

Trelales Primary School



Curriculum Statement

Mission Statement

All staff at Trelales Primary School are committed to providing a broad based curriculum within a caring, happy, disciplined and secure environment in which all pupils irrespective of gender, race or ability realise their full potential.

A Statement of Aims

It is a firmly held opinion in this school that the aims of education are the same whatever the advantages or disadvantages of the boy or girl concerned. Warnock (1978) states: 'The aims are, first to increase a child's knowledge of understanding, both of the possibilities of the world and of his/her own responsibilities in it: and, secondly, to give him/her as much independence and self sufficiency as he/she is capable of, by teaching him/her those things he/she must know in order to find work and to manage and control his/her own life. Children have manifestly different obstacles to overcome in their path towards this double goal and for some, the obstacles are so enormous, that the distance they travel will not be very great. For these children any progress at all is significant. For the most severely handicapped, education seeks to help them overcome their difficulties one by one.' It is our intention with this statement in mind and through the following aims, to provide for the complete development of every pupil.

Aims

1. To provide as broad a curriculum as possible to ensure that all pupils have equality of opportunity to access all the elements.
2. To assist pupils to realise their full potential in all aspects of their development and become well balanced members of society.
3. To help pupils develop lively, inquiring minds and apply themselves to all work they undertake.
4. To help pupils acquire knowledge and skills that are relevant to the ever changing world in which they live.
5. To create a welcoming, caring, secure, calm, happy and purposeful atmosphere.
6. To deliver the National Curriculum and help pupils use number and language effectively.
7. To provide an education free from discrimination towards gender, race, age and special needs.
8. To create an environment where self discipline and consideration for others is valued.

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9. To ensure staff provide positive role models in terms of how we value good manners and behaviour and teach good social behaviour and consideration for others.
10. To ensure staff and pupils appreciate and care for their local community, the wider community and the environment and use them to enhance teaching and learning.
11. To inculcate personal and moral values and standards – self respect, honesty, respect for others and their property, courtesy, effort, self discipline and responsible behaviour.
12. To acknowledge the support that parents give in regard to the ethos of the school and recognise the partnership with parents is paramount to ensure the continuing development of the child.

Breadth

Children will experience a broad curriculum through the study of English, Welsh, mathematics, science, design technology (DT), information communication technology (ICT), history, geography, art, music, physical education (PE) and religious education (RE) which includes multi-cultural activities. Key Skills are evident throughout. (See Skills Policy)

Personal and social health education (PSHE) and Citizenship will be taught both discretely and supported through programmes which are linked to other curriculum areas. Learning and teaching are enriched by educational visits, including residential visits, in order to provide first hand learning experiences for the pupils and reinforce the PSHE programme. Whole school assemblies and Key Stage assemblies are used to promote PSHE. Purposeful links exist with the LEA's Education Business Partnership from which visits are arranged for the pupils and training and placements for the staff. Both the local and international community is utilised. These initiatives not only provide relevant contexts for learning, but they help establish effective partnerships with industry and the world of work.

Balance

Balance within the curriculum is fundamentally, though not exclusively, about quantifying and distributing time to the different subjects of the curriculum. Other important matters affecting balance, such as resources, classroom organisation, teaching methods, groupings and the range of learning experiences offered to pupils are dealt with elsewhere in this statement.

Curriculum time will be used to develop children's learning skills, particularly literacy, numeracy, problem solving and information technology.

Progression, continuity and achievement

Progression **within** subjects and **across year groups** is secured through detailed schemes of work, which are built up incrementally and systematically reviewed and evaluated. These are working documents designed to provide practical support for teaching and learning. They sequence the content and specify clear learning outcomes derived from the programmes of study. Tasks and activities designed to help pupils achieve the learning objectives are indicated, as are opportunities for assessment.

Pupils' learning outcomes are assessed regularly using a variety of strategies, including thorough and careful marking of children's work which informs future planning and ensures

progression, i.e. **Assessment for Learning**. The evidence collected from teacher assessment, pupil self evaluation and peer evaluation enhances this process in order to impact on standards i.e. **self evaluation**. A manageable system of record keeping is maintained that enables teachers to document pupils' progress during their time in the school. These records are used to provide parents with detailed reports which are distributed annually and which describe their children's attainment, achievement and progress in the various subjects. This system of record keeping also ensures teachers are aware of the levels of skills and ability of the pupils that they are expected to teach.

The schemes also provide the basis for planning learning activities that are matched to pupils' different abilities, they indicate links with other subjects, where appropriate, and highlight the resources needed to support effective teaching and learning. Most importantly, the schemes of work are the foundation for monitoring and evaluating standards of achievement as well as the quality of teaching and learning within each subject. General curriculum statements provided guidance on teaching methods.

Target setting and achievement

The school has a clear strategy for setting targets to raise and / or maintain high standards of achievement. The evidence collected from careful monitoring (referred to later), is all carefully analysed. The information is used to set appropriate performance targets for each year group and hopefully for individual pupils. The process involves whole school discussion about the performances of individual pupils, which is used to forecast their future performances against NC criteria. This is done within the framework suggested by the LEA in its Target Setting Profile i.e. **pupil tracking**.

Patterns of curriculum organisation

The school organises the teaching of the whole curriculum on the basis of **separate subjects** and **subject-focused topics** in Key Stages 1 & 2 and **experiential learning** in the Foundation Phase.

Welsh, music, physical education and religious education are mainly taught as separate subjects two or three times a week in single sessions. Additional music activities are undertaken as part of seasonal festivals. Welsh is also taught incidentally throughout each day and pupils are encouraged to use the language both in the classroom situation and school environment in general. (**The concept of bilingualism is encouraged**) Mathematics is taught mostly as separate programmes of study but opportunities are carefully planned for children to use and apply their skills in other areas of the curriculum, e.g. science, design technology and topic work, etc. These areas provide good, relevant contexts for children to use mathematical skills purposefully, especially those of measuring and representing data as part of problem solving and investigative work. Science is taught in a similar way.

Subject-focused topics are concentrated on aspects of the programmes of study in one particular subject, but are reinforced by **related elements** from the programmes of study of a **limited** number of other subjects.

Art, design technology, and information technology are taught discretely and, in the context of other subjects. When necessary and appropriate, the skills associated of these subjects may be taught discretely.

Art, technology and the subject-focus topics based on history and geography, will not necessarily be taught every week. These are often organised in **blocks of time** to enable children to study subjects and ideas in depth, to reinforce their understanding of the relevance of things they learn and also to enable them to complete assignments on which they are working.

Foundation Phase

The Foundation curriculum for children aged 3-7 is organised into six areas of learning:

- Personal and Social Development, Well Being and Cultural Diversity
- Language, literacy and communication skills
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development
- Welsh language

The seven areas are there to help teachers plan and develop the Foundation Phase environment. In Trelales they do not necessarily mean that all young children's learning is going to be compartmentalised because young children do not compartmentalise their learning under separate headings. Many activities may involve the development of a great number of different skills with children taking active roles in the learning experiences offered. Priority is given to teaching the skills of literacy and numeracy and of providing a rich programme of work which gives children many opportunities to listen to good models of language, to speak clearly and confidently and to increase and use their vocabulary imaginatively. Careful planning arrangements ensure the curriculum enables young children to make progress towards achieving the Foundation Phase outcomes and dovetails appropriately into the National Curriculum programmes of Study.

Cultural Awareness

Throughout a given year the School will organise visits or activities to heighten the pupils' awareness of both our culture and that of other countries, i.e. the awareness raising involves multi-cultural activities.

Curriculum Cymreig

All children will be given opportunities to develop their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Most importantly, Welsh is taught every week and also used incidentally throughout the day. St. David's Day is celebrated each year and all children participate in this festival. The school is also a member of the Urdd and partakes in many activities

The general guidance for each National Curriculum subject expects learning activities to be provided in the relevant scheme of work to help develop the Curriculum Cymreig. In practice, however, the major focuses for this work will be Welsh, history, music, P.E., geography, art and literature. The school is eager to ensure that links between individual subjects and Curriculum Cymreig are not contrived. Our focused approach to this important area of the curriculum will avoid the provision of superficial, meaningless learning experiences that could have a negative impact on children's attitude to this work. The

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criterion used to plan Curriculum is relevance for children at their different ages and stages of development.

Use of Language

All subjects provide natural, rich contexts for children to learn, use and apply their knowledge and skills of English and Welsh. On these occasions, children are expected to use their skills of English and Welsh in the context of the subject being studied, with appropriate emphasis on the accurate use of grammar, punctuation and spelling. Teachers' medium and short term planning shows the links with other subjects, especially in the subject-focused topics where the contribution that English makes to the study is clearly indicated.

We aim to provide them with opportunities to communicate (oral, reading and written) effectively and thoughtfully, for a range of purposes and with a range of audiences. We aim to create independent and confident users of language (English and Welsh) and provide them with the skills to develop other languages.

Skills

See Skills policy

Numeracy

At Trelales Primary School our aim is to teach Mathematics to all pupils throughout the eight years in such a way that they enjoy their Mathematics and enjoy their mathematics and develop positive attitudes towards it. Mathematics is a complex subject and its teaching should enable children to understand concepts fully in order to be able to adapt and use their knowledge, with confidence, in familiar and unfamiliar situations now and in their adult lives.

We want to produce mathematical "thinkers" who will have the confidence and the ability to work co-operatively, independently, systematically and be motivated to solve problems and apply their skills and knowledge in other aspects of the curriculum.
(Please refer to Mathematics Policy).

Information Communication Technology (ICT)

'Information technology has a critical role in enhancing the learning process at all levels, and across a broad range of activities beyond the National Curriculum. Through the use of ICT in the curriculum, schools will also be helping pupils become knowledgeable about the nature of information, comfortable with the new technology and able to exploit its potential.' (H.M.I. Curriculum Matters 15 para. 7)

ICT is not seen as an extra subject. The computer is a very flexible teaching aid and can be used to enhance and support various learning aspects. It is taught both as a discrete and cross curricular subject.

The school encourages pupils to use the information resources available on the Internet. The development and acquisition of appropriate skills related to this resource are fundamental for our pupils in today's world.

Learning and Teaching

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At Trelales, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate learning and teaching experiences help children to lead happy and rewarding lives.

(Refer to Learning and Teaching policy)

Aims And Objectives

We acknowledge that learning takes place in a variety of ways, e.g. visual, auditory and kinaesthetic and that it is vital to identify the best mode of learning for individual pupils. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners
- Foster children's self-esteem and help them build positive relationships with other people
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings for others
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- Enable children to understand their community and help them feel valued as part of this community
- Help children grow into reliable, independent and positive citizens
- Make children aware of the importance of Global Citizenship

Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them. The psychologist, Howard Gardner, identifies seven main areas of intelligence : linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem solving
- Research
- Group work
- Paired work
- Independent work
- Whole-class work
- Questions and answers
- Use of ICT
- Experiential Learning
- Educational visits
- Creative activities

(Please refer to Learning and Teaching document)

Resources

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The resources needed for teaching the various subjects are carefully organised to ensure they are easily accessible for both teachers and children. All resources are clearly labelled and regularly monitored in order to ensure their appropriateness. All costs relating to resources are planned for and outlined in the school development plan.

The requisite number of support staff are employed at the school.

Curriculum leaders

Curriculum leaders are responsible for monitoring their subject areas, providing INSET, evaluating progress, ordering appropriate resources, writing schemes of work and policy documents.

• Monitoring and evaluation

The headteacher and Senior Management Team are responsible for keeping the curriculum under review and for monitoring and evaluating the quality of teaching and learning. They provide feedback to individual teachers on their evaluations. Teachers' planning is monitored regularly, pupils are listened to and their work scrutinised in order to ascertain their levels of understanding and progress.

The evidence collected is evaluated against National Curriculum expectations and provides the foundation for whole staff discussion, which is part of the process of reviewing school development. Teachers are provided with written feedback following the termly monitoring of work and following class observations. The monitoring incorporates the Performance Management that is in place, whereby both teaching and support staff set targets and get them reviewed. Where necessary, CPD is made available.

Differentiation

Children in all year groups differ in their needs and abilities; teachers have to plan and use techniques, which give all of them opportunities to show what they can do, know and understand at their different levels of ability. This is the process of differentiation. Some of the strategies teachers use to meet children's different needs include:

- i. Providing common tasks that result in different outcomes;
- ii. Grouping children by ability to work on carefully matched tasks;
- iii. Providing different resources for individuals and groups;
- iv. Tailoring the teacher's support to individual or group needs;
- v. Providing different children with more or less time to accomplish tasks;
- vi. Providing 'stepped tasks' where successive parts make increasing demands on the learner;
- vii. Pupils work at different stages or strands of a subject;
- viii. Able pupils are given opportunities to study at a more challenging intellectual level;
- ix. Pupils are encouraged to pursue areas of particular interest through investigation and research;
- x. Classroom aides are employed to support SEN pupils or to work intensively with some groups.

Special educational needs

Many children have special educational needs at some time during their school lives. Some have special needs because they find learning difficult, some because of specific difficulties, impairments or disabilities and others have special needs because they have high ability. The school meets the needs of these children through careful planning, by the provision of additional support and especially by using the strategies for differentiation outlined above. In the case of children who have registered special needs, the provision is mainly made through individual education plans that specify learning objectives together with practical activities which help the child to make progress in small, achievable steps. The needs of the more able children are also met through carefully differentiated learning activities, but ones that are suitably challenging and extend the learner. Enrichment and extension programmes are provided to meet their special needs.

A language support teacher attends for two half day sessions per week.

Class Structure

The total number of pupils on roll and the existing complement of teaching of teaching staff make it necessary to provide teaching in classes of the same age.

Access

All children in the school have equal opportunities. Furthermore, every effort is made to ensure the whole curriculum is accessible to girls, boys, children with special educational needs and to children from different ethnic and cultural backgrounds.

Homework

Homework is provided on a regular basis for all children at the appropriate age and stage of development.

(Please refer to Homework Policy)

Extra-curricular activities

The school provides a programme of extra-curricular activities which enriches children's learning and includes the following: choir, recorders, guitars, violins, woodwind, brass, rugby, basketball, netball and rounders; numerous educational visits are undertaken throughout the year. Children are taken to the theatre, drama groups visit, people from the community visit, including the police, fire service and the local clergy, to support curriculum developments.

Signed:

Date: