

Penygarn Community Primary School

Curriculum Policy

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also 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 dear 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 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, information technology;
- 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 respect differences in people's race, culture and customs of be able to live and work co-operatively with others.

All of the above values, aims and objectives sought to meet the purposes of the curriculum for Wales, to help children and young people develop as:

- 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.

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. Our medium term plans are generated and supported by the use of the Cornerstones Curriculum resource.

Our short-term plans are used by teachers 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, the resources and activities we are going to use in the lesson.

We adopt a thematic approach to curriculum planning developing a holistic curriculum where more than one area of learning may be linked however, maintaining a heavy focus on literacy, numeracy and digital competency. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Foundation Phase outcomes and National Curriculum attainment targets, and there is planned progression in all curriculum areas and the basic skills. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

Children with Additional Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

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, always provide additional resources and support for children with special needs.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the schools 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 from Reception to Year 2 meets the requirements set out in the revised Curriculum at the Foundation Phase. Our curriculum planning focuses on the Foundation Phase Outcomes and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the FP classes builds on the experiences of the children in their pre-school learning (Nursery). We aim to do all we can to build positive partnerships with the variety of other nurseries and other pre-school providers in the area.

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. The Reception Baseline test is also carried out during the first term. 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.

Skills

In our school we aim to develop the children's literacy and numeracy skills as set out in the Literacy & Numeracy Framework (LNF). Through the teaching of foundation subjects we ensure opportunities to develop the skills taught in English and maths lessons are planned for. We also seek to develop the following key skills:

- communication;
- application of number;
- information technology and
- thinking.

Through our long and medium term 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. We believe 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, 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 project, 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.

The role of the Curriculum Leadership Teams

The role of the Curriculum Leadership Teams is to:

- provide a strategic lead and direction for the all areas of learning & experience (AOLE);
- support and offer advice to colleagues on issues related to the AOLES;
- monitor pupil progress in specific subjects within the AOLES;
- provide efficient resource management for the AOLES.

Each Curriculum Leadership Team is made up of at least 2 members of staff. Each member of staff will have a responsibility for overseeing a specific subject within the areas of learning and experience. The school provide non-contact time each term, so that they can carry out the necessary duties involved with their

role. It is the role of each Curriculum Leadership Team to keep up to date with developments in their AOLE, at both national and local level. They review the way the subjects within the AOLE are taught in the school and plan for improvement. This development planning links to whole-school objectives. Each Curriculum Leadership Team reviews the curriculum plans for their AOLE, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The Curriculum Leadership Team also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

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 in its bi-annual cycle of review and development. We have named governors for literacy, numeracy, ICT and Special Needs. The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.

The Deputy Head teacher (Curriculum) is responsible for the day to day organisation of the curriculum. The Deputy Head teacher monitors the medium and short term planning for all 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.