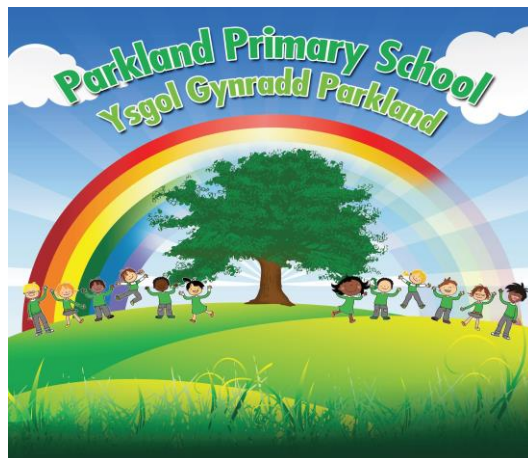


Parkland Primary School



Curriculum Planning Policy

"Together we strive"

"Ffynnu gyda'n gilydd"

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Ratified 12/2/19	Provision – R Jefferies 12/2/19	Non Statutory

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Article 29; Education should develop each child's personality and talents to the full.

United Nations on the Rights of the Child

The curriculum is the interaction between the teacher and the learner and, as such, transmits attitudes and values, in addition to knowledge and skills and understanding. High standards are created through high expectations, which are at the core of the attitudes and values we transmit throughout curriculum delivery.

Implications for planning

Significant changes have been made to the content and presentation of the curriculum, and this has given the school the opportunity to revise whole school planning, to provide appropriate, relevant and motivating experiences for all learners.

AIMS

Our aims for pupils' learning in Parkland Primary School are positive with the intention of facilitating success. In order to achieve this we will provide quality experiences which reflect both the needs and the interests of the pupils. We will ensure that:

- the curriculum we provide is sufficiently broad and rich to provide every child with the opportunity to succeed, and that this success is celebrated and built upon, we will always be aware of the destructive effect on pupils of incessant failure and do everything in our power to prevent this;
- pupils become autonomous learners, developing independence from their earliest days in school;
- our starting point will always be what the child CAN do and not what we think they can do;
- our curriculum is based on first-hand experiences which are intensely lived by the pupils;
- the curriculum will provide pupils with opportunities to apply their skills across the curriculum through meaningful and engaging experiences.

We create the right climate for our pupils to internalise these experiences and develop the skills required to externalise them through:

- Speaking and listening, reading and writing
- Mathematics
- All aspects of science and technology
- The creative arts; art, music and drama
- Learning about the world and the people who live in it
- Learning how to maintain a healthy body and mind

We take every opportunity to remind the pupils that they live in Wales and to be proud of their National heritage and culture. We will also teach them the Welsh language and encourage them to use it at every opportunity;

The pupils are made aware of, and take pride in, the history of their locality;

- we will help pupils understand and care for the world in which they live, making optimum use of our resources, in particular our school grounds and the surrounding area;
- pupils are given ample opportunities to develop their physical skills;
- we promote pupils' respect for religion and moral values and their understanding and tolerance of the beliefs of others;
- we are gathering the resources which are needed to support a rich curriculum and we teach our pupils to respect them, how to use them with care and to take responsibility for them;
- our pupils know how to select and use these resources confidently and with independence;
- we will praise success, no matter how small, and address our pupils' development needs with sensitivity;
- we provide good role models by showing respect and consideration for our pupils and for each other thus developing a climate of co-operation and harmony.

The curriculum must:

- focus on the learner
- ensure that appropriate skills development and application of these skills is woven throughout the curriculum
- focus on continuity and progression 3–19
- offer reduced subject content with an increased focus on skills (outlined in the Literacy and Numeracy Framework)
- be flexible
- be relevant to the twenty-first century
- support Government policy including literacy, numeracy, thinking, Information and Communication Technology (ICT), bilingualism, Curriculum Cymreig, equal opportunities, food and fitness, education for sustainable development and global citizenship, and the world of work and entrepreneurship
- provide a daily act of collective worship (which is broadly Christian in nature)
- provide a broad, balanced, relevant and flexible curriculum based on the statutory documents:-
 - *Framework for the Foundation Phase for 3 to 7 year-olds;*
 - *Revised National Curriculum subject Orders for key stage 2 and key stage 3;*
 - *National exemplar framework for religious education;*
 - *Non-statutory skills framework for 3 to 19 year-olds;*

- *Framework for Personal and Social education for 7 to 19 year-olds;*
 - *S.E.N. Code of Practice.*
 - The Literacy and Numeracy Framework.

Through the curriculum, the school maintains its aims to support all pupils and help them to develop high self esteem and confidence, develop pupil's positive attitudes and behaviour, including self control.

Purposes:

- to ensure pupils access their statutory entitlement to the curriculum
- to provide positive attitudes and behaviours, including self control
- to develop well-being, high esteem and confidence
- to encourage pupils to think for themselves and become independent and self responsible
- to motivate pupils and encourage them to learn to question, analyse and respond to challenge
- to develop respect for self and others
- to acquire knowledge, skills, attitudes and understanding
- to build on previous experience through reflection and activating prior knowledge
- to use the outcomes of assessment in order to move forward
- to develop creativity, imagination, spontaneity and initiative
- to communicate effectively and express themselves clearly
- to develop and use key skills effectively in literacy, numeracy, ICT, and thinking
- to work co-operatively and collaboratively where appropriate
- to learn to select and use various approaches and resources, and to be discriminating
- to be motivated to work independently
- to promote the intellectual, spiritual, moral, cultural, creative, mental and physical development of all pupils
- to promote partnership between the child, the parent, the teacher and the community

Breadth and Balance

All pupils will have access to a broad and balanced curriculum through the areas of learning outlined in the Foundation Phase Framework for pupils' learning and the subjects outlined in the Skills Based Curriculum at Key Stage Two, the Literacy and Numeracy Framework, the Skills Framework for the development of ICT and thinking and the Combined Syllabus for

Religious Education. Health and Sex Education is taught through the science and Personal & Social Education (PSE) programmes of study (refer to the school's policy for Sex Education).

The curriculum is enriched by practical and engaging activities, visitors and regular visits to places of interest in the locality and also further afield, depending on the topic being studied as part of the theme for the term. Subjects are organised into topics and taught using an integrated approach whenever possible. Aspects of subjects that do not naturally fit into a topic are never forced via tenuous links but are taught discretely. Literacy, numeracy, thinking and ICT skills have been aligned with subject skills to maximise opportunities for the development and application of these skills across the curriculum (although skills are sometimes taught discretely).

Planning

Planning must ensure continuity across the school and progression through the years. The planning process is the means by which the teacher clarifies in his/her mind what is to be taught, to whom and how. The quality of planning will be such that it supports and gives direction to the teaching and most importantly the learning process. Planning begins with the long-term view of the experiences being offered to pupils in order to enable teachers to ensure continuity and progression within the curriculum. In Parkland Primary our long term planning is taken directly from the Foundation Phase Framework document, the Programmes of Study, the Skills Framework and the Literacy and Numeracy Framework (LNF). Each curriculum subject and area is organised across the school, with progression from Nursery to Year 6. Literacy, numeracy, ICT and thinking skills and subject skills have been aligned and form an integral part of the long term planning. The skills identified for each year group are then grouped together under topic headings and topic webs provide an overview for each term, this medium term planning, will in turn be broken down into short term planning which is organised into daily plans, spread over one week or a fortnight. This ensures full coverage of Programmes of Study, areas of learning, the Skills Framework and the LNF. Planned outcomes are identified clearly together with the means by which they will be achieved in the short term planning. Differentiation and assessment of the extent to which learning objectives have been achieved is noted. Assessment for learning (AFL) opportunities are identified and included in planning as well as key questions to help develop pupils' thinking/understanding. A range of teaching strategies will be identified for the teaching of different curriculum areas. Lessons are well-prepared, have clear objectives and ensure efficient use of time. Planning determines what pupils do and learn. It is essential that pupils understand what is expected of them in each task. Weekly planning is evaluated and this informs future planning.

Flexibility in planning

As a school we recognise that one of the overall aims of the revised curriculum is to reduce prescription and to give control and responsibility back to schools and to learners themselves. Schools are free to organise and deliver the curriculum in the way that best suits their circumstances and needs. We recognise that there are no constraints relating to time allocation or organisation of subjects. Therefore the school has moved to a thematic topic based approach to learning, to best meet the needs of all learners.

The outline of the new summative assessment levels.

Outcome 1 Foundation Phase	
Outcome 2 Foundation Phase	
Outcome 3 Foundation Phase	
Outcome 4 Foundation Phase	Level 1 National Curriculum
Outcome 5 Foundation Phase	Level 2 National Curriculum
Outcome 6 Foundation Phase	Level 3 National Curriculum
Level 4 National Curriculum	
Level 5 National Curriculum	
Level 6 National Curriculum	

There is a correlation between Outcome 4 and level 1 and so on. This suggests the marrying of the Foundation Phase and the New Orders curriculum. All stakeholders are committed to the philosophy of the Foundation Phase Pedagogy and recognise that effective practice developed in the early stages of children's education lays the foundations for life long learning. As such the school has devised a curriculum that embraces this philosophy in a coherent whole school approach that aims to ensure consistency and progression of practice.

Long Term Whole School Curriculum Map

This provides a brief overview of the curriculum mapped across the whole school.

Long Term Planning

The long term planning is organised into subjects and areas of learning and maps the skills and range from the Welsh curriculum documents from Pre-nursery to year six. It also includes expectations for children working beyond level 5. Skills and range from the Foundation Phase and Key Stage 2 documents have been matched up, wherever possible, to provide continuity and progression across the school. Literacy, numeracy, ICT and thinking skills have been aligned with the subject skills and are an integral part of the planning.

Medium Term Planning

There are two main aspects of the mid-term planning. The topic webs provide a brief overview of the learning and work for the term, organised into subject / areas of learning. Supporting these documents are more detailed plans, incorporating all the skills and range aspects related to that specific theme or topic. Aspects that do not fit naturally into the theme are listed on the document in a separate section and taught discretely.

Short Term Planning

This is completed weekly in Key Stage 2 and fortnightly in Foundation Phase and includes learning objectives, skills, resources, differentiation, bilingualism, key vocabulary, assessments / evaluations and differentiation.

School Planning Formats

Weekly / fortnightly Plans.

This aspect includes the current week's / fortnight's planning. When teaching maths from Abacus planning can be taken directly from here, but this must not form the spine of the maths curriculum. Many other aspects of maths teaching will require tailored planning. All other subjects' planning should be pasted or written onto the planning format.

Physical Development planning for PE and School Sport (PESS) Dance and Gymnastics are in the planning format provided by PESS.

Rich Tasks: Building Block planning can be taken directly from the Portal.

Termly Plans.

Topic/theme webs hold an overview of what will be taught in the different curriculum areas over the course of the term.

More detailed theme sheets including all skills and range related to the theme of each specific term. Aspects should be highlighted every term to ensure coverage.

Long Term Planning

The whole school curriculum map outlines what is to be taught in each year group for the whole school.

The skills and range maps for each subject / area of learning are included in this.

Resources

Resources are purchased in order to enhance teaching and facilitate learning. Resources are costly and will always be looked after by both teachers and pupils. All pupils will have access to all the resources which they require. Resources need to be deployed selectively. With good planning not all resources will always need to be used by every child at the same time. The nature of the activity and the number of pupils engaged in it will determine, to an extent, how resources are deployed. Within each class, pupils will know where everything is kept and will, from the Early Years upwards, be taught to collect resources as they are required, use them properly and return them after use. In this way we are more able to foster independence and responsibility from the very beginning.

Broad Guidelines

The curriculum at Parkland Primary School:

- Is based on the vision, aims, mission and ethos of the school
- Is broad and balanced and is careful to ensure sufficient depth of study
- Introduces pupils to a wide range of experiences, knowledge, skill and understanding
- Promotes pupils' spiritual, moral, cultural, mental, creative and physical development
- Prepares pupils for the opportunities, responsibilities and experiences of adult life
- Is planned, taking into consideration – long, medium and short term goals which are based on all statutory curriculum documents.
- Encourages the development of ICT skills across the curriculum
- Values the development of key skills
- Ensures that the Foundation Phase planning is linked to all National Curriculum subjects for planning
- Is differentiated to meet the needs of all pupils including Additional Learning Needs (ALN) and more able and talented pupils
- Includes opportunities for assessment and builds in continuity and progression in future planning, following evaluations of pupil outcomes
- Is assessed through standardised assessments which take place annually from year 1 – year 6 and teacher assessments linked to on-going levelling of pupil work
- Includes the use of the whole school environment to develop academic, creative, problem solving, analytical, behavioural and social skills
- Ensures the quality of pupil learning by a tracking process which draws from lesson plans, schemes of work and goals and targets set by teachers and subject leaders
- Has sufficient resources to enable pupils to access their entitlement and also to provide value for money
- Reflects equal opportunities and race equality for all pupils
- Is evaluated and reviewed by the relevant Subject Leader and the Headteacher
- Is monitored, evaluated and reviewed by the Governing Body through regular discussion and reports from the Subject Leader and the Headteacher
- Is reported to parents through regular parents' meetings and the school prospectus

- Is further enhanced by providing opportunities for staff development in teaching skills; curriculum knowledge, skills and understanding; and classroom organisation and practice
- Is further enhanced with additional opportunities for the development of art, ICT and music with tuition provided by the appointed artist, ICT specialist and Swansea Local Authority music service