

YSGOL GYNRADD



## Curriculum Policy



# **Ysgol Gynradd Albert Primary School**

## **Curriculum Policy**

At Albert Primary School we believe that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability or background.

The taught curriculum is comprised of The Foundation Phase Framework, The National Curriculum (Curriculum 2008), the Literacy and Numeracy Framework (LNF) and the wider curriculum. We ensure the children have a range of learning experiences that inspire, challenge, engage, stimulate and promote thinking and learning.

### **The Foundation Phase Framework and the National Curriculum (2008)**

#### **Foundation Phase.**

Pupils from Nursery to Year 2 follow the Foundation Phase curriculum. The Foundation Phase is based on the principle that early years' provision should offer a sound foundation for future learning through a developmentally appropriate curriculum. It places great emphasis on children learning by doing and experiential learning. Young children are given opportunities to gain first hand experiences through carefully planned structured play and active involvement. They are given time to develop their speaking and listening skills and to become confident in their reading and writing abilities.

Mathematics is practical so that children can see how problems are solved and how important mathematics is in their everyday lives. There is an emphasis on children understanding how things work and on finding different ways to solve problems. The Foundation Phase Framework promotes the provision of learning experiences and opportunities both indoors and outdoors.

The foundation Phase Framework is divided into seven areas of learning:

Personal and Social, Wellbeing and Cultural Diversity; Language, Literacy and Communication Skills; Mathematical Development; Welsh Language Development; Knowledge and Understanding of the World; Physical Development and Creative Development. Provision also has to be made for the teaching of R.E.

Learning experiences are provided for through;

Continous Provision, Enhanced Provision and Focused Activities (See Appendix 1), both indoors and outdoors.

#### **Key Stage 2.**

##### **The National Curriculum (2008)**

Pupils from Year 3 to Year 6 (what we often still refer to as 'The Juniors') follow the National Curriculum for Key Stage 2. This is a framework used by all maintained schools to ensure that teaching and learning is balanced and consistent.

The purpose of the National Curriculum is to identify the skills for each subject and the range of contexts, opportunities and activities through which these skills should be developed and applied. The content has also been updated to ensure relevance to the twenty-first century and manageability for learners and teachers.

The National Curriculum consists of 11 subjects, which all children must study during their time at school:

#### **Core Subjects**

English

Mathematics

Science

## Foundation Subjects

Information Technology

History

Geography

Art

Music

Physical Education

Design and Technology

Welsh

Within the framework of the National Curriculum, schools are free to plan and organise teaching and learning in the way that best meets the needs of their pupils.

## The Literacy and Numeracy Framework (LNF)

The Literacy and Numeracy Framework sets out to help teachers identify and provide opportunities for learners to apply numeracy and literacy skills in all subjects across the curriculum. It helps determine learner progress in numeracy and literacy and what the next steps should be. The LNF provides for continued development, clearly setting out annual expected statements in numeracy and literacy and progression indicators for learners with additional learning needs.

The implementation of the LNF became a statutory curriculum requirement from September 2013 and assessment against the LNF became a statutory requirement from September 2014.

Albert Primary School is committed to providing opportunities for all its pupils to develop the ability to use these skills effectively in all areas of the curriculum and to cope confidently with the demands of everyday life and lifelong learning.

The curriculum at Albert Primary School meets statutory requirements and has been developed through whole school involvement to ensure that:

- The curriculum focuses on the learner;
- The curriculum ensures that appropriate skills are woven throughout the curriculum;
- There is an increased focus on skills;
- The curriculum focuses on continuity and progression 3-19, by building on the Foundation Phase
- The curriculum is flexible;
- The curriculum supports Government policy, including: bilingualism, Curriculum Cymreig, equal opportunities, food and fitness, sustainable development and global citizenship, and entrepreneurship;
- The curriculum continues to deliver a distinctive curriculum that is appropriate for Wales.

## Areas of the Curriculum

The school curriculum comprises the following areas:

- The LNF
- Foundation Phase; (Ages 3 - 7 years)
- Skills Development
- National Curriculum 2008; (Ages 7 – 11 years)
- Personal and Social Education

- Sex education
- Entrepreneurship
- Religious Education.

## Aims

We aim to:

- Create a happy, safe and caring school environment.
- Help us help ourselves learn.
- Develop independent learners through the application of skills across the curriculum.
- Raise awareness of education for sustainable development and global citizenship.
- Promote high standards in reading, writing and number through the LNF.
- Allow children to develop a knowledge of themselves in time and space.
- Enable children to acquire knowledge and skills in Science, Technology, Engineering and Maths.
- Enable children to be confident in the use of ICT.
- Promote spiritual development.
- Promote physical and mental development and an awareness of the importance of a healthy lifestyle.
- Enable children to be aware of the importance of, and participate in, the Arts and culture.
- Foster an enjoyment and understanding of the Welsh Language and heritage.
- Enable pupils to develop moral sensibility through carefully taught values.
- Develop the personal and social skills of each child.
- Provide equality of access and the opportunity for all pupils to make progress.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To develop links with industry, commerce and the community to enrich the curriculum.
- To develop the partnership between the family, school and the wider community
- To develop an environment within which teaching and non-teaching staff, school governors, LA/Consortium colleagues and parents can work together in the best interests of the children towards the achievement of these aims.

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning along with high expectations and a commitment to learning and achieving.

Through the provision of rich and varied activities, we aim to:

- Encourage the best possible progress and the highest attainment for all pupils.
- Enable pupils to make connections across different areas of learning.
- Help pupils to think creatively and solve problems.
- Develop pupils' capacity to learn and work independently and collaboratively.
- Enable pupils to respond positively to opportunities, challenge and responsibility.
- Enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

## The organisation of the curriculum

Children

- The curriculum is taught through our personalised, **ICE COOL** Curriculum (Inspire, Challenge, and Engage through Creative Opportunities for Outstanding Learning). Discrete subjects will be taught where relevant
- Units of work (Topics) are planned using the Foundation Phase Framework, The National Curriculum 2008 and the LNF and skills ladders.

- A whole school map indicates the topics to be covered. These are our LONG TERM PLANS
- Topics are planned, usually over a term's duration (Half a term in Nursery. These are called MEDIUM TERM PLANS and contain the detail of the work to be covered with a progression of learning Intentions. The plans indicate skills to be taught, content and assessment opportunities.
- Through our 'Immersion Days' the children contribute to planning.
- SHORT TERM PLANNING is carried out in detail for English, maths, science and foundation subjects using an agreed format. The Foundation Phase short term planning also involves planning for enhanced learning activities.
- The children are taught in mixed ability for most subjects.
- The children use TASC (Thinking Actively in a Social Context) to approach and work through challenges.
- The RE scheme of work follows the Agreed Syllabus for The Vale of Glamorgan and is enhanced by the partnership with local clergy.
- For each topic, opportunities to develop 'Y Curricwlwm Cymreig' are carefully identified along with opportunities to develop bilingualism.
- Opportunities are provided to broaden experiences through visits to places of educational interest linked with the class topic. There are also visits to the school by interesting people from the locality or from the community at large.
- Links with our local secondary schools (visits to and visits from teachers) have been established to enhance learning.

## Assessment

In the Foundation Phase the children's progress will be assessed against the Foundation Phase Outcome statements.

In Key Stage 2 progress will be assessed against the National Curriculum level descriptors. The class teacher will track the children's progress against the outcomes and levels on the schools tracking system – Incerts.

From Year 2 to Year 6 the children will sit the Welsh Government National tests for Reading, Numerical Procedure and Numerical Reasoning each summer.

All children will be assessed at the end of each academic year against the LNF expected outcomes.

## Y Cwricwlwm Cymreig

Wales has a unique history and a distinctive cultural heritage, which children need to appreciate if they are to develop a sense of place and identity. This also applies to children who move to Wales because they should also be given the opportunity to learn the language and to become familiar with history and cultural inheritance of Wales, so they may become active members of the community. If children come to understand how Wales is a product of its historical and cultural forces they will be better placed to appreciate how other cultures have been formed and shaped. It will also help create an awareness of the opportunities which the future has to offer Wales and its people.

## Equalities

All pupils are entitled to access all aspects of the curriculum at a level appropriate to their needs arising from race, gender, religion, social background, culture or disability. In line with our Equalities Policy and Strategic Equality Plan we are committed to providing a teaching environment conducive to effective learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

## Roles And Responsibilities

The Head teacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

- The Deputy and Curriculum Team Leaders are responsible for co-ordinating Medium Term Plans and liaising with class teachers over the content and delivery the subjects under their responsibility and the coverage of the Literacy and Numeracy Framework.. They evaluate and monitor standards in their subject.
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group. However, they must plan to meet the needs of their individual classes.
- The Assessment co-ordinator ensures that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.
- Curriculum Team Leaders have the responsibility for monitoring and evaluating the standards of teaching and learning throughout the school.
- The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Head teacher's report.
- All roles and responsibilities collectively impact on the management and development of the curriculum, ensuring a vibrant and progressive curriculum, which is broad, balanced, relevant and appropriately differentiated to meet the needs of all our pupils.

## Other Related Policies:

- Assessment, Recording and Reporting Policy
- Additional Learning Needs Policy
- Educational Visits Policy
- Equalities Policy
- Literacy and Numeracy Skills across the Curriculum Policy
- Marking Policy
- All subject Policies

## **Continuous Provision, Enhanced Provision and Focused Activities**

Pupils have access to areas of continuous provision; these are then enhanced according to the theme and skills development relevant to the pupils and class. Each day pupils have access to the different areas of continuous provision within the classroom, are challenged by the enhanced provision and also take part in focused tasks in groups, which are directed by an adult.

In continuous, enhanced provision and focused tasks we aim to provide opportunities for learning which will develop these skills:

- Confidence
- Investigation
- Observation
- Independence
- Co-operation
- Communication
- Mark making
- Fine/gross motor skills and control
- Making choices

### **Continuous Provision**

Continuous Provision means that pupils have access to dedicated areas set up within their classroom and outdoors which they can choose to work/play in when they are not engaged in focused tasks. Examples of areas of Continuous Provision include:

Role play  
 Mark making  
 Mathematical Development  
 ICT  
 Table top activities  
 Investigative  
 Construction  
 Sand/Water  
 Music/Listening  
 Creative  
 Outdoor provision  
 Reading  
 Multi sensory

In order to develop and extend the pupils' learning opportunities practitioners model how to work/play in each area and will often carry out a focused task when areas are first set up. Staff carry out Observational Assessments to evaluate the success of the continuous provision. The pupils have ownership of each of these areas and a responsibility to tidy up and maintain them independently.

### **Enhanced Provision**

Strong emphasis is placed on our enhanced provision (which is planned for weekly or fortnightly) where we enrich and extend the pupils' learning through independent and child-led activities. Children are able to explore and investigate, where they follow and develop their own personal interests, practice skills and consolidate prior learning and understanding. Resources are changed when needed, directed by both adults and pupils, to assist with problem solving activities.

Children are able to take the lead and risks to try things out in non-threatening situations. Children are given opportunities to revisit each area as they are enhanced and to revisit skills and concepts. They can take their time and to make connections when moving forward with their newly acquired skills.

## Focused Tasks

Focused tasks are adult supported, with either the adult or children leading the learning. It is here that we structure the learning tasks and differentiate according to stage not age, supporting and challenging the children further. Focused tasks can be for the whole class, small groups, pairs or individuals.

Focused tasks do not stand alone but are further developed in enhanced provision which enables the children to practice skills, further their knowledge and develop their confidence during work/play in the relevant context.

Focused tasks are planned for all staff to deliver and are based on skill development, cover all areas of learning and are thematic.

Document Information			
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