

MOORFIELDS PRIMARY SCHOOL



CURRICULUM POLICY

2020

CURRICULUM POLICY

1. The Aims of the School

- a) To provide a broad and balanced curriculum for each pupil which fulfils the requirements of the Education Reform Order.
- b) To promote the intellectual, spiritual, moral, cultural, social, and physical development of pupils at the school and thereby of society.
- c) To prepare pupils for the opportunities, responsibilities and experiences of adult life.
- d) To help children to learn to respect and value themselves and others.
- e) To develop personal qualities such as self-confidence, independence and self-discipline.
- f) To provide opportunities for pupils to achieve success in a variety of contexts.
- g) To develop home/school links so that children can benefit from their teachers and parents working as partners in their education.
- h) To develop children's awareness of their local and wider environments and of the effects which their actions can have on both.

2. Curricular Provision

The school will provide a broad and balanced curriculum in accordance with the requirements of the Education Reform Order 1989. The Cross Curricular Themes will be presented in an appropriate and purposeful form. The curriculum will be offered to every child according to individual needs. In addition to statutory curriculum satisfying legal requirements, other experiences and opportunities will be made available.

3. Assessment and Record Keeping

Assessment will be carried out across all areas of the curriculum and will employ a variety of methods. In meeting the requirements of current legislation formal and informal strategies will be employed. Written records will be maintained for the benefit of parents, pupils and other agencies.

Assessment has also the important function of informing the teacher of what the pupil can do and diagnosing weaknesses, thus enabling the planning of more adequate work programmes.

4. Teaching Approaches

Teachers will aim to create a happy and caring environment in which learning may take place. A variety of teaching approaches, including class, group and individual teaching will be employed. Learning tasks, appropriate to the needs and abilities of the pupils, and affording an increasing responsibility for their own learning, will involve the teacher in making provision for progress and differentiation.

5. Special Education Needs

Our policy, as stated in our aims, is to provide a broad and balanced curriculum for all the pupils across the academic range. Children at risk will be identified as soon as possible, on entry; individual planning for identified pupils is the responsibility of the class-teacher, assisted by additional support as appropriate. School practice will be guided by the principles set out in the Code of Practice. Strategies may include individual and group teaching inside and outside the classroom. An important aspect of the work will be seeking advice from specialist outside agencies e.g. E.A. Psychology Service and the Schools Medical Service.

After consultation with the parents and the teachers involved, the principal may refer a pupil to the E. A. Psychology Service. The resultant advice will form the basis for individual work programmes. In the event of a child being identified as possessing special abilities every effort will be made to ensure that the ability/skill is developed.

6. Organisation and Management

The Board of Governors has overall responsibility for the operation of the school, day to day management being delegated to the principal. Duties are delegated, as appropriate, to the Vice-Principal and Senior Staff members. The Senior Management Team consists of the Principal, Vice-Principal and one other senior teacher. The Senior Management Team depending upon the matter in hand, may co-opt other members on a temporary basis.

The Management Team guided by the School Development Plan, will help in the administration of the school and will concern itself with maintaining an effective overview of all aspects of the education and welfare of the pupils.

7. Staff Development

Information on courses provided by E.A. and other educational agencies will be transmitted to co-ordinators who will discuss and advise, after reviewing current needs, on the value of attendance. Reference to the School Development Plan will provide useful guidelines for reaching decisions.

Every effort will be made to identify and utilise existing staff expertise. Opportunity will be taken to invite people, with special skills or knowledge, to visit the school to conduct seminars in areas of study as required. The school values the professional development of all its staff.

8. Resources

Resourcing the requirements of the Northern Ireland Curriculum will be given priority and the acquisition of additional resources will be an ongoing process. An annual review of resourcing will be undertaken.

Teachers will be concerned with encouraging the pupils to appreciate the resources and with developing their capacity to use these safely and with increasing independence.

9. Pastoral Care/Behaviour

Parents and staff have a responsibility to care for the development of the whole child. The provision of an appropriate curriculum, within an orderly learning environment, should develop habits of self-discipline and responsibility. One senior teacher will be designated as being co-ordinator for all matters relating to Pastoral Care.

The School Behaviour Policy, coupled with the school rules, will inform parents of our expectations. Teachers have a prime responsibility to promote and encourage good discipline by adopting a positive approach in praising children regularly in recognition of good standards.

10. Parents and the Community

The school values communication with all the partners in the education process and in particular contacts with parents. These may be both formal and informal. Parents will be regularly informed of planned events and on at least one occasion during the year parents will have the opportunity to meet with the child's teacher to discuss his/her academic progress and/or welfare.

Teachers will use the resources of the local environment in furthering work on the programmes of study, drawing upon the expertise of local people where they are able to make useful contributions.

11. Extra-Curricular Activities

The benefit of extra-curricular activities is recognised, not only as a source of enjoyment but as a means of developing intellectual, physical and social skills through interaction with fellow-pupils in situations less structured than the classroom.

Participation in games, at a competitive and non-competitive level, will be provided. The children will also have the opportunity to participate in non-sporting extra-curricular activities.

Educational visits will be planned to complement the work being done in the Areas of Learning.

CURRICULUM

The Northern Ireland Education Order (2006) sets out the minimum requirements that should be taught at each key stage.

In Moorfields Primary School, we aim to provide a broad and balanced curriculum for all children.

We strive to give every child the opportunity to experience success in learning and to achieve as high a standard as possible.

Our staff is dedicated to meeting the needs of each child, setting high standards for pupil effort, achievement and behaviour.

We encourage our pupils to develop lively, enquiring minds, to think creatively and to use their own initiative to work with increasing independence.

Areas of Learning

The curriculum for the three stages is set out in six Areas of Learning. Although the Areas of Learning are set out separately teachers should, where appropriate, integrate learning across the six areas to make relevant connections for children. Teachers have considerable flexibility to select from within the learning areas those aspects they consider appropriate to the ability and interests of their pupils.

The Areas are:

1. **Language and Literacy** (including Talking and Listening, Reading and Writing; schools are also encouraged to teach additional languages);
2. **Mathematics and Numeracy** (focusing on the development of mathematical concepts and numeracy across the curriculum);
3. **The Arts** (including Art and Design, Drama and Music);
4. **The World Around Us** (focusing on the development of knowledge, skills and understanding in Geography, History and Science and Technology);
5. **Personal Development and Mutual Understanding** (focusing on emotional development, social skills, learning to learn, health, relationships and sexuality education and mutual understanding in the local and global community);
6. **Physical Education/Development and Movement** (focusing on the development of knowledge, skills and understanding through play and a range of physical activities).

The Northern Ireland Curriculum sets out the minimum requirement that should be taught at each key stage. This will be followed and used as a starting point for teacher planning.

Religious Education is provided for all pupils. Teachers use the core syllabus as the starting point for planning.

Whole School Skills and Capabilities

In Moorfields we place an emphasis on the development of skills and capabilities for lifelong learning and for operating in society. Within lessons we provide opportunities to engage in active learning contexts across all areas of the curriculum and progressively develop:

Cross-Curricular Skills

- Communication
- Using Mathematics
- Using information and Communication Technology

Thinking Skills and Personal Capabilities

- Thinking, Problem-Solving and Decision Making
- Self Management
- Working with Others
- Managing Information
- Being Creative

Equity of Access

In Moorfields Primary School, teachers are aware that pupils have different experiences, interests and strengths, which will influence the way in which they learn.

In planning curriculum and assessment activities, teachers are aware of the requirements of the equal opportunities legislation and the Special Educational Needs and Disability Order (SENDO) 2005 and have high expectations for all pupils, including pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups and those from diverse linguistic backgrounds.

Approaches to learning and teaching provide suitably challenging opportunities for all pupils to take part in lessons fully and effectively. They enable all pupils to achieve. For pupils with special educational needs the staff take account of the type and extent of the difficulty experienced by the child. For those pupils whose attainments fall significantly below the levels expected at a particular key stage, degrees of differentiation of tasks and materials appropriate to the age and requirements of the pupil will be provided. For pupils whose attainments significantly exceed the expected levels of attainment during a particular key stage, teachers plan suitably challenging work by extending the breadth and depth of study across Areas of Learning.

Assessment

Assessment is an integral part of the learning process. Within the school a variety of summative assessment methods are used. These include:

1. PTM and PTE Assessments in English and Maths
2. CAT Assessments
3. Statutory end of key stage assessments.
4. STAR reading tests.
5. British Picture Vocabulary Test.
6. Sandwell Early Numeracy Policy.

The results of these are used to track pupil progress and aid curriculum planning. These are enhanced by a range of formative assessment methods within every day practice.

Roles and Responsibilities

The principal will report to the Board of Governors on all matters relating to the curriculum. The Senior Leadership Team and learning area co-ordinators will assist the principal in monitoring and evaluating curriculum practice.

Complaints Procedure

In the event of a complaint concerning the curriculum, parents should follow the advice in the school's Complaint Policy