

# MAENDY PRIMARY SCHOOL



## Curriculum Policy

September 2016

Next Review September 2017

Chair.....

Date:.....

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum)
- Education Act 2003

We have a duty to ensure compliance with the National Curriculum and with the application of the subject Programmes of Study and Attainment Targets; Framework for Children's Learning for 3 to 7 year olds in Wales/Revised POS for English and Mathematics 2014, and the Foundation Phase Framework 2015.

We believe we give all our children full access to National Curriculum, and we enable them to achieve the highest academic and personal standards of which they are capable, by providing them with challenges and the life skills that they need in order to take their place in society. We want all our children to succeed.

We provide for all children, a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development while preparing them for the opportunities, responsibilities and experiences in adult life.

We see the development of Literacy, Numeracy and Digital Competency as central to our curriculum work, balanced with Science and Technology, Humanities, Health and Well Being and Expressive Arts, (in line with the recommendations of Successful Futures; Prof G. Donaldson 2015). The experiences of the children will also be enriched by a range of planned extra-curricular activities.

We strive to provide a curriculum that all pupils will find enjoyable, with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured well ordered classroom environment.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

## Aims

- To provide a broad, exciting and challenging curriculum underpinned by the School Effectiveness Framework
- To provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens;
- To provide an environment that is fun, stimulating and challenging to all pupils.

- To promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- To equip children with a range of skills and a desire for lifelong learning.
- To work with other schools to share good practice in order to improve this policy.

## Responsibility for the Policy and Procedure

### Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum and religious education, and taught in according to the locally agreed syllabus;
- responsibility for ensuring the syllabus for religious education reflects Christianity and all main world religions;
- responsibility for ensuring a daily act of worship takes place for all pupils;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents, or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure compliance with the legal requirements of the National Curriculum and religious education;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
  - observing teaching and learning
  - planning scrutinies and book looks (RAG process)
  - discussions with pupils and members of the school council
- annually report to the Governing Body on the success and development of this policy.

## **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- annually report to the Governing Body on the success and development of this policy.

## **Role of the Subject Leader**

- There will be subject leaders identified for curriculum subjects.
- Each subject leader reviews progress of their curriculum subject and reports this to the Headteacher and other members of staff.
- Each subject has a subject evaluation and an action plan which forms part of the School Development Plan.

## **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- undertake careful planning of all areas of the curriculum, but will be encouraged to take time to react and to develop those unexpected moments which will further develop children's experiences;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- develop digital competency in subjects wherever possible;
- be encouraged to develop the curriculum by using the range of cultures that we have within the school;
- maximize learning opportunities by encouraging and developing parental involvement;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- use a range of teaching and learning styles to address the needs of all children;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

## **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- learn to take pride in their work;

- produce work of a high standard;
- be encouraged to bring in their own items and information, in order to enhance and to take ownership of a topic;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the 'Home School Agreement' and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform
- liaise with the school council;
- take part in questionnaires and surveys

### **Role of the School Council**

The School Council will be involved in:

- determining this policy with the *Governing Body*;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the *Governing Body*

### **Role of Parents (Parental involvement)**

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to become involved in curriculum development by helping in school, taking part in curriculum focus weeks, and by maximizing learning opportunities between home and school;
- be informed via termly newsletters of their child's topics;
- be made aware that they have the right to withdraw their child from all part of the religious education curriculum;
- be encouraged to take an active role in the life of the school by attending:
  - parents and open evenings
  - parent-teacher consultations
  - class assemblies
  - school concerts
  - fundraising and social events
  - coffee afternoons
- be encouraged to work in school as part of *Friends of Maendy*;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- have family holidays in holiday time;

- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

### Foundation Phase

There are 7 areas of learning - Personal and Social Development, Well-being and Cultural Diversity (PSD), Language, Literacy, Communication (LLC), Mathematical Development (MD), Welsh Development (WD), Knowledge Understanding of the World (KUW), Physical Development (PD), Creative Development (CD)

### KS2 National Curriculum Subjects 2014

There are 12 subjects - English, Mathematics, Science, Art & Design, IT, Design and Technology, Geography, History, Music, PE, RE, Welsh. These will be taught through the 6 Areas of Learning and Experience - Expressive Arts; Health and Wellbeing; Humanities; Languages, literacy and communication; Mathematics and numeracy; Science and Technology (as recommended by the Donaldson Review 2015).

### Key Skills

Throughout all planning key skills are integrated. The key skills cover Developing Thinking, Literacy, Numeracy, ICT and Curriculum Cymreig.

### Timetable

Class timetables provide details of time allocations to each subject. At times, the children are taught in mixed year groupings for some subjects due to timetabling issues or uneven cohort numbers.

### Planning

Long term plans indicate the broad objectives for each subject taught.

Medium term plans are planned over a half term's duration and contain the detail of the work to be covered with a progression of learning objectives.

Short term planning is carried out in detail for all core and foundation subjects using a standard format. This will include differentiation, LNF and ICT skills and bilingualism.

### Subject Policies

Policies are in place for all subject areas and are updated every three years.

### Monitoring

Standards will be monitored by:

- looking at pupils work
- subject observations
- pupil discussions

- audit of subjects
- scrutiny of planning
- quality assurance of teacher assessments
- general curriculum discussions

Monitoring will be undertaken by subject coordinators and members of the SLT.

### Topic Work

All subjects will be taught as topics/ theme with literacy, numeracy and digital competency throughout. Where subjects do not fit in with the topic/ theme they are taught discretely.

### Educational Visit and Visitors

- We actively encourage educational visits, on a termly basis, to link in with topic work.
- Invited speakers and workshops will enhance the experiences of the children.

### Equal Opportunities

- We aim to promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- We look for ways to encourage both boys and girls in all subject areas.
- By careful monitoring we encourage those underachieving in certain areas.

### Special Needs

Teachers' planning caters for the wide ability range by including differentiated opportunities in order for all children to make progress. LNF skills are planned for the year above and below to ensure all children access the appropriate literacy and numeracy skills.

### Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

### Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - National Curriculum programmes of study and attainment targets for all subjects/ Foundation Phase Areas of Learning and Outcomes
  - LNF and Digital Competency
  - teaching and learning
  - planning
  - assessment
  - key skills
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.