

Curriculum Policy

1 Introduction

- 1.1 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.

2 Values

- 2.1 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.

- 2.2 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.

3 Aims and objectives

- 3.1 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 their developing world, including how their environment and society have changed over time;
 - to help children understand our country's cultural heritage;
 - to enable children to be positive citizens in society;

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- to fulfil all the requirements of the National Curriculum, Literacy and Numeracy Framework 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 be able to live and work co-operatively with others.

4 Organisation and planning

4.1 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.

4.2 With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

4.3 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. We also include assessment for learning opportunities, this will inform future planning.

4.4 In the Foundation Phase we follow the we plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Foundation Phase framework for teaching 3 to 7 year olds in Wales. Activities and lessons are planned specifically in order to ensure progression in the outcomes across all areas of learning.

4.5 At Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects and we teach these subjects separately. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

5 Children with special needs

5.1 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.

5.2 In accordance with the Code of Practice for Additional Learning Needs we are in a situation where we are able to recognise any problem that could impair a child's development in the Nursery and Reception class.

Through the class teacher and the ALN co-ordinator working together, we are able to set targets to be met in class. Our aim is to prepare an early programme in order to address any problem before early on and to ensure appropriate activities for the more able and talented pupils.

The class teacher monitors the progress of every child and any problem that arises is noted. Teachers differentiate work according to each child's individual needs. Differentiation will be taken into consideration for tasks, resources and any materials needed. This differentiation is reflected in the schemes of work as

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well as the short and midterm planning. Through thorough planning, assessment and revision and through monitoring each child's progress the teachers can see which children have a learning difficulty if:
they have significantly greater difficulty in learning than the majority of children of the same age;
they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Individual Education Plans (IEP) will be prepared for specific needs; these will contain targets that children with additional needs can achieve. These targets will be aimed at communication skills, literacy, mathematics, behaviour and social skills.

The class teacher refers the child to School Action of the Code of Practice. The teacher and the SENCO (Additional Needs Co-ordinator) work together to set individual targets for the pupil and the parents are consulted.

If the problem is not solved by following the steps in School Action, then the child will move on to School Action +. The school will consult and work with LEA support services. Such services can include Speech and Language therapists, Educational Psychologists.

The child's progress is reviewed at least once a term. If the progress is not satisfactory and continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. A range of written evidence about the child will support the request. Outside agencies are called upon if assessment, advice or further assistance is needed. The LEA then considers whether a statement of Special Educational Needs is needed.

Children who have a statement of Special Educational Needs can receive their education at Ysgol Mynydd Bychan. The LEA will provide additional support. The school and the LEA work as a partnership to implement an Individual Education Plan.

If a child has a special need, our school does all it can to meet these individual needs.

6 The Foundation Phase

- 6.1** The curriculum that we teach from Nursery through to Year 2 meets the requirements set out in the Foundation Phase Framework for 3 to 7 year olds.. Our curriculum planning focuses on developing children's skills and experiences, as set out in this document.
- 6.2** Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in the Nursery. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.
- 6.3** During the children's first term in the Nursery and Reception class, the teacher undertakes a Foundation Phase Profile 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.

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- 6.4** 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.

7 Key skills

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

- communication;
- number;
- information technology;
- thinking

- 7.2** In our curriculum planning we highlight these skills including the literacy and numeracy skills that are being covered and assessed, 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.

8 The role of the subject leader

- 8.1** The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

- 8.2** The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. 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 their subject, ensures that there is full coverage of the National Curriculum and the Literacy and Numeracy Framework and that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at the end of the Foundation Phase and key stage 2 and to give examples of expectations of attainment.

9 Monitoring and review

- 9.1** 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.

- 9.2** 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.

- 9.3** The headteacher is responsible for the day to day organisation of the curriculum. The headteacher monitors the weekly lesson plans for all teachers,

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ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

- 9.4** 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.

Signed:

Date: