

YSGOL GYNRADD CREIGIAU PRIMARY SCHOOL

CURRICULUM POLICY

(1) MISSION STATEMENT

Pupils may receive their education through the medium of Welsh or English, depending on the wishes of the parents. Equal status is given to both languages and equal importance is attached to each stage of education from Nursery to Year 6. All staff and children are of one school and while each Section is taught by teachers selected for this special task, this school is one community with no sense of division. The school should be a true and healthy microcosm of a bilingual society and take an active role in the community.

(2) Aims

We aim to make our school a happy and exciting place, where children will feel secure and confident and where they will develop to their full potential intellectually, emotionally, socially, spiritually, physically and aesthetically. We hope that our school provides a caring and supportive community where each child will realise this potential. From these secure beginnings, we hope our children will emerge confident, responsible and considerate citizens.

The curriculum for the under sevens is based on the Foundation Phase curriculum, whilst at Key Stage 2, the National Curriculum 2008 dictates much of what a child will learn. An aim of our school is to present this work using a variety of methods, in a way which will be interesting and challenging for the children.

The curriculum should:-

provide a broad and balanced curriculum which promotes the moral, spiritual, cultural, mental and physical development of pupils and prepares them for the opportunities, experiences and responsibilities of adult life;

ensure that pupils with special educational needs (of all kinds) can have access to a broad and balanced curriculum;

provide learning opportunities which motivate and challenge all pupils in a way that recognises their interests, aptitudes, experiences and enthusiasm;

be permeated by the principles underpinning the curriculum Cymreig;

be manageable for schools to implement.

(3) CONTENT

Our children learn, practise, develop and refine a range of key skills in school. Some of these are specific to certain subjects; others are general skills and therefore key to learning in all subjects. These **Key Skills** (See the Key Skills policy for more details) underpin learning throughout the

school. We aim to equip all children with the Key Skills so that they can be as successful as possible in the future.

The four Key Skills as outlined in the Skills Framework for 3 to 19 year olds in Wales are:

- **Thinking**
- **Communication**
- **Information Communication Technology (ICT)**
- **Number**

There are seven (six for Welsh medium classes) areas of learning in the **Foundation Phase** (the curriculum children age 3-7)

- Personal and social development, well being and cultural diversity
- Language, literacy and communication skills
- Mathematical development
- Welsh language development (English Medium Foundation Phase Classes)
- Knowledge and understanding of the world
- Physical development
- Creative development

There are also characteristics distinctive to K.S.2. **Curriculum 2008** places great emphasis on the development of skills and should:

- provide all pupils with a statutory core of language, mathematics and science and ensure that all pupils continue to develop the essential skills of thinking, communication , literacy and numeracy.
- ensure breadth of learning in non-core foundation subjects and increasingly provide pupils with an understanding of the range of intellectual disciplines which shape the curriculum.

The children's education will include:

(a) Language: (Welsh in the Welsh Section / English in the English Foundation Phase, K.S.1, K.S.2 and the Welsh Section K.S.2) where the development of speaking, listening, reading and writing skills are taught.

(b) Mathematics: with the aim that children achieve a high standard in numeracy and other mathematical skills developed from their knowledge of number, space, shape, measures and handling data. Pupils should then apply these skills with confidence and understanding when undertaking practical, real-life and investigational activities.

(c) Science: pupils are taught to relate their scientific skills, knowledge and understanding to applications of science in everyday life. Where possible, this knowledge and understanding of science will be learnt through scientific enquiry.

- (d) **Information and Communication Technology (ICT):** the aim is that children will develop the ability to use I.C.T. equipment and software confidently and purposefully across the curriculum. Pupils should use and develop their I.C.T. skills for both collaborative and independent learning.
- (e) **Geography:** which will stimulate the children's interest in their surroundings and in the variety of physical and human conditions on the earth's surface and foster their sense of wonder at the beauty of the world around them. They are encouraged to understand the importance of sustainability, develop an informed concern about the quality of their environment, and to recognize that they are global citizens.
- (f) **History:** the children develop their curiosity about the past and the characteristics of different periods, from early times to the present. They learn by enquiry about the ways of life in these periods of history.
- (g) **Design and Technology:** pupils are taught to design and make simple products by combining their designing and making skills with knowledge and understanding in contexts that support their work in other subjects and help develop their understanding of the made world.
- (h) **Modern Foreign Languages:** French is taught to all Y6 pupils. Peripatetic teachers linked to our two feeder comprehensives, deliver a weekly lesson.
- (i) **Art and Design:** where children will be given experience in the use of a variety of media. They will be given opportunities to use art as a means of communications and learn about the works of other artists and craft workers.
- (j) **Music:** enables learners to engage with and enjoy making music. Through active involvement in performing, composing and appraising, learners will develop their sensitivity to and understanding of music.
- (k) **Physical Education:** children learn health related exercise through a range of movement and skills related to gymnastics, dance, games and adventurous activities. Swimming is provided for Y5 and Y6 pupils.
- (l) **Welsh (English Section):** Welsh is taught as a second language throughout the English Section. Greatest emphasis is placed upon the acquisition of speaking and listening skills, but children are encouraged to write and read in the language.
- (m) **Religious Education:** an integral part of the curriculum. In addition to classroom lessons and the daily act of worship, the children are involved in the preparation and presentation of morning assemblies which cover moral and spiritual aspects. The school is not affiliated with a particular religious denomination. Religious Education is provided for every pupil in the school, but pupils whose parents do not wish them to attend religious worship are excused on receipt of a written request
- (n) **Sex and Relationship Education:** S.R.E. is considered to be part of the child's personal, social and health education and, as such, is introduced as part of the thematic work carried out throughout the school. It involves discussions about caring, feelings, friendships, keeping safe and healthy, making decisions, family life and care of the body. Children's questions are answered honestly, with sensitivity and with due regard to the age of the child.

- (o) Personal and Social Education:** *PSE prepares learners to be personally and socially effective by providing learning experiences in which learners can develop and apply skills, explore personal attitudes and values, and acquire appropriate knowledge and understanding.*

(4) SPECIAL EDUCATIONAL NEEDS

Children have special needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they;

- have a significantly greater difficulty in learning than the majority of children of the same age or,
- have a disability which prevents them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

(5) MORE ABLE and TALENTED

The terminology used to define our higher achieving pupils is, ` More Able, Gifted and Talented

- More able pupils are those identified as being above the core of the class in any curriculum area. Those children who are more able have very well-developed learning skills.
- Gifted pupils are those who have the ability to excel academically in one or more subjects such as English, Welsh, Mathematics and History etc.
- Talented pupils are those who have the ability to excel in practical skills such as sport. Design and Technology, leadership, music, artistic performance etc. but who does not perform at a high level across all areas of learning.

(6) CLASS ORGANISATION

Classes are not streamed, but for some part of each day pupils may be placed in groups according to their stage of development. The staffing arrangements may make it necessary for there to be more than one year group in certain classes. A variety of teaching methods are used including whole class teaching, group teaching and individual tuition. Teachers are supported in the Foundation Phase by Teaching Assistants. Classes with pupils with a statement for special educational needs are also supported by Teaching Assistants.

(7) ASSESSMENT

Most assessment will take place during the course of normal classroom activities which have been planned in relation to National Curriculum

programmes of study and attainment targets. The school uses Assessment for Learning (AfL) strategies. AfL is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there..

In addition, at the end of each Key Stage of the National Curriculum, children will be assessed in the core subjects by Teacher Assessment as laid down in the respective Assessment Orders. Objective tests are carried out with K.S.2 pupils in language and mathematics as part of the L.E.A. and the school's `Value Added ` data gathering process.

(8) HOMEWORK

Homework is given to pupils at the discretion of the class teacher. This may include activities, such as reading, completion of work, spelling or specific 'home' task. Parents are asked to complete the 'My Reading Record' booklets and to return them to school on the required day.

(9) POLICY STATEMENTS and SCHEMES WORK

These are available for all aspects of school life including the curriculum and are reviewed periodically. Many of these policies are available on the school's website. www.creigiauprm.cardiff.sch.uk

(10) PLANNING of WORK

Teachers plan work over a two or three year cycle. A detailed programme of work is produced for every class at the beginning of each term. These programmes of work cover every area of the curriculum as well as a section on parental involvement. Many of those areas of learning are incorporated into a theme. Each teacher produces a flow chart for his/her theme and sends a copy to all parents in his or her class

Members of staff also produce a weekly forecast of work. This, together with the termly programme, is seen by the Headteacher / Deputy Headteacher and the appropriate Head of Section.

(11) EXTRA CURRICULAR ACTIVITY

Many members of staff give of their free time in order to provide activities for pupils. These include the school council, eco committee, newspaper club, choir, orchestra, netball, football, cross country , swimming, rugby, cricket, residential courses, chess club, Urdd club and gardening.

During lunchtimes, use is made of new technology by many staff members and their pupils. Extra-curricular clubs make use of ICT under the guidance of the relevant staff.

Cardiff and Vale Music Services provide music lessons in trumpet, trombone, saxophone, flute, clarinet, cello, violin, harp, percussion, piano and guitar. Most of these activities take place after school on Fridays and are available for Year 3 to Year 6 pupils. Parents are required to pay for this tuition with the cost dependent on the size of the group. Facilities also exist for the hire of instruments on a termly basis.

Peter Evans (16.03.10)