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*'Every child, every chance, every day'
'Pob plentyn, pob cyfle, pob dydd'*

CURRICULUM POLICY

Policy Number	Date Reviewed	Date of Next Review
YBGP11	March 2017	March 2020

Curriculum Policy Context

This Policy supports and promotes National and Local Priorities of Literacy, Numeracy and Raising Attainment.

The development of Literacy is central to our Curriculum, and the Policy should be read in conjunction with the Teaching and Learning, Inclusion, Homework, Subject Policies as well as the LNF.

Aims of Brynford Primary School

At Brynford Primary School we strive to promote an inclusive system. We are committed to:

- Creating an atmosphere conducive to excellent learning where everyone is inspired to do his or her best at all times.
- Delivering a broad and balanced curriculum based on the principles of equality for all and the belief that all our pupils have the ability to achieve.
- Promoting lifelong wellbeing, spiritual, cultural, personal, social, intellectual and physical development of our pupils.
- Developing an understanding of our identity and culture in Wales and a respect for all other cultures, beliefs and ways of life.

- Encouraging independence, responsibility, sensitivity and the ability to apply knowledge and skills effectively.
- Developing an understanding of and a respect for the world and the environment in which we live.
- Learning how to make positive choices in all areas of work, play and relationships.

The Ethos and Values of the School

Our ethos includes:

- A high expectation of all learners whatever their ability;
- A recognition of the value of what children can bring with them from their homes;
- Recognising the entitlement of all learners to equal access to a broad and balanced curriculum;
- An understanding of learning as an active and life-long process;
- Developing personal and moral values, respect for religious values and an understanding of other races, religions and ways of life;
- Understanding the world in which they live and the interdependence of individuals, groups and nations;
- Appreciating achievements and aspirations;
- Understanding the major cultural and historic factors which have shaped Wales;
- A desire to create an atmosphere of mutual respect within the school;
- A belief that parental involvement is an essential tool of child development;
- A desire to forge links between the family, the school and the wider community, including the religious community and industry;
- An understanding of the importance of sustainable development and global citizenship.

The School's Curriculum Policy

At Brynford Primary School the curriculum is planned to engage the following principles.

The school's curriculum:

- Achieves high standards in personal and social development and in academic progress, fostering spiritual, moral, cultural, intellectual and physical development;
- Matches suitable experiences and opportunities to the development of each child;
- Supports the less able and extends and challenges the more able;
- Ensures that pupils with special and additional learning needs have full access to all aspects of the curriculum which is delivered in an appropriate, interesting and stimulating way;
- Gives breadth, depth and progression in each subject;
- Widens horizons, develops an appetite for learning and prepares pupils for full, responsible and happy lives;
- Gives pupils a wide range of ICT skills to enable them to take full advantage of modern technology;
- Provides a stable, supportive and rich learning environment;

- Provides equal opportunities for all pupils irrespective of gender, race, ethnic origin, disabilities, social class or religion, to reach their full potential recognising different skills and abilities of individuals and groups;
- Provides pupils with key skills in numeracy and literacy, to enable them to become independent learners;
- Encourages and enables pupils to carry out self-evaluation and target setting in respect of their own work;
- Provides pupils with the skills and aptitude to use Welsh to the best of their ability;
- Provides teachers and parents with accurate information regarding attainment and progress and assesses what the next stage of learning will be;
- Fosters links between family, school and the wider community, including industrial links.

The Pupils

- Develop lively, enquiring minds with the ability to question and reason rationally;
- Set targets for improvement and evaluate their own progress;
- Apply themselves to tasks and physical skills;
- Develop their thinking skills, communication, number and ICT to maximise their learning potential;
- Work hard, taking pride and delight in their achievements;
- Develop skills, knowledge and flexibility which will enable them to adapt successfully to the demands of a rapidly changing society;
- Are both secure and positive in their attitude towards school and therefore attend regularly and punctually;
- Are sensitive to the needs of others;
- Are encouraged to participate in a large number of extra-curricular activities which will enhance their whole personality;
- Value people for who they are and what they can do;
- Have a caring attitude towards their environment and strive to make a positive contribution to sustainability and global citizenship;
- Have a secure sense of the place of the Welsh language and culture in Wales, in Britain and in Europe;
- Understand the nature of the multicultural society;
- Take up positions of responsibility in the school such as being a School/Eco/Healthy Schools Councillor or Playground Pal, enabling them to make a positive contribution to school life.

Curriculum Planning

At Brynford Primary we plan our skill- based curriculum to meet the statutory requirements set out in the Literacy and Numeracy Framework, Foundation Phase Framework for Children's Learning and the National Curriculum.

We plan as far as possible using the thematic approach in order to provide opportunities for pupils to learn and then apply new skills in a practical context, and we involve the children in the planning, however if a subject does not fit into the theme then we teach it discretely. Much of our maths, science, phonics and grammar are taught discretely.

Subject Leaders are responsible for writing Policies and monitoring planning.

Foundation Phase Leader	
KS2 Leader	Elaine Shickell
English Subject Leader	Lisa Roberts
Maths Subject Leader	Rachel Critchell
Science Subject Leader	Rachel Critchell
ICT Subject Leader	Zayla Davies
Welsh Subject Leader	Elaine Shickell
RE Subject Leader	Elaine Shickell
History Subject Leader	Rachel Critchell
Geography Subject Leader	Sarah Parry
Art Subject Leader	All staff
Music Subject leader	Rachel Critchell
DT Subject Leader	All staff
PSE Subject leader	All staff
PE Subject Leader	Lisa Roberts
ALNCo (SEN+MAT)	Elaine Shickell

The Long and Medium-Term Plans:

- Incorporate the LNF
- Meet statutory requirements
- Determine coverage and progression of skills
- Provide support and resources for members of staff
- Make reference to skills-based learning

The Long-Term Plan highlights thematic approaches and other subjects which need to be taught discreetly.

Weekly planning highlights the learning objectives, outline of lesson, differentiation, key skills and evaluations.

Curriculum Policies

These are written by the subject leader in conjunction with staff.

The Role of Subject Leader

The subject leader writes the policy for their subject.

The role also includes;

- Giving advice for teachers of current methodology in the teaching of their subject
- Ensuring that the subject's budget is spent effectively to enhance learning and to fulfil objectives set out in the SDP
- Undertaking classroom observations and monitoring pupils' books
- Providing feedback to teachers following observations or "listening to learners".
- Undertaking an annual self-evaluation process which is recorded along with subject action plans in the SDP. Modifications are undertaken should the review deem it necessary.
- Undertaking CPD when available to keep abreast of latest developments.
- Leading CDP for other staff

Continuing Professional Development (CPD)

Staff have the opportunity to access CPD in line with their Performance Management Objectives and the SDP.

Time Allocation

At Brynford Primary we;

- Ensure adequate time is provided for each subject
- Identify opportunities for developing key skills across the curriculum
- Include activities which will enhance learning
- Ensure an inclusive curriculum
- Allow sufficient time for pupils to develop skills and knowledge in areas which are not linked to specific subjects eg. ECO days, Eisteddfod week, Anti-Bullying Week
- Recognise the importance of PSE (Inc RRS) in the curriculum (through Circle Time sessions).

Skills Across The Curriculum

All teachers at Brynford Primary School encourage children to use thinking skills in all subject areas.

- a. Planning
- b. Developing
- c. Reflecting

Opportunities are provided for pupils to use their Literacy, Numeracy and ICT skills, to work with others, to improve their learning, to solve problems and to consolidate their learning across the curriculum.

Bilingualism

Pupils are encouraged to use the Welsh language throughout the curriculum areas. They respond to instructions in Welsh and reply to the teachers in age appropriate manner. Pupils are also encouraged to use Welsh with their peer groups to reinforce learning and to make Welsh a natural part of the day.

Common Requirements

We aim to provide opportunities to enable pupils to develop and apply common requirements (Key Skills) through their study of all National Curriculum subjects. Teachers determine the number and range of such opportunities and link them to planning.

The common requirements are:

Cwricwlwm Cymreig

Pupils are given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales (see Cwricwlwm Cymreig and Welsh Bilingualism Policy).

Developing ICT

Pupils are given opportunities to develop and apply their ICT skills to obtain, prepare, process and present information and to communicate ideas with increasing independence.

Developing Thinking

Pupils are given opportunities to develop and apply their skills of asking appropriate questions, making predictions and coming to informed decisions.

Creativity

Pupils are given opportunities to develop and apply their creative skills, in particular the development and expression of ideas and imagination.

Personal And Social Education

Pupils are given opportunities to develop and apply attitudes, values, skills and knowledge and understanding relating to PSE.

Implications For Classroom Organisation

- Resources, including consumables, should be clearly labelled and easily available for use by pupils.

- Timetable should be on display or in planning files for the benefit of supply teachers, visitors and pupils.
- Termly and weekly planning files should be accessible in classrooms.
- School Rules should be displayed in classrooms and reference should be made to them from time to time.
- Pupil targets should be accessible within the classroom.

Evaluation Of The Effectiveness Of The Curriculum

There are a number of external measures which are used to monitor the effectiveness of the curriculum.

- Estyn Inspection
- National Curriculum Attainment Data
- Benchmarking Information
- Standardised Assessments (NFER)
- LA Data
- WG Family of Schools Data (AWCDS)
- National Tests in Reading, Number and Reasoning

The school will evaluate its curriculum to meet the demands of new/future statutory obligations.

Additional Learning Needs

The school has an ALNCO who liaises closely with all class teachers and monitors the progress of pupils who are not working at an age appropriate level. The ALNCO is responsible for compiling the SEN register and provision map, and the MAT register.

The Role Of The Teaching Assistant

Teaching Assistants receive full instructions from teachers and are aware of the learning objectives for each lesson in which they are involved. They are involved in assessing pupils' work and provide teachers with important information regarding pupils' progress and attitude.

The Role Of Experiential And Experimental Learning

We firmly believe that pupils benefit from experiential and experimental learning. A wide range of opportunities are provided for pupils. Pupils from all years are involved with the local community, learning from external providers through educational visits and links with industry.

Homework

It is not statutory for schools to provide homework however, Brynford School has chosen to do so and details are available in the school's Homework Policy.

Parents And The Curriculum

Parents have an important role to play in their child's education. Parents are asked to support learning by:

- Listening to their child read books sent home by the school
- Being involved in home/school projects
- Attending parent evenings to receive an update on their child's progress
- Informing the school of any issues which could affect their child's progress
- Attending any curriculum, induction meetings, assemblies, open days
- Taking an interest in their child's curriculum overview, thereby being aware of what is being studied during the course of that term.

Extra-Curricular Activities

Extra-curricular activities provide opportunities for pupils to consolidate skills they have learned in formal lessons and also to have experience of a wider range of activities which develop new skills, confidence and self-esteem.

Pupils in KS2 have the opportunity to sing in the school choir, learn musical instruments and join our own and Local Authority orchestras. A peripatetic tutor provides lessons for pupils who are learning guitar, and woodwind instruments

Sporting clubs include dance, netball, football, tennis and athletics. Other clubs include Eco club, art club and Clwb Cymraeg,

We operate an Equal Opportunity Policy in respect to our extra-curricular activities.

Celebrating Success

Pupil success in all areas (not just academic) is celebrated in a number of ways including a weekly Celebration assembly and end of Y6 awards. See Behaviour Policy for more detail.

Governors And The Curriculum

Governors receive and discuss information on school performance and areas for development in the termly Headteacher's report to the full governing body, along with key data sets and end of key stage performance outcomes.

The governors are fully involved in the self-evaluation process and identification of targets to be included in the School Development Plan. Financial implications are considered by Governors on the Finance Committee.

Conclusion

At Brynford Primary School we aim to make the curriculum stimulating, creative, relevant and suitable for a wide range of abilities. The curriculum equips pupils with the skills necessary to be active, lifelong learners. It also encourages pupils to respect cultural and racial differences enabling them to live and work harmoniously in a culturally diverse Wales.

Our school recognises the importance of parents, governors, pupils, teachers and the community working together. Parents and governors support the school in developing an appropriate curriculum. By working together, we can provide the best possible start for every child.

This policy will be reviewed every three years, earlier if necessary.