

Curriculum Policy

Ysgol Llanbedrog



Approval Date:

Review Date:

Signed on behalf of the Chair of Governors: _____

Date: _____

The Education Act 2002, notes the requirements for a balanced and broad curriculum.

1. Introduction

The curriculum is the activities we organise to promote learning and encourage the children's personal development.

It includes other matters in addition to the requirements of the National Curriculum, namely extra-curricular activities organised to enrich the children's experience.

It also comprises what children learn from other people's expectations of them and what they learn from the way they are treated.

Our aim in the School is to empower children and young people to achieve the highest standards and to nurture the qualifications and skills that enable them to live and prosper locally.

2. Values

The School curriculum is based on those values that are important to us. The curriculum is the way that we achieve our aim to teach knowledge, skills and understanding to the children in order that they can live valuable lives.

These are the main values that are the basis of the curriculum:

- We respect that every child is unique, and our curriculum promotes respect of the views of individual children together with respect to other cultures. We believe that the spiritual and moral development of every person is important, together with their physical and intellectual development.
- We see a value in every member of the community. The curriculum is arranged in order that there is consistent cooperation with members of the community.
- We appreciate everybody's rights within the society. We treat every child fairly and honestly. We aim to enable all to succeed, and we provide an equal opportunity for every child.
- We respect our environment, and through the curriculum we learn to respect the world. We talk of the importance of caring for the world for the generations to come.

3. Aims

The curriculum's aims are:

- Enable children to learn and develop their skills to the best of their ability;
- Promote a healthy attitude towards learning, in order that children enjoy coming to school, to create a strong foundation for lifelong learning;
- Teach the basic skills of literacy, numeracy and information technology;
- Enable children to be creative and develop a way of thinking for themselves;
- Teach children about the developing world around them, including the way their environment and society has changed over the years;
- Assist children to understand our country's cultural heritage;
- Enable children to be positive citizens in our society;
- Achieve the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- Educate children to be aware of their spiritual development and to differentiate between good and bad;
- Assist children to understand the importance of honesty and fairness, so that they grow up knowing that everyone has an opportunity to be valued;
- Ensure that every area gives attention to the Welsh curriculum.
- Enable children to respect themselves, to be able to live and cooperate with others.

4. Language

In accordance with the Authority's language policy, develop the pupils' ability to be confident bilingually to enable them to become rounded members of the bilingual society that they are part of.

5. Curriculum Development

We plan to develop a curriculum with appropriate learning activities that:

- Focuses on learners' needs and satisfy them
- Are inclusive and offer equal opportunity
- Give learners transferable skills
- Effectively promotes active bilingualism
- Relevant, challenging, interesting and offers enjoyment to every learner
- Transforms learning to produce inventive, robust and reflective lifelong learners
- Achievable with sufficient resources.

6. Organisation and Planning

We plan the curriculum in three phases. We agree on a long-term plan for each key stage. This plan indicates what will be taught in each term to each school Year. We review the long-term plan as part of the review process.

We have work plans that set a clear guide regarding the aim and objectives of the learning strategies used. This is what is called a medium term plan.

The short-term plans are those that are written every fortnight. Here, the skills for each session are set out and what resources and activities used are noted. We also earmark assessment opportunities in order that we have valuable information for future planning.

In the Early Years we use the recommendations of the Foundation Phase Curriculum. The activities are planned carefully to ensure that there is progression and continuation in the work.

In years 3 to 6 the core subjects are taught separately. Therefore, in one term it is possible to focus on a historical subject, then in another term there will be a focus on a geography subject. During the educational year every child will have been given an opportunity to experience the full range of subjects within the National Curriculum.

7. Children and Special Needs

Our school's curriculum has been created to give every child an opportunity. If we believe that the curriculum needs to be adapted to meet with a child's special needs, then we will do so following consultation with the child's parents and other experts if required.

If the child has special needs our school will try its best to meet with those needs. We achieve the needs set in the ALN Code of Practice in providing for children with special needs. If a child indicates signs of having special needs, the teacher will carry out an assessment. Usually the teacher will be able to provide learning resources and opportunities to meet with the needs within the usual classroom arrangement. If the child's needs are more intensive, we will consider if a statement of the child's special needs is required, and we will do this in consultation with the relevant external agencies. We always provide additional resources and support.

The school is preparing the Personal Education Plan for all the children on the additional learning needs register. The Plan sets out what the nature of their needs are, and outlines how the school intends to meet them. The plan also sets out what are the targets to show progress, so that we can regularly review and monitor the child's development.

8. The Early Years

The Early Years curriculum follows the national requirements for the Foundation Phase. Our planning focuses on developing skills and the experiences noted in the curriculum.

We plan carefully for young children to learn through play. Education in the reception class builds upon what was learnt in the Nursery unit. We have developed a good partnership with the various nurseries that feed into the unit and the reception class, as well as our own Nursery unit.

During the first term in the reception class, the teacher conducts a basic assessment to record the skills of individual children at the start of their school career. This assessment is important in planning the curriculum for each child in the future.

We are aware that support is required from parents and teachers for the children to show progress in school. We endeavour to contact the parents of the children in order that they know what is the nature of their children's education and progress.

9. Subject Leader's Role

Subject Leader's Role is to:

- Provide guidance and direction for the subject;
- Support staff and advise regarding matters relating to the subject;
- Monitor the pupils' development within the subject;
- Provide effective management of the resources for the subject.

We give subject leaders non-contact time to enable them to undertake their duties. The subject leader should know of the latest developments in their subject, at a national and local level. They review the way the subject is taught at school, and plan for the future. This planning is in accordance with the general objectives of the whole school. The subject leader will review the curriculum plans for their subject, in order to ensure that the National Curriculum is fully met. They also ensure that continuation and progression are part of the work plans. They also retain a portfolio of children's work, to show the attainment levels of children within the key stages and show examples of what is expected.

10. Monitoring and Reviewing

The Governing Body is responsible for monitoring the way the curriculum is implemented. They review each Curriculum subject every two years - for further details please see the SDP and the Monitoring timetable.

We have named governors who are responsible for shadowing the subject leaders. They contact the subject leaders and are part of the self-evaluation process.

The Headteacher is responsible for the curriculum's daily organisation. He/she monitors the lesson plans every fortnight for all teachers, in order to ensure that the lessons follow the National Curriculum requirements and that the lessons have suitable learning skills.

Subject leaders monitor the way that the subject is taught at the school. They look at the long-term planning in order to ensure that relevant strategies are used. Subject leaders are also responsible for monitoring the use and management of resources.