WAUNARLWYDD PRIMARY SCHOOL



Curriculum Policy



**”We have a right to learn”**

“Attitudes and actions that respect the rights of others, and teaching approaches that place individual dignity, participation, the best interests of the children and non-discrimination at their heart”…result in the best learning outcomes and opportunities Covell, K et al (2010)

(*‘Implementing Children’s Huma Rights Education’)*

**Statement of Equal Opportunities**

Waunarlwydd primary School is a safe and happy place where everyone is valued and where differences are celebrated.

We remain committed to providing each pupil with equal opportunity regardless of their gender, cultural and social background. All pupils are positively encouraged to take advantage of all experiences offered to them.

Waunarlwydd Primary School will ensure equal access to opportunities for all by removing barriers to learning and actively seeking to disapprove and dispel discriminatory attitudes.

## **School Aims**

Our principle aim is to provide a happy, rewarding and safe environment, whereby each child feels they have a contribution to make to the ethos of the school. We aim to develop a sense of community where children grow as individuals with a responsibility to each other, the adults they come into contact with and to the environment in which they work and live.

To this end the school actively seeks to promote the following aims:-

* To provide a safe, nurturing environment in which all pupils have the opportunity to thrive.
* To develop confident, compassionate, reflective learners
* To reflect upon and evaluate the quality of learning and teaching at our school in order to sustain continued improvement
* To develop and maintain positive attitudes to learning
* To encourage children to take responsibility for their own learning
* To set clear expectations of standards, to encourage children to reach their full potential.
* To supply a firm grounding in the basic key learning skills, thus providing the foundation for further development in all areas of the curriculum,
* To develop a personal moral code, sensitive and respectful of the needs of others,
* To promote equality of opportunity irrespective of sex and race,
* To preserve and develop our own cultural identity, while at the same time promoting an understanding of and a respect for, culture and creeds different from our own,
* To promote positive home/school links, thus enabling everyone to feel involved in school life,
* To support and encourage the professional development of staff.

**Rationale for Monitoring and Evaluating**

 **the Curriculum in Action**

1. To sustain or improve the quality of teaching and learning
2. To support and encourage the professional development of staff
3. To assist the self evaluation process
4. To highlight good practice
5. To identify areas of concern
6. To provide guidance and support for all colleagues
7. To respond to accountability requirements
8. To provide a bench mark for review and analysis
9. To ensure agreed policies are implemented consistently across the school
10. To promote continuity and progression
11. To identify priorities for development
12. To inform the School Development Plan
13. In order to value efforts and to promote confidence, staff need opportunities to acknowledge each other’s successes and achievements
14. Goals need to be realistic and achievable so that targets can be reached and celebrated
15. Improving basic skills is the responsibility of all staff

**Principles of the School Curriculum**

* We agree to the aims of the school and a set of values indicating how these aims are to be addressed.
* The curriculum should be broadly based and balanced in order to meet the learning needs of all our children.
* A range of Teaching styles and Learning activities should be planned in order to meet the needs of all our children. ( See Teaching and Learning Policy)
* All children will have access to a full range of activities and experiences through the school curriculum. Individual differences will be recognised and catered for. Learning will be differentiated so that all children will be helped and encouraged to do their best.
* The curriculum should be sufficiently flexible to allow each child to progress at an appropriate pace.
* As well as recognising individual differences in ability, it is important to recognise and accept individual differences in emotional, social, cultural and personal development.
* Children should play an active role in their own learning and consequently show self-reliance, confidence and an attitude towards tackling fresh challenges.
* The curriculum will be structured to provide continuity of learning throughout the school. We develop Policies and schemes of work which will consolidate and develop the following, key skills:

**Key Skills:**

The ability to use a range of skills effectively is crucial to every learner from early years and throughout life. We all need to communicate, to use mathematical, creative and problem-solving skills, to benefit from the use of information technology and to develop personal and social skills.

Key skills are skills that all pupils need for all their learning across the whole curriculum. They are generic, cross-curricular, transferable and apply in all subjects.

At Waunarlwydd Primary School we have identified the following as our Key Skills:-

1. **Communication** – incorporating speaking, listening, reading and writing.
2. **Numeracy** – application of number, developing a range of mental calculation skills and the ability to apply them in a variety of situations.
3. **Information Communication Technology** – use of ICT requires the ability to use a range of information sources and tools to find, analyse, interpret, evaluate and present information for a range of purposes e.g. researching information, inputting and analysing data or word processing a report.
4. **Bilingualism** – including an aspect of the appreciation of multilingualism.
5. **Creativity –** including the development and expression of ideas and imagination.
6. **Problem Solving –** including the ability to ask appropriate questions , make predictions and come to an informed decision.
7. **Personal and Social** – including skills of working co-operatively and collaboratively and the development of the ability to self evaluate.

The first four skills areas above are closely linked to the subject orders for English, Mathematics, Information Technology and Welsh. It is here that the groundwork

takes place. The development of creativity occurs naturally in the subjects of art, music and English .The development of problem solving skills has obvious close links to the mathematics, science and D/T areas of the curriculum. The PSE Framework has highlighted the importance of personal and social skills, particularly in emphasising the effectiveness of pupils’ learning to improve their own performance and to collaborate and work with others. Other subjects will provide a range of opportunities for pupils to practise, consolidate and refine these skills in real contexts and for real purposes. Indeed, pupils who find themselves in need of a particular skill – perhaps a mathematical skill within a geography lesson – may well be more motivated to develop that skill when that they have found it to have real relevance and purpose.

**PROGRESSION IN KEY SKILLS**

**To ensure continuity and progression there will be a whole school approach and staff will:-**

* ensure Key Skills are an integral part of all subjects,
* identify opportunities for the development of Key Skills in all schemes of work i.e. across all subjects,
* identify opportunities for the development and application of skills in weekly planning, across all subjects as appropriate. Care needs to be taken to ensure links made are not tenuous. Opportunities are identified in weekly planning either by attaching key skills labels or by inserting icons electronically.
* work together to identify opportunities across the curriculum and in real contexts for pupils to develop, practise and refine skills that may originally have been taught in specific subjects,
* follow schemes of work and ensure pupils build on skills acquired the previous year.

 There are some general ways in which pupils can demonstrate progression in the application of skills. These include:

● greater independence and confidence in applying skills across the curriculum

● an increasing repertoire of skills that they can apply effectively in different contexts and

 situations.

● an increasing ability to identify their own preferred learning styles and to organize their own

 learning

● a greater understanding of the contribution that skills can make to learning in a particular

 subject and to their future lives and careers

● a greater understanding of the importance of self-assessment.

7 Skills across the curriculum

(For further information, please see *Teaching For Learning Policy* & *Key*

*Skills Policy*)

**Monitoring**

Assessment can be seen as a monitoring and/or evaluative observation or measurement of the performance of an individual or group of learners in relation to an aspect of educational provision within our Primary School.

# Self Evaluation

The school follows a number of strategies to support pupil and adult self evaluation

 *(See also ‘Self Evaluation Policy’ & ‘Assessment Policy)*

**Target Setting**

Realistic and ambitious targets are set for pupils in both Key Stages in the Core subjects. In this exercise, staff use all available data to predict end of Phase / Key Stage performance.

Staff pay due consideration to every child’s potential in completing this process. Extensive use of data including national test information and teacher assessment, as well as teacher personal knowledge is used in this exercise.

Core subject progress is monitored through skills as well as knowledge based outcomes. Pupil progress is tracked using INCERTS and SIMS systems

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