



VENERABLE EDWARD MORGAN CATHOLIC PRIMARY SCHOOL

CURRICULUM POLICY

This Document is a statement of intent within Venerable Edward Morgan. It was developed through a process of consultation with Key stakeholders and in correspondence with the School's planning and review schedule.

This sets out a framework by which to work.

Approved On:	
Next Review:	
Signed:	

**“LOVE AND SUPPORT IN ALL WE ARE TAUGHT.”
“CARIAD A CHEFNOGAETH YM MHOPETH RHYDAN NI’N DDYSGU.”**

1. Introduction

The curriculum is all the planned activities that we organise to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children. It also includes the hidden curriculum, or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

2. Values

Our school curriculum is underpinned by the values that we hold in our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

The Ethos and Values of the School

This ethos includes:

- a high expectation of all learners whatever their ability;
- a recognition of the value of what children can bring with them from their homes;
- recognising the entitlement of all learners to equal access to a broad and balanced curriculum;
- an understanding of learning as an active and life-long process;
- developing personal and moral values, respect for religious values and an understanding of other races, religions and ways of life;
- understanding the world in which they live and the interdependence of individuals, groups and nations;
- appreciating achievements and aspirations;
- understanding the major cultural and historic factors which have shaped Wales;
- a desire to create an atmosphere of mutual respect within the school;
- a belief that parental involvement is an essential tool of child development;
- a desire to forge links between the family, the school and the wider community, including the religious community and industry;
- an understanding of the importance of sustainable development and global citizenship.

3. Aims and Objectives

3.1 The aims of our school curriculum are that the pupils will:

- Fulfil all the requirements of the National Curriculum and Bishops Conference of England and Wales Religious scheme of Work '**Come and See**'.
- Have an awareness of their own spiritual development and understand right and wrong;
- develop lively, enquiring minds with the ability to question and reason rationally;
- set targets for improvement and evaluate their own progress;
- apply themselves to tasks and physical skills;
- develop their thinking skills, communication, number and ICT to maximise their learning potential;
- work hard, taking pride and delight in their achievements;
- develop skills, knowledge and flexibility which will enable them to adapt successfully to the demands of a rapidly changing society;
- be both secure and positive in their attitude towards school and therefore attend regularly and punctually;
- be sensitive to the needs of others;

- be encouraged to participate in a large number of extra-curricular activities which will enhance their whole personality;
- value people for who they are and what they can do;
- have a caring attitude towards their environment and strive to make a positive contribution to sustainability and global citizenship;
- have a secure sense of the place of the Welsh language and culture in Wales, in Britain and in Europe;
- understand the nature of the multicultural society;
- take up positions of responsibility in the school such as being a School Councillor, Prefect, Buddy, or Playground Activators, enabling them to make a positive contribution to school life.

4. Organisation and planning

- 4.1 We plan our curriculum in three phases. We agree a long term plan for each key stage. This indicates the subjects and programmes of study, and to which groups of children. We review our long term plans on an annual basis. Both Key Stages are planned over a two year cycle due to mixed year classes.
- 4.2 With our medium term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic/subject.
- 4.3 Our short term plans are those that our teachers write on a weekly basis. Weekly planning highlights the learning objectives, outline of lesson, differentiation, key skills and evaluations.
- 4.4 In Foundation Phase we adopt an inter-disciplinary topic approach to the curriculum planning. We plan the curriculum carefully so that there is coherence and full coverage of all aspects of the National Framework, and there is planned progression in all areas.
- 4.5 We plan as far as possible using the thematic approach however if a subject does not fit into the theme then we teach it discretely. A child may concentrate in one term on a history topic then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

5. Children with Special needs

- 5.1 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 children have been consulted.
- 5.2 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 SEN code of Practice in providing for children with special needs. If a child displays signs of having needs 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. In addition to this, further 'booster' sessions can be provided by the ALN's teacher, following school-based assessments. If a child's need is more severe, we consider the child for extended School Action + or a statement of special needs, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.
- 5.3 The school provides an Individual educational Plan (IEP) for each child who is on the Special Needs register. This sets out targets for improvement so that we can review and monitor the progress of each child at regular intervals.

6. Foundation Phase

- 6.1 The curriculum that we teach in Lower (nursery and reception) and Upper (Year 1 and Year 2) Foundation Phase meets the requirements set out in the *Framework for Children's Learning for 3-7 year olds in Wales. Our curriculum planning focuses on developing children's skills and experiences, as set out in this document*.

- 6.2 Our school fully supports the principle that young children learn through play, and by engaging in well planned structured activities. Teaching in the Foundation Phase builds upon the experiences of the children in their pre-school learning.
- 6.3 During the children's first term in the Nursery class (2014) the teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Reception baseline is also carried out during the first term (There are ongoing changes at present regarding assessment but staff will continue to assess pupils to plan appropriately for progression. School will follow LA advice regarding assessment).
- 6.4 We are all aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

7. Skills across the Curriculum

- 7.1 The following skills have been identified as 'skills across the curriculum' in the revised National Curriculum
- Thinking
 - Communication
 - ICT
- 7.2 At Key Stage Two in our curriculum planning we aim to highlight these skills, so that children's progress in all these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

8. Learning across the Curriculum

- 8.1 Knowledge and understanding of Wales, personal and social development and well-being and awareness of the world of work are to be taught across the curriculum.
- 8.2 Bilingualism - Pupils are encouraged to use the Welsh language throughout the curriculum areas. They respond to instructions in Welsh and reply to the teachers in an age appropriate manner. Pupils are also encouraged to use Welsh with their peer groups to reinforce learning and to make Welsh a natural part of the day.

9. The role of the Subject leader

- 9.1 The role of the subject leader is to
- Provide a strategic lead and direction for the subject;
 - Support and offer advice to colleagues on issues related to the subject;
 - Monitor pupil progress in that subject area;
 - Provide efficient resource management for the subject.
 - Write, monitor and review policy
 - Write annual Action Plan
- 9.2 It is the role of the each subject leader to keep up with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole school objectives. Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. Schemes of work will
- meet statutory requirements
 - determine coverage and progression of skills
 - provide support and resources for members of staff
 - make reference to skills based learning

At Foundation Phase, prior to September 2011, there were portfolios for the core subjects. Since September portfolios are being developed in Language, Literacy and Communication, Maths Development, Personal and Social Development and Cultural Diversity and Wellbeing. At Key Stage Two the Subject leader keeps a portfolio of children's work, in the core subjects, which s/he uses to show the achievements of children throughout the key stage and to give examples of expectations of attainment.

10. Monitoring and Review

10.1 Our governing body has named persons responsible for curriculum subject areas and they liaise with the subject leaders of these areas and monitor closely the way the school teaches these subjects.

10.2 The Headteacher is responsible for the day to day organisation of the curriculum. The Deputy Headteacher and Foundation Phase Leader monitors the plans for all teachers in their departments, ensuring that all classes are taught in the full requirements of the National Curriculum and that all lessons have appropriate learning objectives. The Head teacher oversees this monitoring.

10.3 Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

11. Parents and the Curriculum

11.1 Parents have an important role to play in their child's education. Parents will be asked to support learning by:

- Listening to their child read books sent home by the school
- Be involved in home/school projects
- Attend parent evenings to receive an update on their child's progress
- Inform the school of any issues which could affect their child's progress

12. Extra Curricular Activities

Extra-curricular activities provide opportunities for pupils to consolidate skills they have learned in lessons and also to have experience of a wider range of activities which develop new skills, confidence and self-esteem. Pupils in KS2 have the opportunity to sing in the school choir, learn musical instruments and join county orchestras. Peripatetic tutors provide lessons for pupils who are learning string and brass instruments. Sporting clubs include, amongst others, dance, netball, football and athletics. Children have an opportunity to vote for the clubs they want to partake in, dependent on resources. Discussion takes place and wherever possible these clubs are offered. We operate an Equal Opportunity Policy in respect to our extra-curricular activities.