



Curriculum Policy

Date Policy formally approved by Governing Body: Summer 2011

Date Policy becomes effective: September 2011

Review Date(s): 13th May 2015
May 2022 (unless there are changes to the National Curriculum prior to this date)

Person(s) responsible for implementation: Headteacher

Signed (Head teacher) Mr Simon Edwards 15.5.2019

Signed (Chair of Governing Body) Mr Emlyn Jones 15.5.2019

Equality Impact Assessment date:
2.5.2019

SCHOOL AIM AND VALUES

School Aim

We aim to provide a rich, structured and caring environment offering a varied and balanced curriculum with equal opportunities for everyone. All pupils are encouraged to acquire skills and attitudes that will enable them to realise their full social and educational potential and become confident, valuable and caring members of society with a continuing thirst for knowledge.

School Values

- To listen to each other, whether child, parent, governor or member of staff
- Every member of the school community has the right to feel happy and secure on the way to school, whilst at school and on the way home
- Each member of the school community is of equal value
- Every child has the right to equal opportunities regardless of age, gender, ethnicity and ability
- We have a responsibility to provide high quality education for all pupils
- We have a responsibility to provide the support needed to allow every child to reach his/her potential
- Every member of the school community should continue to be learners
- We should show that we care for each other and our environment by our actions and our words
- We have a responsibility to support the spiritual, moral, social and cultural development of our children

RATIONALE

At Hafod y Wern Community Primary School, through high quality teaching and learning, we will support pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help prepare them to make a mature and critical contribution to society as an adult.

- We agree that the classroom environment should be challenging but not threatening.
- We recognise that much learning occurs during the interaction with pupils and with pupils working with their peers.
- We acknowledge that we need to be reflective in our practice.
- We will continue to develop professionally within a community of learners.

PRINCIPLES OF INCLUSION

At Hafod y Wern Community Primary School, we believe an inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every pupil matters. This will show not only in the pupils' performance but also in the school ethos and our willingness to take account of pupils' varied life experiences and needs.

At Hafod y Wern Community Primary School, we embrace inclusion.

This will enable us to:

- a) Celebrate educational and cultural diversity.
- b) Meet the needs of pupils for whom English is not their home language.
- c) Seek ways to support disadvantaged pupils and their families.
- d) Meet the needs of pupils with Additional Learning Needs (ALN).

This will be evidenced by:

- a) Parents of pupils with English as an additional language (EAL) having equal access to information about the school and their children.
- b) Pupils with ALN learning to have their needs met.
- c) ALN support assistants generally working within class.
- d) Disadvantaged pupils and their families feeling supported and valued.
- e) Opportunities being taken to allow pupils to share their culture.
- f) Adults and pupils showing respect for one another in the way they speak and act.

We will continually monitor and evaluate pupils' social, intellectual, spiritual, moral and cultural development and take action if individuals or groups of pupils cause concern.

KEY STATEMENTS

We believe that the following seven Key Statements define high quality learning and teaching:

Key Statement 1

In teaching we will:

Talk regularly with pupils about their learning.

This will be evidenced by:

- a) Pupils talking to one another about their learning.
- b) Pupils responding to carefully targeted questions.
- c) Pupils encouraged to talk about what they are learning throughout lessons.
- d) Teacher responding to a pupil's misunderstanding.
- e) Pupils being able to talk about the progress they have made over time.

This will enable us to:

- a) Help pupils to clarify their own understanding.
- b) Review prior knowledge and understanding at the start of each lesson.
- c) Help assess progress made during the lesson.
- d) More quickly becoming aware of a pupil's misunderstanding.
- e) Use pupils talking about their learning as a tool to support the learning of others.

Key Statement 2

In teaching we will:

Be knowledgeable about what we are teaching.

This will enable us to:

- a) Be confident that what we are teaching is factually correct.
- b) Be creative in our delivery of lessons.
- c) Identify efficiently where we need to take the child next.
- d) Enjoy teaching.
- e) Make accurate assessments of each child's progress.
- f) Take into account the learning that has taken place previously.
- g) Ensure that the planned activities deliver the learning.

This will be evidenced by:

- a) Pupils being motivated, engaged and focused.
- b) Pupils making better progress
- c) Pupils having an understanding of the progress they have made.
- d) Teacher feeling positive and enthusiastic about their teaching.
- e) Pupils enjoying learning.
- f) The knowledge gained by the pupils being accurate.
- g) Teachers being confident when responding to pupils' questions.

Key Statement 3

In teaching we will:

Reflect on our practice and challenge our own thinking.

This will be evidenced by:

- a) A range of teaching styles used in every classroom.
- b) Different styles of learning in the classroom.
- c) Highly-motivated pupils.
- d) Pupils actively engaged in the lessons.
- e) Teachers talking analytically about their teaching.
- f) Pupils consistently making progress.

This will enable us to:

- a) Change our practice if this leads to more effective learning.
- b) Share good/less effective practices to highlight success and weakness.
- c) Be prepared to refine and modify plans/strategies in the light of our reflections.
- d) Use resources/manpower effectively.
- e) Be able to respond to change.
- f) Stimulate discussion and innovation.

Key Statement 4

In teaching we will:

Ensure that we have a clear picture of our pupils' knowledge, skills and their level of understanding.

This will enable us to:

- a) Report to pupils and parents.
- b) Differentiate our planning at appropriate levels.
- c) Support pupils who are not achieving their potential.
- d) Give opportunities to revise and redraft and reflect on learning.
- e) Have knowledge of pupils' prior attainment relative to the learning intentions.
- f) Have clear learning intention set in planning lessons to measure progress against previous learning.
- g) After effective delivery of a lesson, have the means of measuring progress within a lesson.
- h) Have effective record-keeping of pupils' progress.
- i) Use weekly planning meetings to modify the next step of learning in the light of gained understanding.
- j) Communicate information between staff working with pupils.
- k) Respond to targets identified on Individual Development Plans (IDP) to support pupils with ALN.

This will be evidenced by:

- a) Marking of pupils' work clearly linked to success criteria and the marking policy.
- b) Progress reports clearly showing pupils' attainment.
- c) Pupils realising their potential by up levelling their work during and between each lesson.
- d) Pupils meeting the success criteria.
- e) Different levels of questioning.
- f) Pupils having clear understanding of success criteria.
- g) All pupils feeling worthwhile and able to access that objective at their level.
- h) Enthusiastic pupils being in control of their own learning.
- i) Teachers using a variety of assessment tools including self and peer assessment.
- j) Pupils meeting their IDP targets.
- k) Teaching assistants working with targeted pupils using appropriate resources to best meet their needs.
- l) Clear use of strategies from the Visible Learning Intervention Programme used by teachers and teaching assistants.
- m) All pupils having opportunities to self-reflect on their learning every lesson.

Key Statement 5

In teaching we will:

Ensure that what we teach comes from our curriculum based on the National Curriculum, Literacy and Numeracy framework (LNF), Foundation Phase Framework and Digital Competency Framework (DCF).

This will be evidenced by:

- a) Pupils knowing what learning is expected of them.
- b) Pupils getting the same learning opportunities across the cohort.
- c) Pupils' work showing continuity in terms of coverage.
- d) Having references to Foundation Phase Framework and National Curriculum documents, LNF, DCF & on the short and medium term planning.
- e) The teacher and teaching assistants have a clear understanding of what learning must take place in each curriculum area.
- f) Progression in the expectation through the school.
- g) Pupils benefiting from experiencing a variety of learning styles.
- h) The implementation of Visible Learning Intervention Programme.

This will enable us to:

- a) Plan long, medium and short term plans in cohorts.
- b) Regularly review the medium term plans to ensure coverage.
- c) Plan for progress and continuity against LNF, National Curriculum, Foundation Phase Framework and DCF.
- d) Match learning activities to the needs of the pupils.
- e) Plan using a range of teaching and learning strategies.
- f) Include all teaching assistants in weekly planning meetings to ensure all staff are aware of and are working to the same objectives

Key Statement 6

In teaching we will:

Organise our classroom activities to encourage pupils to become successful learners through understanding how they learn.

This will be evidenced by:

- a) Pupils on task.
- b) Pupils knowing and having a clear understanding of their learning and know how they can improve.
- c) Pupils being able to transfer and apply previously acquired skills and knowledge to other curriculum areas.
- d) Resources supporting pupils' learning.
- e) Pupils taking pride in their work which is of a high quality in relation to their ability.

This will enable us to:

- a) Achieve high standards of behaviour.
- b) Make constructive use of pit stop plenaries to question pupils and allow pupils to explain and reflect on their learning.
- c) Make the learning intention explicit to the pupils in every lesson.
- d) Give pupils short term and long-term targets and expectations – to know where the individual steps of their learning are leading to.
- e) Make links across curriculum areas.
- f) Make effective use of resources.

Key Statement 7

In teaching we will:

Regularly both formally and informally assess the attainment of our pupils.

This will enable us to:

- a) Act on information to help us to ensure the progress of all pupils is good and attainment is high in relation to ability.
- b) Effectively assess pupil progress against their expected outcomes.
- c) Use data to identify pupils whose rate of progress is causing concern in order to respond to their particular needs and provide appropriate interventions.
- d) Prepare reports for individuals and groups of pupils.
- e) Set individual and group targets for pupils with IDPs.
- f) Track pupil progress.
- g) Make attainment data accessible to other professionals.

This will be evidenced by:

- a) Pupils making good progress against prior attainment, national tests.
- b) Teachers asking focused questions on the learning intentions and pupils being able to answer using technical vocabulary when appropriate.
- c) Realistic but challenging short, medium and long term targets set for pupils.
- d) Assessment influencing planning.
- e) The marking of the pupils' work having an impact on learning and following the school marking policy.

ROLES AND RESPONSIBILITIES

Subject Leaders:

1. Expect high standards of teaching and learning in their subject.
2. Ensure that practices meet the needs and aspirations of all pupils.
3. Support and guide teachers and teaching assistants of the subject requirements.
4. Evaluate the effectiveness of teaching and learning.
5. Plan for future priorities and targets for the subject.
6. Ensure that planning supports inclusion.

Phase Leaders:

1. Expect high standards of teaching and learning in their subject.
2. Ensure that practices meet the needs and aspirations of all pupils.
3. Support and guide teachers and teaching assistants of the subject requirements.
4. Evaluate the effectiveness of teaching and learning and progress towards targets for pupils and staff to inform future priorities and targets.
5. Identify needs in their own phase and to have an understanding of how their phase contributes to the school priorities and to the overall education and achievement of all pupils.

Class Teachers:

1. Expect high standards of teaching and learning in their class.
2. Encourage the team to be reflective when reviewing and planning.
3. Motivate the team and other adults involved.
4. Identify needs in their class and share findings with Phase Leader and ALNCo.
5. Ensure that the learning environment is stimulating and inclusive.

ALNCo:

1. Support the identification of and dissemination the most effective teaching approaches for pupils with ALN.
2. Collect and interpret specialist assessment data gathered on pupils and use it to inform practice.
3. Ensure with colleagues that realistic expectations of behaviour and achievement are set for pupils with ALN, pupils with EAL, pupils from ethnic minority and other vulnerable groups.
4. Monitor the effective use of resources, appropriate teaching and learning activities and target setting to meet the needs of pupils.
5. Implement systems for monitoring and recording the progress made by pupils with ALN towards achieving their targets.
6. Respond to class teachers' concerns regarding pupil progress.

MONITORING THE IMPLEMENTATION OF THE POLICY

There will be on - going monitoring of the policy by:

- Headteacher and Deputy Headteacher
- Foundation Phase Leader
- Key Stage 2 Leader
- Subject Leaders
- Performance Management Team Leaders