

Curriculum Policy

Date	Review Date	Coordinator	Nominated Governor
March 2018	March 2020	Darryl Evans	Kathy Lewis

Introduction

The Curriculum Policy has a duty to ensure that Llangewydd Junior School meets the needs and talents of the pupils in our school by providing a broad and balanced curriculum which adheres to the statutory requirements of the national curriculum and takes into account the current changes taking place within 'Successful Futures'.

We believe we enable all our pupils to achieve the highest academic and personal standards of which they are capable, by providing them with challenges and the life skills that they need.

Aims

- To provide a broad, exciting and challenging curriculum that embraces the Four Core Purposes of Successful Futures, by ensuring we develop pupils at Llangewydd Junior School to become:
 - **Ambitious, capable learners** who are ready to learn throughout their lives.
 - **Enterprising, creative contributors** who are ready to play a full part in life and work.
 - **Ethical, informed citizens** who are ready to be citizens of Wales and the world.
 - **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.
- To provide an environment that is fun, stimulating and challenging to all pupils.
- To promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- To equip pupils with a range of skills and a desire for lifelong learning.
- To work with other schools to share good practice.

The Curriculum

The school's curriculum follows statutory requirements and the requirements of:

- National Curriculum 2008,
- Revised Key Stage 2 English & Mathematics Programmes of Study (2015),
- Agreed Syllabus for R.E.,
- Literacy and Numeracy Framework,
- Digital Competence Framework (DCF)
- Non-statutory Skills Framework 3-19 (Thinking Skills).

We provide a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental and physical development while preparing them for the opportunities, responsibilities and experiences in adult life.

We strive to provide a curriculum that all pupils find enjoyable and engage them to understand the relevance of their lessons in the wider context of Wales and the world around them. This can only be achieved by using the experience, enthusiasm and expertise of staff that provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in an inclusive classroom environment.

Llangewydd Junior School

As a community, Llangewydd Junior School has a commitment to promote equality. All learners of the school irrespective of race, gender, religion or ability are entitled to access a curriculum which is broad, balanced, relevant, differentiated and coherent and which meets all statutory requirements.

Literacy and numeracy are fundamental to the curriculum and to everyday life. As a school we promote the development of Literacy, Numeracy and Digital Competence in accordance with the statutory framework. Pupils are also expected to acquire the skills of Developing ICT and Developing Thinking.

From September 2016, staff are beginning to explore ways to implement the recommendations of the New Wales Curriculum proposals as outlined in 'Successful Futures' (2015). At present (February 2018), DCF is our current priority for curriculum development. However, it is intended that staff teams will begin to formulate approaches to each of the new Areas of Learning and Experience (AoLE) over the next few years. The intention is that all staff will be able to provide fully for the New Wales Curriculum requirements by September 2021 at the latest.

Teaching Approaches

Staff employ different teaching styles to suit the ability and learning styles of their pupils. It may be appropriate to teach the whole class or work with a small group and occasionally with individual pupils. Support staff are used effectively across the school to provide additional support for groups and individuals, helping to support specific learning difficulties, weaknesses or barriers to learning.

Planning

Long/Medium term

Subject leaders have developed long term plans for each of the subjects that incorporate progression and continuity through a mainly thematic approach. However, some specific areas, such as phonics, mathematics, P.E., science and music will be more often taught in discrete lessons.

As development of the New Wales Curriculum progresses, these plans will inevitably change over time. Staff are encouraged to explore new ideas and approaches through collaborative work in order to inform planning for the future.

Short term

Teachers plan and organise their teaching within the agreed medium term planning on a fortnightly basis. Teachers will determine particular activities and the nature of those activities to support and challenge the particular needs of the pupils in their class in spite of themes being jointly shared by classes.

Skills across the curriculum

As of September 2016, following the release of the Literacy & Numeracy Framework and Digital Competence Framework, only one of the original non-statutory '3-19 Skills Framework' remains – 'Developing Thinking across the curriculum'

Llangewydd Junior School

All subject areas contribute to a child's progress in these skills we are beginning to track these skills through the Building Blocks tool.. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

Equal Opportunities

All programmes of study and curriculum provision is determined according to age, maturity, academic suitability and appropriateness regardless of all protected characteristics.

Differentiation

A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs.

Disability

In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

Religious Education

Religious education is available to all pupils. Parents have the right to withdraw their children from religious education.

Collective Worship

All pupils are expected to take part in daily collective worship. Pupils in Sunshine and Rainbows will take part, dependent upon the nature of the provision, and their specific needs/anxieties. The worship is mainly of a broadly Christian character, but it is not distinctive of a particular Christian denomination.

The school has a programme of collective worship involving some whole-school assemblies, class assemblies and celebration assemblies.

Parents have a right to withdraw pupils from acts of collective worship. Parents should inform the Headteacher in writing if they wish to withdraw pupils from collective worship.

Sex Education

Sex Education is provided within school as part of the Key Stage 2 curriculum. Specifically, this is:

"pupils should be given opportunities to study the names, positions, functions and relative sizes of a human's main organs."

In addition to this, additional sex education is provided to Year 6 pupils each year on puberty (in general, to boys and girls) and menstruation (specifically to girls). Parents have the right to request that pupils be wholly or partly excused from receiving this aspect of sex education. Parents/carers should inform the school of their wishes in writing.

Sex and Relationships Education (SRE)

Sex and Relationships Education is taught to all pupils throughout the school, at an appropriate level, under the PSE Framework. The core values that underpin SRE include:

- the importance of stable, loving relationships
- mutual respect
- rights
- responsibilities
- gender equality
- acceptance of diversity
- violence and coercion in relationships are never acceptable.

Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Some simple political issues may be encountered as part of the National Curriculum. Study of historical events may often include some reference to political influences (e.g. World War II). These are presented in a balanced manner.

Physical Education

All pupils are expected to take part in the school's physical education and games programme. Pupils should only be excused from PE and games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school. Pupils are expected to comply with clothing and jewellery guidelines for all Physical Education activities.

Extra-curricular Activities

We offer a varied programme of extra-curricular activities that take place outside the formal curriculum. Pupils are strongly encouraged to take part in these activities. These activities are provided without charge. The school plans a number of educational visits throughout the academic year including residential trips. Parents are asked for a voluntary contribution in order for these visits to take place. Invited speakers are invited into school to further enhance the experiences of pupils.

Homework

All homework tasks and activities are designed to consolidate and reinforce skills and understanding in numeracy, literacy and the topic being worked on in class. Some of the homework will be ICT based. If no access to a computer is available we have a homework club in school. Homework consists of:

- two learning log tasks every half term
- a minimum of six assigned books per half term to be read at home on Bug Club (this is separate from the reading books given in school)
- a problem solving activity once every half term

Homework is similar in our CARE base / LRC, however is given on an individual basis due to the needs and anxieties of each child.

Additional Learning Needs

If a child has a special educational need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for pupils with special needs. A range of assessment strategies are utilised to help identify particular difficulties and external agencies can be involved in order to provide more specialist assessments and support.

The school provides a 'child-friendly' Individual Educational Plan (IEP) for each pupil on the Additional Learning Needs register. This sets out the nature of the need, and outlines how the school and parents should aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each pupil at regular intervals. This document is shared, discussed and reviewed with parents and outside agencies (when required) biannually. It is a working document and targets can change and be revisited when deemed appropriate.

Our CARE base and LRC children will often have more reviews due to the nature of their need and if they have a statement. We have an outside line directly to the bases and parents can contact staff whenever they need to.

Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

Signed by chair of governors on behalf of the governing body:



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Date approved: 20th March 2017 (by full governing body)

Date of review:March 2020.....



Signed by Head Teacher: