

# Curriculum Policy

Reviewed 2018

Blaendulais Primary School



## **Curriculum Policy**

### ***Philosophy of Learning***

At Blaendulais Primary School we believe that children learn most effectively through practical experiences and we aim to provide a curriculum to support this. We place a high value on the importance of investigation and the development of skills. We also strive to extend children's learning by self-involvement and by setting realistic targets for future learning.

We believe that children learn best when they are confident. To this end we aim to build a child's self esteem through praise and encouragement by offering a broad, balanced, differentiated curriculum which acknowledges the needs and abilities of the individual. Equal access to learning, in all areas of the curriculum, is offered to every child irrespective of colour, culture, race, sex, religion or ability.

### ***Organisation of the Curriculum***

We do not believe that learning can always be separated into discrete subjects. Therefore a cross curricular approach, with a focus on Key Skills, by which inter-related aspects of learning are taught at the same time, is more effective and meaningful to the children.

Each year group/ class has a half-termly/termly theme, and the requirements for most subjects, as defined in the National Curriculum, are delivered in a cross curricular way. Religious Education is delivered in accordance with the L.E.A.'s Agreed Syllabus.

Elements of the English curriculum are taught thematically, but English lessons provide focused teaching of specific strategies and skills. Literacy skills learned are transferred across the curriculum through topic work to become embedded.

Mathematical concepts are also taught in focused sessions in order to develop the knowledge, understanding and skills defined in the scheme of work. Numeracy skills learned are transferred across the curriculum through topic work to become embedded.

The teaching of Welsh as a second language takes into account the necessity to repeat and build upon sentence patterns and everyday vocabulary. Where possible, aspects of the theme are explored.

### ***Balance of Learning Experiences***

Every effort is made to ensure pupils are given a wide range of learning experiences. Elements of English and Mathematics are taught every day, Welsh is heard and spoken daily, and ICT developed across all subjects, together with the other Key Skills. The remainder of the foundation subjects are taught to varying degrees across the term.

The balance of time allocated to each subject is broadly calculated using Estyn guidelines based on the school's teaching time of 23.5 hours a week. A balance is achieved by using termly maps, which are blocked out systematically as the term progresses. Subject Curriculum Maps further ensure curriculum balance and coverage and give guidance for teaching and learning requirements for each term.

### ***Ensuring Continuity and Progression***

Ensuring continuity and progression is an essential part of the planning process. The requirements of the National Curriculum programmes of study and the skills and range are divided across themes for each year group as appropriate, and are developed in Cornerstones Curriculum Maps.

With certain themes some areas of learning are revisited, and previous learning objectives are built upon and extended.

Work in English and Mathematics include this principle of revisiting and then extending prior learning objectives and skills.

### ***Teaching and Learning Strategies***

We believe that children learn effectively through practical activities, active involvement and first hand experiences. This impacts significantly on the teaching strategies used throughout the school. A variety of teaching styles is used to promote learning (reference subject area policy documents).

Skills and concepts are developed through concrete experiences whenever appropriate, and children are encouraged to develop "thinking skills" through problem solving activities and investigations. Children participate in educational visits regularly to enhance their learning and to extend their experiences.

We also believe in direct teaching sessions with clearly defined learning objectives and success criteria. Whole class lessons are followed by differentiated group activities to consolidate and further extend learning. Plenary sessions are used to enable the children to reflect upon their learning and to share their achievements. This structure is frequently used to teach concepts and strategies in English and Mathematics as well as other subject areas.

### ***Planning***

#### **Organisation of Planning**

Planning consists of Cornerstone Long and Medium Term Curriculum Maps and short weekly plans.

**Short Term Planning** is in the form of weekly planning proformas. These are completed by hand/or word processed as they are working documents and can be easily amended as work progresses throughout a week. Short Term plans also include differentiated activities through which the learning intention is achieved by task, additional resources, by outcome etc. These plans are essentially a working tool for

the teacher. Assessment opportunities are used to identify specific children requiring additional guidance and, together with teacher evaluation, inform the following plans.

### ***Monitoring***

The Headteacher has overall responsibility for monitoring and evaluating the work of the school. Short term planning is monitored on a weekly basis, and supported throughout the term by discussions with children and staff, class visits, classroom displays and by scrutinising children's work.

Co-ordinators monitor their areas throughout the year. Curriculum Maps and Short term planning are used as a structure for this monitoring. Standards of children's work is scrutinised and also referenced against learning objectives/intentions to ensure continuity, progression and curriculum coverage. This forms part of the School Self Evaluation process and specific issues identified during end of term monitoring then provide objectives for the School Development Plan.

### ***Assessment and Record Keeping***

Formative assessments are carried out continuously, and are noted in the reflection column on the planning proformas, on children's work when marking, in reading records and home/school reading diaries etc. Teachers also involve children in their own learning by discussing "next steps" or "targets" when looking at their work. INCERTS is used to formally record and assess progress throughout the year. Ongoing Teacher Assessments, Reading and Spelling data as well as National Test Data in English Reading, Number - Procedure and Numeracy - Reasoning scores are used to set targets, monitor pupil progress and to evaluate teaching strategies.

### ***Roles and Responsibilities***

All staff are responsible for the pastoral care and teaching of children within their class, but share a responsibility for the general well being of all the pupils in the school. All teachers are curriculum co-ordinators and have the responsibility for the development and monitoring of at least one area of the curriculum. Specific roles are as follows:

#### **Senior Management Team**

Mr G. Phillips - Headteacher:

Responsible for:

Strategic Direction, School Ethos, Senior Leadership Team, School Development Plan, School Self-Evaluation, Performance Management & Continuing Professional Development, Support Staff Line Management, Financial Management, Premises Management, Health & Safety.

Mr M Fitchett – Acting Deputy Headteacher:

Subject Co-ordinator, Assessment & Record Keeping, Standardisation & Moderation, Pupil Profiles, Pupil Tracking and Target setting, Assessment, Moderation, Benchmarking, Analysis of Data, Curriculum Overview, NQT & Student mentor

#### **Subject Responsibilities**

Literacy – Mr W Curtis  
Numeracy – Mrs H Edwards  
Science & Tech – Mrs A Totterdale  
Humanities – Mr M Fitchett  
H&WB – Mrs N Williams  
Creative Arts – Mrs L Rudge  
ALN (mainstream) – Mrs L Rudge  
ALN (LSC classes) – Mrs N Williams, Mrs A Totterdale

***Documentation***

This Curriculum Policy should be read in conjunction with our policies on:

Additional Learning Needs  
Equal Opportunities  
Racial Equality  
Assessment, Recording and Reporting

***Evaluation***

This Policy Document will be evaluated and reviewed as and when appropriate. appropriate as part of the school's self-evaluation process.