Ysgol Gynradd Maes-y-Deri
Oaklands Primary School



Together Everyone Achieves More

Curriculum Policy

Policy on Curriculum

(see also Special Educational Needs)

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 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 their Welsh cultural heritage;

- 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 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, 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.
- Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic and the skills covered. Our planning is based on a mixture of national SoW i.e. QCA, collaborate cluster SoW and subject leaders SoW in conjunction with generic skills and subject specific skill ladders
- 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 for each session, and to identify what resources and activities we are going to use in the lesson.
- In the Foundation Phase we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and the 7 areas of learning. There is planned progression in all curriculum areas.
- 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 and skills.
- We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage.

The curriculum and inclusion (SEN & ALN)

- 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 SEN Code of Practice. If a child displays signs of having special 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 involving 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.

- We are committed to meeting the needs of any children that have a disability, just as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect from 2005. 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.
- Our SoW address the diversity of our society.

The Foundation Phase

- The curriculum that we teach in the Foundation Phase is based on the 7 areas of learning and on developing children's skills and 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 Foundation Phase 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.
- Each term in the Foundation Phase, the teacher will assess the skills development of each child, and record this Skills Ladder for the 7 areas of learning. This assessment forms an important part of the future curriculum planning for each child. (see Assessment Policy)
- 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.

Key Skills

- Key skills form an integral part of the makeup of all subject areas of the school's curriculum. These are not subjects in their own right but the tools needed to access areas of learning. All staff are responsible for helping pupils develop these skills. Opportunities to develop these key skills are identified in the teacher's planning. Along with creativity the Key Skills are:

- Communication Skills
- Mathematical Skills.
- Information Technology Skills.
- Problem Solving Skills. (Developing Thinking)
- Personal and Social Skills.

(See Key Skills Policy)

- In our curriculum planning, we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. (see Skills Ladders)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.

Cwricwlwm Cymreig

Pupils will be given the opportunity, where appropriate, to develop and apply their knowledge and understanding of the cultural and linguistic characteristics of Wales through all subject areas.

The role of the Curriculum team leader & 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 the SE and SDP. Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum and skills, and sees that progression is planned into SoW. 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. This is sometimes cluster based and is used for standardisation and moderation

Monitoring and review

- Staff and Headteacher undertake Monitoring, valuating & reviewing (see MER Timetable)
- There is a named governor assigned to each of the curriculum areas and take the opportunity to visit the school at designated times to monitor their areas. There is also a named governor assigned to special needs, who liaises with the SEN coordinator, and monitors the ways in which special needs are addressed.
- The headteacher is responsible for the day-to-day organisation of the curriculum.
- 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. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

Head Teacher: **C Wright**	C Wright
Chair of Governors: **H Wagner**	Helen F. Wagner.
Date adopted by Governors	**April 2015**
Planned review date	**March 2018**