



Curriculum Policy

Ratified
January 2024

Review Date
January 2026

1. INTRODUCTION

1.1 The Northern Ireland Curriculum was introduced in 2007 and covers all 12 years of compulsory education. There are five compulsory key stages.

Stage	Ages	Years
<u>Pre-School</u> (not compulsory)	3 - 4	<i>For children in the year before they start Year 1</i>
<u>Foundation Stage</u>	4 - 6	Years 1 & 2
<u>Key Stage 1</u>	6 - 8	Years 3 & 4
<u>Key Stage 2</u>	8 - 11	Years 5, 6 & 7
<u>Key Stage 3</u>	11 - 14	Years 8, 9 & 10
<u>Key Stage 4</u>	14 - 16	Years 11 & 12

1.2 The Northern Ireland Education Order (2006) sets out the minimum requirements that should be taught at each key stage. In St. MacNissi's Primary School, we aim to provide a broad and balanced curriculum for all children.

1.3 We strive to give every child the opportunity to experience success in learning and to achieve as high a standard as possible.

1.4 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.

2. AREAS OF LEARNING

2.1 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.

2.2 Teachers have considerable flexibility to select from within the learning areas those aspects they consider appropriate to the ability and interests of their pupils.

2.3 The Areas are:



- **Language and Literacy** (including Talking and Listening, Reading and Writing; schools are also encouraged to teach additional languages);
- **Mathematics and Numeracy** (focusing on the development of mathematical concepts and numeracy across the curriculum);
- **The Arts** (including Art and Design, Drama and Music);
- **The World Around Us** (focusing on the development of knowledge, skills and understanding in Geography, History and Science and Technology);
- **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);
- **Physical Education/Development and Movement** (focusing on the development of knowledge, skills and understanding through play and a range of physical activities).

2.4 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.

2.5 **Religious Education** is provided for all pupils and teachers use the core syllabus / Grow in Love as the starting point for planning.

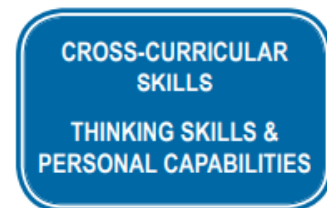
3. WHOLE SCHOOL SKILLS AND CAPABILITIES

3.1 In St. MacNissi's Primary School we strive to place an emphasis on the development of skills and capabilities for lifelong learning and for operating in society.

3.2 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 ICT



Thinking Skills and Personal Capabilities

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

4. EQUITY OF ACCESS

4.1 In St. MacNissi's Primary School, teachers are aware that pupils have different experiences, interests and strengths, which will influence the way in which they learn.

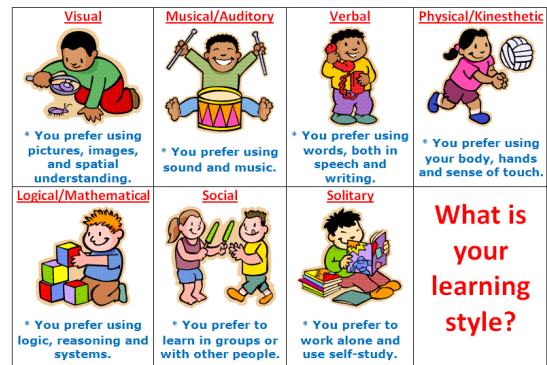
4.2 In planning curriculum and assessment

activities, teachers are aware of the requirements of the equal opportunities legislation and the Special Educational Needs and Disability Order (SENDO) 2005/ Special Educational Needs and Disability Act (Northern Ireland) 2016 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.

4.3 Approaches to learning and teaching should provide suitably challenging opportunities for all pupils to take part in lessons fully and effectively. They enable all pupils to achieve.

4.4 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.

4.5 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 Areas of Learning.



5. ASSESSMENT

- 5.1 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 Numeracy, Young's Spelling, GL Progress Test Literacy, CATS, AR STAR Reader and Suffolk reading test.



- 5.2 The results of which are used to track pupil progress and aid curriculum planning. These are enhanced by a range of formative assessment methods within every day practice.

6. ROLES AND RESPONSIBILITIES

- 6.1 The Principal will report to the Board of Governors on all matters relating to the curriculum. The curriculum leaders/SENCO will assist the principal in monitoring and evaluating curriculum practice.

7. COMPLAINTS PROCEDURE

- 7.1 In the event of a complaint concerning the curriculum, parents should in the first instance write to the principal. The Principal, in liaison with the appropriate Curriculum Leader, will seek to bring about a resolution of the matter.
- 7.2 If such a resolution does not emerge, parents should write to the Chairperson of the Board of Governors.
- 7.3 He/She will raise the matter at the next Governors meeting, and will hand the matter to the curriculum complaints tribunal panel within the Board of Governors.
- 7.4 They will arrange a hearing for the complaints and reach a decision on whether or not to uphold a complaint. If a resolution has still not been arrived at, parents may write to the Curriculum Complaints Tribunal of the Education Authority



Mrs Irene Culleton
Chairperson of the Board of Governors

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Mrs J Baxter
Acting Principal

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