

Burlais Primary School

Policy Statement on the Curriculum

This policy has been reviewed in line with the UNICEF rights of the child

Articles relating to this policy:

- **Article 28 Right to an Education**
- **Article 19 Right to be safe**
- **Article 14 Right to follow your own religion**
- **Article 29 Right to be the best that we can be**
- **Article 31 Right to relax and play**

Our Curriculum 2022

- The school curriculum in Burlais is defined as including all of the learning experiences and assessment activities planned in pursuit of agreed purposes of education.
- The school curriculum is designed to help all children and young people to develop in relation to clear and agreed purposes. The purposes are constructed so that they can directly influence decisions about curriculum, pedagogy and assessment.
- The purposes of the curriculum in Burlais should be that children and young people develop as:
 - ❖ 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
 - ❖ The curriculum is organised into areas of learning and experience that establish the breadth of the curriculum. These areas provide rich contexts for developing the four curriculum purposes, are internally coherent, employ distinctive ways of thinking and have an identifiable core of disciplinary or instrumental knowledge.
- The 6 areas of learning and experience are:
 - ❖ Expressive arts
 - ❖ Health and well-being
 - ❖ Humanities
 - ❖ Language, literacy and communication
 - ❖ Mathematics and numeracy

❖ Science and technology

- Children and young people at Burlais have their learning developed across the curriculum and through three cross curriculum responsibilities that are the responsibility of all teachers: literacy, numeracy and digital competence.
- A digital competence framework and an accompanying 'Routes to learning Digital Competence' has been developed and included as a cross curriculum responsibility.
- The expectations for the three cross curriculum responsibilities and wider skills (critical thinking and problem solving, planning and organising, creativity and innovation and personal effectiveness) are embedded within the areas of learning and experience.
- Religious & Values Education forms part of the Humanities area of learning and experience, and remains a statutory curriculum requirement from reception.
- Learning is organised as a continuum of learning
- All teaching and learning will be directed to achieving the four curriculum purposes.
- Teachers apply the pedagogical principles identified in new curriculum when planning their teaching and learning, to ensure that activities relate directly to the curriculum purposes.
- Children and young people at Burlais have opportunities to learn from expertise and experience from outside the school.
- A wide range of assessment techniques, selected on 'fit for purpose' criteria, are used at Burlais to reflect the breadth of the curriculum purposes.
- Teacher assessment, which allows a wide range of learning to be covered remains as the main vehicle for assessment before qualifications.
- Where the results of assessment are to be used for the purposes of comparison, issues of reliability in teacher assessment are addressed by effective moderation.
- Teachers at Burlais use tests as an important part of overall assessment arrangements but the limitations of such tests in covering the full range of desired learning are recognised.
- At Burlais external, standardised testing provides important benchmarking information and is used in combination with school tests and teacher assessment. Its frequency is kept to a minimum in view of its impact on the curriculum and teaching and learning.
- Innovative approaches to assessment, including interactive approaches, have been developed drawing on the increasing potential contribution of digital technology.
- At Burlais both self-assessment and peer assessment are developed as ways of encouraging children to take greater responsibility for their own learning.

- At Burlais reporting to parents on progress in learning includes contributions from their children in relation to their own achievements and aspirations.
- Summative reporting to parents includes holistic assessments of achievement in relation to the curriculum purposes, drawing on experience from beyond the formal classroom.
- At Burlais we are exploring the increased use of digital media to help to improve the immediacy of feedback to parents and carers and engage them more directly in supporting learning.
- At Burlais practices for assessment are carefully designed to be as light-touch as possible, while giving sufficient information to assess progress, and avoid unnecessary bureaucracy.
- At Burlais we use teacher assessment of progression systematically, together with other sources of evidence, to inform their self-evaluation for school improvement purposes.
- At Burlais initial and career long professional development programmes include elements that build teachers' capacity to assess the full range of curriculum purposes and achievement outcomes.

Rationale

The curriculum is the interaction between the teacher and the learner and, as such, transmits attitudes and values, in addition to knowledge, skills and understanding. High standards are created through high expectations, which are at the core of the attitudes and values we transmit through our curriculum delivery.

Purposes

- to ensure pupils access their statutory entitlement to the curriculum
- to provide a basic curriculum which includes Religious & Values Education and the National Curriculum for pupils
- to provide a daily act of collective worship (which is broadly Christian in nature)
- to develop positive attitudes and behaviour, including self control
- to develop high self esteem and confidence
- to encourage pupils to think for themselves and become independent and self responsible
- to motivate pupils and encourage them to learn to question; and respond to challenge
- to develop respect for self and others
- to acquire knowledge, skills and understanding
to build on previous experience through reflection
- to use the outcomes of assessment in order to move forward
- to develop creativity, imagination, spontaneity and initiative

- to communicate effectively and express themselves clearly, using the key skills
- to work co-operatively and collaboratively where appropriate
- to learn to select and use method and resources, and to be discriminating
- to be motivated to work independently
- to promote the intellectual, spiritual, moral, cultural, mental and physical development of all pupils
- to promote partnership between the child, the parent, the teacher and the community

Broad Guidelines

The curriculum at Burlais Primary School:

- is based on the vision, aims, mission and ethos of the school
- is broad and balanced and is careful to ensure sufficient depth of study
- introduces pupils to a wide range of experiences, knowledge skills and understanding
- promotes pupils' spiritual, moral, cultural, mental and physical development prepares pupils for the opportunities, responsibilities and experiences for adult life
- is planned, taking into consideration - long, medium and short term goals which are based on national agreements:

The curriculum at Burlais Primary School

- encourages the development of skills across the curriculum
- values the development of key skills
- is differentiated to meet the needs of all pupils including ALN and More Able and Talented pupils
- includes opportunities for assessment and builds in continuity and progression in future planning, following evaluations of pupil outcomes
- is assessed through standardised assessments which take place annually from year 2 – 6 and teacher assessments, in addition to non -statutory assessments where appropriate
- includes the use of the school environment to develop academic, personal and social skills
- ensures the quality of pupil learning by a tracking process which draws from lesson plans, schemes of work and goals and targets set by teachers and subject leaders
- has sufficient resources to enable pupils to access their entitlement and also to provide value for money
- reflects equal opportunities and race equality for all pupils

- is evaluated and reviewed by the relevant AoLe leader and the Senior Management Team
- is monitored evaluated and reviewed by the Governing Body through regular discussion and reports from the AoLe leaders and the Headteacher
- is reported to parents through induction events, regular parents' evenings, curriculum evenings and the school profile
- is further enhanced by providing opportunities for staff development in teaching skills; curriculum knowledge, skills and understanding; and classroom organisation and practice

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