



PETERSTON SUPER ELY CIW PRIMARY

Curriculum Policy

Our Aims

“All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school should be designed to meet the requirements of the **Foundation Phase** and the **National Curriculum in Wales”**.

Vision and Aims

Our Mission Statement

If you believe, you will achieve

Our Vision Statement

1. To prepare its children for active, purposeful and fulfilling lives as present and future members of society. To develop independent, socially well-adjusted and adequately equipped pupils who have key skills, knowledge, expressive capabilities, reasoned attitudes and have the ability to make balanced judgements.
2. To promote Christian values and beliefs while at the same time developing understanding and tolerance of other cultural, ethnic and religious practices and convictions.
3. To provide a curriculum with structure and content appropriate to serve the needs and potential of its pupils to equip them with lifelong skills.
4. To facilitate the continuing professional development of its staff, to inspire, support and motivate staff to develop their own skills and expertise.
5. To develop mutually beneficial links with the parents, parish local and wider community through regular communication.
6. To enrich the learning environment of each child through the provision of a range of extra-curricular opportunities.

Within a stimulating and supportive environment we aim for each child:

- To feel valued, be inspired and to experience success in academic and all other areas of school life
- To feel self-confident and valued in the Peterston super Ely CIW Primary family community.
- To have the opportunity to develop their mental, physical and spiritual well-being by developing their own abilities and interests.
- To develop their social and personal development.
- To understand the world in which they live, with particular emphasis on the language and culture of Wales
- To have opportunities to develop their creative and practical abilities.
- To develop the life skills of co-operation and respect of values for themselves and their peers.

Our Core Christian Values

At Peterston super Ely Church in Wales Primary School underpinning our aims for the children is a commitment to ensuring that every child leaves with a set of Christian values that will help them to become excellent role models and citizens in later life. For example we focus on:

PEACE

CO-OPERATION

RESPONSIBILITY

TOLERANCE

RESPECT

LOVE

HAPPINESS

HUMILITY

As a school community we believe the ethos of our school should be built on a foundation of Christian strong values. These values form the basis of all pupil relationships and guide the children in the decisions they make, both inside and outside the classroom. It is the responsibility of all adults within the school community to ensure that these values are promoted and adhered to on an everyday basis.

The Organisation of the Curriculum

- Classes are currently organised in 1 form entry but become mixed year groups when dictated by pupil numbers.
- The curriculum is taught through discrete subjects or topic areas and there is a focus on developing the key skills areas where relevant e.g. history might be the vehicle for developing writing skills, science might be the vehicle for developing maths skills.
- We have ensured that the key skills of maths and english are taught daily or blocked to allow for setting. However these are also developed through other subjects. Additional time is also allocated in KS2, twenty minutes, to the development of reading skills, guided group reading and individual reading each day. In Foundation Phase classes reading time is built into their rota of activities and guided group reading and individual reading happens over a week with each child and each group.

- We have an evolving key skills file to show evidence of and tracking of the key skills across the curriculum
- Class parental curriculum planner is sent out by each teacher which indicates the broad objectives and the links between subjects.
- Units of work are planned these are called medium term plans or overviews and contain the detail of the work to be covered with a progression of learning objectives. The plans indicate how the work will be differentiated and what the pupil outcomes will be;
- Short term planning is carried out in detail to identify focussed tasks, objectives and success criteria delivered on a weekly basis using an agreed format;
- The children are taught in a variety of ways, with their year groups, in sets for maths and basic skills teaching and with some children being withdrawn for small group support;
- Schemes of work are planned using the framework of the National Curriculum and the Literacy and Numeracy strategies that the school has adopted.
- The RE scheme of work follows objectives from the church agreed syllabus adapted to suit the school's needs.

Roles and Responsibilities

The head teacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff;

- The senior leadership team co-ordinate the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage;
- Subject leaders are responsible for writing with colleagues input the scheme of work and liaise with class teachers over the content and delivery of the units of work. They evaluate and monitor standards in their subject feeding back to Senior Leadership Team using subject reviews and action plans. Subjects are monitored according to the priorities in the SIP each year.
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan to ensure consistency across the Key Stage.
- The head teacher ensures that the progress of each pupil is tracked and that there is appropriate challenge support and intervention, this is done through the use of INCERTs.
- The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Head teacher's report. The TLR holders present to the Governing Body as to new curriculum changes and deliver refresher presentations on the structure of the Foundation Phase and Key Stage 2.

The school should:

- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties;
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community;
- Create and maintain an exciting and stimulating learning environment;

- Ensure that each child's education has continuity and progression;
- Ensure that there is a match between the child and the tasks he/she is asked to perform;
- Provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education;
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process;
- Treat children in a dignified way.

Opportunity : a fair chance for all

- We want the very best lifetime opportunities for all our children by giving them the best start.
- We insist on children's entitlement to a broad range of knowledge and skills.
- We want opportunities for children in sport and the arts as well as academic achievement.
- We are committed to equality of opportunity for everyone.
- We want our children to learn positive attitudes so that they never limit the opportunities of others through stereotyping or intolerance.

The children should:

- Learn to apply independent thinking, how to solve problems in a variety of situations and work as a member of a team;
- Be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources;
- Be happy, cheerful and well balanced;
- Be enthusiastic and eager to put their best into all activities;
- Begin acquiring a set of moral values, on which to base their own behaviour;
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;
- Care for and take pride in their school;
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes;
- Be developing an enquiring mind, and understand the world we live in. Through investigation children are taught to observe carefully, record accurately, question and interpret;
- Be capable of communicating their knowledge and feelings through various art forms including art / craft, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity using a variety of media. Children also consider the style and work of artists.
- Be confident and skilful in the use of ICT and have an opportunity to solve problems using technological skills;

- Be encouraged to consider how things work and how they are constructed. Children have opportunities to design products, design, appreciate, evaluate and modify their work when necessary;
- Be identified when extra help is needed. They will be assessed to determine any special educational needs. We have links with numerous outside agencies that provide support for this when needed;
- Be identified where appropriate as being a more able pupil who's enhanced needs are then further catered for through specific differentiation, individual challenges and curriculum assessment / planning;
- Be given appropriate Sex Education (see our separate document; Sex Relationships Education Policy);
- Our aim is for children to listen to and appreciate music, play percussion instruments, sing and compose, and perform before an audience.
- Know about geographical, historical and social aspects of the local environment and the national heritage, be aware of other times and places, and recognise links among family, local, national and international events;
- Have some knowledge of the beliefs of the major world religions, and take part in a daily act of worship alongside all other children in school. We also have weekly visits by Father Martyn and the school enjoys positive links with our local chapel
- Be developing agility, physical co-ordination and confidence in and through movement;
- Know how to apply the basic principles of Health, Hygiene and Safety
- Encouraged to use skills (number, communication, ICT and thinking skills) in a wide range of activities and across the curriculum to produce resourceful and reflective learners;
- Be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;
- Be developing non-sexist and non-racist attitudes;
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement

Organisation of the school day

School Session Times

Day starts at	8.55
Collective Worship	10.15
Morning Break	10.30-10.45
Lunchtime	12.00
Afternoon session begins	1.00 (All Teaching staff & Y3-6) 1.15 (Reception- Year 2)
Afternoon Break	2.15- 2.30
End of the school day	3.30

Nursery Sessions are:

Morning: 9.00-11.45
Afternoon: 12.45- 3.30

Teaching staff must be at school between the hours of 8.45 and 3.40. During lunchtime, staff who leave the premises must return by 12.55.

Evaluation and review

This policy will be reviewed at a curriculum subcommittee meeting each year and amended to reflect the National Curriculum changes from Welsh Government and therefore the changes of practice within the school.