

Penllergaer Primary School

Policy Statement on the Curriculum

Rationale

The curriculum is the interaction between the teacher and the learner and, as such, transmits attitudes and values, in addition to knowledge, skills and understanding. High standards are created through high expectations, which are at the core of the attitudes and values we transmit through our curriculum delivery.

Purposes

- to ensure pupils access their statutory entitlement to the curriculum
- to provide a basic curriculum which includes Personal and Social Education, Religious Education, Foundation Phase Framework and the National Curriculum for pupils in KS2
- to provide the Foundation Phase Curriculum and its areas of learning, for pupils in the Foundation Phase
- to provide a daily act of collective worship (which is broadly Christian in nature)
- to develop positive attitudes and behaviour, including self control
- to develop high self esteem and confidence
- to encourage pupils to think for themselves and become independent and self responsible
- to motivate pupils and encourage them to learn to question; and respond to challenge
- to develop respect for self and others
- to acquire knowledge, skills and understanding
- to build on previous experience through reflection
- to use the outcomes of assessment in order to move forward
- to develop creativity, imagination, spontaneity and initiative
- to communicate effectively and express themselves clearly, using the key skills
- to work co-operatively and collaboratively where appropriate
- to learn to select and use method and resources, and to be discriminating
- to be motivated to work independently
- to promote the intellectual, spiritual, moral, cultural, mental and physical development of all pupils
- to promote partnership between the child, the parent, the teacher and the community

Broad Guidelines

The curriculum at Penllergaer Primary School:

- is based on the vision, aims, mission and ethos of the school
- is broad and balanced and is careful to ensure enough depth of study
- introduces pupils to a wide range of experiences, knowledge skills and understanding

- promotes pupils' spiritual, moral, cultural, mental and physical development prepares pupils for the opportunities, responsibilities and experiences for adult life
- is planned, taking into consideration - long, medium and short term goals which are based on:
 - the Statutory Frameworks for Literacy and Numeracy, R.E. and PSE in schools
 - Schemes of Work for all Foundation Phase and National Curriculum subjects
 - enables pupils to develop their thinking, mathematical, communication, ICT, creative and personal and social skills.

The curriculum at Penllergaer Primary School

- encourages the development of ICT skills across the curriculum
- values the development of key skills
- ensures that the Foundation Phase planning is linked to all National Curriculum subjects for planning
- is differentiated to meet the needs of all pupils including ALN and More Able and Talented pupils
- includes opportunities for assessment and builds in continuity and progression in future planning, following evaluations of pupil outcomes
- is assessed through standardised assessments which take place annually from year 2 – 6 and teacher assessments linked to on-going leveling of pupil work, in addition to non-statutory assessments where appropriate
- includes the use of the school environment to develop academic, personal and social skills
- incorporates the new literacy and mathematics curriculum (that includes the National Literacy and Numeracy Framework)
- uses the published materials Abacus Maths Scheme to support the teaching of mathematics
- uses the published reading schemes Ben and Beti, Jolly Phonics, Bug Club and Oxford Reading Tree
- ensures the quality of pupil learning by a tracking process which draws from lesson plans, schemes of work and goals and targets set by teachers and subject leaders
- has sufficient resources to enable pupils to access their entitlement and also to provide value for money
- reflects equal opportunities and race equality for all pupils
- is evaluated and reviewed by the relevant Subject Leaders and the Senior Management Team
- is monitored evaluated and reviewed by the Governing Body through regular discussion and reports from the Areas of Learning Experiences (AoLE) Teams and the headteacher
- is reported to parents through induction events, regular parents' evenings, curriculum evenings and the school profile

- is further enhanced by providing opportunities for staff development in teaching skills; curriculum knowledge, skills and understanding; and classroom organisation and practice
- is further enhanced with additional opportunities for the development of art, sports and music with tuition provided by the appointed Modern Foreign Language teachers, sports coaches and specialist music teachers.

Monitoring

Monitoring of the curriculum – coverage, planning and standards of teaching and learning, is conducted by the Headteacher, Senior Management Team and subject leaders. (See Monitoring Policy)

Review

The Curriculum is reviewed annually by the Senior Leadership Team or sooner as necessary.

Conclusion

This policy should be read in conjunction with the National Curriculum Orders and Statutory Requirements and all NC policies, the Special Educational Needs Code of Practice, the Sex and Relationships Education Policy, the Religious Education Scheme of Work, the Teaching and Learning Policy, the SEP.

The curriculum in Wales is changing. Penllergaer Primary is keeping abreast of new developments. The 12 pedagogical principles and core purposes are already embedded. This policy will be reviewed in June 2019 when the draft curriculum for Wales 2020 is expected.