

Llanfair Primary School

Curriculum for Wales Summary Overview 2022

The headteacher, Mr R Jones has ensured that a curriculum has been designed for Learning and Teaching for all registered learners from 3-11 at Llanfair Primary, in keeping with the Curriculum and Assessment (Wales) Act 2021. This curriculum will be implemented from September 2022 across all primary age ranges and will be subject to continual review, evaluation and improvement going forward.

The curriculum has been designed in such a way as to enable all learners to develop in the ways described by the four purposes:

- Ambitious, capable learners, ready to learn throughout their lives.
- Enterprising, creative contributors, ready to play a full part in life and work.
- Ethical, informed citizens of Wales and the world.
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

It also includes the integral skills of:

- Creativity and innovation.
- Critical thinking and problem solving.
- Personal effectiveness.
- Planning and organising.

Our School Vision sets out our rationale for Learning and Teaching with the four purposes underpinning everything that we do. The curriculum was co-constructed with governors, parents and pupils, through workshops and meetings as part of our journey towards curriculum 2022.

Our school motto 'Enjoy, Learn, Achieve', highlights the inclusive nature of our curriculum which is suitable for all learners of differing ages, abilities and aptitudes. It is designed to be broad and balanced and meet the needs of learners from all backgrounds

The core of the curriculum, outlining 'what' we teach and 'when' we teach it, has been designed and adopted in close collaboration with 3 other schools in our Cluster, Peterston C/W Primary, St Nicholas C/W Primary and Pendoylan C/W Primary School.

Our curriculum encompasses the Six Areas of Learning and Experience (AOLE):

- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology
- Expressive Arts
- Humanities
- Health and Wellbeing

The mandatory 'Statements of What Matters' have been organised into 'Lens Concepts' bringing clarity and definition to the distinct AOLE requirements. The 'Lens Concepts' ensure breadth and balance. They acknowledge the sequential and hierarchical nature of subject disciplines and the need to plan progressively in order to deepen learning.

The knowledge and skills required to deliver each of the 'What Matters' statements/ Lens concepts are mapped out in year groups to ensure continuity, progression and increasing levels of challenge. Suggested 'experiences' are also plotted across year groups to avoid duplication and ensure high levels of enrichment as pupils progress across the Primary age range.

Our 'what' elements of the curriculum include provision for the mandatory cross-curricular skills:

- Literacy - develop listening, reading, speaking and writing skills.
- Numeracy - be able to use numbers and solve problems in real-life situations.
- DCF - Be confident users of a range of technologies to help them function and communicate effectively and make sense of the world.

The mandatory requirements concerning Relationships and Sexuality Education (RSE) and Religion Values and Ethics (RVE) have been included in our curriculum design. The RVE curriculum has been incorporated into our Humanity Lenses. RSE will be timetabled and taught across the year through health and wellbeing focus weeks.

Welsh, though incorporated into the 'Languages' element of LLC, will also continue to be taught discretely guided by the CSC Scheme of Work. Modern Foreign Languages will continue to be taught as part of the Years 5 and 6 curriculum, as well as being addressed through LLC.

The Lens Concepts and What Matters Statements outline 'What' needs to be taught and the knowledge, skills and experiences and 'descriptions of learning' provides practitioners with a guide as to 'What and When' to teach the elements of the curriculum. The next part of our curriculum is 'How' it is going to be delivered in terms of pedagogy and connecting learning across the curriculum.

Across our 4 schools' collaboration we have decided upon a 'Golden Threads' approach; one thread per term over a two-year cycle as outlined below:

Year A:

Consequences

Connections & Communication

Power

Year B:

Change

Journeys

Competition

At Llanfair, staff will plan our 'Learning Expeditions' (Topics) against these golden threads, incorporating a range of Lens concepts/What Matters statements from across the AOLE. We will incorporate the 12 pedagogical principles into our delivery of the curriculum and ensure that our expeditions are enquiry based, set in authentic contexts for learning and include pupil voice in their planning.

Assessment and Progression:

The Lens concepts, knowledge and skills ladders, as well as the descriptions of learning, underpin the medium term plans to ensure that all pupils are moving progressively along the 3-16 continuum. In doing so they will be fulfilling the 4 Principles of Progression:

Principle 1 – Increasing effectiveness – seek appropriate support, self-evaluation, identify next steps in learning and self-regulation.

Principle 2 – Increasing breadth and depth of knowledge

Principle 3 - Deepening understanding of the ideas and disciplines within the Areas – disciplinary learning.

Principle 4 - Refinement and growing sophistication in the use and application of skills.

Pupils will be taught through their 'stage not age'. Teachers will be required to consider the knowledge and skills /progression steps above or below their age groups to ensure that work is differentiated to meet the needs of each individual pupil. 'Assessment for Learning' will be central to this assessment approach and quality provision will be made within lessons for target setting/success criteria and self & peer evaluation.

Teachers will keep formative records and evaluations of pupils' progress which will be presented at 'Pupil Progress Meetings' with Senior Leaders throughout the academic year. Summative Assessments will also be used to support a pupils' progression profile. In-house tests will include Salford Reading, SWST spelling and NFER non-verbal tests as well pupils undergoing the National standardised tests in Literacy and Numeracy.

From September, the school will pilot a 'Comparative Judgement' approach where work demonstrating the class average / above/ below will be compiled into progression step portfolios to support staff in their evaluative judgements. We will continue to administer our baseline tests on entry to Nursery and Reception, however instead of reporting results using 'outcomes' we will use the 'comparative judgements' for the class and report baselines in terms of 'making expected or above/below expected' development milestones/progress.

Applying the principles outlined above, the school will be able to assess the ability and aptitude of learners in respect of the relevant Curriculum, on entry to our school whether at the beginning or during the academic year.

Assessment will be used in a diagnostic way to highlight whether learners require additional support or challenge in their learning. Teachers will use assessment outcomes to inform their future planning.

Governance:

The Headteacher and Governing Body of Llanfair Primary School, have adopted the curriculum and assessment arrangements outlined above, at the full Governing Body meeting on the 9th June 2022 .

The curriculum and current assessment arrangements will be subject to a period of on-going review and revision. Going forward any changes will be shared at termly Governing Body meetings and an updated summary will be published.