



Pentyrch Primary School Ysgol Gynradd Pentyrch

“Learning and Growing Together”



“Dysgu a Thyfa Gyda’n Gilydd”

Curriculum Policy

2017

Last Revision Date –June 2017
Next Review Date- June 2020



Curriculum Policy

Aims

1. At Pentyrch Primary School we strive to promote an inclusive system. We are committed to working for quality and equality of opportunity.
2. The pupils, parents/ carers, staff, governors and community work together to create a happy, stimulating, inspirational and safe environment in which all pupils are motivated and encouraged to become independent learners, capable of achieving the success they deserve. We aim to encourage the moral, social, intellectual, emotional and cultural development of each and every pupil. For this to happen, we realise that our pupils must be valued and given the respect they deserve. They are encouraged to take responsibility for their own actions, to be tolerant of others and to care for the environment in which they live. We recognise that we are all individuals who learn in different ways, therefore teaching and learning will be of a high standard involving a variety of approaches, ensuring everyone reaches their full potential, including vulnerable groups.

The Ethos and Values of the School

3. This ethos includes:
 - a high expectation of all learners whatever their ability;
 - a recognition of the value of what pupils can bring with them from their homes;
 - recognising the entitlement of all learners to equal access to a broad and balanced curriculum;
 - an understanding of learning as an active and life-long process;
 - developing personal and moral values, respect for religious values and an understanding of other races, religions and ways of life;
 - understanding the world in which they live and the interdependence of individuals, groups and nations;
 - appreciating achievements and aspirations;
 - understanding the major cultural and historic factors which have shaped Wales;
 - a desire to create an atmosphere of mutual respect within the school;
 - a belief that parental/ carer involvement is an essential tool of child development;
 - a desire to forge links between the family, the school and the wider community, including the religious community and industry;
 - an understanding of the importance of sustainable development and global citizenship.

THE SCHOOL'S CURRICULUM POLICY

4. At Pentyrch Primary School the curriculum is planned to engage the following principles.
5. The school's curriculum will:
 - achieve high standards in personal and social development and in academic progress, fostering spiritual, moral, cultural, intellectual and physical development;
 - match suitable experiences and opportunities to the development of each pupil;
 - support the less able and extend and challenge the more able;



- ensure that pupils with special and additional learning needs have full access to all aspects of the curriculum;
- be delivered in an appropriate, interesting and stimulating way; give breadth, depth and progression in each subject;
- widen horizons, develop an appetite for learning and prepare pupils for full, responsible and happy lives;
- give pupils a wide range of ICT skills to enable them to take full advantage of modern technology;
- provide a stable, supportive and rich learning environment;
- provide equal opportunities for all pupils irrespective of gender, race, ethnic origin, disabilities, social class or religion, to reach their full potential recognising different skills and abilities of individuals and groups;
- provide pupils with key skills in numeracy and literacy, to enable them to become independent learners;
- encourage and enable pupils to carry out self evaluation and target setting in respect of their own work;
- provide pupils with the skills and aptitude to use Welsh to the best of their ability;
- provide teachers and parents/ carers with accurate information regarding attainment and progress and assess what the next stage of learning will be;
- foster links between family, school and the wider community, including industrial links.

6. The pupils will:

- develop lively, enquiring minds with the ability to question and reason rationally;
- set targets for improvement and evaluate their own progress;
- apply themselves to tasks and physical skills;
- develop their thinking skills, literacy, numeracy and ICT to maximise their learning potential;
- work hard, taking pride and delight in their achievements;
- develop skills, knowledge and flexibility which will enable them to adapt successfully to the demands of a rapidly changing society;
- be both secure and positive in their attitude towards school and therefore attend regularly and punctually;
- be sensitive to the needs of others;
- be encouraged to participate in extracurricular activities which will enhance their whole personality;
- value people for who they are and what they can do;
- have a caring attitude towards their environment and strive to make a positive contribution to sustainability and global citizenship;
- have a secure sense of the place of the Welsh language and culture in Wales, in Britain and in Europe;
- understand the nature of the multicultural society;
- take up positions of responsibility in the school such as being a School Councillor, Prefect, House Captain, Eco School member or Criw Cymrae Team member, enabling them to make a positive contribution to school life.

Curriculum Planning

7. At Pentyrch Primary we plan our skills based curriculum to meet the statutory requirements set out in the Foundation Phase Framework for Children's Learning and the National



Curriculum. We plan as far as possible using the thematic approach however if a subject does not fit into the theme then we teach it discretely. Much of our maths and science are taught discretely. Co-ordinators are responsible for writing SOW and Policies.

8. Schemes of work will;
 - meet statutory requirements
 - determine coverage and progression of skills
 - provide support and resources for members of staff
 - make reference to skills based learning
9. A curriculum map highlights thematic approaches and other subjects which need to be taught discretely. Curriculum letters are given to parents/ carers each term and can be found on the school website. Weekly planning highlights the learning objectives, outline of lesson, differentiation, key skills and evaluations.

Curriculum Policies

10. These are written by the subject leader and in conjunction with other staff.

The role of Subject Leader

11. As mentioned previously, the subject leader will write the policy and SOW for their subject. Additionally their role will include:
 - advice for teachers of current methodology in the teaching of their subject
 - enhance learning and fulfil the objectives set out in the SIP
 - undertake classroom observations and monitor pupils' books
 - provide feedback to teachers following observations or "listening to learners".
 - undertake an annual self-evaluation process which will be recorded along with subject action plans in the SIP.

Time Allocation

12. At Pentyrch Primary we:
 - ensure adequate time is provided for each subject
 - identify opportunities for developing key skills
 - include activities which will enhance learning
 - ensure an inclusive curriculum
 - allow sufficient time for pupils to develop skills and knowledge in areas which are not linked to specific subjects e.g. Welsh Week, Eco Day, World Book Day and Internet Safety Day.
 - recognise the importance of PSE in the curriculum (through Circle Time sessions).

Skills across the curriculum

13. All teachers at Pentyrch Primary School encourage children to use their thinking skills in all subject areas.



- a Planning
- b Developing
- c. Reflecting

13. Opportunities will also be provided for pupils to use their communication, numeracy and ICT skills, to work with others, to improve their learning, to solve problems and to consolidate their learning across the curriculum.

Bilingualism

14. Pupils are encouraged to use the Welsh language throughout the curriculum areas. They respond to instructions in Welsh and reply to the teachers in age appropriate manner. Pupils are also encouraged to use Welsh with their peer groups to reinforce learning and to make Welsh a natural part of the day. Criw Cymraeg encourage the speaking of Welsh across the school.

COMMON REQUIREMENTS

15. We aim to provide opportunities to enable pupils to develop and apply COMMON REQUIREMENTS through their study of all National Curriculum subjects. Teachers will determine the number and range of such opportunities and link them to schemes of work. The common requirements are:

Cwricwlwm Cymreig

16. Pupils will be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales (see Cwricwlwm Cymreig and Welsh Bilingualism Policy).

Developing Communication Skills across the Curriculum

17. Pupils should be given opportunities to develop and apply their skills of speaking, listening, reading, writing and expressing ideas through a variety of media.

Developing Number across the Curriculum

18. Pupils should be given opportunities to develop and apply their knowledge and skills of number, shape, space, measure and handling data.

Developing ICT across the Curriculum

19. Pupils should be given opportunities to develop and apply their ICT skills to obtain, prepare, process and present information and to communicate ideas with increasing independence.

Developing Thinking across the Curriculum

20. Pupils should be given opportunities to develop and apply their skills of asking appropriate questions, making predictions and coming to informed decisions.

Creativity



21. Pupils should be given opportunities to develop and apply their creative skills, in particular the development and expression of ideas and imagination.

Personal and Social Education

22. Pupils should be given opportunities to develop and apply attitudes, values, skills and knowledge and understanding relating to PSE.

Implications for Classroom Organisation

23. The implications for classroom organisation are:
- Resources, including consumables, should be clearly labelled and easily available for use by pupils.
 - Timetable should be on display or in planning files for the benefit of supply teachers, visitors and pupils.
 - Termly planning files should be accessible in classrooms.
 - Classroom sanctions should be displayed in classrooms and reference should be made to them from time to time.
 - Pupil targets should be accessible within the classroom.

Evaluation of the Effectiveness of the Curriculum

24. There are a number of external measures which can be used to measure the effectiveness of the curriculum. These are:
- Estyn Inspection
 - CSC Reports
 - National Curriculum Attainment Data
 - Benchmarking Information
 - Standardised Assessments (NFER)
 - LA Data
 - WAG Family of Schools Data
25. The school will also evaluate its curriculum to meet the demands of new statutory obligations. There is also a vigorous process of self evaluation carried out each year by the subject leaders. The self evaluation involves discussions between teachers and subject leaders about the current curriculum. Modifications are undertaken should the review deem it necessary. The process involves targets being set in each subject or aspect.

Special Educational Needs

26. The school has an SENCo who liaises closely with all class teachers and monitors the progress of pupils who are not working at an age appropriate level. They are also responsible for compiling the SEN register and provision map.

The Role of the Teaching Assistant

27. Teaching Assistants receive full instructions from teachers and are aware of the learning objectives for each lesson they are involved in. They are involved in assessing pupils' work and provide teachers with important information regarding pupils' progress and attitude.



The Role of Experiential and Experimental Learning

28. We firmly believe that pupils benefit from experiential and experimental learning. A wide range of opportunities are provided for pupils to learn from. Pupils from all years are involved with the local community, learning from external providers through educational visits and links with industry.

Homework

29. Homework is set on a weekly basis and reinforces work covered during the week. Often linking to topic based work.

Parents/ Carers and the Curriculum

30. Parents/ carers have an important role to play in their child's education. Parents/ carers will be asked to support learning by:
- Listening to their child read books sent home by the school
 - Be involved in home/ school projects
 - Attend parent evenings to receive an up date on their child's progress
 - Inform the school of any issues which could affect their child's progress
 - Attend curriculum and induction meetings
 - Take an interest in their child's curriculum map, thereby being aware of what is being studied during the course of that year.

Extra Curricular Activities

31. Extra curricular activities provide opportunities for pupils to consolidate skills they have learned in formal lessons and also to have experience of a wider range of activities which develop new skills, confidence and self-esteem.
32. Sporting clubs include dance, netball, athletics, tennis, badminton and cricket. Other clubs which have run on a rotation are sewing club, Choir, Mad Science, Arts and Crafts and Welsh Club.
33. We operate an Equal Opportunity Policy in respect to our extra-curricular activities. Pupil success is celebrated in a number of ways including a weekly Celebration assembly, weekly home/ school newsletters and via the school website and Contact Parents app.

Governors and the Curriculum

34. Governors will be informed of the standards achieved by the pupils by means of the School Improvement Plan. Governors will be given opportunities to link with year groups and become aware of curriculum planning and implementation. They will support the school in its setting of improvement targets. Additionally they will be involved in determining which major targets are to be included in the School Improvement Plan.
35. Governors will be fully informed of the resources needed to implement the major targets of the SIP and be asked to give approval for the finances to be put in place to fulfil the target.



Conclusion

36. At Pentyrch Primary we intend to make the curriculum stimulating, creative, relevant and suitable for a wide range of abilities. The curriculum will equip pupils with the skills necessary to be active, lifelong learners. It will also encourage pupils to respect cultural and racial differences enabling them to live and work harmoniously in a culturally diverse Wales. Our school recognises the importance of parents/ carers, governors, pupils, teachers and the community working together. Parents/ carers and governors support the school in developing an appropriate curriculum. By working together we **can** provide the best possible start for every child.

This policy will be reviewed regularly by staff, Headteacher and Governing Body (through the Standards, Performance and Curriculum Committee).

Signature of headteacher: Date:

Signature of chair of governors: Date: