



Curriculum Policy

Policy reviewed: *Autumn 2020*
Policy valid until: *Spring 2022*
Policy owned by: *The Headteacher*

Headteacher: _____

For and on behalf of the Governing Body: _____

Policy status

Statutory with Annual Review

Consultation

This policy was established and reviewed by the all school staff in consultation with the governing body.

Purpose

- We aim to provide the pupils with a broadly based and balanced curriculum set within a framework that expects and seeks to attain high achievement from all pupils- through the values which we endeavour to uphold and live by:
 - the promotion of their full academic, personal, social and physical development;
 - helping pupils to make decisions within an accepted moral code;
 - showings tolerance and respect for others;
 - the ability to work well with others, showing social skills of co-operation and leadership;
 - motivation and the ability to build on experience and to learn from mistakes;
 - the ability to remember facts accurately and use them in written form;
 - the encouragement of independence in work and judgement;
 - the ability to identify and solve problems independently
- More specifically we aim to
 - To develop in pupils a high level of competence in the core subjects of English, Mathematics, Welsh and Science in order to provide a secure foundation for life long learning.
 - We acknowledge that every child is unique, each with their own talents and interests. By providing a broad curriculum we hope to ensure that every child is engaged and stimulated so they enjoy the school experience and have the opportunity to succeed thereby developing their self esteem.
 - To actively promote our Welsh culture, language and heritage across the curriculum.
 - To develop ICT as a tool to enhance learning, and in an increasingly technological world to provide children with the skills they will need for future success.
 - To develop key skills across the curriculum in order to enhance educational success and in promoting life skills.
 - To support pupils within the Resource Base in developing key skills at an achievable level in the core subjects of English and Mathematics.

Curriculum Subjects

The Curriculum at Ysgol Maes Owen follows that of the National Curriculum for all state schools in Wales. Programmes of study specify what learners should be taught for each subject in the national curriculum for Wales. These include Art and Design, Design and Technology, English Programme of study, Geography, History, Information and Communication Technology, Mathematics, Music, Religious Education, Personal and Social Education, Physical Education, Science and Welsh Second Language.

Literacy, Numeracy and Digital Competency Framework

All lessons and curriculum areas, are planned to incorporate and promote Literacy, Numeracy and the DCF. The Literacy, Numeracy and DCF Co-ordinators audit and monitor the skills across the whole school planning. The Curriculum Co-ordinator, Miss Tina Pye monitors all medium term planning to ensure that skills are planned for and audited.

Co-ordination of the Curriculum

For each curriculum subject there is a co-ordinator whose role is to monitor the planning and the delivery of that subject in the curriculum. The work of the co-ordinators is monitored by the team leaders, the Headteacher and also the governors (who have been allocated a responsibility for the subject)

Teacher Co-ordinator	Subject
Mrs Sian Wilkinson	English & Literacy
Mrs Jodie James	RE, PSHE
Mrs Gemma Thomas	Science
Mrs Debra Leyshon	Music
Mr David Morgan	PE

Mrs Michelle O'Connor	Maths, Numeracy, Welsh
Miss Stephanie Blears	History, Geography & Art
Miss Tina Pye	ICT, D&T, Welsh & DCF

Whole School Planning

Since September 2018, to enhance learners' engagement, we have adopted a thematic approach to our planning, teaching and learning. The voice of the child is used in deciding what is taught and how it is taught. Lessons are delivered using a variety of techniques and methods and outside, hands-on experiences are encouraged and take place both in and outside of the school building.

Planning

A scheme of work has been purchased for the delivery of Mathematics, whilst for others we have developed our own in consultation with county advisors.

Plans are produced by subject coordinators. They represent the most detailed strand of planning, containing details such as:

- The 4 Purposes
- Subject Skills
- Area of Learning and Experience
- Detailed objectives
- Lesson content
- Resources needed
- Terminology/vocabulary
- Literacy, Numeracy and DCF skills
- Personal and Social Education opportunities

Mid term plans are monitored by the Curriculum Co-ordinator (Miss Tina Pye) and the Headteacher.

Short Term Planning

Weekly planning sheets are completed by Heads of Upper and Lower School at weekly planning meetings. Opportunities for children with SEN and MAT are specifically planned for as a team. It is expected that these planning sheets will be completed during this weekly planning time (Tuesday 3:30-4:30) and saved centrally to aid monitoring of consistency across all classes in Lower and Upper School. Weekly plans are annotated where necessary to indicate changes or evaluation.

Learning Resource Base Planning

Weekly planning sheets are completed by the Learning Resource Base Teacher and include: Twice weekly phonic sessions using The Rapid Readers Reading Scheme; English sessions covering a range of genres; and Maths planning covers forthcoming numeracy skills to be used across the curriculum combined with The Rapid Readers Maths Scheme.

Classroom Organisation

Our structure is as follows:

Lower Juniors	Dosbarth Miss Pye	Year 3/4
	Dosbarth Mrs O'Connor	Year 3/4
	Dosbarth Mrs Thomas	Year 3/4
	Dosbarth Mrs Leyshon	Year 3/4
Upper Juniors	Dosbarth Mr Morgan	Year 5/6
	Dosbarth Mrs Wilkinson	Year 5/6
	Dosbarth Mrs James	Year 5/6
	Dosbarth Miss Blears	Year 5/6
Learning Resource Base	Mrs Crowe	Years 3/4/5/6

- There is an imbalance of numbers between the year groups. Arranging the classes like this allows us to spread out the numbers more effectively and keep similar group sizes across the classes
- Having four year 3/4 and four 5/6 class-teachers enables them to share ideas and planning responsibilities
- Having four year groups enables us more flexibility in classes relation to our high transiency rates to ensure nurture and wellbeing is in place to fully access the curriculum

Maths

- The pupils are grouped differently for the teaching of mathematics, with two ability groups in each year
- The composition of these ability groupings is decided by such things as standardised scores in NFER and National Numeracy tests, overall ability, effort and behaviour.
- The groupings are not fixed for the term or year and continuous monitoring of the children may indicate that their needs would be better met by move to the other group for Maths or English.

The Timing of the Curriculum

8:40	Pupils on the yard
8:50-9:00	Registration
9:00-10:30	Helpwr Heddiw Daily Diary English
10:30-10:45	Break
10:45-12:00	Mathematics in groups
12:00-1:00	Lunch
MONDAY & FRIDAY 1:15-1:40	Whole School Assembly
1:40-3:05	See class timetables
3:05-3:15	Clear away/prep for home time
3.15	Home Time

Personal and Social Education

Our planned curriculum is our main vehicle for the delivery of the PSE curriculum. This is supported by activities such as circle time and collective worship. We also regularly invite in outside speakers and organisations to speak to the children such as the NSPCC, our police liaison officer, etc.

The aspects of PSE:

- **Social Aspect;** to help pupils enjoy successful relationships with their families, friendship groups and the wider community.
- **Community Aspect;** developing local national and global citizenship
- **Physical Aspect;** To help the children to maintain physical health and well-being, sustain their growth and development and hoe to keep themselves safe.
- **Sexual Aspect;** to enable the children to understand bodily changes, manage sexual feelings and enjoy safe, responsible and happy relationships.
- **Emotional Aspect;** To help the children to examine and explore their feelings, develop self-awareness and respect and improve their self-esteem
- **Spiritual Aspect;** To encourage children to develop their personal insights, beliefs and values and the ability to reflect upon their experiences and upon some of life" deeper questions and issues.
- **Moral Aspect;** help children develop a personal code of morality and the decision –making skills necessary to make reasoned and responsible moral judgements.
- **Vocational Aspects;** to encourage the children to become aware of their potential capabilities and of the changing demands of work.
- **Learning Aspect;** to provide children with the tools to improve their learning and to develop a commitment to lifelong learning
- **Environmental Aspect;** to allow the children to understand the principles of stewardship and sustainability and to develop responsibility and concern for their environment.

Attitudes and Values:

- Self-respect
- Respect and consideration for others
- Equality of opportunity regardless of race, religion, gender, sexuality, age or disability
- Concern for fairness and justice
- Responsibility
- Willingness to co-operate
- Sensitivity to the environment
- The pursuit of truth

Skills:

- Communication (e.g. listening)
- Inter-personal skills (e.g. co-operating)
- Intra-personal skills (e.g. reflection)
- Problem solving and decision-making skills
- Study skills (e.g. target setting)
- Practical skills (e.g. first aid)

Assessment

The aim of assessment is to measure the children's knowledge, skills and understanding, to set targets to enable them to progress most efficiently and to drive planning in order to help the child achieve their targets and make progress.

- Statutory assessments take place:
 - The end of Key stage 2 Assessment (in year 6)
 - National Literacy and Numeracy tests (every May)
 - Standardised spelling test – HAST (every May)
- Members of staff regularly level and meet termly to standardise pieces of work in the core subjects.
- Children's progress is monitored and inputted into the Incerts assessment and tracking programme.
- Six pupils from each year group are tracked throughout the whole of their time at Ysgol Maes Owen, their work is kept and is evidenced on the Incerts programme.
- Members of staff meet at the beginning of May to moderate portfolios of work from year 6 in the core subjects
- Since September 2018, all teachers track their class's progress on a tracker document and meet with the Headteacher and Deputy Headteacher each term to discuss every learner in their class. These Pupil Progress meetings are held to ensure early intervention if a learner isn't making expected progress.

Recording

Recording takes place on various levels:

- Each class teacher keeps their own ongoing records, in mental arithmetic, problem solving and reasoning and reading.
- Pupil's progress is recorded on the Incerts programme

- Co-ordinators listen to learners and teachers and record these meetings. They also collect, copy and annotate children's work to build a fuller picture when moderating their subject area
- The Deputy Headteacher/Curriculum Coordinator compiles a report on this for the Headteacher and the Governors

Reporting to Parents/Guardians

- Mid-year reports are issued in February to coincide with parents' evenings.
- Full written reports to parents are sent out in late June to take into account the assessments carried out in May. We use Incerts to help write the reports, but teachers endeavour to ensure that the reports are specific to the child and that they give accurate information on how the child has performed and indications as to the next steps they need to make
- We hold three parent-teacher meetings over the course of the year. The first meeting is held in October, the second in February and parents/guardians can also make an appointment to speak to their child's class teacher about their annual report towards the end of the school year.

Additional Learning Needs

- We recognise that every child has their own specific needs. Whilst classes are of mixed ability, teachers plan and differentiate their work so that the needs of most children can be met within the classroom.
- Regular assessment highlights those children who require additional support.
- Children who are more able are also considered to have additional needs. Class teachers provide extension materials to support these children.
- An additional assessment is then carried out by the Additional Needs Co-ordinator (ALNCO), and appropriate action is taken.
- This may involve:
 - The establishment of an Individual Education Plan (I.E.P.)
 - Extra support within class by a Learning Support Assistant
 - External support from Conwy Learning Support Service.
- During all stages there is considerable consultation with parents.
- External agencies are consulted from time to time, for example the Educational Psychologist Service, Behavioural Support Service, Social Services and Medical Agencies.

Homework

Pupils are encouraged to continue their learning at home with the school's thematic approach, this is given to support the children's understanding of the curriculum. Pupils are encouraged to choose activities from a given list in addition to regularly reading at home, RM Easimaths activities and multiplication work. It is set at the start of each half term and is to be handed in on the last week of every half term, across the whole school.

Target setting

Target setting plays an important part of the curriculum. This may take the form of:

- Targets or next steps, written on children's yellow target cards alongside their class teachers using the Incerts programme
- Targets written on annual reports
- Targets set by co-ordinators, team leaders, Headteacher and Governors as part of the School Development Plan
- Targets set by teachers as part of their own Professional Development and Performance Management
- Targets set on the class teacher's Pupil Progress tracking document

Resourcing and Budget Allocation

- During the annual subject self-evaluations co-ordinators identify resources required. Funding is always limited so the Senior Management Team in consultation with staff and governors set our spending priorities for each academic year matched to the funds available
- The PTA carry out a range of fundraising activities to support additional expenditure

Extra-Curricular activities

We have a wide range of extra-curricular activities that support and enrich the curriculum. These include Urdd, eco, digital wizards, choir, school council, homework, rugby, confidence, art, football, netball and cricket.

Equal Opportunities

All children have access to a broad and balanced curriculum.

The curriculum will be differentiated appropriately to meet the diverse needs of all children. All children have the right to be included in the life of the school on a social, locational and functional basis. (see Equal Opportunities and Race Equality policies for further information)

Curriculum Cymreig

At Ysgol Maes Owen, it is our intention that Welsh Language and Culture will play an integral part in the life of the school. Welsh is taught here as a second Language, with emphasis on incidental communication and pupils are also given the opportunities by means of the National Curriculum to learn about those features which give to Wales its own distinctive social and cultural identity.

Blended Learning – in response to Covid-19

Procedures to follow due to a Class Bubble Closure

School office to inform parents of procedures, class teacher's email address including 'How to Guides'

Lessons planned for the isolation days to be posted on Google Classrooms by the next working school day by the class teacher

Lessons which would have been taught in school to be adapted and amended to be delivered online. Consideration will be needed for the type of task and resources / equipment that may be required.

Assignments to be posted and marked by the class teacher

All tasks to be created and posted in a new Topic titled 'Isolation Tasks'

Assignments to have a hand in due date based on the last day of isolation

During the isolation period, the class teacher should post daily on the class 'Stream'. These could include a fun question, riddle, well-being post to encourage learners engagement

Pupils without access to the Google Classroom will need a work pack linked based on the Google Classroom lessons.

Class teachers to email the school office with tasks / worksheets to be printed and posted 1st class the following working day or delivered by TAs deployed by CF. The envelope should be left on the doorstep or posted.

Households will be aware as the School Office will have asked them to keep an eye out.

RB pupils to receive topic tasks from main stream teachers and English and Mathematics tasks from RB staff – RB teacher has access to both classes so that assignments can be posted to specific learners

In the event that one of the teachers in the bubble is unwell during the isolation period, the second bubble teacher will lead the learning in both Google Classrooms supported by a member of SLT

Teachers to be available on Google Classroom between school working hours to assist learners

School office to be informed of learners who are not engaging on the Google Classroom so that they can send a message either through School Coms or a via a telephone call

It would not be expected that staff continue with the Google Classroom during half term / end of term school holidays

If a child is self-isolating due to a positive case in their household, the class teacher would not be expected to provide work for that individual.

However, if school are enforcing individuals outside the bubble closure to self-isolate due to possibly being in contact with a positive case, the class teachers who are self-isolating and working from home will lead their learning in addition to their own 'bubble'. They will liaise with class teachers around the work. Class teachers may choose to lead the learning if they choose to and should make the isolating teacher aware of this.

This policy is available on the school website, and in translation, on request.