattern for how they will manage their mental health through their lives.

Maths and Numeracy



What Matters:

- The **number system** is used to represent and compare relationships between numbers and quantities.
- **Algebra** uses symbol systems to express the structure of mathematical relationships.
- **Geometry** focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
- **Statistics** represent data, probability models chance, and both support informed inferences and decisions.

Vision

At Llantilio Pertholey VC Primary School we believe that good mathematics teaching is lively, engaging and involves a carefully planned blend of approaches that direct children's learning. Mathematics teaches how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. The pitch and pace of the work is sensitive to the rate at which children learn while ensuring expectations are kept high and progress is made by all children.

Aims

- **Foster positive attitudes**, fascination and excitement of discovery through the teaching and learning of mathematical concepts through practical activities, exploration and discussion.
- Develop a '**can do**' attitude and perceive themselves as mathematicians.
- Become **fluent** in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **Reason** mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- **Solve problems** by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.

Resources

CfW

Literacy and Numeracy Framework for Wales

White Rose Maths

Counting, matching and sorting materials

Numicon

Weighing scales, capacity, measuring equipment. 2D and 3D shapes, money, clocks

Big Maths

Maths Seeds

Mathletics

Times Tables Rockstars

Various apps and computer programmes

Organisation

Class teachers within year groups are given the autonomy to organise the most effective way of teaching maths and numeracy for the age and ability of their pupils. A variety of strategies will be implemented which will include whole class, group and individual teaching, as appropriate.

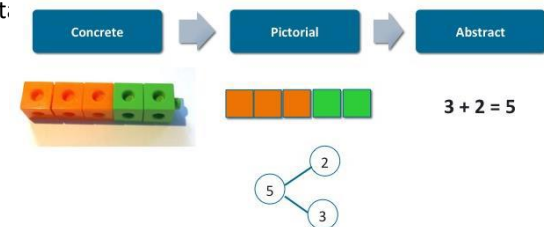
The AoLE Leader and is responsible for the ensuring that the mathematics and numeracy curriculum is taught effectively and for monitoring and evaluation standards.

Beliefs

We believe that ability within maths is not fixed. We aim to support children to develop a Growth Mindset and a 'We Can' attitude to maths. We believe that through 'quality first teaching' using the CPA approach and intelligent practice, children learning together and immediate intervention that **all** children have the potential to 'go deeper' and broaden their understanding of mathematical concepts. We use a variety of teaching and learning styles to develop children's knowledge, skills and understanding. We do this through lessons that have a high proportion of whole-class and group teaching. We encourage children to ask, as well as answer, mathematical questions and give explanations. They have the opportunity to use a wide range of resources such as number lines, number squares, number cards and small apparatus to support their work. Children use ICT in maths lessons where it will enhance their learning, as in modelling ideas and methods. Wherever possible, we encourage the children to use and apply their learning in everyday situations. We believe that the key ideas and building blocks are important for everyone; therefore, we use AfL strategies to ensure that there is immediate intervention to address gaps in learning where necessary.

The Concrete – Pictorial – Abstract (CPA) approach

Concrete, pictorial, abstract (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of maths. Children can find maths difficult because it is abstract. The CPA approach helps children learn new ideas and build on their existing knowledge by introducing abstract concepts in a more familiar and t:



Expressive Arts



What Matters:

- **Exploring** the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.
- **Responding and reflecting**, both as artist and audience, is a fundamental part of learning in the expressive arts.
- **Creating** combines skills and knowledge, drawing on the senses, inspiration and imagination.

Vision

At Llantilio Pertholey VC Primary School we want our learners to develop their creative imaginations, use their senses and enjoy experiences of the arts. Whether as creators or as an audience, our learners will gain an understanding and an appreciation of cultures and societies in Wales and around the world. It can foster critical inquiry that can lead to change. Together, these skills can support learners to become enterprising, creative contributors, ready to play a full part in life and work

Aims

- **Foster positive attitudes**, fascination and excitement of discovery through the teaching and learning of the five areas of (art, dance, drama, film and digital media and music) through practical activities, exploration and discussion.
- Develop a '**can do**' attitude and perceive themselves as artists, and have the confidence to critique expressive arts.
- Developing **Reasoning skills** following a line of enquiry and develop and present a justification, argument or proof showing an understanding of the Expressive Arts.
- Nurture wellbeing, self-esteem and resilience through engaging learners physically, socially and emotionally in expressive arts.

Resources

- Out of the Ark Music
- Arts Council Creative Schools
- Regular visitors and workshops
- Equipment (creative arts, role play props etc.)
- Seesaw

Organisation

Class teachers within year groups are given the autonomy to organise the most effective way of teaching expressive arts through a balance of independent learning and taught activities. Expressive Arts is fully embedded in our curriculum, linking most closely with Literacy and Language, Literacy and Communication (particularly in oracy activities), Health and Wellbeing and

Expressive Arts enjoys a particular focus in cultural events such as Eisteddfod, the Summer Productions and Christmas.

Beliefs

- Expressive arts should be accessible to all learners and, through this inclusive approach, expand the horizons of every learner.
- The Expressive Arts Area of Learning and Experience (Area) spans five disciplines: art, dance, drama, film and digital media and music. Although each discipline has its own discrete body of knowledge and body of skills, we recognise that together they share the creative process.
- Creativity and innovation are key to enable learners to investigate the unknown and make connections. Learners take creative risks to go beyond existing knowledge and accept failure as a learning experience.
- Expressive arts is crucial to develop resilience in applying critical appraisal of their work and be expected to respond positively to critical feedback. Learners can develop problem-solving skills by experimenting with a variety of arts and artistic techniques.
- Expressive Arts promotes learners' planning, setting their own goals and manage resources.