



# WAU Policy

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<b>Issued to</b>	<b>Staff, governors, parents, pupils</b>
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### 1. Curriculum aims

Our curriculum aims/intends to:

- provide a broad and balanced curriculum for all children
- strive to give every child the opportunity to experience success in learning
- allow every child to achieve as high a standard as possible
- encourage our pupils to develop lively, enquiring minds, to think creatively and to use their own initiative to work with increasing independence.
- Promote the learning and development of our youngest children and ensure they are ready for Foundation Stage

### 2. Legislation and guidance

This policy reflects the requirements of the [Northern Ireland National Curriculum](#), which all controlled schools in Northern Ireland must teach.

### 3. Roles and responsibilities

#### 3.1 The governing body

The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

## 3.2 Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

## 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The Vice Principal, with responsibility for whole school curriculum, will work alongside the Principal and subject leaders to ensure the implementation of this policy.

## 4. Organisation and planning

### What is WAU?

In the Northern Ireland Curriculum **Geography**, **History**, and **Science and Technology** are the contributory elements that form an Area of Learning called The World Around Us.

All three are statutory and need to be approached from their own unique perspective: pupils should have broad and balanced experiences in all of them.

These three elements share the same four interrelated strands:

**Interdependence**, **Place**, **Movement and Energy**, and **Change Over Time**.

Focusing on these strands can help to remove the clutter of endless possibilities of content. They can also help pupils to make connections within and across their learning, bringing meaning and relevance to their experiences in school and in life.

### Aims of WAU

Our aims in teaching WAU within the Revised Curriculum are for our children to:

- enjoy studying the world around them
- develop an awareness of themselves and their place in the world
- develop an awareness of other cultures and their impact on the environment around them
- develop their knowledge and understanding of places in local, regional, national, international and global contexts
- explore ways in which changes have and will occur in the world and the effect on those who live there
- explore sources of energy in the world and the possibilities of protecting and managing these resources.

- Explore the positive and negative effects of natural and human events upon place and time
- Explore why things move and how they work

In WAU as teachers, we want to begin to nurture and develop the skills of enquiry, investigation, analysis, evaluation and presentation. We want to develop a quest for knowledge. STEM lessons/ Mission Mondays are undertaken by all teachers and both key stages actively teach science in every topic.

Through the teaching of WAU all children will develop skills with cross-curricular links in the following areas:

- Literacy/Numeracy/ICT/PDMU
- Thinking Skills/Problem Solving
  - Being Creative
  - Working With Others
  - Self - management
  - Managing information
  - Decision making

### **Planning**

WAU planning will be implemented at a level appropriate to the needs of the children in the context of our school.

It will provide opportunities for pupils to explore their world in the context of home, school, the local area and wider world (using the locality and global learning).

Pupils will be encouraged to be active participants and contribute to the planning process. (Teachers make use of planning boards and KWL)

All planning will be based on the statutory requirements of the Northern Ireland Curriculum.

Our planning for WAU should promote the following:

- Good investigations and enquiry skills
- Good use of ICT to support teaching and learning
- Effective use of the environment /educational visits and visitors
- Progress in all three subject areas which make up WAU

### **WHY?**

- The skills and knowledge of WAU are widely applicable to everyday life.
- It is the knowledge essential to our understanding of the world around us, interpreting and making sense of it.
- It is both interesting and enjoyable, providing an awareness of other places and people

### **How?**

- The emphasis is on an integrated approach with links between the three WAU areas as well as the other curriculum areas.
- The curriculum is organised into a topic based approach throughout the school.
- Our aim is to stimulate the minds of the children and promote a thirst for knowledge.
- The subject should be real - offering opportunities for direct experience, practical activities and exploration.
- We use a range of teaching approaches, whole class/group etc.
- SEN pupils have the same entitlement to WAU as all other pupils.

### **Progression and Continuity**

Planning for WAU builds on the earlier experiences of children and continues to help them explore the world in which they live.

At foundation stage, skills and concepts are developed during play and other planned activities relevant to the interests and experiences of the children. Observation informs the planning

of future experiences within WAU.

It is important to ensure that the overall programme of learning in any one year group and across the key stages is broad and balanced with input from the pupils to ensure that continuity and progression are evident in learning.

### **Assessment**

Assessment in WAU, as in all areas of learning will be used to promote, enhance and deepen children's learning. This will develop a positive climate for learning and progression. All schemes should be treated as 'working documents' which are adapting and changing to the needs and interests of the children.

### **Outdoor Learning**

Outdoor learning provides children with a wonderful environment to learn.

We have developed outdoor learning in all year groups recently, using our school grounds. ('using the locality'- this has been highlighted on our medium term plans. We have undertaken a week of outdoor learning in all year groups and have completed observations for PRSD using outdoor learning.

Our pupils also get the opportunity to develop skills and concepts in outdoor areas (garden – vegetable plot) as members and representatives of our School Council and Eco Council.

### **Links with Outside Agencies**

It is advised that all classes go on trips which can be linked into the topics covered in WAU. Close relationships exist with a number of local secondary schools and businesses.

### **Health and Safety**

In the event of pupils taking part in activities/trips outside the classroom, it is important to carry out risk assessment prior to the activity to ensure that it is safe and appropriate for all pupils.

### **Resources**

As far as is possible, staff will use all relevant, available resources and contact coordinators if they need further assistance.

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

## **6. Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Link governor visits

- Lead Teacher reports to Governing Body
- Curriculum Lead report to Governing Body
- Governor Post Boxes (examples of work presented at full board meetings)
- Principal's Report to Governing Body

Lead teachers also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 3 years by the lead teacher. At every review, the policy will be shared with the full governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Assessment policy
- Special Educational Needs Policy
- Curriculum Policy
- Homework Policy
- Marking and Feedback Policy
- Monitoring and Evaluating Policy
- Equality and Inclusion Policy