



Achieve Excellence

Exceed Expectations

**Ysgol Maes y Felin**

Penymaes Road  
Holywell  
Flintshire  
CH8 7EN

01352 711366

Pennaeth/Headteacher  
Mr. Peter Davies B.Ed (Hons)

# Curriculum Policy

<b>Date policy approved and adopted</b>	October, 2019
<b>Reviewed By</b>	Governing Body
<b>Review frequency</b>	Annually
<b>Next review date</b>	October, 2020

## Accessible Formats

This document is available in English and Welsh in Microsoft Word and pdf formats in Arial font size 12 as standard. This document is also available in large print. To request a copy of this document in an accessible format contact Mrs. Debbie Dickinson (01352 711366).



## Curriculum Policy

### **Introduction:**

The curriculum is all the planned activities that we organise in order 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 experience 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.

### **Values:**

Our school curriculum is underpinned by the values that we hold dear at 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.

These are the main values of our school, upon which we have based our curriculum:

- we value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth;
- we value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community;
- we value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school;
- we value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

### **Aims and objectives:**

The aims of our school curriculum are:

## Curriculum Policy

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information technology (IT);
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage; and our specific Welsh cultural heritage and identity.
- to enable children to be positive citizens in society;
- to fulfill all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

### **Organisation and Planning:**

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis. We operate a 2-year cycle as each of our classes has 2 year groups.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. As we have adopted the Flintshire Literacy and Numeracy Strategies for our school, we take our medium-term planning directly from the guidance documents. We use these as a basis and adapt them accordingly to meet the needs of our pupils.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

In the Foundation Stage we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and the Desirable Learning Outcomes, and there is planned progression in all curriculum areas.

At Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects than it does at Foundation Phase, and we teach these subjects separately. This means that, for example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in

## Curriculum Policy

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.

### **Children with Additional Needs:**

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 / carers of the child have been consulted.

If a child has an additional need, our school does all it can to meet these individual needs. We comply with the requirements set out in the AN Code of Practice in providing for children with additional needs. If a child displays signs of having additional 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. If a child's need is more severe, we consider the child for a statement of additional needs, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with additional needs. Children designated as School Action plus are withdrawn for a minimum of an hour a week for specialist support.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the additional needs register. This sets out the nature of the additional need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Children with Behavioural difficulties may have an IBP to help them access the curriculum.

### **Monitoring and Review:**

Our Governing Body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its bi-annual cycle of review and development.

We have named Governors for literacy, numeracy, ICT and Additional Needs. The Governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects. We are developing the role of our newer Governors so that all subjects will have a designated Governor.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher monitors the termly and fortnightly plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate

## Curriculum Policy

teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.