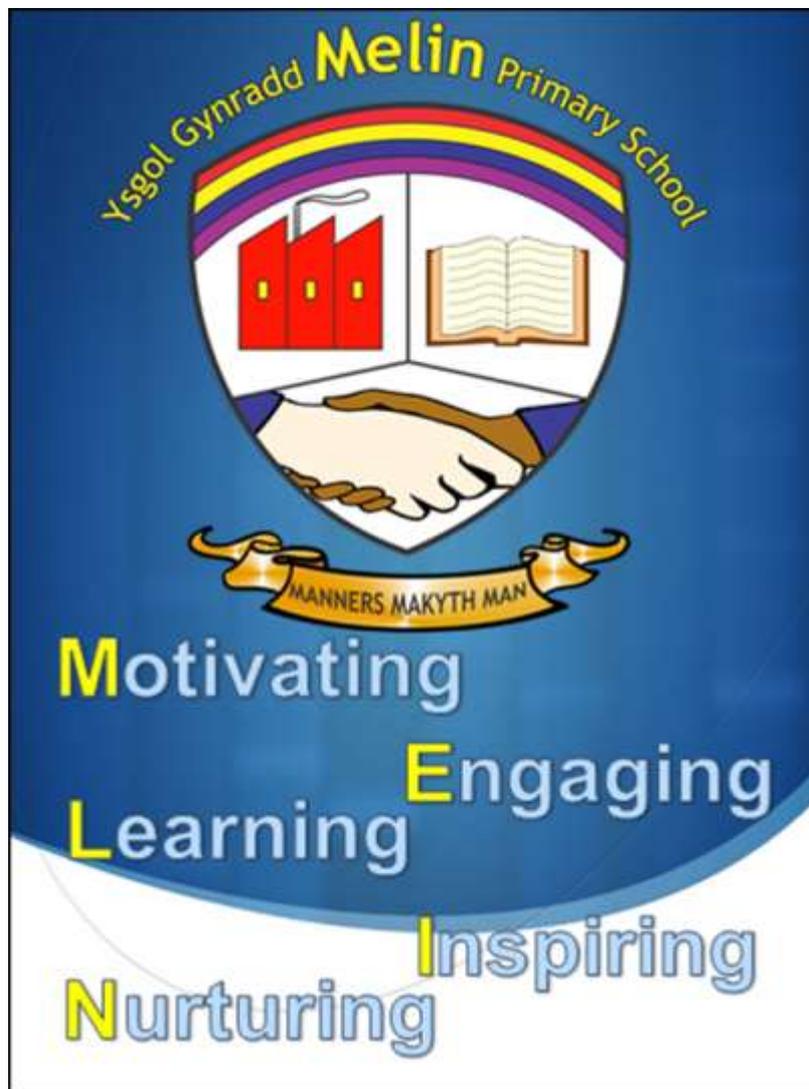
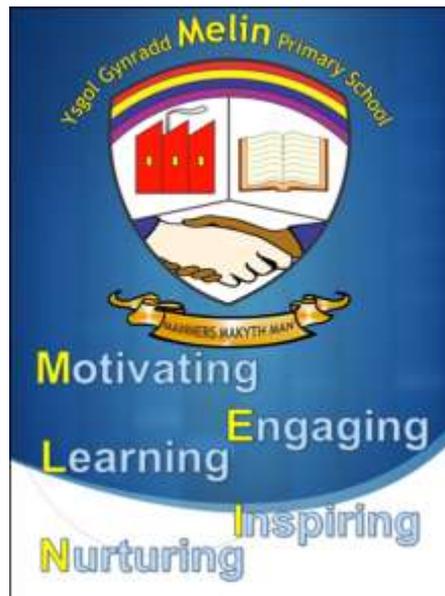


Melin Primary School



Curriculum Policy
September 2016



Beliefs and Values

At Melin Primary School we believe that the emotional wellbeing of the child, developed through a curriculum based on activity and experience is at the heart of learning.

We aim to provide a safe, caring and stimulating learning environment across the Primary phase in which children are given the best opportunities to develop into literate, numerate, digitally competent, creative life-long learners so that they reach their potential.

We work together with the adults in our children's lives to ensure that they are safe, happy and are empowered to make a change in their lives.

Aims

Our main aims and objectives are:

- For learners to build on the skills, knowledge and understanding and that they have already acquired during the Foundation Phase.
- To develop and stimulate learners' interest in, and foster a sense of wonder of, places and the world about them.
- To study their own Welsh locality, the world beyond, different environments and events in the news as learners will develop their understanding of what places are like and how and why they change.
- Through practical activities and first-hand investigations in the classroom and out of doors, to develop skills to gather and make sense of information, use maps, think creatively and share ideas through discussion.
- To provide opportunities for learners to consider important issues about their environment, and to recognise how people from all over the world are linked.
- To understand the importance of sustainability, develop an informed concern about the quality of their environment, and to recognise that they are global citizens.

Teaching and Learning

At Melin Primary School we strive to develop literate, numerate, digitally competent and creative lifelong learners. We plan our skills based curriculum to meet the statutory requirements set out in the Literacy and Numeracy Framework. We provide the learners with opportunities to:

- Develop lively, enquiring minds with the ability to question and reason rationally
- Develop their thinking skills, communication, number and ICT to maximise their learning potential;
- Achieves high standards in all areas of learning
- Matches suitable experiences and opportunities to the development of each child;
- Supports the less able and extends and challenges the more able;
- Ensures that pupils with ALN have full access to all aspects of the curriculum which is delivered in an appropriate, interesting and stimulating way;
- Gives breadth, depth and progression in each subject;
- Gives pupils a wide range of ICT skills to enable them to take full advantage of modern technology so that they develop full digital competency;
- Develop skills, knowledge and flexibility which will enable them to adapt successfully to the demands of a rapidly changing society;
- Provides a stable, supportive and rich learning environment;
- Provides equal opportunities for all pupils irrespective of gender, race, ethnic origin, disabilities, social class or religion, to reach their full potential recognising different skills and abilities of individuals and groups;
- Provides pupils with key skills in numeracy and literacy, to enable them to become independent learners;
- Encourages and enables pupils to carry out self assessment and target setting in respect of their own work;

The Role of the Area of Learning/Subject Coordinator

The role of the area of learning/subject coordinator is to;

- Provide a strategic lead and direction
- Offer support, advice and training for colleagues in the understanding and delivery of the area of learning/subject
- Monitor quality of provision and pupil progress in the area of learning/subject through planned self evaluation activities
- Take responsibility for resource management
- Keep up to date with developments of the area of learning/subject at both local and national level

At Melin Primary we have teams of teachers who are responsible for an Area of Learning and Experience.

Area of responsibility	Staff
Foundation Phase Coordinator	Natalie Phillipart
Key Stage Two Coordinator	Sian Cooke
Languages, Literacy and Communication English/LLC, Welsh 2 nd Language, Literacy, Bilingualism, Digital Communication	Natalie Phillipart (Lead) Rhian Davies
Mathematics and Numeracy Maths/MD, Problem Solving and Reasoning, Numeracy	Sian Cooke (Lead) Laura Jeremy
Science and Technology Digital Competency, ICT, eSafety, eLearning, Science, Design Technology,	Laura Jeremy (Lead) Danielle Cooze
Humanities Knowledge and Understanding of the World, PSD, History, Geography, Religious Education, ESDGC, Eco Schools	Danielle Harris (Lead) Jennifer Williams
Health and Wellbeing SENCo Support, Healthy Schools, Sports Ambassadors, Nurture, ELSA	Anwen Asquith (Lead and ALNCo) Bethan Burge Angela Cameron
Expressive Arts Creative/Art, Physical Education, Drama, Music, Dance	Anwen Asquith (Lead and ALNCo) Bethan Burge Angela Cameron

Assessment, Recording and Record Keeping

Assessment of pupils across the school will be carried out using the Incerts Assessment system as part of our formative assessment procedures. The skills outlined within the teachers' planning will be assessed through a variety of methods, as outlined in our Assessment, Recording and Record Keeping Policy.

Assessment for Learning is an important part of the process to develop our pupils' independent learning skills. Teachers will plan carefully for opportunities for teachers, peers and pupils themselves to identify what they have done well and what they could do to improve. Pupils will then be provided with time to make these changes in all areas of the curriculum. A framework for AfL development is provided within the Assessment, Recording and Record Keeping Policy.

Additional Learning Needs and Inclusion

As a school, we believe in providing all pupils with opportunities to develop their skills, experience and learning in all areas of the Foundation Phase and National Curriculum. Reasonable adjustments will be made to enable all learners to take part in activities, with differentiation and adaptations made to ensure true inclusivity.

More able and talented pupils will have work differentiated appropriately within the subject areas. Teachers will liaise effectively with Cefn Saeson or Key Stage Two to ensure pupils are sufficiently challenged.

Monitoring, Evaluation and Review

This policy will be reviewed as part of the nine term self evaluation procedure or changes to statutory Curriculum orders, whichever is sooner.