

Gwenfro Community Primary School



Curriculum Policy 2017/2018

Agreed by the Governing Body:

Review date: February 2017

Signed:

Chair of Governors:

Introduction

The school curriculum at *Gwenfro Community Primary school* is balanced and broadly based and prepares our pupils for the opportunities, responsibilities and experiences of adult life.

The Foundation Phase areas of learning apply to 3 to 7-year-olds and the National Curriculum subjects apply from year 3 and include statutory curriculum requirements;

- religious education for all registered pupils at the school
- collective worship for pupils
- sex education
- personal and social education;

Responsibility for the curriculum is shared between the head teacher, the governing body, the LA and the WG.

The school curriculum is an entitlement for all pupils, with all included.

The organisation of the Curriculum

Our school's curriculum includes 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 Foundation Phase Framework and National Curriculum (including Literacy/numeracy Framework and Digital Competency Framework), but also the various extra-curricular activities that the school organises in order to enrich the children's experience.

It also includes the 'hidden curriculum' - what the children learn from the way they are treated and expected to behave.

We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

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 and ICT
- to enable children to be creative and to develop their own thinking
- to teach children about the developing world, including how their environment and society have changed over time
- to help children understand Britain's cultural heritage
- to promote the Welsh language and Curriculum Cymreig
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society
- to enable children to be positive citizens
- to fulfil all the requirements of the National Curriculum and the Religious Education Syllabus
- to teach children to have an awareness of their own spiritual development and to distinguish 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 live and work cooperatively with others.

The Foundation Phase curriculum

At Gwenfro Community Primary school children commence school in the September following their 3rd birthday.

The curriculum that we teach meets the requirements set out in the Framework for Children's Learning for 3 - 7 year olds in Wales.

The Foundation Phase curriculum is planned as a progressive skills based framework that spans four years (three to seven years) to meet the diverse needs of our children, including those who are at an earlier stage of development and those who are more able.

Children move on to the next stages of their learning when they are developmentally ready and are challenged through activities which promote discovery and independence. There is a greater emphasis on using the outdoor environment as a resource for children's learning.

Our curriculum planning focuses on the skills, as set out in the documents, and on developing children's practical experiences. Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities.

Teaching in the Early Years builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various pre-school providers in the area.

We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

The Foundation Phase curriculum comprises the following seven Areas of Learning:

- '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'.

For each area of learning the educational programme sets out what children should be taught and the outcomes set out the expected standards of children's performance

In the Foundation Stage, we deliver the framework through a topic based approach to curriculum planning. The choice of topic is based on predictable interests that occur naturally from year to year and is developed according to the interests of the children.

As children learn new skills they are given opportunities to practise them in different situations and to reflect on and evaluate their work.

In all aspects of their development, children's own work is respected, valued and encouraged for its originality and honesty.

The Key Stage 2 Curriculum

National curriculum subjects

The National Curriculum subjects are:

- English,
- Welsh 2nd language,
- Mathematics,
- Science,
- Design and Technology,
- Information and Communication Technology (ICT),
- History,
- Geography,
- Art and Design,
- Music
- Physical Education.

The KS2 Curriculum

At KS2 we agree a long-term plan to deliver the National Curriculum. This indicates what topics and skills are to be taught each term, and to which groups of children. We review this long-term plan on a regular basis.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each subject using the National Curriculum, linking also to the LNF and DCF.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives and success criteria for each session, and to identify what resources and activities we are going to use in the lesson.

We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum.

In Key Stage 2, we teach the foundation subjects separately.

This means that, for example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term.

Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects.

The curriculum and inclusion

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted.

If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the ALN Code of Practice.

If a child displays signs of having additional needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation.

If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies in making an assessment.

We 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 school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school.

All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

Key skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Literacy;
- Numeracy;
- ICT;
- Personal and social education;
- Thinking skills.

In our curriculum planning, we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

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 advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time each term, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels.

They review the way in which 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 the subject, ensures that there is full coverage of the Foundation Phase Framework skills or National Curriculum as appropriate, and sees that progression is planned into schemes of work.

The subject leader also keeps a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

Assessment

At the end of the Foundation Phase (Year 2), teachers will use the Foundation Phase Outcomes to make an assessment of each child by means of teacher assessment.

Outcomes of the numeracy and literacy tests will also be reported. The school reports pupils' end of key stage national curriculum assessment results, literacy and numeracy test results and assessments (Year 2 - 6) to parents at the end of each Summer term, and publishes whole school results in its prospectus and the governors' annual report.

The school also supplies a set of disaggregated results reflecting outcomes not including data from the two Resourced Provision classes.

The WG also publishes national analyses of the results. Comparative Core Data sets and Fischer data is published annually. School uses these sets of data to analyse and compare outcomes with this range of data and predicted targets in order to set, monitor and evaluate future targets and outcomes.

Information about assessment at Foundation Phase and Key Stages 2 can be found in the 'Statutory Assessment Arrangements' booklet, published on the WG website each autumn. A summary is also contained in the booklets 'How is your child doing at Primary School?' which is published by the WG and sent to schools each Spring

Monitoring and review

Our governing body's curriculum committee is responsible for monitoring the way in which the school curriculum is implemented.

There is a named governor assigned to each subject. These governors liaise with the respective subject leaders, and monitor the way in which these subjects are taught.

There is also a named governor assigned to additional needs, who liaises with the ALN coordinator, and monitors the ways in which needs are addressed.

The headteacher is responsible for the day-to-day organisation of the curriculum. The headteacher regularly monitors the short term lesson plans for all teachers, ensuring that all classes are taught the full requirements of the Foundation Phase or National Curriculum as appropriate, and that all lessons have appropriate learning objectives.

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

This policy is reviewed in line with our school improvement cycle.