

# Ysgol Pontrobert Curriculum Policy

Cadarnhawyd gan y Corff Llywodraethol/ Policy approved by Governing Body: March / March 2014

Dyddiad / Date:

Llofnod Prifathrawes / Headteacher's signature:

Llofnod Cadeirydd / Chair's signature:

Dyddiad adolygu / Review date: Mawrth / March 2016

## **Introduction**

Our school's 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 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 seek the highest standards of attainment for all our children. We also 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.

## **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 children's uniqueness, we listen to the views of individual children, and we promote respect for diverse 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, and we organise our curriculum to promote inclusion, cooperation and understanding among 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 want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

## **Aims**

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 information and communication technology (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 Wales' cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multicultural society;
- to enable children to be positive citizens;
- 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 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.

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

Pupils in the Foundation Phase (3- 7 years) follow a structured, experiential curriculum based on seven areas of learning. These are:-

### **FOUNDATION PHASE AREAS OF LEARNING**

1. PERSONAL AND SOCIAL DEVELOPMENT, WELL BEING and CULTURAL DIVERSITY
2. LANGUAGE , LITERACY and COMMUNICATION SKILLS (WELSH)
3. MATHEMATICAL DEVELOPMENT
4. KNOWLEDGE and UNDERSTANDING OF THE WORLD
5. PHYSICAL DEVELOPMENT
6. CREATIVE DEVELOPMENT.

Pupils at KS 2 will study eleven national curriculum subjects plus Religious Education in the Primary School. These are:

### **CORE SUBJECTS:-**

1. MATHS
2. ENGLISH
3. SCIENCE
4. CYMRAEG

## **FOUNDATION SUBJECTS:-**

4. DESIGN TECHNOLOGY
5. HISTORY
6. GEOGRAPHY
7. WELSH
8. ART
9. MUSIC
10. INFORMATION COMMUNICATION TECHNOLOGY
11. PHYSICAL EDUCATION
12. RELIGIOUS EDUCATION.

The National Curriculum has been planned for two phases in the Primary School:-

FOUNDATION PHASE FOR 3 – 7 YRS AND KEY STAGE 2 FOR 7 – 11 YRS

The curriculum is delivered via a combination of approaches.

- cross curricular themes
- discrete subject teaching
- implementation of a variety of teaching and learning styles
- individual, group and class teaching.

### **The Literacy and Numeracy Framework**

From September 2013 the school has been planning activities around literacy and numeracy skills as outlined in the framework. All long term, mid term and daily planning is centred around these skills so that skills learnt in Maths and Language lessons will be used confidently in all other areas of the curriculum. The LNF is written as yearly outcomes and we aim to develop these skills according to the individual needs of the child.

### **Key skills**

#### **Thinking**

Thinking can be defined as planning, developing and reflection. These processes enable learners to plan their work, to develop and apply their ideas creatively and critically and to reflect on their learning, making links within and outside school.

#### **Information Communication Technology (ICT)**

ICT as a key skill is used to create and present information and ideas and to find and develop information ideas across the curriculum. In providing a range of opportunities to use ICT across the curriculum, pupils should develop a sense of audience for their work; increase competence and sophistication in their selection and application of IT resources to suit the task, audience and purpose.

#### **Planning**

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 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.

## **Each area of learning and subject has its own policy statement.**

### **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 have been consulted. If children have additional learning needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having additional learning 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 additional learning needs.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the ALN 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. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is 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.

### **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.

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 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 the subject, ensures that there is full coverage of the National Curriculum, 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.

### **Monitoring**

Our governing body is responsible for monitoring the way the school curriculum is implemented. There is a named governor assigned to special needs, who liaises with the ALN coordinator, and monitors the ways in which additional learning needs are addressed. The headteacher is responsible for the day-to-day organisation of the curriculum. The headteacher monitors the lesson plans, ensuring that 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 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.