



Curriculum Policy

Borrás Park Community Primary School

Signed: _____ Chair of the Governing Body

Date agreed:

Proposed review date:

EIA Completed September 2017

Accessible Formats

This document is available in English and Welsh in Microsoft Word and pdf formats in Comic Sans font size 12 as standard.

Other accessible formats including large print, Braille, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request.

To request a copy of this document in an accessible format contact Borrás Park Community Primary School (01978 346890).

Introduction

The school curriculum at Borrass Park Community Primary school is balanced and broadly based and prepares our pupils for the opportunities, responsibilities and experiences of adult life.

The Foundation Phase areas of learning apply to 3 to 7-year-olds and the National Curriculum subjects apply from year 3 and include statutory curriculum requirements;

- religious education for all registered pupils at the school
- collective worship for pupils
- sex education
- personal and social education;

Responsibility for the curriculum is shared between the head teacher, the governing body, the Local Authority and the Welsh Government. The school curriculum is an entitlement for all pupils, with all included.

The organisation of the Curriculum

Our school's curriculum includes 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 Foundation Phase Framework and National Curriculum (including Literacy/numeracy Framework and Digital Competency Framework), but also the various extra-curricular activities that the school organises in order to enrich the children's experience.

It also includes the 'hidden curriculum' - what the children learn from the way they are treated and expected to behave.

We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. We believe in making learning fun.

Aims and objectives

The aims of our school curriculum are:

- 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 Communication Technology
- to enable children to be creative and to develop their own thinking
- to teach children about the developing world, including how their environment and society have changed over time
- to help children understand Britain's cultural heritage
- to promote the Welsh language and Curriculum Cymreig
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society
- to enable children to be positive citizens
- to fulfil all the requirements of the National Curriculum and the Religious Education Syllabus
- to teach children to have an awareness of their own spiritual development and to distinguish 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 live and work cooperatively with others.

The Foundation Phase curriculum

At Borrass Park Community Primary school children commence school in the September following their 3rd birthday.

The curriculum that we teach meets the requirements set out in the Framework for Children's Learning for 3 - 7 year olds in Wales.

The Foundation Phase curriculum is planned as a progressive skills based framework that spans four years (three to seven years) to meet the diverse needs of our children, including those who are at an earlier stage of development and those who are more able.

Children move on to the next stages of their learning when they are developmentally ready and are challenged through activities which

promote discovery and independence. There is a greater emphasis on using the outdoor environment as a resource for children's learning.

Our curriculum planning focuses on the skills, as set out in the documents, and on developing children's practical experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities.

Teaching in the Early Years builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various pre-school providers in the area and will actively try to visit the child in their pre-school setting and home environment to gain as much information as possible about the child.

We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing. This is achieved by having an "open door" policy, regular parental "drop in" sessions and formal information sharing meetings.

The Foundation Phase curriculum comprises the following seven Areas of Learning:

- 'Personal and Social Development, Well-Being and Cultural Diversity';
- 'Language; Literacy and Communication Skills';
- 'Mathematical Development';
- 'Welsh Language Development';
- 'Knowledge and Understanding of the World';
- 'Physical Development';
- 'Creative Development'.

For each area of learning the educational programme sets out what children should be taught and the outcomes set out the expected standards of children's performance

In the Foundation Stage, we deliver the framework through a topic based approach to curriculum planning. The choice of topic is based on predictable interests that occur naturally from year to year and is developed according to the interests of the children.

As children learn new skills they are given opportunities to practise them in different situations and to reflect on and evaluate their work.

In all aspects of their development, children's own work is respected, valued and encouraged for its originality and honesty.

The Key Stage 2 Curriculum

National curriculum subjects

The National Curriculum subjects are:

- English,
- Welsh 2nd language,
- Mathematics,
- Science,
- Design and Technology,
- Information and Communication Technology (ICT),
- History,
- Geography,
- Art and Design,
- Music
- Physical Education.

The KS2 Curriculum

At KS2 we agree a long-term plan to deliver the National Curriculum. This indicates what topics and skills are to be taught each term, and to which groups of children. We review this long-term plan on a regular basis.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each subject using the National Curriculum, linking also to the Literacy Numeracy Framework and Digital Competency Framework.

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 and success criteria for each session, and to identify what resources and activities we are going to use in the lesson.

We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum.

In Key Stage 2, we teach the foundation 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 the next term.

Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects.

The curriculum and inclusion

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted and the feedback from the teacher assessments have been shared.

If children have additional learning needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the Additional Learning Needs Code of Practice.

If a child displays signs of having additional needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation whilst still fulfilling the needs of the class.

If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies in making an assessment.

We always provide additional resources and support for children with additional learning needs.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the need, and outlines how the school will aim to address it.

The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school.

All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

Key skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Literacy;
- Numeracy;
- Digital Competence;
- Personal and social education;
- Thinking skills.

In our curriculum planning, we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time each term, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels.

They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives.

Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the Foundation Phase Framework skills or National Curriculum as appropriate, and sees that progression is planned into schemes of work.

The subject leader also keeps a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

Assessment

At the end of the Foundation Phase (Year 2), teachers will use the Foundation Phase Outcomes to make an assessment of each child by means of teacher assessment.

Outcomes of the numeracy and literacy tests will also be reported. The school reports pupils' end of key stage national curriculum assessment results, literacy and numeracy test results and assessments (Year 2 - 6) to parents at the end of each Summer term, and publishes whole school results in its prospectus and the governors' annual report.

The school also supplies a set of disaggregated results reflecting outcomes not including data from the two Resourced Provision classes.

The Welsh Government also publishes national analyses of the results. Comparative Core Data sets, and Fischer data is published annually. School uses these sets of data to analyse and compare outcomes with this range of data and predicted targets in order to set, monitor and evaluate future targets and outcomes.

Information about assessment at Foundation Phase and Key Stages 2 can be found in the 'Statutory Assessment Arrangements' booklet, published on the Welsh Government website each autumn. A summary is also contained in the booklets 'How is your child doing at Primary School?' which is published by the Welsh Government and sent to schools each Spring

Monitoring and review

Our governing body's curriculum committee is responsible for monitoring the way in which the school curriculum is implemented.

There is a named governor assigned to each subject. These governors liaise with the respective subject leaders, and monitor the way in which these subjects are taught.

There is also a named governor assigned to additional needs, who liaises with the Additional Learning Needs coordinator, and monitors the ways in which needs are addressed.

The headteacher is responsible for the day-to-day organisation of the curriculum. The headteacher regularly monitors the short term lesson plans for all teachers, ensuring that all classes are taught the full requirements of the Foundation Phase or National Curriculum as appropriate, and that all lessons have appropriate learning objectives.

Subject leaders monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used, and that pupils are making progress. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy is reviewed in line with our school improvement cycle.

Equality Impact Assessment

Responsible Officer (Head Teacher)	Sarah Hurst
Assessment Owner	Sarah Hurst
e-mail address	headteacher@borraspark-pri.wrexham.sch.uk
Full job title	Headteacher
Title of Policy	Curriculum Policy
Rationale: Why is it being considered? What need is being addressed?	Policy update/ Statutory requirement Policy update
Aim: What is the intended outcome of the policy?	Ensure all stakeholders understand the nature of our curriculum and enable all children to learn and develop skills to the best of their ability
How: How will it be delivered, by whom and by when?	Policy will be used by all practitioners at all times
Who: Who are the people likely to be affected by this policy? How have you consulted with people likely to be affected?	Pupils and staff Discussed at staff meetings, Governing Body meetings
Measures: How will you know you have achieved your aims? What are your measures / indicators of success?	Policy will be reviewed and updated where necessary. Policy will be shared with all stakeholders. Staff will adhere to policy. Procedures followed correctly.
Identify any other policy or decision [internal or external] that may affect your proposal. Consider this in terms of: <ul style="list-style-type: none"> • Statutory requirements; local policies e.g. • Regional decisions e.g. those made by cross county partnerships for your schools; and / or National policies e.g. Welfare Reforms 	This is a statutory policy which has to be reviewed every three years or in line with Welsh Government curriculum reform The policy is based on Welsh Government curriculum guidelines. The purpose of the policy to protect all children including those with protected characteristics.

	Carers	Age CYP	Age Adults	Disability	Gender / Sex	Pregnancy and Maternity	Race/ Ethnicity	Religion or Belief	Sexual Orientation	Marriage and Civil Partnership	Gender Reassignment	Poverty	Welsh language / culture
Q1 Would this proposal significantly affect how functions are delivered to any of these groups?													
Q2 Would this discriminate against any of these groups?													
Q3 Would this proposal advance the equality of opportunity for these groups?				+	+		+					+	
Q4 Would this promote good relations between these groups and the wider community?													

Where you have identified a positive impact (+) in the Screening Tool, please outline this briefly using bullet points:

It will ensure that children with additional learning needs are identified and the curriculum modified to meet their needs
It will ensure that pupils affected by poverty, through neglect are identified and that support mechanisms are put in place where necessary.

If your proposal will not have any impact on 'people' please outline why this is the case below:

PLEASE NOTE:

It is very rare that a project or proposal will not impact on people (you should also consider staff as well as client users/customers)
If your policy or change is as a result from a UK or Welsh Government directive, then you should impact assess the impact of this policy or change locally.

If you have indicated a possible negative effect on any Protected Characteristic within the screening tool, please complete the relevant sections of the Matrix below that correspond to that possible negative effect. You will need to consider:

- **What is the likely scale of the impact and how this can be reduced?**
- **Who are the people that are likely to be affected by this proposal, could they experience multiple disadvantage e.g. if they are young and have a disability.**

EIA: Are we being fair?

Please complete the <u>relevant</u> sections of the Matrix below that correspond to any ‘-‘ symbols you have recorded in the screening tool	List what information you have used to identify these issues e.g. consultation, stakeholder involvement, reports, data ...	Based on the information you have gathered give a summary of key issues that have been identified.	How will you mitigate these issues to improve the service?	Who is officer responsible for delivering the mitigation?	Which other partners will you work with to achieve this? (Governors, PTA etc.)	By when
Age CYP						
Age Adult						
Disability						
Gender / Sex						
Pregnancy and Maternity						
Religion or						

Please complete the <u>relevant</u> sections of the Matrix below that correspond to any ‘-‘ symbols you have recorded in the screening tool	List what information you have used to identify these issues e.g. consultation, stakeholder involvement, reports, data ...	Based on the information you have gathered give a summary of key issues that have been identified.	How will you mitigate these issues to improve the service?	Who is officer responsible for delivering the mitigation?	Which other partners will you work with to achieve this? (Governors, PTA etc.)	By when
Belief						
Sexual Orientation						
Marriage and Civil Partnership						
Gender Reassignment						
Welsh Language and Culture						
Poverty						

Evidence Documents

Please list any documents that you have used in the EIA process as evidence, such as consultation reports; service user data; CENSUS or ONS statistics; etc. by title and where it is held should it be required in the event of a challenge.

A curriculum for Wales – a curriculum for life
Foundation Phase Framework
<http://learning.gov.wales/resources/improvementareas/curriculum/?lang=en>

Linked EIAs

Please list any other EIAs that may be linked to this one, such as operational EIAs if this is a strategic EIA.

Follow Up

Please respond to the following questions within **12 months** of implementation of the policy:

- a) Was any mitigation applied or was the proposal delivered as originally planned prior to the Equality Impact Assessment?
- b) Were the intended outcomes of the proposal achieved or were there other results?
- c) Were the impacts confined to the people you initially thought would be effected, or were other people affected? How?

