



Curriculum Policy

2018



1. Introduction

The whole approach to developing young people aged 3 to 16 is changing. A new curriculum for Wales is currently being developed and will be used throughout Wales by 2022. The new curriculum will have more emphasis on equipping young people for life. It will build their ability to learn new skills and apply their subject knowledge more positively and creatively. As the world changes, they will be more able to adapt positively.

(Welsh Assembly Government, 2018)

In Brynmill, we recognise that now more than ever, young people need to be adaptable to change, capable of learning new skills throughout life and equipped to cope with new life scenarios.

Advances in technology and globalisation have transformed the way we live and work. These changes have profound implications for what, and how, our children need to learn. After all, tablets and smart phones didn't even exist when the last curriculum was introduced in 1993.

Our school community has the capacity to respond to this environment, using the current curriculum (2008) we have reviewed and tailored it to meet the needs of our children, whilst still meeting statutory requirements from Welsh Assembly Government. Our evolved curriculum structure promotes high achievement and endeavours to engage the interest of all our children to help them reach their potential.

The curriculum in Brynmill brings this about by making learning more experience-based and by giving our teachers the flexibility to deliver in more creative ways that suit the needs of our children and provides the foundations of a 21st century curriculum.

2. What are the core purposes of our curriculum in Brynmill?

The purpose of the curriculum in Brynmill is to support our children to be:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society



3. Curriculum Structure

In Brynmill, the current National Curriculum Programmes of Study for KS2 (2008) and Foundation Phase Framework (2015) which state the statutory range of skills learners should be taught have been restructured to reflect the proposed new '**Areas of Learning and Experience (AoLE)**'.

Our curriculum has six (AoLE):

- Expressive arts
- Health and well-being
- Humanities (including Religious education)
- Languages, literacy and communication including Welsh
- Mathematics and numeracy
- Science and technology.

In addition, our school curriculum also embraces the range of competences skills which are foundations for almost all learning and are essential to being able to participate successfully and confidently in the modern world.

These are the **Three cross-curricular responsibilities:**

- Literacy
- Numeracy
- Digital Competence

4. Breadth and Balance

Following the review of the current curriculum in Wales, our curriculum in Brynmill (3–11) has been organised into Areas of Learning and Experience that establish the breadth of the curriculum. These areas provide rich contexts for developing the four curriculum purposes, be internally coherent, employ distinctive ways of thinking, and have an identifiable core of disciplinary or instrumental knowledge.

All children will have access to our broad and balanced curriculum through termly topics and whole school AoLE project weeks. Health Education is taught through the Knowledge and Understanding



area of the curriculum. Sex Education is taught in the summer term of the Year 6 curriculum and is considered by the Governing Body to be an integral part of the School's Curriculum (refer to the school's policy for Sex Education).

The curriculum is enriched by visits to places of interest in the locality and also further afield, depending on the topic being studied. Visitors and outside organisations are invited to enthuse learners and support teachers during whole school project weeks.

Balance within the curriculum is achieved primarily through ensuring coverage of the range and skills outlined in the Foundation Phase documents and the Skills Based Curriculum at Key Stage Two. The range and skills have been mapped across whole school, phase and class projects and are organised into the proposed AoLEs. This provides a rich context for achieving the purposes of the curriculum.

5. Setting Targets and Raising Standards

Teachers and staff working directly with children hold the key to raising standards and it is upon them that the success of the school in raising standards ultimately rests. At Brynmill we have introduced procedures in order to measure our results against standard performance indicators – we undertake baseline assessment, monitor standards in Maths and English, analyse end of Key Stage data and standardised test results and monitor attendance levels.

Having evaluated our performance against both local and national averages, and scrutinised pupils' work and individual test results, targets for improvement are identified. We acknowledge that future developments are based on past achievements and these achievements must be evaluated before we move on. We have established therefore, a number of procedures in order to enable us, as a staff, to undertake internal evaluation of the school.

These include a system for monitoring and evaluating the outcomes of work in all subjects but with appropriate emphasis on English and Maths. We have established strategies in order to address under achievement raise expectations and improve standards. These include the embedding of procedures for tracking pupils' progress throughout the school.

Assessment test data is used to forecast children's achievement following the administration of commercial tests and teacher assessment at the end of the year. Its purpose is to raise standards by setting challenging but achievable goals for children, providing additional input, monitoring their progress closely in order to provide any additional help needed or to make adjustments to teachers' practice, ensuring we do all we can to enable children to fulfil their potential.



As a staff we have long concluded that the achievement of our children at the end of a key stage is a collective responsibility. Successful achievement is a result of our collective efforts and commitment at each school year from the nursery upwards. In order to fulfil the quantitative targets, we set for end of Key Stage results we realise that there are implications for each year group. As a consequence, quantitative targets are devised which set out what we would like our children to achieve year-on-year. End of year summaries are used to inform future planning in order to further raise standards.

6. Teaching and Learning

Pedagogy is about more than 'teaching' in the narrow sense of methods used in the classroom. It represents the considered selection of those methods in light of the purposes of the curriculum and the needs and developmental stage of the children and young people.

(Successful Futures, 2015)

At Brynmill, we acknowledge that a number of factors affect the quality of teaching and learning. In order to enable our teaching to be effective and to meet the developmental stages of our children, we have agreed guidelines in a number of key principles and practices. These key principles ensure that we continue to raise standards of achievement in our school.

Teaching Strategies

The achievement of high standards is dependent upon the quality of teaching. In Brynmill, good quality teaching includes various styles: subject and methodological expertise; sound classroom craft skills; an understanding of the social and psychological factors that influence learning; and the ability to excite and inspire children to want to learn and to be able to learn independently.

The teaching methods selected must be appropriate and combine theoretical and practical knowledge and skills with fine judgement about what is required to promote effective learning in particular contexts and cater for the needs of all children.

What does teaching and learning look like in Brynmill?

- maintains a focus on the core purposes of the curriculum
- encourages children to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
- employs a range of teaching strategies including direct teaching
- employing a blend of approaches including those that promote problem solving, creative and critical thinking
- sets tasks and selects resources that build on previous knowledge and experience and engage interest
- creates authentic contexts for learning
- employing assessment for learning principles
- ranges within and across Areas of Learning and Experience
- reinforces cross curricular responsibilities and gives opportunities to practise them
- encourages children to take increasing responsibility of their own learning
- supports social and emotional development and positive relationships
- encourages collaboration

7. Planning

Our curriculum is organised into year group termly topics that are mapped across the school to ensure a broad range of experiences are experienced by the children. It also includes whole school projects that link directly to an AoLE and offer teachers fresh opportunities to plan and provide interesting and challenging learning experiences for our children.

Long Term Planning

The **AoLE** range maps provide an overview of each area of learning across the whole school, in order to enable teachers to ensure continuity and progression within each AoLE and across the full curriculum. They outline topics, National curriculum KS2 (NC) / Foundation Phase Framework (FPF) coverage, which provides an overview of the context for the teaching and learning of the skills and the range for the academic year.

Mid Term Planning



The skills and range outlined in each of the AoLE maps have been grouped together to form a termly topic map which includes the NC and FPF range and skills to be taught. These maps are then shared with parents and the school community to promote positive home school links.

Children are at the heart of the planning process and drive the learning forward in Brynmill. A number of strategies are used to harvest their ideas as to what they would like to learn, what they would like to find out and activities to complete during the topic. These ideas are captured by the teacher at the start of a topic in order to provide authentic, relevant and engaging learning experiences and these are added to the topic maps for reference during weekly planning.

Short Term Planning

Teachers short term planning is informed by the needs of the children (identified through formative assessment), pupil voice, topic and AoLE whole school project weeks. Short term planning duration is flexible depending on the overall focus e.g. Enterprise week (which is a whole school project) lasts for between two weeks to three weeks to provide children with a deeper, more satisfying and relevant educational experience. Teachers break down the skills and range into Learning objectives, which are communicated to the children, so they will understand what they are aiming to achieve. Activities will be outlined, differentiation specified to achieve the learning of all pupil regardless of learning needs.

Teachers and additional adults evaluate the impact on learning through various reflective approaches and encourage children to take an increasing responsibility of their own learning through strategies such as self/peer assessment. Pupil voice and additional adult reflections are included on weekly planning reflections to assess the children's achievement within the learning. This will be used to inform future planning for example, it will indicate which individuals or groups require consolidation work and which will be ready to move on, or it may be used by the teacher to reflect upon the choice of teaching strategy.

8. Resources

Resources are purchased in order to enhance teaching and facilitate learning, following audits by Developers. Resources are costly and will always be looked after by both teachers and children. All children will have access to all the resources which they require. Resources need to be deployed effectively. With good planning resources can be shared across the school. The nature of the activity and the number of children engaged in it will determine, to an extent, how resources are deployed. Within each class, children will know where everything is kept and will, from the Lower Foundation Phase upwards, be taught to collect resources as they are required, use them properly and return them after use. In this way we are more able to foster independence and responsibility from the very beginning.

**9. Classroom Organisation**

A well-organised, neat and efficient classroom indicates a well-organised teacher. The environment should be appropriate to the age of the children. Where possible, activities should be sited with the necessary resources at hand. For example, painting activities near the sink area and reading activities near the carpeted area. Attractive displays of children's work which are cross-curricular, reflecting the learning which is taking place in the classroom and the current theme will provide a stimulating environment.

Interactive teaching displays will also be utilised – again reflecting the current work being undertaken. Each class will have routines which are familiar to the children who should be comfortable with the pattern of the school day and know what is expected of them. They will follow the organisational strategy employed in the classroom and know at the beginning of each day which tasks they are expected to complete. They will know at any time what to do next. All tasks will be purposeful and will present an appropriate challenge. All children will be encouraged to evaluate and reflect on the outcomes of their tasks.

10. Language

We recognise that many of our children enter school with limited English language and literary skills. From the outset we acknowledge what the child brings with him/her to school and use this as our starting point as to what the child can do. It is our policy to build upon the skills already acquired and to foster a love and appreciation for all aspects of the English and Welsh languages. We plan to achieve this by providing a happy, secure and stimulating environment, one in which every child experiences the pleasure of success. Language is central to the process of teaching and learning and it is the right of every child to become fluent, articulate and confident users of language in a

variety of situations for different purposes and audiences. Every subject in the curriculum provides an opportunity for children to develop their skill of oral and written communication and teachers seek to maximise these opportunities for the benefit of all pupils.

11. Organisation for Learning

Many forms of pupil groupings have a part to play in the teaching and learning process. Flexible organisation is called for and groupings will need to reflect the range of particular activities and be fluid with a mixture of:

Classwork



Groupwork/collaborative work

Individual work

Paired work

It is important that groups should actually work together on a common project or activity in order for learners to have the opportunity to:

Share ideas

Co-operate

Collaborate

Listen to each other

Discuss and interact

Appreciate the contribution made by others

Evaluate and reflect

Groups may be:

Interest groups

Ability groups

Mixed ability groups

Friendship groups

Randomly selected groups

Teachers will identify at the planning stage what each group will do and the teaching methods to be used.

Differentiation

Differentiation is the planning and organisation of work to ensure that individual children's needs are met through the provision of purposeful and challenging learning experiences. In order to effectively meet the needs of all children the teacher will need to work closely with the Inclusion co-ordinator/ALNCO, to take into account children's IEPs when planning learning activities. Teachers will ensure that resources are provided to support differentiated work, both commercially produced and teacher-made. They will make effective use of the strategies by which differentiation is achieved:

- By result/outcome



- By task / success criteria
 - By support
 - By interest
 - By time
 - By records
 - By organisation
 - By expectation

Special Educational Needs

Many children have special educational needs at some time during their school life. The school meets the needs of these pupils through careful planning and the effective use of the differentiation strategies outlined. The provision made for individual pupils described in their Individual Target Books, (which contain their IEPs) which specify learning objectives and practical activities which help the child to make progress in small, achievable steps. Careful records are maintained for children who are included on the school's ALN register and these form the basis for monitoring their achievements and keeping parents informed about their progress.

The school's SENCO/Support staff work to provide additional help for those pupils with learning difficulties as identified by the school and via the LEA's annual SEN reading survey. The ALENCO teacher liaises closely with the class teacher to plan the provision according to the targets identified in the IEPs. Parents are kept fully informed.

Curriculum Monitoring

Co-ordinators Role

The co-ordinator will assist staff by:

- providing advice
- co-ordinating staff requests for resources
- monitoring resources
- planning and leading INSET activities
- Scrutinising Planning
- Monitoring standards achieved by children in each year group through work scrutiny
- Talking to children
- Staff feedback



Monitoring and review

This policy will be monitored and reviewed in line with school's policy review cycle.

Policy approved by Curriculum Committee in

Policy Ratified By Governors on -----

This policy will be reviewed in -----

Signed: -----
Headteacher

Signed: -----
Chair of Governors

C Nicholas. October 2018