

Pembroke Primary School



Policy For Whole School Curriculum

AIMS

To provide a varied, balanced and evolving curriculum that celebrates individuals learning styles whilst promoting stimulating, lively, enquiring minds and a natural curiosity about the world in which they live.

To allow individuals to develop their confidence and self-discipline, in order to become independent learners and thus initiate a lifelong love of learning.

DOCUMENT PURPOSE

This policy reflects the values and beliefs of staff in relation to the teaching and learning of each curriculum area in line with the Foundation Phase and Curriculum 2008. It gives a framework to which teaching and support staff work, giving guidance on teaching and learning.

AUDIENCE

This policy document is distributed to all individual members of the teaching and support staff and governors. Further copies are available for visiting staff and parents on request. A further copy is kept in the Head's office for reference by visiting Advisors or Inspectors.

RATIONALE

All school policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole-school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is the formal statement of intent for Curriculum areas at Pembroke Primary School. This policy also facilitates how we, as a school, meet the legal requirements of recent Education Acts and National Curriculum Requirements.

PLANNING, ASSESSMENT, RECORDING AND REPORTING

Please see separate policy for Planning, Assessment, Recording and Reporting.

DEVELOPMENT OF SKILLS

The school strives to provide opportunities for the inclusion of activities that promote learning in the main skills. The school EAS Systems Leader and various external providers of Continuing Professional Development and training sessions, have provided support in this area. These opportunities are included in individual teaching plans. The recognised key skills are as set out in Curriculum 2008 documentation although Communication and Number have now been replaced with the Literacy and Numeracy Framework that became statutory in September 2013.

The Literacy and Numeracy Framework (LNF)

The Literacy and Numeracy Framework describes in detail the skills that we expect children and young people to acquire and master from ages 5 to 11. It has two components – literacy and numeracy. These are divided into the following strands.

Within literacy we expect children and young people to become accomplished in:

- oracy across the curriculum
- reading across the curriculum
- writing across the curriculum.

Within numeracy we expect children and young people to become accomplished in:

- developing numerical reasoning
- using number skills
- using measuring skills
- using data skills.

The LNF focuses on the learners' acquisition of and ability to apply the skills and concepts they have learned to complete realistic tasks appropriate for their stage of development.

Teachers will be able to use the LNF to:

- develop curriculum content to ensure that all learners have opportunities to develop and refine the skills set out in the LNF
- integrate literacy and numeracy into their teaching – whatever the subject matter
- inform discussions with parents/carers, learners and other teachers about learner performance
- help learners with their own self-assessment activities and planning for learning
- monitor, assess and report on individual learner performance
- identify learners who may benefit from intervention or who are working beyond age-related expectations.

Teachers will use this statutory document to plan and assess pupil's Literacy and Numeracy skills. The assessment will be supported by the National Literacy and Numeracy tests sat by pupils annually.

Developing thinking

Learners develop their thinking across the curriculum through the processes of planning, developing and reflecting.

Developing Information Communication Technology (ICT)

Learners develop their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.

LEARNING ACROSS THE CURRICULUM

Wherever possible, the school will allow all pupils the opportunity to explore learning activities within, and promote their knowledge and understanding of Wales, their personal and social development and well-being.

Curriculum Cymreig

Learners aged 7–14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Personal and Social Education and ESDGC

Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

ESDGC will also be embedded meaningfully and relevantly across the whole school curriculum, addressing the explicit references made to it in the National Curriculum and Foundation Phase Framework, Common Requirements and Key Skills. The aims and the seven themes of the school's provision for ESDGC are explained in the school's separate ESDGC policy.

PROVISION FOR CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Training and staff development in each curriculum area is undertaken as a direct response to needs analysis, which is set out in the School Improvement Plan. The TLR Leaders for Learning in each Key Phase may also be able to provide support for any staff who wish to discuss planning, teaching and learning or training issues that may arise. Staff may also request to attend any external training courses that are available, regardless of subject specialism. These courses will be selected for their suitability to raising the standards of teaching and learning throughout the school, and for the individual teacher's professional development.

HEALTH AND SAFETY

It is the responsibility of all staff and pupils to be aware of possible Health and Safety issues in relation to all curriculum areas. Pupils will be encouraged to develop positive attitudes to the safety of themselves and others whilst they are using mathematical tools and equipment. Risk Assessments will be carried out if necessary for an activity.

ADDITIONAL EDUCATIONAL NEEDS (AEN)

All children have access to a broad, balanced curriculum. Provision for children with SEN is the responsibility of the class teacher, support staff and AEN Coordinator, as appropriate, using a variety of suitable strategies and equipment. For further details, see the school's SEN Policy.

Teachers will where appropriate challenge pupils who are More Able Learners. 'More Able and Talented' encompasses an identified proportion of the total school population and is used to describe pupils who require enriched and extended opportunities across and beyond the curriculum in order to develop their abilities in one or more areas. In Pembroke there will be a group of pupils who require greater breadth and depth of learning activities than is normally provided for the usual cohort of learners. In addition, there may be a need to provide for exceptionally able pupils. Where this occurs there will be an Individual Development Plan created.

EQUAL OPPORTUNITIES

All children are given the opportunity to access all aspects of the curriculum, regardless of gender, religion, ability, ethnic or home background. For further details, see the school's Strategic Equality Plan.

INDIVIDUAL CURRICULUM INFORMATION:

A Policy statement for each subject area follows. For Foundation Phase Areas of Learning please see separate policy for Foundation Phase.

SUBJECT AREA
Geography
History
Personal and Social Education / SEAL
Physical Education
Religious Education
Art and Design
Design and Technology
Music

Geography Policy Statement

Key Stage 2

Children build on the skills, knowledge and understanding that they acquired during the Foundation Phase. Through the study of their own locality, the world beyond and different environments they understand what places are like. They develop skills to consider issues about the environment, recognise how people of the world are linked and that they are global citizens.

Skills across the curriculum

Children develop their thinking skills through investigation, planning enquiries and carrying out fieldwork. They ask and answer questions, and gather, sort and evaluate information. They draw conclusions, make decisions and form opinions about places, environments and the geographical issues that affect the world around them.

Children develop their Literacy skills when they select, use, apply and combine a variety of skills to communicate their geographical understanding, through maps, images and extended writing with specialist terminology.

Children develop their ICT skills to access the Internet for information, including maps and satellite images. They use different databases, spreadsheets, multimedia and geographical information systems (GIS) to identify relationships and patterns.

Children develop their Numeracy skills when they apply them in the classroom and in fieldwork to measure, gather and analyse data. They use mathematical information to understand direction, distances and scale and to determine locations when using plans, maps and globes.

Programme of Study

Skills are developed through;

Locating places, environments and pattern

Understanding places, environments and processes

Investigating

Communicating

Pupils should be given opportunities to study,

- Living in Wales,
- Living in two contrasting localities in countries at different levels of economic development outside the United Kingdom.
- Living in my world, caring for places and the environments and the importance of being a global citizen.

Pupils should carry out,

- Investigations of 'geography in the news', topical events and issues in the local area and the wider world.

- Fieldwork to observe and investigate real places and processes.

Pupils should ask and answer questions,

- Where is this place/environment?
- How is this place the same as or different from other places/environments?
- How are places and environments linked/connected to others?
- How have people affected this place/environment?
- How do people's views differ?

For full details, please see the Curriculum 2008 documentation.

History Policy Document

Key Stage 2

At Key Stage 2, learners build on the skills, knowledge and understanding acquired during the Foundation Phase. They have experiences that make history enjoyable, interesting and significant. They develop their curiosity about the past, the characteristics of different periods, from early times to the present, and the ways in which they are different from each other and from the present. They learn by enquiry about the ways of life of different people in these periods of history, drawing on important developments, key events and notable people in their locality, Wales and Britain. They engage in stimulating and focused historical enquiry using a wide range of sources, including representations and interpretations of the past, and organise and communicate their skills, knowledge and understanding in an increasing variety of ways.

Skills across the curriculum

Learners develop their thinking across the curriculum through the processes of planning, developing and reflecting.

In history, learners develop their thinking skills through historical enquiry and reflection on key questions, ideas and interpretations.

Learners develop their Literacy skills through the skills of oracy, reading, writing and wider communication through using aural and written sources and communicating ideas, opinions, arguments and conclusions.

Learners develop their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.

Learners develop their Numeracy skills by using mathematical information, calculating, and interpreting and presenting findings. In history, learners develop their number skills through developing chronological awareness, using conventions relating to time, and making use of data, *e.g. census returns and statistics*.

Programmes of Study

Range - Children develop their historical knowledge, understanding and skills through learning about a range of historical contexts. They are:-

Study of

- daily life of people living in Roman times
- daily life of people living either in the Age of the Princes or Tudors or Stuarts
- how the development of industry affected people's daily lives in Wales in the nineteenth century
- the differences in people's daily lives in two contrasting periods of the twentieth century

Carry out

- Investigations into the history around them and into the life of people at different times and places in the past.

Ask and answer the questions

- What do you know about life at this time; how do you know this and how can you find out more?
- What was life like for rich and for poor people, for men, women and children?
- Were there significant changes in people's lives at this time and if so, why?
- How have some of the most significant events and people of this time been represented and interpreted and why?
- What impact did people of that time have on their environment?

Skills are developed through:

- Chronological Awareness
- Historical Knowledge and Understanding
- Interpretations of History
- Historical Enquiry
- Organisation and Communication

For full details, please see the Curriculum 2008 documentation.

Personal and Social Education Statement

Introduction

The effective provision of Personal and Social Education (PSE) is an essential element in a well rounded and balanced education. It equips children and young people to be more personally effective, healthy and responsible and therefore more confident to engage in the processes of society and make decisions about their future.

PSE empowers pupils to be active and informed citizens, who are aware of both their rights and the accompanying responsibilities. It enables children and young people to develop a sense of self-worth and enhances learning, motivation and achievement.

Aims (taken from Curriculum 2008)

- To develop learners' self esteem and a sense of personal responsibility
- To promote self-respect, respect for others and celebrate diversity
- To equip learners to live safe, healthy lives
- To prepare learners for the choices and opportunities of lifelong learning
- To empower learners to participate in their school and communities as active responsible citizens locally, nationally and globally
- To foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship
- To prepare learners for the challenges, choices and responsibilities of work and adult life.

It is important to remember that in developing the attitudes, values and skills of PSE, we must be sensitive to the home environment of our pupils. However, PSE can provide a very necessary framework for those children who may not have support at home.

The themes of PSE

- Active citizenship
- Health and emotional well-being
- Moral and spiritual development
- Preparing for lifelong learning
- Sustainable development and global citizenship

These themes are inextricably linked and are not discrete areas of development. Learning in PSE includes incidental experiences as well as the planned PSE curriculum and is further extended by the part played by all staff as well as by the ethos and organisation of the school. The key stage learning outcomes for each theme are detailed under the headings 'range' in the curriculum orders. These include the attitudes, values, knowledge and

understanding that will be used to develop PSE related skills together with the skills across the curriculum. Attention will also be paid to the *Curriculum Cymreig*. Throughout KS2, learners will be building on their experiences gained during the Foundation Phase.

Whole school activities will include:

- Pupil set codes of behaviour for classes at the beginning of each year
- A House system with House Captains
- Running of a School Council
- Adherence to the Behaviour Policy, which includes an anti-bullying policy
- Visitors from the local and wider community, including regular visits from the local vicar and school liaison police officer.
- A residential visit to an outdoor pursuit centre for Key Stage Two pupils.

For full details, please see the Curriculum 2008 documentation.

SEAL

Social Emotional Aspects of Learning (SEAL) is a comprehensive approach to promoting the social and emotional skills that underpin effective learning, positive behaviour and Emotional Health and Well Being in schools. The school believes that the integration of this learning will create an emotionally safe environment where social and emotional skills can be learnt and practiced. This global approach to promoting the wellbeing of children and young people is evident in the way in which SEAL threads through the curriculum and the ethos of the school. This is apparent in the whole school policies for a number of different areas, including safeguarding, behaviour management, inclusion and citizenship.

Aspects of Learning

There are five broad aspects of learning in SEAL:

- ❖ Self Awareness
- ❖ Managing Feelings
- ❖ Motivation
- ❖ Empathy
- ❖ Social Skills

SEAL is based upon the notion that skills are effectively learnt through:

- ❖ A whole school approach to creating the climate and conditions for learning that implicitly promote the skills and allow these to be practised and consolidated
- ❖ Direct and focused learning opportunities
- ❖ Using learning and teaching approaches that support children to learn new skills and consolidate those already learnt
- ❖ Staff development

Physical Education Policy Statement

Key Stage 2 (From Curriculum 2008)

Physical education encourages learners to explore and develop the physical skills essential to taking part in a variety of different activities. Building on these skills are opportunities to be creative and imaginative in gymnastic and dance activities. Through adventurous activities, they learn how to swim, be safe and feel confident in water and how to read a map or follow trails, so that it becomes safer to go further afield and explore the seashore and countryside. Competitive activities offer the chance to learn games skills and play in a team, as well as how to run faster, jump higher and throw further. Learners begin to understand that physical education is about learning how to feel healthy and stay fit while having fun, and knowing how these different types of activities help them to stay that way.

Skills across the curriculum

In Physical Education, learners engage in planning how to design and make progress in their performance, developing their ideas and strategies, and reflecting on how they might further improve their own and others' performance.

Learners communicate through the selection and use of key words related to their activity to help them analyse and improve their own and others' work. They ask questions and communicate their ideas using different forms depending on the audience and purpose of their activity. They listen to others' contributions, identify possible problems, suggest alternative approaches, and help to develop group activity.

Learners also develop their ICT skills through their analysis of performance and data in order to improve their own and others' work, and through the creation of ideas and strategies to improve the impact of their work.

In physical education, learners develop their number skills by using mathematical information and data. They use the language of position (including co-ordinates and compass points) and movement, as well as data handling and measures in athletic and adventurous activities. They use scale in plans and maps. They measure and record performances, e.g. time, distance and height, and use the data to set targets and improve their performance.

Programmes of Study

There are 3 main areas of focus in both Skills and Range of Physical Education Development. These are:

- Health, Fitness and Well-being Activities;
- Creative Activities;
- Adventurous Activities;
- Competitive Activities.

For full details, please see the Curriculum 2008 documentation.

Religious Education Policy Statement

For the teaching of, and learning through Religious Education, Monmouthshire County Council have, as a whole Authority, chosen to follow the statutory 'Agreed Syllabus for Religious Education' from ages 3 to 11.

Full details of this are available from the school and each area of study is clearly detailed within it. Many of the themes and areas closely follow the guidelines set out in the 'National Exemplar Framework for Religious Education for 3 to 19 year olds in Wales.'

Key Stage 2 (From Agreed syllabus)

At Pembroke Primary School, we follow the recommendations of the 1998 School Standard and Framework Act, which state that all schools must provide Religious Education for all its pupils, although parents can choose to withdraw their children. This policy should be read in conjunction with the Programme of Study for Religious Education, contained within the Monmouthshire Local Authority Agreed Syllabus for RE, revised version 2008.

Religious Education fosters learners' interest and wonder in the world and human experience. Learners ask investigating, deep questions that relate to their personal experiences, religion and life in general, and build on skills, knowledge and understanding acquired during the Foundation Phase.

Through active participation learners explore spiritual and moral dimensions to inform their own search for meaning and purpose. They will develop skills and gather information to help them think creatively about fundamental religious and moral questions and share ideas through discussion. They express their own feelings and opinions and identify how their actions may affect others, recognize that other people's viewpoints may be similar or different to their own and reflect on and revise their perspectives on life. In Religious Education, learners develop skills in oracy, reading and writing, and wider communication skills through a range of activities. Learners ask questions, communicate ideas and express their own feelings and opinions using different forms as appropriate to the audience and purpose of the activity.

Learners use ICT: to communicate and share information to present information in a variety of formats using word processing and graphics; to find and develop information on the internet and other sources including CD-ROMs, etc.; to support oral presentations and the creation of ideas and strategies to improve the impact of their work.

In religious education, learners develop skills in Numeracy by using information such as ordering events in time, by measuring time through the calendars of various religions and by considering the significance of number within religions. They interpret results/data and present findings from questionnaires, graphs and other forms of data in order to draw conclusions and ask further questions about issues relating to religion and the world.

For full details, please see the Agreed Syllabus for Religious Education 2008.

Programmes of Study

Range – Pupils develop their skills, knowledge and understanding of life and religion through learning about a range of beliefs, teachings and practices and the links between them. Pupils are given the opportunity to develop skills through the exploration of the following inter-related areas:

- Fundamental Questions – human, personal and religious
- Meaning and Purpose – Authority and Influence, Human relationships and Identity and Commitment, The nature of God, Responses to and relationships with the natural world
- Concepts, Values and Attitudes

Skills are developed through;

- Questioning and valuing
- Developing knowledge and understanding
- Reflecting, Responding and Communicating.

Art and Design Policy Statement

Key Stage 2

Children build on the skills, knowledge and understanding that they have acquired. Their imagination and creativity is stimulated through art and design. It challenges them to make informed judgments and practical decisions. The work of artists, craft workers and designers create investigations and the making of their own work. Using a variety of materials and processes, they communicate their ideas and feelings through visual, tactile and sensory language. Their personal and public lives are enriched through exploration, appreciation and enjoyment in art and design.

Art aims to:-

- Stimulate children's creativity and imagination by providing visual, tactile and sensory experiences.
- Help children explore the world at first hand using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live.
- Develop children's understanding of colour, form, texture, and pattern; and their ability to use materials and processes to communicate ideas, feelings and meanings.
- Inspire confidence, value and pleasure in Art.
- Cultivate children's aesthetic awareness and enable them to make informed choices and judgements about art and become actively involved in shaping environments.

- Teach children to express their own ideas, feelings, thoughts and experiences.
- Develop children's design capability.
- Enhance children's ability to value the contribution made by artists, craft workers and designers, and respond critically and imaginatively to ideas, images and objects of many kinds and from many cultures, with particular reference to Curriculum Cymreig

Teaching and Learning Styles

The programme of study is taught to the majority of pupils in each key stage. Provision is made for children who have particular special needs.

During each Key Phase pupils are taught understanding, making, and investigating through:

- Exploring a range of starting points for practical work
- Working on their own and collaborating with others, on projects in two and three dimensions of different scales.
- Using a range of materials and processes (including ICT in KS2)
- Investigating different kinds of art, craft and design (including work in the locality and in a variety of genres, styles and traditions when appropriate).

Teaching is through a combination of direct teaching, providing children with first hand experiences, use of prepared activities, other artists work, educational visits and resources such as ICT.

Skills across the Curriculum

Children's art, craft and design skills should be fostered and promoted through using their senses, imagination and experience. All activities should enable children to express themselves freely.

Children will explore and experiment with a range of information and resources to plan, develop and reflect on their creative activities. They develop the ability to recognise similarities or differences and make unlikely connections, build on ideas to make better ones and take advantage of the unexpected. They develop wider Literacy skills to express their ideas and emotions. They inform their own work by responding to the work of others. Children will apply their ICT skills to investigate, manipulate, develop or realise creative ideas. They can select appropriate software and equipment as an aid to designing and making. Numeracy skills such as measurement, estimates, scale, proportion, pattern and shapes can be applied to develop, inform and resource their creative activities.

For full details see Curriculum 2008 documentation.

Design & Technology Policy Statement

Key Stage 2

Children can build on their skills already learnt and develop their design and technology capability through tasks covering a range of materials and components, including food, rigid and flexible materials, systems and control and ICT.

Skills across the Curriculum

When designing, children are given opportunities to use a range of information sources, investigate how different products look and function, develop their own specification or recipe, resolve their own solutions to problems that may arise, and communicate their ideas in a variety of ways using ICT where appropriate.

Whilst making, children should work to their own design or recipe, choose the appropriate materials and tools, measure, mark out, cut, shape and join, weigh their ingredients/materials. They should be able to provide solutions to any problems that they encounter and apply appropriate finishes to their products, then discuss and evaluate their work.

During working with food children should plan and carry out food preparation, consider nutritional needs and group foods understanding their nutritional value.

When using rigid and flexible materials they should use a wide range of materials, learn about the efficient use of them, use techniques for reinforcing and strengthening structures.

Whilst working within systems and control children should construct simple mechanisms to produce movement, build low voltage electrical circuits and use programmable computer control systems.

Programme of Study

The range of developing their design and technology opportunities are through tasks in which they can explore and investigate, learn about the responsible use of materials taking into account sustainability, tasks where they develop and practice particular skills and where they design and make products focusing on different context and materials.

Children should be able to be creative, innovative and work independently and in groups.

For full details, please see the Curriculum 2008 documentation.

Music Policy Statement

Key Stage 2 (From Curriculum 2008)

At Key Stage 2, music activities should enable learners to build on the skills, knowledge and understanding acquired during the Foundation Phase.

Music education enables learners to engage with and enjoy making music. Through active involvement in performing, composing and appraising, learners will develop their sensitivity to and understanding of music.

Learners will develop musical skills relating to the control, manipulation and presentation of sound.

At Key Stage 2, these skills include:

- singing, playing instruments and practising;
- improvising, composing and arranging music;
- listening to and appraising music.

Learners should improve their performing, composing and appraising by developing and applying their thinking and communication skills, and give due regard to health and safety.

Skills across the curriculum

Wherever possible in music, learners plan, develop and reflect, both over time and during live music-making. For example, learners choose suitable resources for performing and composing, create and develop musical ideas, evaluate their own and others' music and reflect on their methods of working.

Learners communicate through performing and composing, and develop and apply the skills of speaking and listening through appraising their own and others' work.

Learners also develop and apply their ICT skills by using music technology to explore, create, develop and realise musical ideas.

Programmes of Study

There are 3 main areas of focus in both Skills and Range of Musical Development. These are:

- Performing;
- Composing;
- Appraising.

For full details, please see the Curriculum 2008 documentation.

Curriculum Development in Wales

The whole approach to developing young people aged 3 to 16 will change. The new curriculum will have more emphasis on equipping young people for life. It will build their ability to learn new skills and apply their subject knowledge more positively and creatively. As the world changes, they will be more able to adapt positively.

They will also get a deep understanding of how to thrive in an increasingly digital world. A new digital competence framework is now introducing digital skills across the curriculum, preparing them for the opportunities and risks that an online world presents.

Meanwhile teachers will have more freedom to teach in ways they feel will have the best outcomes for their learners.

The central focus of assessment arrangements will be to ensure learners understand how they are performing and what they need to do next. There will be a renewed emphasis on assessment for learning as an essential and integral feature of learning and teaching.

The purpose of the new curriculum is to support our children and young people to be:

ambitious, capable learners, ready to learn throughout their lives

enterprising, creative contributors, ready to play a full part in life and work

ethical, informed citizens of Wales and the world

healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

It will have six 'Areas of Learning and Experience (AoLE).

Language and Literacy (including Welsh)

Mathematics and numeracy

Health and well-being

Science and technology

Expressive arts

Humanities (including RE)

It will also include three cross-curricular responsibilities: literacy, numeracy and digital competence.

**This Policy was updated / adopted by the Governing Body of
Pembroke Primary School**

Chair of Governors: Mrs K. Rennie

Curriculum Committee Governors:

Curriculum Coordinator: Mrs. J. Wakley / Mrs F. Wilson

Head teacher: Mrs Helen Hampson

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DOCUMENT HISTORY

ISSUE	AUTHOR	Date of Draft	Date Approved	Review
1	HT & SLT	10.02.16	10.02.16	July 2018
2			July 2018	
3				