Brynna Primary School

Curriculum Policy

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<th>Coordinator</th>
<th>Nominated Governor</th>
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Safeguarding Statement

At Brynna Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Brynna Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

1 Introduction

1.1 The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes formal requirements of the National Curriculum 2008, the Framework for Children’s Learning for 3 - 7 year olds in Wales, the Skills Framework for 3 - 19 year olds in Wales, the Personal and Social Education Framework for 7 - 19 year olds in Wales and the National Exemplar Framework for Religious Education for 3 - 19 year olds in Wales. In addition, it includes the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the ‘hidden curriculum’, or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

2 Values

2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school
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achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2.2 These are the main values of our school, upon which we have based our curriculum:
- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all 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. We organise our curriculum so that we promote co-operation and understanding between 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 aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

3 Aims and objectives

3.1 The aims of our school curriculum are:
- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information technology (IT) and communication;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain’s cultural heritage;
- to help children understand and take pride in the Welsh cultural heritage;
- to encourage children to learn and enjoy the Welsh language;
- to enable children to be positive citizens in society;
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- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- To help children to understand the diversity of people and their cultures and beliefs

4 Organisation and planning

4.1 We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

4.2 With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We use the national schemes of work for much of our medium-term planning in the foundation subjects. We are developing a more creative model to planning cross curricular themes in response to the Donaldson Report and WAG implementation plan for ‘Successful Futures’

4.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, to identify skills, to identify what resources and activities we are going to use in the lesson and which skills need to be revisited in subsequent planning due to further develop pupil understanding of concepts covered.

4.4 In the Foundation Phase and at Key Stage 2 we adopt a thematic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and Framework for Children’s learning, and there is planned progression in all curriculum areas.

4.5 At both Key Phases the curriculum at our school places a greater emphasis on the discrete teaching of core subject skills and the provision of rich cross-curricular contexts within which pupils can apply these skills. Cross-curricular themes are planned over two
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academic years; each child has the opportunity to experience the full range of National Curriculum subjects and Framework for Children's Learning

5 Children with special needs

5.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

5.2 If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities, which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.

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

6 The Foundation Phase

6.1 The curriculum that we teach in the Nursery and Reception classes meets the requirements set out in the Framework for Children's Learning for 3 - 7 year olds in Wales. Our curriculum planning focuses on the Learning Outcomes and on developing children's skills and experiences, as set out in this document.

6.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching builds on the experiences of the children in their pre-
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school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

6.3 During the children's first term in the school, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. Children also have a baseline assessment in entry into Reception class.

6.4 We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. Parents are invited to an informal meeting the term prior to term the child is due to start at the school. We also provide a link up session weekly in the Summer term so that children can become familiar with the environment and the staff at the school.

7 Key skills

7.1 The following are skills from the Skills Framework for 3 - 19 year olds in Wales
- Developing thinking: Plan; develop; reflect
- Developing Communication in: oracy; reading; writing; wider communication skills.
- Developing ICT by: finding and developing information and ideas; creating and presenting information and ideas
- Developing Number: using numbers; measuring; gathering information; using the number systems; using a variety of methods; talking about and explaining work; comparing data; recording and interpreting data and presenting findings

7.2 In the national curriculum for each subject pupils are required to develop their skills, knowledge and understanding by studying the range of activities and plans. In the core subjects we highlight these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

8 The role of the Skills Teams
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8.1 The role of the Skills Team is to:
- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

8.2 The school gives Skills Team members non-contact time so that they can carry out the necessary duties involved with their role. It is the role of each Skills Team to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each Skills Team reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

9 Monitoring and review

9.1 Our governing body’s curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its bi-annual cycle of review and development.

9.2 We have named governors for all subject areas. Governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.

9.3 The Head Teacher is responsible for the day to day organisation of the curriculum. The Head Teacher monitors the weekly lesson plans for all teachers each half term, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

9.4 Skills Teams monitor the way their subject is taught throughout the school. They listen to learners and examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Skills Teams also have responsibility for monitoring the way in which resources are stored and managed.
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<td>Chair of Governing Body</td>
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