

Stewartstown Primary School's



Curriculum Policy

Curriculum Policy

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

In Stewartstown 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, Foundation Stage, Key Stage 1 and Key Stage 2, 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 and teachers use the core syllabus as the starting point for planning.

Whole School Skills and Capabilities

In Stewartstown we place an emphasis on the development of skills and capabilities for lifelong learning and for operating in society. Within lessons we provide the 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

The Relevance of the Curriculum

We intend to make the curriculum we offer as relevant as possible by ensuring that what is taught and learned meets the children's present and future needs and clearly contributes to the progressive development of knowledge, understanding, skills, qualities and attitudes. We try to ensure that the curriculum available is practical, first in the sense that it involves active learning, doing and making, and second that the learning is related, where possible, to real situations and seen to be applicable to everyday life.

The Community and the Curriculum

We acknowledge and seek to foster parental involvement in supporting children's learning. Opportunity to be involved with other adults interested in their education and welfare will also be sought where this can enrich the learning experience. We will aim to promote links with the community through visits to and from members/ businesses in the locality which will enhance the learning experience.

Equity of Access

In Stewartstown 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 including travellers 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.

Continuity and Progression

Careful planning and good communication ensure that each teacher is aware of what has been achieved and what needs to be done with each class. Close monitoring of each child's progress, continuous assessment and record keeping will also contribute to ensure coherence. Continuity in teaching methods, closely following agreed programmes of study, school guidelines and careful assessment & record keeping all help to ensure teaching and learning in any one school year builds on what has already been achieved. Our subject guidelines are structured to ensure appropriate progression in learning through sequencing experiences, activities, knowledge and skills development, appropriate to the age and ability of the children. Our curriculum allows for planning with our children and building upon prior knowledge.

Assessment

Assessment is an integral part of the learning process. Within the school a variety of summative assessment methods are used. These include GL assessment Progress Test in English, Progress Test in Maths, CAT Tests and NRIT. The results of which are used to track pupil progress and aid curriculum planning. These are enhanced by a range of formative assessment methods within everyday practice.

Roles and Responsibilities

Teachers will assist the principal in monitoring and evaluating curriculum practice.

Subject co-ordinators are responsible for monitoring the progression of learning in their given areas and feedback to the principal on areas requiring future action.

The principal and co-ordinators will report to the Board of Governors Curriculum Sub Committee on all matters relating to the curriculum.

Complaints Procedure

In the event of a complaint concerning the curriculum, parents should in the first instance write to the principal. The principal, in liaison with the teachers will seek to bring about a resolution of the matter.

If such a resolution does not emerge, parents should write to the Chairperson of the Board of Governors. He/she will hand the matter to the complaints panel within the Board of Governors. They will arrange a hearing for the complaints and reach a decision on whether or not to uphold a complaint.