

BRYNMENYN PRIMARY SCHOOL

Curriculum Policy



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Please note: Due to changes to the Curriculum for Wales this policy is under review.

Introduction

At Brynmenyn Primary School, we are committed to creating a happy community that works together, in partnership with parents and others, that helps everyone to achieve their best in their own learning and to contribute to learning within the school. We aim to provide a wide range of first-hand opportunities, in a stimulating environment that helps to develop the skills and knowledge required to take place in the world today. We want to be proud citizens of both Wales and the world, celebrating our heritage and protecting the planet.

The Curriculum Policy has a duty to ensure that Brynmenyn Primary 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 considers the current changes taking place with the Curriculum for Wales.

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 Purposes of the Curriculum for Wales, by ensuring we develop pupils at Brynmenyn Primary 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.

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),
- Foundation Phase (Revised 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.

As a community, Brynmenyn Primary 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, coherent, and meets all statutory requirements.

Literacy and numeracy are fundamental to the curriculum and to everyday life. Brynmenyn Primary School promotes 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.

Curriculum for Wales

The school is in the process of developing its vision for all pupils in line with the Curriculum for Wales. A range of stakeholders have inputted into the review of the vision. Whole school training on the 12 Pedagogical Principles has provided a foundation for teaching approaches and a plan for development. Pupils are aware of the four purposes and are developing a deeper understanding following the introduction of characters that represent the purposes, progressively across the school. Staff plan for the six Areas of Learning Experience (AoLE) in their teams. All AoLE leads are developing whole school approaches to each area. Staff are aware of disciplinary, multi-disciplinary and inter-disciplinary approaches and are recognising when best to adopt different approaches.

Cwricwlwm Cymreig

As a school in Wales, we want that to be reflected across all areas and aspects of what is taught. Lessons are planned with a clear focus for representing Wales and Welshness in order to develop a deeper understanding of what it means to be Welsh and to celebrate it, as well as a sense of belonging or Hiraeth.

The Foundation Phase

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in Lower Foundation Phase builds on the experiences of the pupils in their pre-school learning through the organisation of focussed tasks, continuous & enhanced provision and Mojo tasks. We do all we can to build positive partnerships with local pre-school providers in the area, including external agencies.

We ensure that all continuous and enhanced provision is focussed and develops skills through Mojo challenges. Mojo challenges are carefully planned to build independence and

strengthen resilience when working independently. The quantity of challenges increases across Foundation Phase.

The class teacher makes a baseline assessment to record the skills of each pupil on entry to the school, and at the start of Nursery and Reception years. These assessments form an important part of the future curriculum planning for each pupil. Pupils need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each pupil by keeping them informed about the way in which pupils are being taught and how well they are progressing.

Key Stage 2

The move in to Key Stage 2 from Foundation Phase is carefully planned and monitored in order to provide a smooth transition between the two phases. Lessons are delivered in a variety of ways including whole class, group and rotations. During these sessions, pupils develop skills, knowledge and independence through a range of learning activities. As they move through Key Stage 2 pupils continue to build on and develop more precise reflection and evaluative skills as a tool for self-improvement and progression.

Teaching Approaches

Staff employ different teaching approaches 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 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.

The Street

The Street areas provide opportunities to develop independent learning across all Areas of Learning Experience. Pupils are able to access areas on a rotation basis, applying skills they have learned in the classroom through independent learning experiences.

Planning

Long/Medium term

Subject leaders have developed long term plans for each of the subjects that incorporate progression and continuity through a mainly multi-disciplinary approach. However, some specific areas, such as phonics, mathematics, Welsh, R.E. and P.E. will be more often taught in discrete lessons. Science is also taught discretely but will be linked to the topic where appropriate and effective.

As development of the Curriculum for Wales 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.

Equal Opportunities

In accordance with the school's Strategic Equality Plan, all children at Brynmenyn Primary School must be given equal access to the Curriculum for Wales. Staff will endeavour to help all children to reach their full potential irrespective of race, religion, gender, age or ability. Work will be adapted to address the needs to pupils with Additional Learning needs including More Able and Talented children (MAT). Staff will aim to integrate aspects of multicultural learning into what is taught to engage children in their learning, foster self-esteem and give children a wider understanding of the world in which they live.

Differentiation

The main learning activity may often be the same for nearly all pupils in the class. However, in order for all pupils to reach their own potential, teachers may employ a variety of differing teaching and learning methods and materials to suit pupils' different needs. Differentiation may take the form of: - additional adult support; a range of scaffolding; alternative outcomes; group arrangements; range of recording techniques; range of resources; different input to an activity; varied outcome.

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. R.E. may be taught discretely or through topic-based approaches where appropriate.

Collective Worship

All pupils from Reception to Year 6 are expected to take part in daily collective worship. Pupils in Nursery often take part, dependent upon the nature of the provision, and their maturity. 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.

Relationships & Sexuality Education (RSE)

Relationships & Sexuality Education is taught to all pupils throughout the school, at an appropriate level, under 'Personal and Social Development' in the Foundation Phase, and 'Personal and Social Education' at Key Stage 2. The core values that underpin RSE 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 (Real PE). 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

Brynmenyn Primary School offers a varied programme of extra-curricular activities that take place outside the formal curriculum. Pupils are strongly encouraged to take part in these activities. Most of 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 visitors and speakers are invited into school to further enhance the experiences of pupils.

Homework

We believe that homework enables pupils to further develop their learning at home by extending what they have learned at school. It enables them to reinforce the learning that has taken place at school to ensure that they are secure in their understanding of key concepts. The school sets homework in a progressive way across the school. Homework is sent home on a weekly basis. The time to complete homework may vary due to the demands of it. However, we aim for it to take no longer than an hour. Teachers are not expected to mark homework, but they record the assessment information each week and monitor the

contribution that it makes to children's learning over time.

Nursery & Reception – Pupils are encouraged to read with an adult and enjoy listening to stories. When pupils are developmentally ready, phonics and flash cards will be sent home to practise reading, and pupils can log on to their Active Learn accounts to access their range of books and maths games.

Years 1 & 2 - Pupils are expected to read daily. Pupils can log on to their Active Learn accounts to access their range of books and maths games. Spelling words, phonics and flash cards are sent home to practise. Learn Its will be sent home, when as pupils are developmentally ready.

Years 3-6 – Pupils are expected to read daily. Pupils can log on to their Active Learn accounts to access their range of books and maths games. Spelling words sent home to practise. Learn Its and Big Maths Beat That sheets are sent home and can be used to work on examples.

Additional Learning Needs

If a child has an additional educational need, our school does all it can to meet these individual needs. We comply with the requirements set out in the ALN Code 2021 in providing for pupils with specific 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 produces a 'child-friendly' One Page Profile (OPP) for every child. A sound knowledge of each pupil leads to person-centred adjustments in teaching strategies to accommodate individual needs and requirements (Universal Provision). Through a range of testing, interventions are identified and applied. Following a graduated response, referrals are made where necessary. Where interventions and person-centred support (through Universal Provision) has not impacted on progress, a person-centred review will be held with parents in attendance, as well as pupil involvement and external agencies. The main barrier to learning is identified and an Individual Development Plan (IDP) written up and shared. This IDP is then reviewed annually, or more often when necessary.

Reviewed - 04.02.2022

Ratified by governors -

Signed: Chair of Governors _____