



Ballycraigy Primary School

Curriculum Policy

| | |
|-----------------------------------|------------------|
| Date reviewed | January 2020 |
| Date ratified by governors | 227 January 2020 |
| | |
| Next review due | January 2022 |

Curriculum Policy

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

In Ballycraigy 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 resources from Bible Educational Services. These are supplemented to ensure complete coverage of the DE Core Syllabus.

Whole School Skills and Capabilities

In Ballycraigy 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

Equity of Access

In Ballycraigy 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 the 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 GL Progress Test English, Progress Test Maths, New Group Reading Test, Baseline, **Spelling (omit)**, PASS and CAT4. The data generated is 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 Teachers and coordinators will assist the principal in monitoring and evaluating curriculum practice.

Complaints Procedure

In the event of a complaint concerning the curriculum, parents should refer to the Interim School Complaint Procedure.