

Edendork P.S. Curriculum Policy

The curriculum presented at Edendork Primary School is a balanced and broadly based one which in line with statutory requirements:

- promotes the spiritual, emotional, moral, cultural, intellectual and physical development of children attending the school and thereby of society.
- prepares our children for the opportunities, responsibilities and experiences of life by equipping them with appropriate knowledge, understanding and skills.

This Curriculum Policy is a statement of intent. It reflects the requirements of the Education Reform (NI) Order (1989), sets out our guiding principles and main aims and provides a framework for our continued development. It is recognised this policy is a constantly evolving document and will therefore be reviewed in light of any future developments.

Curriculum Aim and Objectives

The Northern Ireland statutory curriculum is provided for in The Education (NI) Order 2006 and in the Education (Curriculum Minimum Content) Order (NI) 2007. The Northern Ireland curriculum is intended to better prepare young people for life and work and has a greater emphasis on skills as well as knowledge and understanding. It is more flexible than previously and gives us the scope to tailor our teaching to meet the needs of the pupils in our school.

Aim

The Northern Ireland Curriculum and the Entitlement Framework aim to empower young people to achieve their potential and to make informed and responsible choices and decisions throughout their lives. In Edendork P.S., we aim to provide a broad and balanced curriculum for ALL children. We believe in promoting the spiritual, personal, social and academic goals desirable for our pupils. We wish to promote in all our pupils such values that will help them to become caring responsible citizens of the future. These Catholic values are inherent in all areas of the school's life. At Edendork, we aim:

1. To develop a strong Catholic ethos underpinning our pastoral care systems this incorporates fairness, compassion, tolerance and forgiveness, whilst setting standards of respect for others and ourselves.
2. To develop interpersonal relationships fostering mutual respect with and between all members of the school community.
3. To promote close links between home, school, the parish and the wider community.
4. To facilitate and develop the spiritual, personal, cultural, intellectual and physical needs of each and every child at the school, and enhance their contribution to society.
5. To provide a broad and balanced curriculum, for the children of all ages within a friendly, supportive and caring learning environment.
6. To provide opportunities to enhance teaching and enrich children's learning experiences across the curriculum using communication, mathematics and I.C.T.

7. To integrate thinking skills and personal capabilities in our planning and practice so that children develop skills for life.
8. To foster qualities and values such as personal responsibility, commitment, determination, resourcefulness, openness to new ideas, self confidence, curiosity, flexibility, tolerance, integrity, community spirit and self discipline enabling our pupils to become caring, responsible citizens of the future.
9. To present a variety of learning experiences to our pupils and staff tapping into and developing talents and interests so that they can progress to the best of their ability.
10. To develop in our pupils a sense of appreciation and preservation of their environment, both at a local and global scale.
11. For pupils to be happy at Edendork, to do their best and to be recognised and valued for themselves.

Objectives

Learning opportunities provided through all stages of the NI Curriculum enables teachers to help young people to develop as individuals, contributors to society and to the economy and the environment as shown below in the table below (published by CCEA):

Individuals	Contributors to Society	Contributors to the Economy and Environment
<p><i>Personal and Mutual Understanding</i></p> <ul style="list-style-type: none"> • develop self-confidence, self esteem and self-discipline; • understand their own and others' feelings and emotions; • develop the ability to talk about how they feel; • develop their motivation to learn, and their individual creative potential; • listen to and interact positively with others; • explore and understand how others live; <p><i>Personal Health</i></p> <ul style="list-style-type: none"> • have an understanding of healthy eating and the importance of exercise; • develop positive attitudes towards an active and healthy 	<p><i>Citizenship</i></p> <ul style="list-style-type: none"> • become aware of some of their rights and responsibilities; • become aware of some of the issues and problems in society; • contribute to creating a better world for those around them; <p><i>Cultural Understanding</i></p> <ul style="list-style-type: none"> • develop an awareness and respect for: -the different lifestyles of others; -similarities and differences in families and people in the wider community; • understand some of their own and others' cultural traditions; • be aware of how we rely on each other; <p><i>Media Awareness</i></p>	<p><i>Employability</i></p> <ul style="list-style-type: none"> • develop literacy, numeracy and ICT skills; • develop their aptitudes, abilities and creativity; • be willing to expand their learning and performance throughout their lives; • work independently, and as a member of a team, • developing perseverance, initiative and flexibility; • be willing to take calculated risks when appropriate; • use critical and creative thinking to solve problems and make decisions; • identify the main reasons why people set up their own business; Economic Awareness • learn to manage their money and build up savings;

<p>lifestyle, relationships, personal growth and change;</p> <ul style="list-style-type: none"> • become aware of key issues which affect their physical, social and mental well-being and that of others; • develop an awareness of their own personal safety; <p><i>Moral Character</i></p> <ul style="list-style-type: none"> • develop an awareness of right and wrong; • develop an awareness of how their actions can affect others; • understand that values, choices and decisions should be informed by a sense of fairness; • take responsibility for their actions; • develop tolerance and mutual respect for others; <p><i>Spiritual Understanding</i></p> <ul style="list-style-type: none"> • develop a sense of awe and wonder about the world around them. 	<ul style="list-style-type: none"> • be aware of, and use, information available to us through all sorts of media; • become aware of the potential impact of media in influencing our personal views, choices and decisions; <p><i>Ethical Awareness</i></p> <ul style="list-style-type: none"> • become aware of the imbalances in the world around us, at both a local and a global level; • become aware of the potential impact of developments upon the lives of others. 	<ul style="list-style-type: none"> • interpret information in order to make informed choices as consumers; • develop an understanding of the importance of using resources carefully in the classroom; • develop an awareness of some environmental issues. <p><i>Education for Sustainable Development</i></p> <ul style="list-style-type: none"> • appreciate the environment and their role in maintaining and improving it; • understand how actions can affect the environment.
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In presenting the NI Curriculum at Edendork, we aim to provide genuine challenges, enthusiasm and excitement which requires sustained application on the part of the children. The content of all learning complies with the requirements of the NIC Areas of Learning and Whole Curriculum Skills & Capabilities. In drawing up the school's objectives with regard to the curriculum we carefully considered:

- What we should provide for the children who attend Edendork P.S.;
- What range of knowledge, concepts, skills and attitudes we want our children to gain through the work being completed at each stage;
- What understanding and qualities we wish to help children develop or to acquire.

The specific objectives about what we wish children to achieve will be set out in each subject policy statement, as appropriate, and reviewed in light of changes in curriculum development.

Organisation of the Curriculum

Our aim is to provide a curriculum that contributes to the development of the whole child. This will be achieved at Edendork P.S. by ensuring study and presenting worthwhile experiences in the following Areas of Learning:

Language and Literacy

Talking & Listening to include: Stories, Rhymes / Poetry, Drama

Reading to include: Comprehension, Library/Book Skills

Writing to include: Grammar, Creative Writing, Handwriting, Spellings & Phonics

Schools in NI are also encouraged to teach additional languages– Mandarin Chinese is currently presented (Upper Key Stage 2) at Edendork P.S.

Mathematics and Numeracy: Processes; Number; Measures; Shape & Space; Handling Data

The Arts: Art & Design, Drama and Music

The World Around Us : Geography, History and Science & Technology

Personal Development and Mutual Understanding (PDMU): Personal Understanding & Health and Mutual Understanding in the Local & Wider Community

Physical Education Athletics, Dance, Games, Gymnastics, Swimming (P4 – P7)

Religious Education The Grow in Love RE programme is presented throughout Edendork P.S.

A Cross Curricular approach is taken to:

- **Using Communication**
- **Using Mathematics**
- **Using ICT** (which includes eSafety)

The Curriculum presented is also infused with **Thinking Skills & Personal Capabilities** including:

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

It is important that within our teaching complement we develop the capacity of staff in their experience co-ordinating and delivering the key areas of the curriculum, namely Using Communication, Using Mathematics and Using ICT. To this effect a team approach is taken to curriculum development with curriculum teams promoting and monitoring key areas of Literacy, Numeracy and ICT. It is also essential that these staff participate in curriculum development training and promote and disseminate this to all staff.

We also tap into and utilise resources from the local community to enhance learning experiences. This includes utilising facilities available in Dungannon Leisure Centre and St. Patrick's College. Utilising tutors and coaches from local clubs, EA, Tyrone County Board.

By following programmes of work, closely based on the requirements of the NIC, a breadth of learning can be achieved. Within this broad curriculum, balance, differentiation and equality of opportunity in teaching and learning is required.

Breadth in the Curriculum

Breadth in the curriculum will be achieved by ensuring children experience work in each of the areas of study and educational themes. It will also feature within a curricular area, for example, in Communication opportunities exist for talking and listening as well as for reading and writing. The structure of the NIC provides for breadth both within each curricular area and in areas that relate and complement one another (interconnected learning) so that knowledge, skills, concepts and attitudes can be learned and practised right across the curriculum. Outdoor learning will be promoted throughout the school in all areas of learning as will practical activities which develop autonomy, problem solving and higher order thinking skills.

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, skills, understanding, 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.

Balance in the Curriculum

Balance in the curriculum will be achieved by making sure time is carefully managed to ensure that appropriate development of each area of study and the educational themes over the course of a school year. Balance will also be sought in:

Teaching Organisation: whole class, group, pair and individual provision; and

Teaching Approach: between practical and theoretical work; between knowledge and skills development. Catering for the various learning styles and ensuring work is differentiated to facilitate individual needs.

Differentiation in the Curriculum

The curriculum we provide is for all children, but as children learn at different rates, the learning and teaching methods used have to take account of individual needs and interests. Teachers consider carefully how provision can be made available for different levels of attainment, ability and experience in each class and year group. Monitoring, assessing and recording of work and progress provide useful information to assist in matching work to the needs of the children are suitably challenged or supported.

Equality of Opportunity in the Curriculum

We seek to ensure that our children have equal opportunity to cover the areas of study and theme regardless of gender, sexual orientation, ethnic background, disability or religion. We are proud very proud to be part of the Shared Education Project and work closely with the excellent team and community at The Howard Memorial P.S. Moygashel to give our children new experiences. Research has shown that when schools collaborate, sharing their resources and expertise and bringing children together in meaningful ways, there are measureable academic improvements for pupils. Within the context of Northern Ireland, previous research has also shown that meaningful and sustained contact opportunities can lead to improved relationships and attitudes between pupils from different community backgrounds.

Assessment

The measuring of a child's progress and achievement, the recording of this information and the annual reporting of information to parents are important elements in Edendork Primary School's curriculum. Assessment helps the teacher to determine the progress, level of ability and attainment of each child. It also helps the teacher to decide the content and pace of further work. Assessment takes many forms, from the monitoring of written class and home work to teacher observation of children undertaking a range of tasks.

Standardised GL tests are used from P3 to provide additional information about a child's ability in Communication and Mathematics. The SMT, co-ordinators and class teachers monitor pupil scores throughout the school to ensure consistency of progress and baseline achievement and feed this into curriculum development. Diagnostic assessment and screening is organised as required by the SENCo and Assessment Co-ordinator. As required, Edendork P.S. uses assessment materials provided by CCEA to meet statutory assessment, as required. Senior Leadership and relevant Subject Leaders regularly monitor pupil progress through book looks, galleries, classroom visits and reviewing teachers' planning to ensure consistency in approach.

All end of year standardised scores available are reported to parents in June along with Annual Reports/Records of Achievement.

Parental Involvement, the Community and the Curriculum

We understand the importance of parental involvement and the impact that support from home can have on a child's education. We strive to maintain good communication with parents, keeping them informed of what the children will be learning and how they can support this at home. From March 2020, parents and teachers effectively communicate with each other regularly via Class Dojo.

We provide regular opportunities for parents to join us in school/access online webinars to learn about our topics and how we teach. Parents are also invited into school for assemblies, Christmas performances and curricular days/evenings with the intention of sharing and celebrating the work that has happened in school.

Parent Meetings allow parents to meet with their child's teacher regarding their learning and general development. To forge and develop an early partnership with parents/carers,

face to face teacher/parent consultations take place in September for all classes. Children's progress and attainments in each area of the curriculum are reported to parents through written reports annually.

In addition, we operate an 'Open Door' Policy which welcomes parents to discuss their child's progress or other issues with the teacher at a mutually convenient time.

Parent/Carer questionnaires/surveys are utilised to gain their views on a number of issues, including the curriculum. The results are compiled and a summary is provided for staff, parents and governors so that they can see how their views are making an impact on school development.

We acknowledge and seek to foster parental involvement in supporting children's learning. Opportunity to be involved with other adults interested in children's education and welfare will also be sought where this can enrich the curriculum presented and learning experiences. We will aim to promote links with the community through visits to and from the school chaplain, local priests, members of clubs / businesses in the locality which will enhance the learning experience of children in our care.

Review and Evaluation

The Governors, Principal and Teaching Staff recognise more so now than ever that the school's curriculum is not a fixed entity but needs to evolve in response to the changing needs of society and the requirements of government initiative reflecting changing needs in society. The school is responsive to such development and actively reviews and evaluates its progress in adapting and moving forward. A periodic review of the curriculum and other aspects of school is undertaken by the staff and, in conjunction with the governors, used to determine priorities for future development. All internal review and evaluation is undertaken with the intention of maintaining and developing the quality and relevance of teaching and learning that occurs within the school. The curriculum and its delivery are monitored and evaluated internally by school leaders in a number of ways including book looks, pupil voice surveys, lesson observations, learning walks, galleries sharing of good practice, classroom visits, and class assemblies.

School schemes of work, planning (termly and weekly) and timetables give an indication of the breadth and balance of the various elements of the curriculum. External evaluations through, for example, inspections will give an indication of the quality of learning experiences provided and internal and external assessment results show the range and level of achievement of different groups of children.

Conclusion

The Education Reform Order requires Board of Governors to maintain a written curriculum policy. Edendork Primary School's guiding principles, main aims and this curriculum policy have been developed by the teaching staff and the Board of Governors. The curriculum section of the school development plan contains further details of curriculum organisation, priorities and planned developments.