



Tai Education Centre



CURRICULUM POLICY



Policy on Curriculum (see also Special Educational Needs)

Introduction

- Our school's curriculum is all the planned activities developed through pupils' voice 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 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 seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

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 children's uniqueness, we listen to the views of individual children, and we promote respect for diverse 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, and we organise our curriculum to promote inclusion, cooperation and understanding among 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 want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

Aims and objectives

The aims of our school curriculum are:

- To enable our pupils to become healthy, confident individuals; enterprising, creative contributors; ambitious, capable learners and ethical, informed citizens.
- 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 ICT;
- 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 their Welsh cultural heritage;
- 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 Locally Agreed Syllabus for Religious Education;
- 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.

Organisation and planning

- The Curriculum within Tai is delivered through a thematic approach. Our curriculum is pupil led. The pupils choose what they want to learn and how they will learn it.
- Teachers identify the skills to be developed including LNF, DCF, ICT and Thinking skills.
- Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic and the skills covered. Medium term plans have been amended to incorporate the 4 core purposes, the 6 AOLES, generic skills and subject specific skill ladders.
- Our short-term plans are those that our teachers write on a weekly basis and are based on the pupils ideas . 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 Phase we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and the 7 areas of learning. There is planned progression in all curriculum areas.
- In Key Stage 2, we teach the foundation subjects in conjunction with language topics. This means that, the topic covers the 6 AOLES. Each child has the opportunity to experience the full range of National Curriculum subjects and skills.
- We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage. Each child has the opportunity to experience the full range of AOLES and skills in preparation for

The curriculum and inclusion (SEN & ALN)

- 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.






- If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special 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. If a child's need is more severe, we consider involving the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.
- The school provides a Personal Development Plan (PDP) for every pupil. This sets out the nature of the special need, and outlines how the school will aim to address it. The PDP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Our PDPs are working documents-shared with parents and Mainstream schools.
- We are committed to meeting the needs of any children that have a disability, just as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect from 2005. 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.

The Foundation Phase

- The curriculum that we teach in the Foundation Phase is based on the 7 areas of learning and on developing children's skills and 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 Foundation Phase 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.
- Each term in the Foundation Phase, the teacher will assess the skills development of each child, and record this Skills Ladder for the 7 areas of learning. This assessment forms an important part of the future curriculum planning for each child. (see Assessment Policy)
- 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. Reports are sent home weekly. Texts go home daily.



Key Skills

- Key skills form an integral part of the makeup of all subject areas of the school's curriculum. These are not subjects in their own right but the tools needed to access areas of learning. All staff are responsible for helping pupils develop these skills. Opportunities to develop these key skills are identified in the teacher's planning. Along with creativity the Key Skills are:
 - LNF Literacy and Numeracy Framework
 -  Information Technology Skills.
 -  Problem Solving Skills. (Developing Thinking)
 -  Personal and Social 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. (see Skills Ladders) 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.
- (See Key Skills Policy)

Cwricwlwm Cymreig

Pupils will be given the opportunity, where appropriate, to develop and apply their knowledge and understanding of the cultural and linguistic characteristics of Wales through all subject areas.

The role of the AOLE team subject leader

The role of each AOLE team is to:

- provide a strategic lead and direction for the area;
- support and advise colleagues on issues related to the area;
- monitor pupils' progress in that area;
- provide efficient resource management for the subject.
- The school gives the AOLE teams opportunities through each ½ term to conduct progress reviews. It is the role of AOLE Team to keep up to date with developments in their AOLE, at both national and local levels. They review the way in which the AOLE is taught in the school, and plan for improvement. This development planning, links to the SER and SIP. Each AOLE team review the curriculum plans for the AOLE, ensures that there is full coverage of the National Curriculum and skills and sees that progression is planned into Medium term planning. Portfolios of children's work, are kept to illustrate the achievements of all levels, and to exemplify the attainment expected. This is sometimes cluster based and is used for standardisation and moderation

Monitoring and review

- Senior Staff and Headteacher undertake Monitoring, valuating & reviewing (see MER Timetable)
- Line managers call in regularly checking and requesting quality re-assurance.



- The head teacher is responsible for the day-to-day organisation of the curriculum.
- AOLE team members' monitor the way in which their skills are taught throughout the school. They examine medium-term planning, and ensure that appropriate teaching strategies are used. AOLE team members also have responsibility for monitoring the way in which resources are stored and managed.

This policy is monitored by the Management Committee and will be reviewed every two years, or before if necessary.

Signed (Chair of Management):

Signed (Headteacher):

Date:.....