

Birchgrove Primary School



Where every child is a star!

Curriculum Policy

Chair of Governors Mrs Christine Salter

Headteacher Mrs S Morgan

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development.

It includes the formal requirements of the *Framework for Children's Learning for 3 to 7 year olds in Wales*, *Curriculum 2008* and the *LNF*, as well as the range of extra-curricular activities that the school organises 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.

Further guidance on how we deliver the curriculum can be found in the Teaching and Learning Policy.

"The mind is not a vessel to be filled, but rather a fire to be ignited"

Plutarch

Aim

At Birchgrove Primary School we believe that our curriculum should be broad, balanced, creative and relevant and should meet the needs of all our learners.

Objectives

- To enable all children to learn and develop 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, encouraged by the active involvement of parents and a caring school community
- To teach children the skills of literacy, numeracy, thinking and ICT
- To enable children to be creative and develop their own ideas
- To teach children about their developing world, including how their environment and society have changed over time

- To help children to have a secure sense of the place of the Welsh language and culture in Wales, Britain and Europe.
- To enable children to be positive citizens in society
- To fulfil the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education
- To teach children to have an awareness of their 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 and celebrate diversity
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- To promote pupils' physical and mental development and their awareness of the benefits of a healthy lifestyle

Principles

The Governing Body and Staff at Birchgrove Primary School agree with the LA view that they should work in partnership to provide learners with a curriculum which:

- Widens horizons, develops appetites for learning and prepares children for full and responsible lives
- Fosters spiritual, moral, social, cultural, intellectual and physical development
- Is broad, balanced, coherent and relevant
- Provides continuity and progression between Foundation Phase and Key Stage 2
- Ensures that children learn effectively and efficiently through well-planned experiences

- Provides equal opportunities for all pupils to reach their full potential, recognising the worth of the different abilities, skills and talents of every child
- Ensures full access to the curriculum for all pupils, including those with special educational needs such as more able children and children with physical or mental disabilities
- Fosters self-confidence, self-esteem and understanding of the beliefs, philosophies and questions of others.
- Develops partnership between the family, the school and the wider community.
- Seeks to enrich the curriculum by developing links with industry, commerce and the community.

Entitlement

When planning and delivering the curriculum, special consideration is given to the needs of individual pupils according to:

Gender

- Avoidance of stereotypes
- Avoidance of gender bias
- Maintenance of balanced content

Gender Identity

- Avoidance of stereotypes
- Avoidance of discrimination and bias
- Promotion of tolerance and consideration
- Consideration of appropriate language

Sexual Orientation

- Avoidance of stereotypes
- Avoidance of discrimination and bias
- Promotion of tolerance and consideration
- Consideration of appropriate language

Religion or Beliefs

- Avoidance of stereotypes
- Avoidance of discrimination and bias
- Promotion of tolerance and consideration

- Respectful of parents / carers right to withdraw their children from non-statutory aspects of the curriculum

Race

- Avoidance of stereotypes
- Avoidance of discrimination and bias
- Promotion of tolerance and consideration

Special Educational Needs

- Differentiation of task
- Use of similar learning outcomes
- Use of specific individual areas of learning

Age

- Children's learning should be aimed at their ability rather than an age appropriate level

Disability

- Every attempt is to be made to include all children on roll in every area of the curriculum regardless of any disability.

The staff at Birchgrove Primary School promote a sympathetic and caring environment in order to give all pupils equal opportunities to succeed. The curriculum secures for all pupils, irrespective of social background, culture, race, gender, gender identity, sexual orientation, religion or beliefs, age, differences in ability and disabilities, an entitlement to all areas of learning and the development of knowledge, understanding, skills and attitudes

Organisation

The Foundation Phase (Reception – Year 2)

The statutory areas of learning in the Foundation Phase are:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Other statutory requirements:

- Literacy and Numeracy Framework
- Religious Education
- Sex Education

Children learn through first-hand experiential activities with the serious business of ‘play’ providing the vehicle. Through their play, children practise and consolidate their learning, play with ideas, experiment, take risks, solve problems and make decisions individually, in small and large groups. First-hand experiences allow children to develop an understanding of themselves and the world in which they live. The development of a positive self-image and feelings of self-worth and self-esteem in each child are at the core of this phase. The Foundation Phase indoor and outdoor learning environments promote discovery and independence and there is a strong emphasis on using the outdoor environment as a resource for children’s learning.

Key Stage 2 (Years 3 – 6)

The statutory national requirements are:

- English
- Welsh
- Mathematics
- Science
- Design and Technology
- Information and Communication Technology
- History
- Geography
- Art and Design
- Music
- Physical Education

Other statutory requirements:

- Literacy and Numeracy Framework
- Religious Education
- Sex Education
- Personal and Social Education

Literacy and Numeracy Framework

The Literacy and Numeracy Framework was introduced in September 2013 to help children develop excellent literacy and numeracy skills during their time at school. It provides all learners aged 5-14 with clear annual expected outcomes for literacy and numeracy. It underpins the curriculum at both the Foundation Phase framework, all the subjects of the national curriculum, plus the frameworks for personal and social education and religious education. It provides the main focus for our teaching.

Skills Development

In addition the non-statutory *Skills framework for 3 to 19-year-olds in Wales* aims to ensure a coherent approach to learning and to progression in thinking and ICT.

In our curriculum planning we aim to help children develop these skills, and ensure that each child's progress can be identified and monitored. Our school believes that all children need to make good progress in these skill areas in order to develop their true potential and to make a successful transition to secondary education

Monitoring and Self-Evaluation

The Role of the Governing Body

Our governing body's curriculum sub-committee is responsible for monitoring the way the school curriculum is implemented, by regular review of the school's activities, progress and achievements.

The Role of the Headteacher

The Head teacher is responsible for the day to day organisation of the curriculum. The Head teacher and Senior Leadership Team monitor the lesson plans for all teachers, ensuring that all classes are teaching a broad, balanced and relevant curriculum.

The Role of the Subject Leader

The subject leader is responsible for monitoring the standards within their subject. The subject leader supports colleagues in teaching by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in this school. The subject leader is also responsible for giving the Headteacher an annual subject self-evaluation report, evaluating strengths and shortcomings in the subject and indicating areas for further improvement. The shortcomings addressed in the self-evaluation report will form the basis of the subject action plan, which the subject leader is responsible for writing and implementing on an annual basis. Both of these documents will form part of the School Improvement Plan.

In addition, the role of the subject leader is to:

- Take the lead in policy development and the production of a scheme of work designed to ensure progression and continuity throughout the school
- Offer specialist help to colleagues to enable them to deliver the curriculum
- Support colleagues in their implementation of the scheme of work
- Take responsibility for the organisation of central resources and advise colleagues on the purchasing of resources
- Offer in-service training to colleagues and identify other appropriate training opportunities
- Report to Governors on standards achieved and developing initiatives within their subject;
- To liaise with colleagues within our Whitchurch High School cluster group

The curriculum and its implementation will be communicated to parents and other interested parties through regular updates on the school web-site and newsletter, as well as formal and informal interactions with teaching staff.