

Awel y Môr Primary School



Curriculum Policy

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Policy for the School Curriculum

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development in Awel y Môr Primary School. It includes the formal requirements of the National Curriculum as well as 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.

Values

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

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.

Aims and Objectives

The aims of our school curriculum are:

- to enable the children to develop lively, independent and enquiring minds;
- to develop a positive, confident attitude towards their learning and strive to achieve their best;
- to develop awareness and understanding of spiritual, moral and cultural issues;
- to promote physical development and a healthy lifestyle for all pupils;
- to teach to a high standard which will enable all children to reach their personal best.

Objectives of the Curriculum

- 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 communication technology (ICT);
- 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 the cultural heritage of Wales;
- to enable children to be positive citizens in society;
- 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 by respecting their differences.

Organisation and planning

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.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic in line with the Framework for Children's Learning for 3 to 7 year olds, Key Stage 2 National Curriculum and the National Literacy and Numeracy Framework.

Our short-term plans are those that our teachers write on a fortnightly and daily basis. We use these to set out the learning objectives for each session, to identify what skills we want the children to achieve, the context or area of learning children will develop their skills, and what resources and activities we are going to use in the lesson. The teaching of Literacy and Numeracy skills is a fundamental part of all lessons throughout the school.

In the Foundation Phase we adopt a topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Foundation Phase outcomes and LNF statements and there is planned progression in all curriculum areas and the basic skills.

At Key Stage 2 the curriculum at our school places a greater emphasis on the teaching of the core subjects of English and Maths each morning whilst foundation subjects are taught through a topic approach during the afternoons. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

We try to plan exciting topics including school trips to a variety of different places to enhance the curriculum. We organise themed weeks and special events to bring the curriculum alive.

The school provides 23 hours 45 minutes teaching time in Key Stage 2 and 22 hours 5 minutes in Foundation Phase classes. Each child in the Nursery experiences 12.5 hours a week.

Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. We differentiate the curriculum carefully and we will adapt it to meet the needs of individual children when appropriate.

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 involve the appropriate external agencies for assessment and support. Within budgetary constraints, we always aim to provide additional resources and support for children with additional needs.

The school provides an Individual Educational Plan (IEP), Individual Play Plan (IPP) or Individual Behaviour Plan (IBP) for each child who is on the school's Special Needs Register. This sets out the nature of the special need, and outlines how the school 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.

Where children show that they are more able and talented, the school has processes and resources to support their individual needs.

The Foundation Phase

The curriculum that we teach in the Nursery, Reception and Years 1 and 2 meet the requirements set out in the Framework for Children's Learning for 3 to 7 year olds in Wales. Our curriculum planning focuses on the Foundation Phase Outcomes and on developing children's skills and experiences, as set out in this document. The Foundation Phase encompasses 7 areas of learning and embraces the outdoor classroom as an extension to the indoor areas. The Foundation Phase curriculum is also informed by the LNF and the Skills Framework.

The 7 areas for learning across the Foundation Phase are:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language development
- Knowledge and Understanding of the world
- Physical Development
- Creative Development

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Early Years classes (Nursery and Reception) builds on the experiences of the children in their pre-school learning e.g. Flying Start. We do all we can to build positive partnerships with Flying Start and other pre-school providers.

During the children's first term in the Nursery class, 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.

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.

Key Stage 2

The subjects studied in the National Curriculum at Key Stage 2 are:

- English
- Mathematics
- Science
- Welsh (2nd language)
- History
- Geography
- Music
- Art
- Design Technology
- Information Technology
- Physical Education
- PSE

English, Maths and Science are known as the Core Subjects. The others are known as the Foundation Subjects.

Skills

In our school we aim to develop the following skills:

- Communication;
- ICT
- Thinking;
- Number

In our curriculum planning 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 and act as a context for 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.

Learning Across the Curriculum

We provide pupils with opportunities and experiences throughout their time in school that will promote knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales (Cwricwlwm Cymreig), their personal and social development and well-being and their awareness of the world of work. We also develop, through various means such as collective worship, cultural festivals, Eco-schools projects, visits and classroom activities, pupils' knowledge of Education for Sustainable Development and Global Citizenship.

Pupils' experiences are enhanced through well planned educational visits, visiting speakers to school and a wide range of extra-curricular activities.

We follow the Agreed Syllabus for RE throughout the school.

The role of the subject leader

The role of the subject leader 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.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They will review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum and that progression is planned into schemes of work. They also review how effectively the LNF is used to inform planning, and how the LNF is being tracked across their subject.

Monitoring and Review

Our governing body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the policy review timetable.

The headteacher is responsible for the day to day organisation of the curriculum. The senior leadership team monitor the termly and fortnightly plans of teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Home/School Partnership

We believe 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 all children by keeping them informed about the way in which the children are being taught and how well each child is progressing. Teachers set home learning weekly for all pupils and parents are encouraged to support their child with these tasks.

Equal Opportunities

All pupils have access to the full curriculum irrespective of age, gender, race, disability, gender reassignment, sexual orientation, religion or belief. Individual, different opinions and ideas will be respected and valued.

Adopted by the Governing Body on February 2020

Chair of Governors: Mrs E J Bennett

Last reviewed: _____

Signed: _____