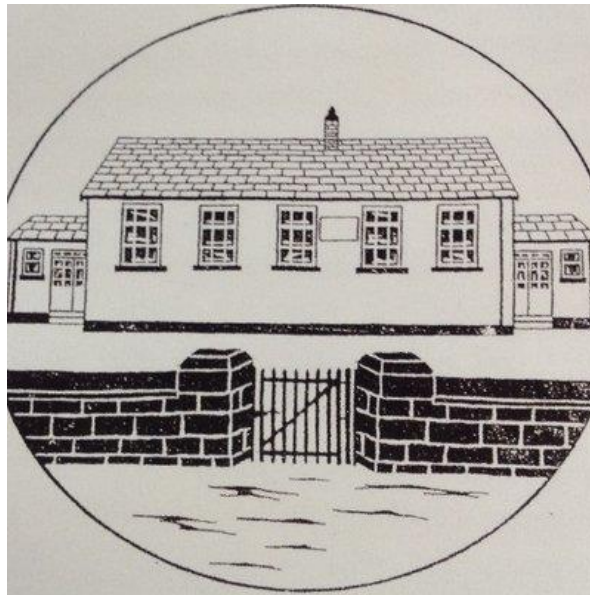


Creavery Primary School



Statement of Curriculum

MISSION STATEMENT

**...OUR SCHOOL IS ABOUT DEVELOPING THE POTENTIAL
OF EVERYONE, TO THE FULL IN A CARING AND
STIMULATING ENVIRONMENT.**

STATEMENT OF CURRICULUM POLICY

Introduction

The Governors, Principal and Staff consider the curriculum as comprising all the learning experiences that the school provides for all its pupils. It includes, in addition to the statutory requirements of the Education Reform Order, all those other learning experiences and activities which, taken together contribute to the achievement of this school's vision for its pupils. This vision will incorporate the shared values, attitudes and beliefs and will reflect the ethos of the school. These ideals underpin the Statement of School Aims and Objectives, which have been drawn up collaboratively by the staff.

The Curriculum Policy is a set of guiding principles, which provide a framework to ensure a breadth and balance of educational experiences. It is acknowledged that the statutory subjects within the Areas of Learning contribute to the breadth and that the policy provides for the broader aspects of commonality between the subjects within each area.

Philosophy

Our school philosophy provides an overall framework for general and more specific whole school aims, and is the foundation from which all aspects of our school community develop.

- To create high standards of learning experiences for all children by providing access to all areas of the revised N.I. Primary Curriculum;
- To create a lively and stimulating learning environment that is exciting today, as well as preparation for the future;
- To create a caring, secure environment so that all in school feel a sense of worth;
- To develop a caring attitude for the environment;
- To create a partnership with parents;
- To develop a positive place for the school within the community;
- To create a 'feel good' factor, so that each individual feels good about themselves, about what they do and about the school.

Aims and Objectives

Our whole school aims stress:

- Continuity and progression
- Balance

- Recognition of the individual
- Variety of experiences, skills, attitudes, concepts and knowledge to fully develop each child's potential

Aims

1. To enhance self-esteem and the ability to value each person's own worth through a happy, caring, enriching and secure environment.
2. To develop the natural curiosity that children exhibit about themselves and their world, and use their curiosity to foster positive attitudes to learning.
3. To develop each individual to his/her potential through offering a wide range of high quality experiences.
4. To develop social awareness, group responsibility and empathy through the social context of learning.
5. To provide first-hand experiences which enable children to acquire concepts and skills which will help them to understand themselves, their culture and the world in which they live.
6. To develop children's imagination and creativity by offering a wide range of experiences.
7. To promote a health-conscious environment.
8. To develop positive relationships between home, school and the community.
9. To provide a broad, balanced and differentiated curriculum for all children in keeping with the requirements of the Education Reform Order.

Further detail on the school's philosophy and the associated aims and objective can be found in the Statement of School's Aims and Objectives.

We believe that this policy reflects our school's aims and will enable us to build on current good practice and guide future decisions.

The Northern Ireland Curriculum

The curriculum of the school is designed to be broad and balanced giving all pupils a thorough grounding in the core subjects. A suitable diversity of activities will be matched to the needs of all pupils.

Through the curriculum we aim to provide genuine challenges and excitement, requiring sustained application on the part of the pupils. The content of all the courses complies with the requirements of the Areas of Learning and Whole Curriculum Skills & Capabilities of the Northern Ireland Revised Curriculum. The Board of Governors and Principal are kept aware of any curriculum changes.

Under the Revised Northern Ireland Curriculum every Primary School must provide worthwhile experiences in the following six Areas of Learning:

Language and Literacy
Mathematics and Numeracy
The Arts
(Art & Design, Drama and Music)
The World Around Us
(Geography, History and Science & Technology)
Personal Development and Mutual Understanding
Physical Education
Religious Education (Optional)

The Curriculum must also infuse the following **Whole Curriculum Skills & Capabilities:**

Thinking Skills & Personal Capabilities
Managing Information
Being Creative
Thinking, problem solving and decision-making
Working with others
Self-management

Formally Assessed Skills
Communication
U.I.C.T.
Using Mathematics

Religious Education:

Religion is an important element of the school's life. The teaching of R.E. in each year group is based on the core syllabus for N Ireland. It is Bible based, child centred and of a non-denominational character.

Parents have the right to withdraw their children from R.E. lessons and the daily act of collective worship and should inform the Principal, in writing, of their wishes to exercise this right.

The school takes great care to try to ensure that any children in this position are not made to feel excluded from the general life of the school.

CURRICULUM PROVISION - SUBJECTS ON THE TIMETABLE

Areas of Study: Foundation Stage / Key Stage 1 / Key Stage 2

Language & Literacy

Talking & Listening to include:

Stories
Rhymes / Poetry
Drama

Reading to include:

Comprehension
Library Skills

Writing to include:

Grammar
Creative Writing
Handwriting
Spellings

Schools are also encouraged to teach additional languages – French is offered at present.

Mathematics & Numeracy

Processes (K.S. 1 & 2)
Number
Measures
Shape & Space
Handling Data
Sorting (F.S.)
Patterns & Relationships (F.S.)

The World Around Us

History
Geography
Science & Technology

Personal Development & Mutual Understanding

Personal Understanding & Health

Mutual Understanding in the Local & Wider Community

Religious Education

The Arts

Art & Design

Music

Drama

Physical Education (Physical Development & Movement – F.S.)

Athletics

Dance

Games

Gymnastics

Swimming (at end of Key Stage 2)

Additional Educational Needs

Teachers should identify as accurately as possible, through an ongoing system of monitoring and diagnostic testing, the academic needs of individual children. This is necessary to recognise the principles of differentiation within the classroom and thus provide appropriate learning tasks where success is attainable and can be met with praise and encouragement. A wide variety of teaching approaches and resources should be available to encourage positive attitudes to learning and to help develop personal and social skills. Responsibility for the welfare of these children will be shared between the class teacher, S.E.N.C.O. and the Principal. Additional support from appropriate outside agencies will be sought on occasions. For more detailed guidance on S.E.N. refer to the Additional Needs Policy.

Teaching Approaches

Teachers will endeavour to create a friendly and pleasant classroom atmosphere where positive contributions are valued and confidence can grow. Learning tasks should be pitched at a challenging yet attainable level for each child.

A wide variety of teaching strategies, including whole class, small group and individual approaches should be employed across all areas of study so that positive attitudes to learning may be encouraged. Children should be given responsibility for some of their own learning and provided with opportunities for them to interact with others.

Resources

A range of resources appropriate to the needs of the children will be made available within the parameters of the school's delegated budget. Other resources will be sought from other sources (eg. P.T.A.) and used when and where appropriate to enhance and extend learning experiences and opportunities.

Resources and expertise within the community should be identified and used where appropriate.

Specialist expertise within the staff will be utilised within the constraints of the school timetable.

Assessment/Reporting

Assessment is an integral part of teaching and learning. Its primary purpose should be to help teachers identify the strengths and weaknesses of individual children. In their planning and preparation staff will consider various methods of assessment to be used in a variety of contexts.

Outcomes of assessment will be used to inform future planning and teaching and should be recorded in an agreed format to provide information for parents, pupils and to successive teachers.

For more detailed guidance on assessment refer to the - Assessment/Recording/Reporting Policy.

Pastoral Care

Teachers should take collegiate responsibility for pastoral care and discipline and should act with consistency and fairness enabling all children to benefit from praise and encouragement when appropriate.

The provision of a relevant and appropriate curriculum within a caring atmosphere should be viewed as an essential condition for an orderly learning environment where children can develop self-discipline and responsibility for their own actions. Within this environment pupils should be encouraged to differentiate between right and wrong, to appreciate the benefits of good behaviour and therefore become less reliant on sanctions. When problems concerning discipline do arise, they will be dealt with in accordance with the guidance given in the school's Positive Behaviour Policy.

Organisation/Management

Teaching and learning are supported and enhanced by efficient and effective management arrangements. The Board of Governors has overall responsibility for the management of the school, the day-to-day management being delegated to the Principal. The Principal, with the assistance of the Senior Management Team, will liaise with other staff members and will take what is felt to be appropriate policy decisions.

All staff have a role to play in good management and can contribute through the School Development Plan, staff meetings and other formal and informal communication channels.

Staff Development

It is the responsibility of the school to manage resources (including staff) to provide a suitable education for pupils attending the school. Just as pupils are entitled to a broad and balanced curriculum, so teachers have the same entitlement to professional development and support.

All staff should have access to advice and training appropriate to their needs and will be encouraged to update and develop their professional expertise through attendance at short and long-term courses.

Priorities, with regard to attendance, will be determined by reference to the School Development Plan and the availability of financial resources.

Home/School Links

The school will encourage positive two-way communication and any information given should be clear and comprehensive. There will be opportunities for parents to be informed of their child's educational progress and encouraged to help in their child's education.

Parents and teachers should work together to create a supportive and caring environment in which pupils may achieve their full potential.

Community Links

School contact with the community is vital and is positively promoted. The involvement is concerned with the bringing of additional expertise into all curricular areas and in extending pupils' experiences outside of school.

Links with the community, including neighbouring schools, are developed to foster healthy relationships and attitudes.

Extra Curricular Activities

The school provides a wide range of enjoyable activities outside of curriculum time. We draw upon the expertise and skills of the staff as well as inviting qualified coaches and volunteer parents to assist with a varied programme of activities intended to stimulate the interests of the children. These activities are valued not only in terms of the associated skills but also for relationships between pupils, teachers and the wider community which encourage the development of positive attitudes, confidence and respect.

Organisation of the Curriculum

The curriculum is delivered through a variety of strategies including topic and subject based approaches and infuses the following Whole Curriculum Skills & Capabilities:

Thinking Skills & Personal Capabilities

Managing Information

Being Creative

Thinking, problem solving and decision-making

Working with others

Self-management

Formally Assessed Skills

Communication

U.I.C.T.

Using Mathematics

Pupils with S.E.N. are catered for by in class support by the class teacher following the framework as laid down in the new draft Code of Practice.

Children are arranged in mixed ability classes in composite year groups. They are usually under the care of one teacher although there will be occasions when other members of staff are involved in the delivery of some subjects.

Religious Education is available to all children and includes corporate worship, instruction by the teacher and occasionally visits from church representatives. Parents who wish to withdraw their child from this provision may do so.

Regular homework is viewed as an essential element of the curriculum and may take the form of oral, written or project work – for more guidance see Homework Policy.