

Gladstone Primary School

Curriculum Policy

Introduction

At Gladstone Primary School we aim to enable our pupils achieve the highest academic and personal standards they are capable of by providing them with challenges and the life skills that they need in order to effectively take their place in society. We ensure our curriculum is broad, balanced and relevant and meets the needs of all our pupils whatever their needs and ability. This includes not only the formal requirements of the *Framework for Children's Learning for 3 to 7 year olds in Wales (revised 2015)*, the *National Curriculum for Wales for Key Stages 2-4* and the *LNF (Literacy and Numeracy Framework)* but also the wide range of extra curricular activities that the school organises in order to enrich pupils' experiences.

As a Values School this also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. Our aim is for our pupils to develop into positive, responsible and resilient people, who can work and cooperate effectively with others as well as developing knowledge and skills in order to achieve their optimum potential.

Our whole curriculum is underpinned by the values that we hold dear.

In Gladstone Primary we:

- Value each child's uniqueness and promote respect for diverse cultures
- Value the ideas and views of each child. We acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their opinions
- Value the importance of each person in our community and organise our curriculum to promote inclusion, cooperation and understanding among all members of our community
- Value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. Our aim is for each member of our community to be successful and to ensure equal opportunities for all our pupils
- Value our environment. We teach our pupils how we should take care of the world, not only for ourselves, but also for future generations.

Aims

Through curriculum provision we aim to:

- Enable all pupils to learn and develop skills to the best of their ability
- Develop independent learners through the application of skills across the curriculum
- Promote positive attitudes to learning to ensure pupils enjoy coming to school and develop a solid basis for lifelong learning. We actively encourage parents to be involved within the caring school community
- Ensure pupils develop and apply the skills relating to literacy, numeracy, thinking and ICT
- Enable pupils to be creative and develop their own ideas
- Raise awareness of education for sustainable development and global citizenship
- Help pupils to have a secure sense of the place of the Welsh language and culture in Wales, Britain and Europe
- Enable pupils to be positive citizens in society
- Enable pupils to develop moral sensibility through carefully taught values
- Develop the personal and social skills of each child
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all and celebrate diversity
- Enable pupils to have respect for themselves and high self-esteem, to believe in themselves and to be able to live and work co-operatively with others
- Promote pupils' physical and mental development and their awareness of the benefits of a healthy lifestyle
- Fulfil the requirements of the National Curriculum
- Be aware of local and national initiatives and the potential impact on curriculum provision

The curriculum and inclusion

All the staff at Gladstone Primary are concerned with promoting a safe, secure and caring environment to provide all our pupils equal opportunities to experience success. The curriculum secures for all pupils, an entitlement to all areas of learning and the development of knowledge, understanding, skills and attitudes and does not discriminate against social background, culture, race, religion or belief, gender, gender identity, sexual orientation, age and differences in ability and disabilities.

Each child is valued and seen as unique. We ensure the curriculum caters for the learning needs of each individual pupil challenging them to achieve to the full extent of their capabilities. Pupils are provided with opportunities to demonstrate what they know, understand and can do. Pupil wellbeing is central to practice and provision.

Organisation

Foundation Phase (Nursery – Year 2)

The Foundation Phase curriculum places emphasis on experiential learning. Children have opportunities to learn and develop skills through meaningful first hand experiences. There is a balance of focused activities with enhanced and continuous provision appropriate to their stage of development. The outdoor learning environment is an integral part of Foundation Phase provision and provides an additional resource to extend opportunities for learning and skills development.

The statutory areas of learning in the Foundation Phase are:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication - revised 2015 to embed the literacy component of the National Literacy and Numeracy Framework (LNF)
- Mathematical Development - revised 2015 to embed the numeracy component of the National Literacy and Numeracy Framework (LNF)
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

Key Stage 2 (Years 3 – 6)

The statutory national requirements are:

- English - revised 2015 to embed the literacy component of the National Literacy and Numeracy Framework (LNF)
- Welsh
- Mathematics - revised 2015 to embed the numeracy component of the National Literacy and Numeracy Framework (LNF)
- Science
- Design and Technology
- Information and Communication Technology
- History
- Geography
- Art and Design
- Music
- Physical Education

Other statutory requirements:

- Religious Education
- Sex and Relationships Education
- Personal and Social Education

Maths, Language, PE and Welsh are taught discretely whilst the remaining areas of learning and national curriculum subjects are taught through linked 'topic' or 'themed' areas via the Cornerstones Imaginative Learning Project (ILP) programme.

In the Foundation Phase ILPs include:

- ❖ Why do Zebras have Stripes?
- ❖ Superheroes
- ❖ Wriggle and Crawl
- ❖ Land Ahoy!

ILPs in KS2 include:

- ❖ Scrumdiddlyumptious
- ❖ Burps, Bottoms and Bile
- ❖ Off With Her Head
- ❖ Technotastic

The Digital Competency Framework (DCF) has been integrated into the school ICT scheme of work and skills are being taught in line with the statutory timeline.

Literacy and Numeracy Framework

Literacy and Numeracy skills are essential in order for pupils to access the full curriculum. *The Literacy and Numeracy Framework* was introduced in September 2013 to enable pupils to 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 and Key Stage 2, plus the frameworks for personal and social education and religious education.

From September 2015, revised statutory and curriculum requirements were published to ensure the effective integration and embedding of the LNF within the taught curriculum. The revised curriculum for Foundation Phase and Key Stage 2 raised expectations for learners outcomes and attainments..

At Gladstone the revised curriculum requirements are fully embedded across the literacy and numeracy curriculum.

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 skills.

In our curriculum planning we support pupils to 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

The governing body curriculum sub-committee monitors the implementation of the school curriculum through regular review of activities, pupil progress and achievements.

The Role of the Senior Leadership Team

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher and Senior Leadership Team regularly monitor lesson plans to ensure progression and appropriately differentiated curriculum provision across the school. The Headteacher and SLT regularly undertake learning walks, book scrutiny and lesson observations on a time-tabled rolling programme. Members of the Values Council carry out lesson observations alongside the SLT.

The Role of the Class Teacher

Class teachers ensure that the statutory curriculum is taught and that the aims are achieved for their class. They ensure curriculum provision is differentiated to meet the needs of all learners including more able pupils and plan collaboratively to ensure parity across the year group.

Review

This policy must be read in conjunction with the following policies:

- Teaching and Learning Policy
- Assessment, Recording and Reporting Policy
- Additional learning Needs Policy
- More Able and Talented Policy
- Marking Policy
- EAL Policy
- Assessment for Learning Policy
- Language Policy

- Mathematics Policy
- ICT Policy
- Sex and Relationships Education (SRE) Policy
- Educational Visits Policy

The policy will be reviewed annually or earlier if appropriate.

Date of next review: Spring 2019