

St Aidan's Church in Wales VA School



CURRICULUM POLICY

St. Aidan's Church in Wales V.A. School

Curriculum policy

Introduction

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It is important to recognise that the curriculum is not solely about the National Curriculum, although this is the legal foundation because it secures an entitlement for all pupils. The curriculum embraces all that is learned through school, whether it is in lessons or part of informal learning within and beyond the school day. It includes that which the children learn from the way they are treated and expected to behave.

At St Aidan's we believe that learning is an enjoyable, lifelong process through which everyone can achieve their potential and exceed their expectations. We aim to challenge and support our pupils to do their best by providing a wide range of activities beyond the statutory requirement

Aims and objectives

The aims of our school curriculum are

- to teach children the basic skills of literacy, numeracy and Digital Competency;
- to fulfil all the requirements of the National Curriculum and the Agreed Church in Wales Syllabus for Religious Education;
- to enable all children to learn and develop their 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;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Wales' cultural heritage (Curriculum Cymreig);
- to enable children to be positive citizens in society;
- to teach children to have an awareness of their own 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;
- 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 recognise the important role which parents play in their children's education and encourage parental involvement in the educational process.

Rationale

- The philosophy and ethos of St Aidan's Church in Wales VA School is fundamentally inclusive in nature. We aim as a school to provide access to the breadth of the National Curriculum for all pupils and recognise that some will require support and modification of materials and learning environments to achieve this.
- All staff are committed to a shared responsibility for the development of appropriate strategies and systems of support in the delivery of provision made for all pupils.
- The development of Personal and Social Education (PSE), particularly through the Welsh Assembly Government's commitment to uphold the United Nations Convention on the rights of children, has provided the platform for pupils to be included in decisions that affect them; the formation of a school council, supported with the class council structure has certainly become a positive aspect of the school's educational provision.
- We have a curriculum plan for PSE.
- More recently there has been far greater emphasis on the development of bilingualism within the school. This is being achieved by our participation in the Siarter Iaith.
- A further recent focus for the school is the development of self and peer assessment. Pupils are increasingly becoming aware of how they are performing and how they can further improve their performance.
- The introduction of Learning Journals acknowledges the development of skills across the core curriculum subjects including RE. These are completed half termly.

Organisation and planning

St Aidan's Church in Wales VA School follows the Foundation Phase Framework (2015), the Programmes of Study for English and Maths (2016) and the revised *National Curriculum For Wales 2008* for Foundation Subjects. In planning we use the *Skills Framework For 3-19-year-olds* as a guiding tool.

At St Aidan's Church in Wales VA School we follow the Cornerstones Scheme which begins from the range as stated in the National Curriculum for Wales. The Cornerstones scheme provides long and medium term planning through a choice of 48 imaginative learning projects (ILP). Each project has a focus subject and lists other subject coverage.

ILP's are planned across a 2-year cycle and a cornerstone's coverage check has been carried out using their programmes of study data base. Any identified gaps of coverage have been planned for discrete teaching. The Cornerstone's medium term planning will inform each teacher's weekly plan.

Literacy, numeracy and digital competency is delivered through the Cornerstones scheme.

Some aspects of the science curriculum form part of the ILP's, however where science/PE/Music is not a focus of an ILP it is planned and taught discretely.

The classes in the school are arranged in chronological order. Sometimes children will be taught in mixed classes and teachers take previous learning and knowledge into account when planning. Provision is made for MAT pupils in each class so that they can access a more challenging curriculum by joining the year group above.

Since September 2005 the statutory requirement for all teaching staff to have 10% release from their teaching time has been achieved.

Teaching staff are expected to ensure that all planning is in place and uploaded onto the Hwb for other teachers and support staff in the school to access.

We try to ensure that all children have the opportunity of working independently, in pairs, in groups or as a class.

Delivery

The school week provides at least 22hrs 5 minutes teaching time for Foundation Phase and 23hrs 30 minutes for Key Stage 2 pupils.

At times specialist teaching may be organised across the different classes in order to enhance the learning experiences for the children e.g. PE, Welsh and Music.

At St. Aidan's we believe that it is important to provide opportunities to enrich all areas of the curriculum whenever possible. This may involve residential / non-residential visits to enhance outdoor adventurous activities, planned educational visits linked to all areas, visiting speakers and artists, drama workshops, involvement in musical festivals, field trips in the local community, and participation in the school orchestra or choir. Children who do not take part in any of these activities are supervised on the school premises by a member of staff.

Extra curricular activities

A range of activities are offered at the start of each half term. Parents of children wanting to attend such activities are asked to sign a consent form. Most teaching staff participate in the provision of extra curricular at some stage during the year. Some enrichment activities may be organised by external providers.

Pupil Voice

The school has an elected School Council which meets regularly. A number of children also have opportunities to represent the school through the Healthy Living and Criw Cymraeg Committees.

Inclusion

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

Children with English as an additional language will be supported by either the class teacher or support provided by the Authority. Teachers will need to differentiate work appropriately to ensure that learning is achieved.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the ALN Code of Practice in providing for children with special needs. If a child displays signs of having ALN, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities, which meet the child's needs within the normal class organisation. When necessary, we will use the support provided by Learning Support Assistants, and we involve the appropriate external agencies

The school provides an Individual Educational Plan (IEP) for each of the children who are on the additional learning needs register setting targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Monitoring, Evaluating and reviewing

Curriculum development comes as a result of a well-embedded system of curricular monitoring, evaluation and review. The head teacher is responsible for the day-to-day organisation of the curriculum but all curriculum leaders are required to monitor the delivery of their subject area across the school. Monitoring has included scrutiny of work, observation of delivery, monitoring and moderation of standards, discussion with staff and listening to learners and other stakeholders. Written reports are shared with teaching staff and inform the SER. Link Governors (a governor is linked to each curriculum area) are well informed of policy, SoW, subject strengths and the areas of development. Link governors are invited to discussions and meetings with staff.

Our governing body's Curriculum and School Improvement Committee is responsible for monitoring the way the school curriculum is implemented.

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