Hendre Infants School

CURRICULUM STATEMENT AND POLICY

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Nurture Believe Achieve
HENDRE INFANTS SCHOOL

Curriculum Statement and Policy

Introduction

A National Purpose for Schools

As part of the School Effectiveness Framework, the Welsh Assembly Government and its partners (including representatives of local authorities and head teachers) have developed a statement of national purpose for schools. It describes the purpose of schools as being to:

- enable all children and young people to develop their full potential by acquiring skills, knowledge, understanding and attitudes, including personal, social and emotional skills, to enable them to become economically, socially and personally active citizens and lifelong learners;

- promote a culture of social inclusion and respect for diversity, particularly through developing the wellbeing of learners and personalising their learning;

- establish strong professional learning communities in schools where practitioners can develop and share their professional knowledge on learning and teaching;

- offer children and young people a curriculum that engages and motivates them to learn and to achieve their potential;

- provide a learning community for all engaged in school life, with children and young people and their families at the centre, and including governors, teachers, other school staff and adults training to work in schools;

- be a key player with other schools and partner service providers in planning and delivering integrated services for children and young people to improve their well-being; and

- provide or facilitate education so that schools contribute to meeting the needs of the community and engage the community as partners to ensure that all schools are community focussed.

Here at Hendre Infants School we have carefully considered the directives of the Welsh Assembly and LA as well as National initiatives to devise a curriculum that is exciting, enriched, progressive and challenging to allow our children to reach their full potential and develop the skills necessary for lifelong learning.
Our Primary School Curriculum

In line with the Foundation Phase Curriculum and Curriculum 2008, we have revised our curriculum. All classes are taught through a topic /thematic approach. Our themes last for a term and have a major curriculum focus as well as minor curriculum foci.

Where possible we have ensured continuity and progression by following the seven areas plus one areas of learning throughout the Foundation Phase and follow a skills based curriculum throughout the school. Care is still taken to ensure that basic skills are taught effectively and that progression and expectation is always high. Many classes share the same topic and teachers liaise regularly to ensure differentiation in both content level and pupil skill development.

Our topics are designed to allow flexibility in the learning process and pupils are given opportunities to choose and structure some parts of their learning. These are used in upper Foundation Phase and are used to assess pupils’ knowledge at the beginning of the topic and assess their initial thinking and ideas as well as personal interests for developing and research within the topic. Time is spent allowing children to organise their ideas and thinking at the beginning of each topic and link their initial thinking to the topic ahead. In Foundation Phase pupils record their ideas on a topic web.

In addition the curriculum at Hendre Infants takes into account it's relevance to the 21st Century. ICT is used as a learning and teaching tool wherever possible and wherever relevant. Aspects such as ESDGC, PSE, entrepreneurship etc feature significantly in the curriculum.

To enable all learners to access relevant skills, knowledge and understanding at an appropriate level, we may use content from earlier phases or key stages within the curriculum. We will use material in ways suitable for the learners' age, experience, understanding and prior achievement to engage them in the learning process.

Our Foundation Phase Curriculum

Our Foundation Phase curriculum is based on the principle that early years' provision should offer a sound foundation for future learning through a developmentally appropriate curriculum. Here at Hendre Infants we have developed an exciting and enriched curriculum to bring more consistency and continuity to children's education at such an all-important period in their development.

Our curriculum places great emphasis on children learning through play. Through our curriculum we aim for our young children to be given more opportunities to gain first hand experiences through play and active involvement. They will be given time to develop their speaking and listening skills and to become confident in their reading and writing abilities. Mathematics is more practical so that children can see how problems are solved and how important mathematics is in their everyday lives. There is more emphasis on children understanding how things work and on finding different ways to solve problems.

We focus on experiential learning, active involvement and developing each child's:
Skills and understanding
• Personal, social, emotional, physical and intellectual well being so as to develop the whole child.
• Positive attitudes to learning so that they enjoy it and want to continue
• Self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships.
• Creative, expressive and observational skills to encourage their development as individuals with different ways of responding to experiences.
• The outdoor environment is used to enhance Teaching & Learning.

**CURRICULUM 2008**

Relevance to the twenty-first century

Our curriculum aims to be up-to-date and motivating for all learners. Subject and framework content has been revised (July 2015) to produce an enriched curriculum that will motivate and meet the needs of individual learners and prepare them for life in the twenty-first century.

Among others, these revisions include:

• a focus on the study of media and moving image texts
• the opportunity to focus on current events in the news
• a requirement to consider entrepreneurship as part of the range of study in careers and the world of work
• a requirement to use technology to support and enhance the curriculum
• a focus on active citizenship as one of the themes of PSE
• a focus on sustainable development and global citizenship in PSE, geography and science.

Our Aims for Curriculum 2008 are to:

• focus on the learner
• ensure that appropriate skills development is woven throughout the curriculum
• focus on continuity and progression 3-19
• offer reduced subject content with an increased focus on skills
• be flexible
• be relevant to the twenty-first century
- support Government policy including bilingualism, Curriculum Cymreig/Wales, Europe and the World (WEW), equal opportunities, food and fitness, education for sustainable development and global citizenship, and the world of work and entrepreneurship.

### Mixed classes

At Hendre we occasionally have mixed age classes. It is our policy to split pupils on academic ability and not age. This allows all pupils to access a curriculum which is best suited to their needs, and allows more able children to be challenged towards excellence. Our policy is to teach all classes as one class, and not as distinctive age groups. Whole concepts will be taught to the pupils and differentiation will be built into all lessons to ensure that the needs of all of the pupils are met.

### Teaching Time

In order to use curriculum time most effectively at Hendre the organisation of the school day is constantly under review.

When making decisions about time tabling, we are aware that the minimum requirement for teaching time at Foundation Phase is 21 hours per week. There are time requirements for registration, daily collective worship, playtimes and lunchtimes. Also, time is needed throughout the year for special events and celebrations.

At Hendre, we are aware of the importance of teaching basic skills and we ensure in our planning that sufficient emphasis and time be given to the development of these skills, particularly in English, Mathematics and ICT. At the same time, we need to ensure a breadth and balance through the provision made for foundation subjects and R.E. Consequently, we have adopted a skills based curriculum in line with the Foundation Phase and Curriculum 2008. We also teach Key Skills across the curriculum where possible e.g. developing Letter writing skills through KUW lessons etc.

### The role of the Curriculum Co-ordinator

The responsibility of the co-ordinator is to produce Policies and S.O.W. based on Foundation Phase, which will ensure continuity and progression throughout the school. This will be done in consultation with the Head Teacher, other staff and the Governing Body. (see Policy on the Role of the Subject Leader) Curriculum co-ordinators will also have responsibility for monitoring standards by looking at planning, pupil’s work and sampling some lessons. This will lead into their action plans.

### Equal Opportunities

All learners means just that - including the 'average' learner as well as those, for example, with learning difficulties, disabilities, those that are disadvantaged, difficult to motivate, more able and talented, from different ethnic/cultural groups, looked after children.

For all learners, Hendre Infants School chooses material that will:
• provide a meaningful, relevant and motivating curriculum

• meet the specific needs of learners and further their all-round development.

• Special Educational Needs

For those working significantly below the expected levels, Hendre Infants School uses the needs of the learner as a starting point and adapts the learning programme accordingly. Sufficient flexibility exists within the curriculum to meet the needs of all learners.

• More Able & Talented

The term ‘more able and talented’ encompasses pupils who are more able across the curriculum as well as those who show talent in one or more specific areas.

For more able and talented learners working at significantly higher levels, greater challenge is incorporated by using material in ways that extend breadth and depth of study and opportunities for independent learning. The level of demand is also increased through the development and application of thinking, and communication, information and communication technology (ICT) and number skills across the curriculum. More able pupils, are given extended opportunities, to not only discover but also develop their talents.

Hendre Infants School has a supportive ethos and meets the needs of all pupils regardless of emotional, social, linguistic, cultural, physical or intellectual differences. All pupils are allowed to discover their potential through a curriculum of opportunity. All abilities and talents will be nurtured through an enriched curriculum and extended learning experiences.

Flexibility in planning

One of the overall aims of our revised curriculum was to reduce prescription and to give control and responsibility back to the professionals and learners themselves.

We have moved away from a rigid timetable, combining the teaching of one or more subjects in a thematic way using a series of half days - in or out of school - to focus on a particular topic. Subjects have been “grouped” to allow a greater depth and involvement to be achieved.

Developing thinking

Metacognition (thinking about thinking) is the central and crucial process in developing thinking, as evidenced by both research and practice. In other words, learners need to reflect on learning.

In lessons that have a focus on thinking skills, teachers at Hendre Infants will present pupils with problems to solve, rather than facts to learn.
Developing communication

At Hendre Infants School learners develop their communication skills across the curriculum through the skills of oracy, reading, writing and wider communication.

Developing communication will take place across the whole curriculum. Communication is taken to mean all forms of communication, not only that which depends on developed, unimpaired speech and hearing. It will include verbal and non verbal communication including gesture, mime, signing - and the expression of ideas and emotions through other mediums such as music and art.

Developing ICT

At Hendre Infants school learners develop their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.

The main indicators of progression in ICT capability are:

- a developing sense of purpose and audience for the work
  increasing competence and sophistication in the creative use of software functions
- the gradual change from using given ICT resources to choosing and selecting resources to suit the task and purpose.

Safe and appropriate use of ICT is embedded throughout our curriculum where possible. Learners develop both their purposeful application of ICT skills and techniques and their understanding of the benefits and risks of using current and emerging technologies.

Developing number

At Hendre Infants School learners develop their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings.

Number skills will be applied at all ages in different situations across the curriculum, as appropriate to learners' abilities, achievements and stages of development, contributing to a deeper understanding of subject contexts.

Curriculum Cymreig

At Hendre Infants School, Curriculum Cymreig helps pupils to understand and celebrate the distinctive quality of living and learning in Wales in the twenty-first century, to identify their own sense of Welshness and to feel a heightened sense of belonging to their local community and country. It also helps to foster in pupils an understanding of an outward-looking and international Wales, promoting global citizenship and concern for sustainable development.

We have a curriculum that provides and uses relevant sources that have a Welsh dimension
We aim to ensure that pupils develop and apply knowledge and understanding of the cultural, economic, environmental, historic and linguistic characteristics of Wales progressively over the whole continuum of education.

**ESDGC**

All students need to acquire the necessary skills, knowledge base, values and attitudes to be active global citizens in creating a sustainable society.

We aim to ensure that our curriculum offers a greater opportunity to increase the role and relevance of ESDGC within the curriculum.

We believe teaching and learning environments play a vital role in the delivery of ESDGC and in the pupil’s understanding of ESDGC issues. At Hendre Infants School teachers act as role models in the way they refer to other countries, races or religions and the teaching environment contain images reflecting ESDGC within displays where possible. We aim to offer first hand experiences of the natural world and practical action to bring ESDGC to life and embed the knowledge attitudes and skills that are integral to ESDGC. Opportunities for out of classroom learning are essential and will be used where possible.

**PSE**

At Hendre Infants we understand that there is no single approach to planning and we currently use planned PSE sessions and activities, as well as taking advantage of opportunities to deliver PSE within national curriculum subjects, religious education and other aspects of school life (such as school assembly or the school council).

**Sex education**

We understand that Parents have the right to withdraw their child from sex education lessons but that parents do not have the right to withdraw their child from lessons which cover the requirements of the National Curriculum science programme of study dealing with aspects of human biology and reproduction.

The National Assembly for Wales (NAfW) has issued guidance for schools on teaching about sex and relationships and we have carefully considered and implemented these at Hendre Infants.

**Religious education**

The RE framework confirms that Religious Education must be provided for all registered pupils in maintained schools, including those in reception classes but excluding children in nursery schools and classes. Here at Hendre Infants we understand that Parents/carers can exercise their rights to withdraw their child (ren) from religious education.
The content for our Religious Education has been taken from the locally agreed syllabus with advice provided by the local standing Advisory Council for religious education (SACRE).

PLEASE SEE THE ATTACHED CURRICULUM OVERVIEW GRIDS FROM NURSERY TO END OF FP FOR AN OUTLINE OF OUR EXCITING AND CHALLENGING CURRICULUM STRUCTURE.