Polasaí Curaclaim

fonn a dhéanann foghlaim

Polasaí Curaclaim

The particular duties of Boards of Governors in relation to the curriculum are contained in Article 12 of the 2006 Order which makes it clear that they must have in place, and regularly review and update, a written statement of its curriculum policy. The curriculum of Gaelscoil Uí Néill os all the planned activities that the staff organise in order to promote learning and personal development. It includes not only the formal requirements of the NI Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience.

Values of Gaelscoil Uí Néill

While we are a non-denominational school, we respect and promote the spiritual development of the pupils in accordance with the parents' wishes. Our school vision is one of the means by which we achieve our objectives in educating the children in he knowledge, skills and understanding in order to lead rich and fulfilling lives. Our vision as a school is as follows:

- Gaelscoil Uí Néill is a community of friendship and co-operation and a community that values learning above all else: we are a learning school!

- We look out for one another and help each other when we are in need. We do not hesitate to ask for help when we are having difficulties.

- We encourage all the members of our community to aspire and to strive to achieve all that we can and for each of us to become the best person we can be.

- We are the heartbeat of the Irish language in Coalisland and Clonoe and speak Irish with pride and conviction in school and beyond our gates. We promote the values and customs of our country as well as developing the skills we need to live in a modern society. Our culture gives us the foundation and confidence to embrace a constantly changing world.

- We are a bilingual and biliterate school; we recognise the position of the English language in our society and ensure that all members of the school community develop literacy skills in both languages.

- We strive, through our bilingualism, to develop many aspects of our character and personality; to show confidence and take pride in who we are and to feel empathy and display tolerance towards others.

- We promote independence and value enquiry, recognising that it is sometimes less important to get the correct answer, and more important to understand and explore the question.

- We deliver all aspects of our Curriculum, as is our statutory duty, but we try to do so with creativity, imagination and verve.

- Learning can be fun and it is fun to learn – fonn a dhéanann foghlaim

Aims of the Curriculum Policy

A summary of the aims of the curriculum policy is as follows:

- to facilitate the acquisition of the Irish language as a means of verbal communication in the first instance among pupils and as a means through which the NI Curriculum can be delivered;
- to promote high standards in literacy (Irish and English) and Numeracy (in both Irish and English);
- to enable our pupils to acquire knowledge, skills and understanding about The World Around Us;
- to enable pupils to be confident and creative in their use of ICT;
- to assist pupils to develop moral, emotional and personal sensibilities through daily interaction within the school community built on the school ethos outlined in the school vision;
- to develop the personal and social skills of the pupils;
- to promote the pupils' physical and mental development and an awareness of the importance of a healthy lifestyle;
- to enable the pupils to develop and appreciation and fondness for the arts and a wide range of cultural activities;
- to promote thinking skills, independent and collaborative learning and self-reflection;
- to provide equality of access and inclusion;
- to prepare pupils for the opportunities, experiences and responsibilities of adult life;
- to create a calm but stimulating learning environment and to promote high standards of behaviour;
- to work with parents, statutory and other agencies, as well as the wider community, to secure our aims; and
- to enrich the pupils' use of the Irish language as a means of both verbal and written communication in both the academic and social spheres of life.

Implementation

The curriculum is planned effectively, providing continuity and progression. It promotes enjoyment of the curriculum and a commitment to learning and achieving. Pupils gain experience at working independently as well as with

other in collaborative groups. The curriculum stresses the importance of social constructivism, where learning between pupils is promoted, as well as linguistic constructivism, where the pupils acquire and enrich their linguistic skills in Irish through discourse with one another. The school uses assessment and target-setting (as and when appropriate data for the Irish-medium sector is provided by statutory agencies) to enable pupils to make optimum progress throughout their time at school.

Roles and Responsibilities for Monitoring the Effectiveness of Provision

Class Teachers

- observing pupils and marking their work;
- evaluation of planning and lessons;
- levelling pupils in Irish, Maths and English
- Analysing assessments, setting targets and keeping records; and
- identifying pupils for extension or additional support.

Co-ordinators

- classroom observation and feedback to staff;
- implementation of yearly action plan;
- ensuring resources are available;
- providing advice and support;
- ensuring continuity within whole-school planning
- giving feedback to staff and Principal/SMT

SENCO

- Helping to identify pupils who are experiencing difficulties in accessing the curriculum;
- supporting staff in addressing the learning needs of SEN pupils
- implementation of yearly action plan;
- co-ordinating staff and resources in supporting SEN pupils

Principal/SMT

- School Development Plan – prioritising issues;
- classroom observation and feedback to staff;
- internal dissemination of good practice;
- standardised test analysis;
- tracking of pupils;
- benchmarking and target setting; and
- evaluation of standards

Board of Governors

- Implementation of the School Development Plan

Key Self-Evaluation Data

Year Group	Tests	Other Assessment
P1	Próifíl Mheasúnaithe na Luathchumarsáide	Baseline Assessment Observations/Record keeping Levelling
P2	Próifíl Mheasúnaithe na Luathchumarsáide	Baseline Assessment Observations/Record keeping Levelling
P3	Drumcondra Irish Test Progress in Maths Miscue Analysis	Record keeping Regular informal assessments Levelling
P4	Drumcondra Irish Test Progress in Maths GL Mental Maths Hodder Group Reading Progress in English New NNRIT	Record keeping Regular informal assessments Levelling
P5	Drumcondra Irish Test Progress in Maths GL Mental Maths Suffolk Reading Test Progress in English	Record keeping Regular informal assessments Levelling
P6	Drumcondra Irish Test Progress in Maths GL Mental Maths Suffolk Reading Test Progress in English CAT4	Record keeping Regular informal assessments Levelling
P7	Drumcondra Irish Test Progress in Maths GL Mental Maths Suffolk Reading Test Progress in English	Record keeping Regular informal assessments Levelling

Inclusion

Gaelscoil Uí Néill is a non-denominational school and is open to all members of the community. The curriculum is designed to be accessed by all children who attend the school. If it is deemed necessary to modify some children's

access to the curriculum, in order to meet their needs, then this can be done only after consultation with parents.

If children have SEN, we do all we can to meet those needs and we comply fully with the requirements set out in the SEN Code of Practice. If a teacher has concerns about a pupil, she will in the first instance make an assessment of the specific areas of difficulty. In many cases, the teacher is able to provide the resources and educational opportunities that meet the child's needs within normal classroom organisation. If a child's difficulty is more pronounced, then the various stages of the Code of Practice can be instigated. Additional resources and support are provided, wherever possible, for children with additional learning needs or for pupils who are gifted or talented.

Extra-Curricular Activities

Gaelscoil Uí Néill has an extensive programme of extra-curricular clubs and activities that offer additional opportunities for enjoyment, involvement and linguistic development e.g. sport, technology, music, games, homework club etc. Participation in these activities is always voluntary but most pupils avail of the many opportunities to be involved throughout the year.

Homework

Homework is a crucial element of the Home/School partnership. It gives parents the opportunity to support their children with their learning while enabling them to reinforce the work covered in school. The various tasks and assignments that are set for homework include Irish, English, Maths, tables, spellings (in Irish and English), reading and topic work which can be of an investigative and research nature. We acknowledge that many parents might not have the linguistic skills in Irish to help their children with their homework from the outset and we design homework in such a way as to minimise the potentially negative impact this may have.

On occasions when homework is set, it will comprise the following:

Foundation Stage:
In Primaries 1 and 2, homework is based on the recommendations set out in the Revised Curriculum. We strive to include all aspects of a child's development . The homework therefore includes the following:

- PE bags with instructions that remains at home for the duration of the week;
- class library books are sent home to allow a parent/carer to read to his/her child;
- bilingual maths games;
- pre-writing / hand skills activities e.g. play dough, cutting ut, colouring in and handwriting tasks (Primary 2);

- reading books, when the children begin formal reading in class, this is often accompanied by written tasks based on the reading book (particularly in Primary 2);

Key Stage 1:

- one practical or written numeracy task each night;
- one written literacy activity in Irish, based on the school's Reading Scheme Sraith Uí Néil in Primary 3
- one written literacy activity in either Irish or English in Primary 4;
- Nightly reading practice in Irish and/or English, with formal English literacy lessons beginning in the third term of Primary 3;
- Nightly spelling practice in Irish for Primary 3, and in Irish and English in Primary 4;
- Pupils may also be given 'homework to learn' – tables, revision cards, key facts, poems, prayers etc.

Key Stage 2:

- Pupils will receive maths homework each night;
- Pupils will receive literacy homework each night in both Irish and English and have the option to complete one task or both tasks. In the event that parents decide that their children complete only one literacy task each night, pupils are expected to complete two tasks in Irish and two tasks in English each week. The class teacher, however, may decide to set three or four literacy homework tasks in Irish or English in any given week.
- Pupils will typically receive spellings in both languages each week, and will sit at least one dictation test during that week to assess the spellings learned.
- Pupils may also be given 'homework to learn' – tables, revision cards, key facts, poems, prayers etc.

Amendments to this homework policy can be made for individual pupils following a formal request from a parent, at the discretion of the class teacher.

Partnership with Parents

We acknowledge that parents are children's first and most significant educators, and that the most enduring impact on a child's learning can be achieved when parents and schools work together. We encourage the support of parents by;

- showing respect and understanding for the role of the parent in the child's education;

- listening to accounts of their children's development and any concerns they may have;
- being flexible in arrangements in settling children into school;
- making parents feel welcome, by being friendly and approachable;
- inviting parents to Open Days and introductory meetings about P1;
- keeping them informed and up to date about the curriculum and school life e.g. meeting, newsletters, website, workshops (Parents in Partnership Programme);
- having a Parents' Representative of the Board of Governors;
- encouraging parents to join Cairde Uí Néill

Links with Other Policies

The Curriculum Policy has links with all school policies and schemes of work.

Policy Review

The policy will be reviewed informally, on an on-going basis, and formally once in every three-year SDP cycle. Last date of review; February 2015.

NI CURRICULUM – WHOLE CURRICULUM AIMS AND OBJECTIVES

<u>Aim</u>
The Northern Ireland Curriculum aims to empower young people to develop their potential and to make informed and responsible choices and decisions throughout their lives.

<u>Objectives</u>
The learning opportunities provided through the Northern Ireland Curriculum should help young people to develop as

Individuals	Contributors to Society	Contributors to the Economy and Environment
Throughout the primary stages teachers should help children to: • 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; **(Personal and Mutual Understanding)** • have an understanding of healthy eating and the importance of exercise; • develop positive attitudes towards an active and healthy lifestyle, relationships, personal growth and change; • 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; (Personal Health) • 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; **(Moral Character)** • develop a sense of awe and wonder about the world around them. **(Spiritual Understanding)**	Throughout the primary stages teachers should help children to: • 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; **(Citizenship)** • 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; **(Cultural Understanding)** • 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; **(Media Awareness)** • 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. **(Ethical Awareness)**	Throughout the primary stages teachers should help children to: • 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; • develop 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. **(Employability)** • learn to manage their money and build up savings; • 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; **(Economic Awareness)** • appreciate the environment and their role in maintaining and improving it; • understand how actions can affect the environment. **(Education for Sustainable Development)**