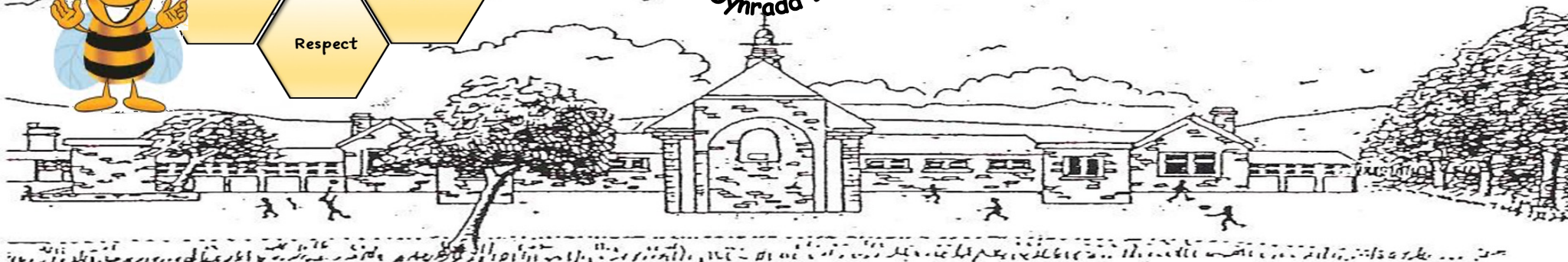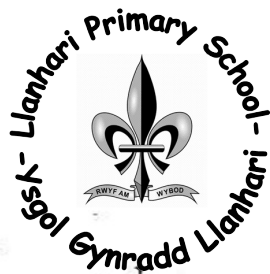# Llanhari Primary
Curriculum Summary and Rationale

Our Vision

At Llanhari Primary School we aim to provide a wide range of enriching learning experiences, along with the support and guidance that an individual needs to reach their potential. We aim to foster a love of learning that is lifelong, enabling our children to become Healthy Confident Individuals, Ethical Informed Citizens, Ambitious Capable Learners and Enterprising Creative Contributors.

Happiness

Perseverance

Independence

Our Values

Kindness

Confidence

Respect

Llanhari Primary School – Ysgol Gynradd Llanhari

RWYF AM WYBOD

Llanhari primary School Context

Llanhari Primary is the heart of the diverse community of Llanharry in the county of Rhondda Cynon Taf. We provide education to approximately 190 learners from three to seven years old, including full time nursery provision.

The three-year average for pupils eligible for free school meals is around 30.34 %. We have identified about 22.47 % of pupils having additional learning needs.

The school is blessed with excellent outdoor provision, and we endeavor to give our learners opportunities to develop their skills, care and understanding for it through experiences within their local environment.

Our links with parents and the community is a key strength and they are fully involved in the work of the school.

At Llanhari Primary we teach predominantly through the medium of English but with significant use of the Welsh language. Learners celebrate the Welsh language, culture and heritage through their work and enrichment activities over the year.
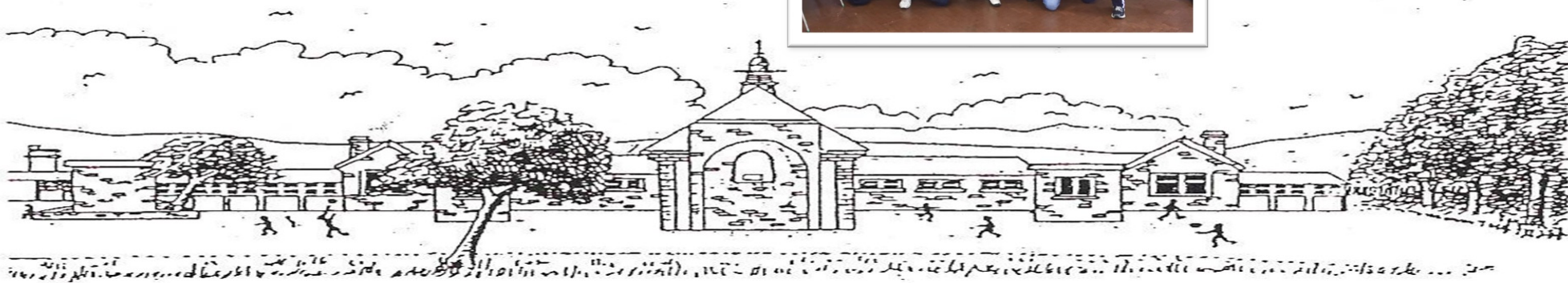
Llanhari primary School- Designing our curriculum

1. ENGAGEMENT
   a) Establishing a vision – why
   b) Ensuring high quality teaching and learning - how
   c) Understanding the curriculum - what

2. DESIGN
   a) What do we mean by curriculum?
   b) Ensuring breadth + balance

3. PROGRESS + ASSESSMENT
   a) Principles of progression
   b) Assessment

4. REVIEW + EVALUATE
   a) How will we review?
   b) How will we know?

ⓘ Mandatory

The headteacher and governing body must jointly adopt their curriculum and assessment arrangements and publish a summary of it. The head teacher and governing body must jointly adopt the assessment arrangements for learners' on-entry to the school or setting. It is recommended that agreement between the head teacher and governing body be part of a governing body meeting and so be recorded in the minutes for that meeting.

ENGAGEMENT - Establishing a vision

At Llanhari Primary *together we care, share and achieve* to offer the best educational opportunities for our pupils. At the start of our curriculum journey we worked with pupils, parents and staff to establish our vision and values for the new curriculum.

WHY
HOW
WHAT

Microsoft Word Document
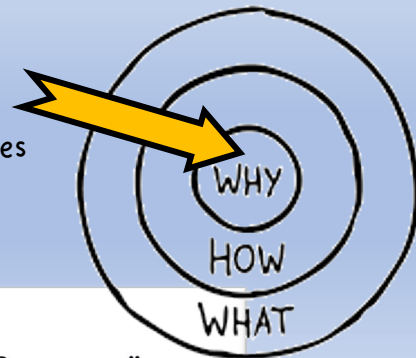
Step 1 - "Bag for life"

What key skills and attributes do we want our children to have acquired by the time they leave our school?

We asked Staff

We asked Pupils

We asked Parents

Step 2 - "The 4 Core Purposes"

We matched the key skills and attributes to the 4 core purposes of the Curriculum for Wales

We then selected the key skills and attributes that reoccurred in most of the 4 Core Purposes.

Creating our Vision & Values

Ambitious, capable learners who are ready to learn throughout their lives

Ethical, informed citizens who are ready to be citizens of Wales and the world.

Enterprising, creative contributors who are ready to play a full part in life and work

Healthy confident individuals who are ready to lead fulfilling lives

Stakeholders chose to start with the 4 Core Purposes. Pupils then expanded on what these look like in our school.

Happiness

Confidence

Perseverance

Independence

Kindness

Respect

During the Stakeholder vision evening votes were placed to select the most popular 6.

Step 4 - "Creating the new vision"

Step 3 - "Selecting our 6 core values"

ENGAGEMENT –
Ensuring high quality teaching and learning

Pedagogy is at the heart of curriculum. In designing their curriculum, schools should consider the pedagogical approaches they will need to employ to support learners in realising the **four purposes**. Schools should seek to develop a strong vision of learning and teaching which considers the 'why' and 'how' as well as the 'what'. This vision will recognise the integral role of the learning environment in supporting effective learning
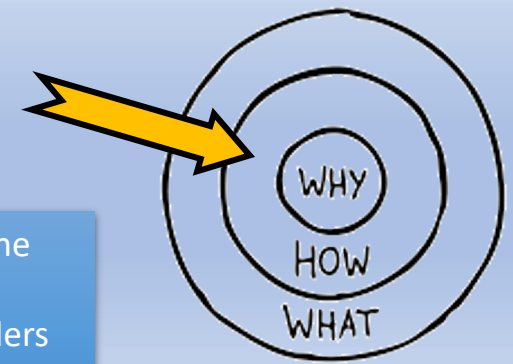
At llanhari primary we strive to create a culture which encourages practitioners to develop a deep understanding of pedagogy and the skill to select the most appropriate pedagogical approach. We aim to

- encourage learners to be independent, to have a say in their own learning and to take increasing responsibility for it
- include all learners
- allow learners of all ages to experience authentic learning opportunities both indoors and outdoors
- enable learners to apply, use, consolidate and extend skills
- be secure and safe

To ensure we build high expectations and enable all learners to achieve their full potential We reviewed and refined our understanding of the pedagogical principles.

12 PEDAGOGICAL PRINCIPLES
& what they mean to us!

Pedagogical principle: 1. Good teaching and learning maintains a consistent focus on the overall purposes of the curriculum

Focus on the 4 core purposes

What do We do already?	How do we know?
What do We need to do?	How are We going to do it?

ENGAGEMENT - Understanding the curriculum

In developing our vision for our curriculum, we consider what the four purposes meant for our learners and how the curriculum will support our learners to realise them. Our vision and the four purposes have guided the process of curriculum and assessment design across the whole school. At Llanhari Primary learner voice has been central to developing our vision to support our learners to realise the four purposes.

WHY HOW WHAT

The children gained an age-appropriate understanding of the 4 purposes.

They designed character for the 4 purposes.
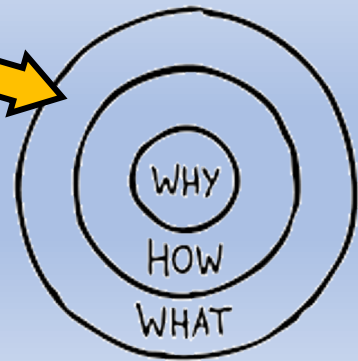
The 4 core purposes

What kind of learner have you been?

How?

Next steps:

I've been an ambitious, capable learner....

I've been an ethical, informed citizen.........

They used the 4 purposes in their everyday work

Cross Curricular Skills

Language Literacy + Communication

Mathematics + Numeracy

Literacy

Numeracy

Health + Wellbeing

Expressive Art

Llanhari Primary School

Digital Competency

Science + Technology

Humanities

Date:

Class:

Donaldson 4 Core Purposes

Ambitious, capable learners who:

ACL 1: set themselves high standards and seek and enjoy challenge
ACL 2: are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
ACL 3: are questioning and enjoy solving problems
ACL 4: can communicate effectively in different forms and settings, using both Welsh and English
ACL 5: can explain the ideas and concepts they are learning about
ACL 6: can use number effectively in different contexts
ACL 7: understand how to interpret data and apply mathematical concepts
ACL 8: use digital technologies creatively to communicate, find and analyse information
ACL 9: undertake research and evaluate critically what they find **and are ready to learn throughout their lives.**

Healthy, confident individuals who:

HCI 1: have secure values and are establishing their spiritual and ethical beliefs
HCI 2: are building their mental and emotional well-being by developing confidence, resilience and empathy
HCI 3: apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
HCI 4: know how to find the information and support to keep safe and well
HCI 5: take part in physical activity
HCI 6: take measured decisions about lifestyle and manage risk
HCI 7: have the confidence to participate in performance
HCI 8: form positive relationships based upon trust and mutual respect
HCI 9: face and overcome challenge
HCI 10: have the skills and knowledge to manage everyday life as independently as they can **and are ready to lead fulfilling lives as valued members of society**

Enterprising, creative contributors who:

connect and apply their knowledge to create ideas and products
think creatively to reframe and problems
identify and grasp opportunities
measured risks
and play different roles in
and responsibly
ideas and emotions through
their energy and skills so
will benefit **and are ready
in life and work.**

Ethical, informed citizens who:

EIC 1: find, evaluate and use evidence in forming views
EIC 2: engage with contemporary issues based upon their knowledge and values
EIC 3: understand and exercise their human and democratic responsibilities and rights
EIC 4: understand and consider the impact of their actions when making choices and acting EIC 5: are knowledgeable about their culture, community, society and the world, now and in the past
EIC 6: respect the needs and rights of others, as a member of a diverse society
EIC 7: show their commitment to the sustainability of the planet **and are ready to be citizens of Wales and the world.**

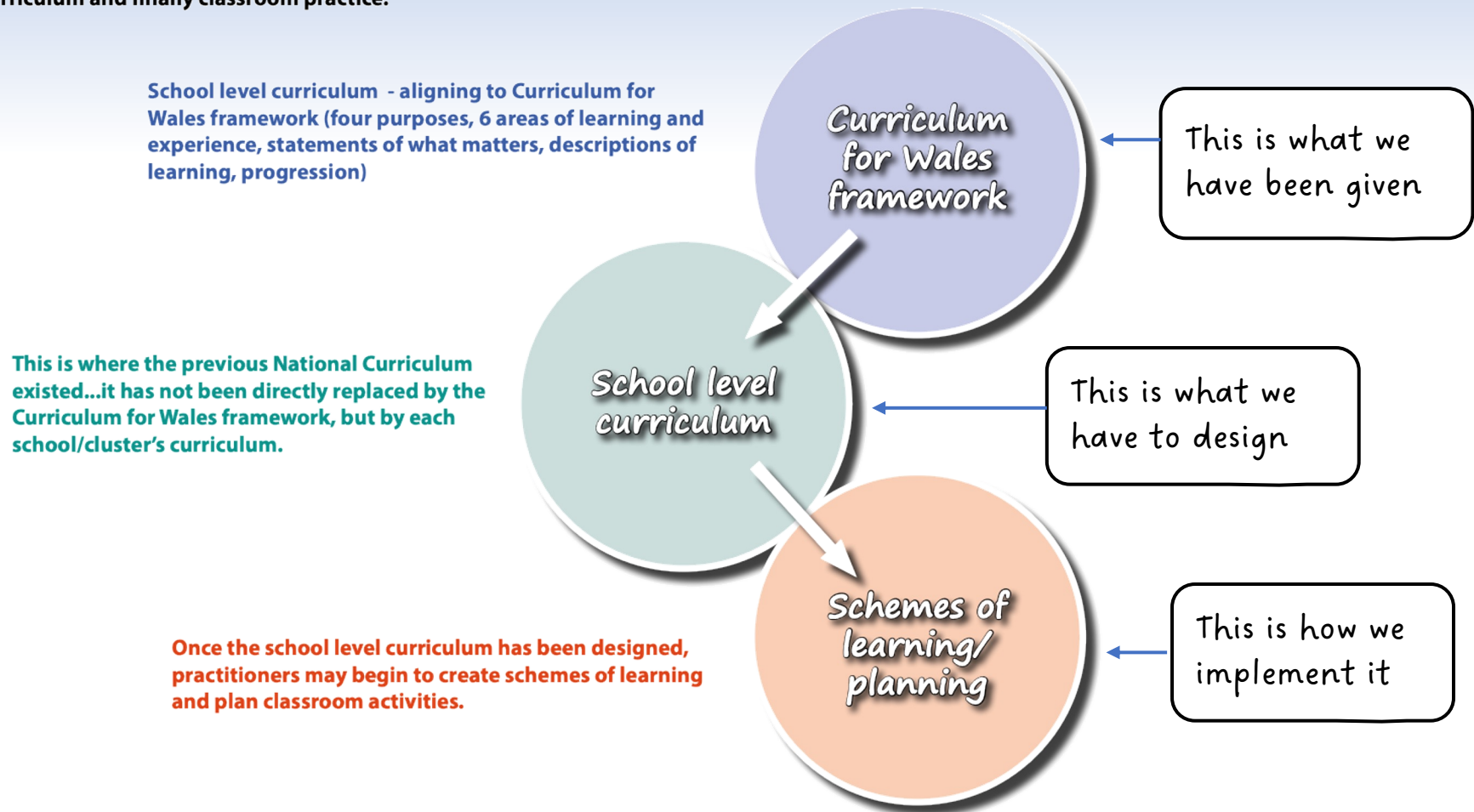Teachers gained an understanding of the 4 purposes through planning

DESIGN – What do we mean by curriculum?

"A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it." (Welsh Government, Curriculum for Wales, 2020)

It is important to note from this diagram that the statutory Curriculum for Wales framework sits at a level higher than our previous National Curriculum. There is now an additional layer in the process from national framework, to school level curriculum and finally classroom practice.

School level curriculum - aligning to Curriculum for Wales framework (four purposes, 6 areas of learning and experience, statements of what matters, descriptions of learning, progression)

Curriculum for Wales framework

This is what we have been given

This is where the previous National Curriculum existed...it has not been directly replaced by the Curriculum for Wales framework, but by each school/cluster's curriculum.

School level curriculum

This is what we have to design

Once the school level curriculum has been designed, practitioners may begin to create schemes of learning and plan classroom activities.

Schemes of learning/ planning
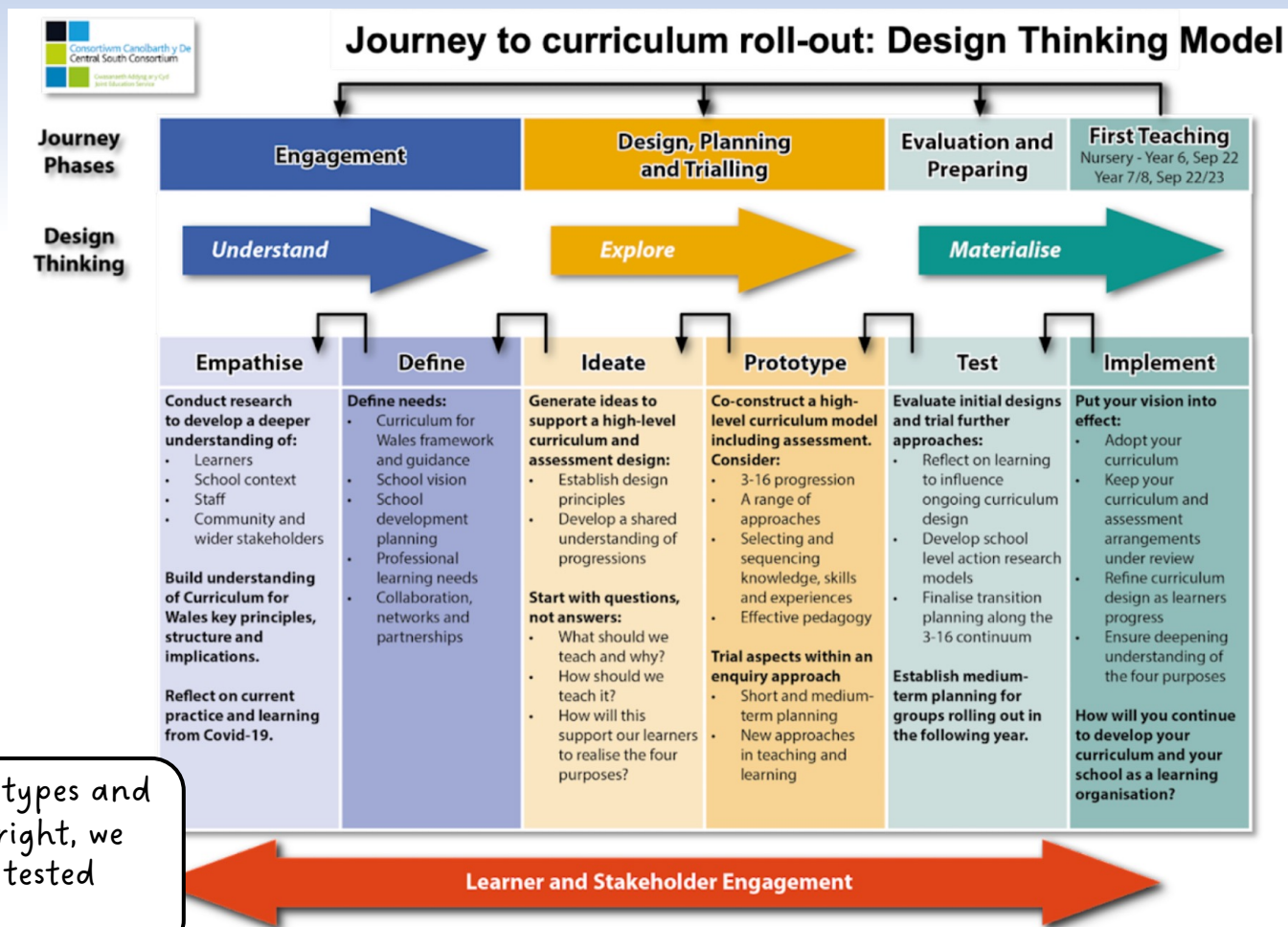
This is how we implement it

🧠 DESIGN – What do we mean by curriculum?

A school's curriculum should raise the aspirations for all learners. It should consider how all learners will be supported to realise the four purposes and to progress. This is essential for learners to play an active part in their community and wider society, and to thrive in an increasingly complex world

> We adopted a design thinking model which is an internationally accepted model, when applied to curriculum design it helps us consider the steps in the process of designing a school-level curriculum

> We have generated ideas, developed prototypes and tested them out. When they aren't quite right, we have developed different prototypes and tested again. We loop back until we get it right!

Journey to curriculum roll-out: Design Thinking Model

Consortiwm Canolbarth y De
Central South Consortium

Journey Phases	Engagement	Design, Planning and Trialling	Evaluation and Preparing	First Teaching Nursery - Year 6, Sep 22 Year 7/8, Sep 22/23

Design Thinking	Understand	Explore	Materialise

Empathise	Define	Ideate	Prototype	Test	Implement
Conduct research to develop a deeper understanding of: • Learners • School context • Staff • Community and wider stakeholders **Build understanding of Curriculum for Wales key principles, structure and implications.** **Reflect on current practice and learning from Covid-19.**	**Define needs:** • Curriculum for Wales framework and guidance • School vision • School development planning • Professional learning needs • Collaboration, networks and partnerships	**Generate ideas to support a high-level curriculum and assessment design:** • Establish design principles • Develop a shared understanding of progressions **Start with questions, not answers:** • What should we teach and why? • How should we teach it? • How will this support our learners to realise the four purposes?	**Co-construct a high-level curriculum model including assessment. Consider:** • 3-16 progression • A range of approaches • Selecting and sequencing knowledge, skills and experiences • Effective pedagogy **Trial aspects within an enquiry approach** • Short and medium-term planning • New approaches in teaching and learning	**Evaluate initial designs and trial further approaches:** • Reflect on learning to influence ongoing curriculum design • Develop school level action research models • Finalise transition planning along the 3-16 continuum **Establish medium-term planning for groups rolling out in the following year.**	**Put your vision into effect:** • Adopt your curriculum • Keep your curriculum and assessment arrangements under review • Refine curriculum design as learners progress • Ensure deepening understanding of the four purposes **How will you continue to develop your curriculum and your school as a learning organisation?**

Learner and Stakeholder Engagement

Assess Plan Do Review

We developed concept plans. These provide a breadth of learning, drawing together a range of experiences, knowledge and skills across a range of contexts, topics and activities, making links across Areas.
They provide for, over time, an increasing depth and sophistication of learning
They will be developmentally appropriate and drive learners' progression
They incorporate opportunities for learning and consideration of cross-cutting elements, which:
- allow learners to consider local, national and international contexts
- develop understanding of careers and work-related experiences
- develop understanding of human rights education and diversity
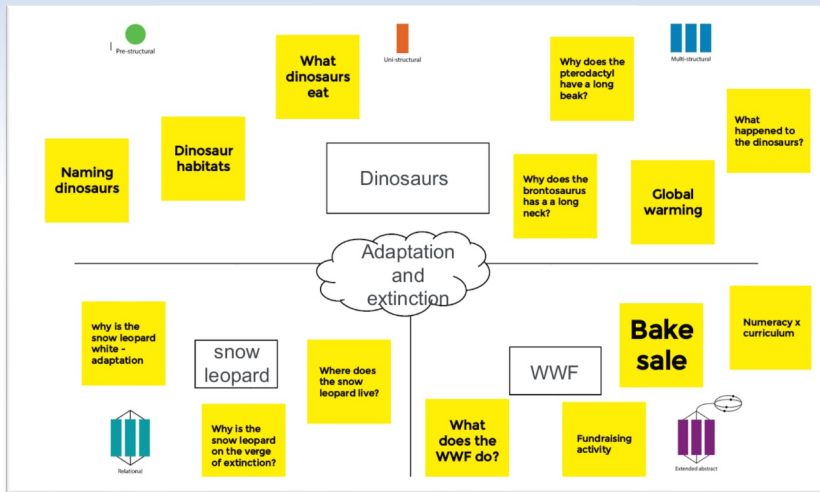
We incorporated the principles of SOLO Taxonomy – this is a systematic way that describes how learners' understanding build from easy to difficult while learning different tasks or subjects

Concepts feature in all Areas of learning Experiences and allow us to plan for cross curricular themes and ensure progression
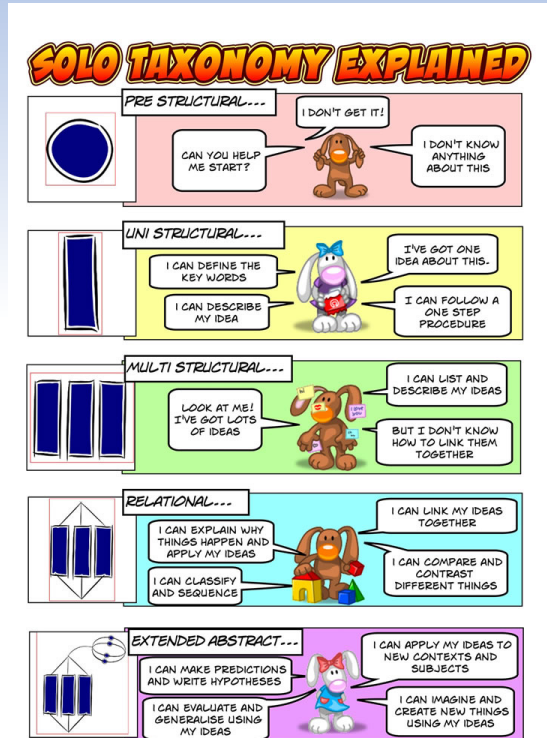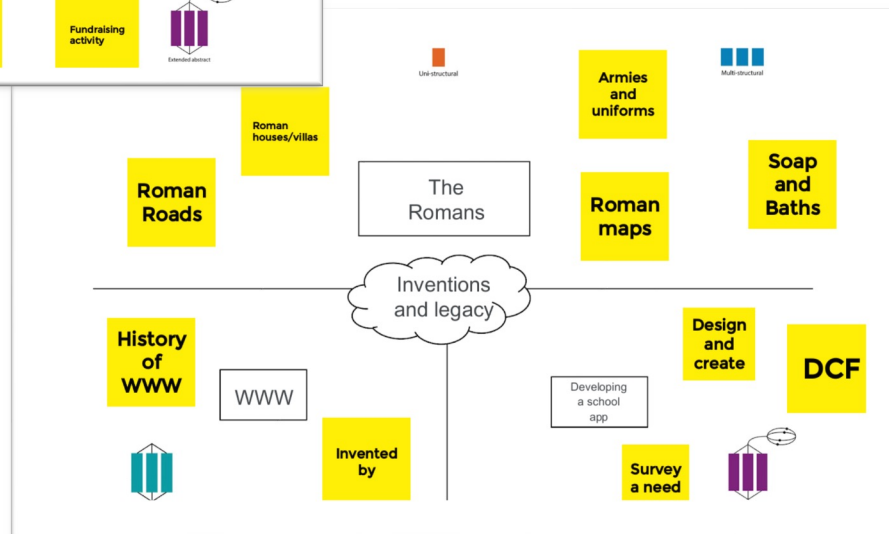
"SOLO can be used not only in assessment, but in designing the curriculum in terms of the level of learning outcomes intended."
Briggs 1982

Curricular Responsibilities

Our Llanhari Primary curriculum embeds the mandatory cross-curricular skills and the integral skills which underpin the four purposes of the curriculum.

Literacy, numeracy and digital competence skills are essential in enabling learners to realise the four purposes. These three mandatory cross-curricular skills are embedded and developed across all areas of learning and experience, to enable learners to access the whole curriculum and to use them in the future.

Our learners are given opportunities across the curriculum to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world
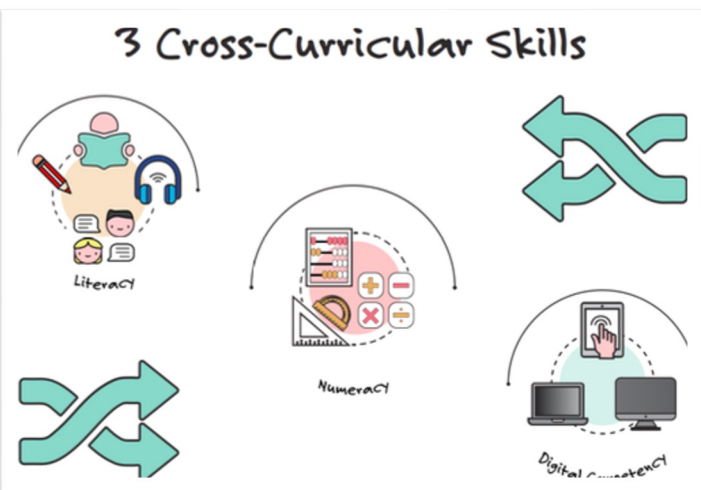
At Llanhari Primary we carefully consider the mandatory elements of the curriculum when planning.
We detail our intention of these elements within our policies

When planning at Llanhari Primary we want to ensure our learners are given high-quality, rich, broad and balanced learning experiences. We also plan to ensure that our provision and teaching develops the integral skills, which are essential to achieve the four purposes
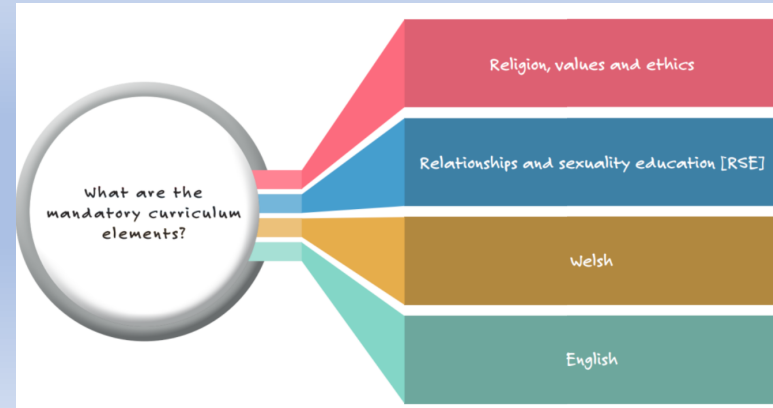
While designing our Llanhari Primary curriculum we included the five cross-cutting themes. We have considered the statutory elements within the CfW framework:

- Careers & Work-related Experience
- Well-being of Future Generations Act(2015)
- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Additional Learning Needs and Educational Tribunal Act (2018)
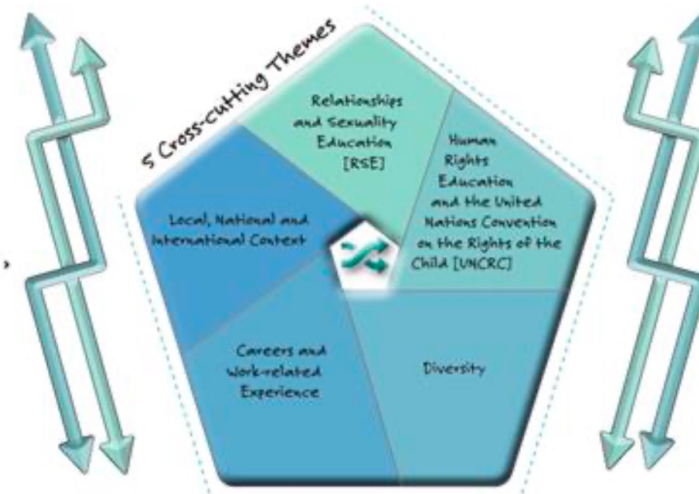
AOLEs - Statements of what matters

We have collated a broad range of experiences, knowledge and skills that are explored through a range of contexts, topics and activities selected in the process of curriculum design. We have AoLE Teams who have collaborated to design AoLE policies and vision statements and to unpack the 27 Statements of What Matters to make links across all Areas of Learning and Experience as appropriate.

Areas of Learning and Experience (AoLEs)

Which disciplines sit within each Area?

Expressive Arts
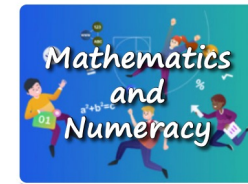Art; dance; drama; film and digital media; music

Health and Well-being
Physical health and development; mental health; emotional and social well-being

Humanities
Geography; history; religion, values and ethics; business studies; social studies

Languages, Literacy and Communication
Welsh; English; international languages

Mathematics and Numeracy
Five connected and interdependent proficiencies: conceptual understanding; communication using symbols; fluency; logical reasoning; strategic competence

Science and Technology
Biology; chemistry; computer science; design and technology; physics

What Matters Statements

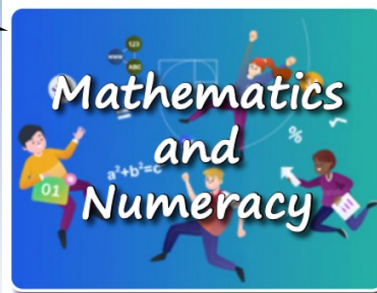| Expressive Arts WM1	Expressive Arts WM2	Expressive Arts WM3	Humanities WM1
Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
Humanities WM2	**Humanities WM3**	**Humanities WM4**	**Humanities WM5**
Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Our natural world is diverse and dynamic, influenced by processes and human actions.	Human societies are complex and diverse, and shaped by human actions and beliefs.	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Health and Well-being WM1	**Health and Well-being WM2**	**Health and Well-being WM3**	**Health and Well-being WM4**
Developing physical health and well-being has lifelong benefits.	How we process and respond to our experiences affects our mental health and emotional well-being.	Our decision-making impacts on the quality of our lives and the lives of others.	How we engage with social influences shapes who we are and affects our health and well-being.
Health and Well-being WM5	**Languages, Literacy and Communication WM1**	**Languages, Literacy and Communication WM2**	**Languages, Literacy and Communication WM3**
Healthy relationships are fundamental to our well-being.	Languages connect us.	Understanding languages is key to understanding the world around us.	Expressing ourselves through languages is key to communication.
Languages, Literacy and Communication WM4	**Mathematics and Numeracy WM1**	**Mathematics and Numeracy WM2**	**Mathematics and Numeracy WM3**
Literature fires imagination and inspires creativity.	The number system is used to represent and compare relationships between numbers and quantities.	Algebra uses symbol systems to express the structure of mathematical relationships.	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
Mathematics and Numeracy WM4	**Science and Technology WM1**	**Science and Technology WM2**	**Science and Technology WM3**
Statistics represent data, probability models chance, and both support informed inferences and decisions.	Being curious and searching for answers is essential to understanding and predicting phenomena.	Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	The world around us is full of living things which depend on each other for survival.
Science and Technology WM4	**Science and Technology WM5**	**Science and Technology WM6**	
Matter and the way it behaves defines our universe and shapes our lives.	Forces and energy provide a foundation for understanding our universe.	Computation is the foundation for our digital world.	

We support learners to engage in their learning with increasing depth and sophistication over a period of time. We assist learners to apply their learning in increasingly challenging contexts and allow for diversion, reinforcement and reflection as their understanding and application of the key learning develops and becomes more refined over time, provoking deep thinking, discussion and inquiry

PROGRESS + ASSESSMENT- Progression

What is progression?
Progression in learning is a process of developing and improving in skills, knowledge and understanding over time. This focuses on understanding what it means to make progress in a given area or discipline as learners increase the depth, breadth and sophistication of their knowledge and understanding, skills and capacities, and attributes and dispositions. As they do so, they will make links across their learning and apply this in new and challenging contexts. This is key to enabling them to work towards realising the four purposes, as they progress through their school or settings and into different pathways beyond school

Our learners are at the centre of the transition process. We support all learners along the learning continuum, as they move between different groups, different classes, different years and different settings. We ensure that the well-being of all learners is an important and integral part of our processes, recognising the needs of individuals, while also supporting both continuity and progression in their learning. The understanding of each individual learner gained from our assessment strategies is crucial in supporting this process.

We pay due regard to the Mandatory Principles of Progression:
- Increasing effectiveness as a learners
- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within AOLEs
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning to new contexts.

Principles of Progression

- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within the Areas
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts
- Increasing effectiveness

Progression supported by descriptions of learning which provide guidance on how learners should progress within each statement of what matters
- ✅ Arranged in 5 progression steps to guide pace
- ✅ Framed from learner's perspective
- ✅ Framed broadly to sustain learning over a series of years
- ✅ Broadly set against ages of 5, 8, 11, 14 and 16
- ❌ Stand-alone tasks or activities
- ❌ Assessment criteria

Age 3 | 5 yrs | 8 yrs | 11 yrs | 14 yrs | Age 16

There are 5 progression steps between age 3 and age 16
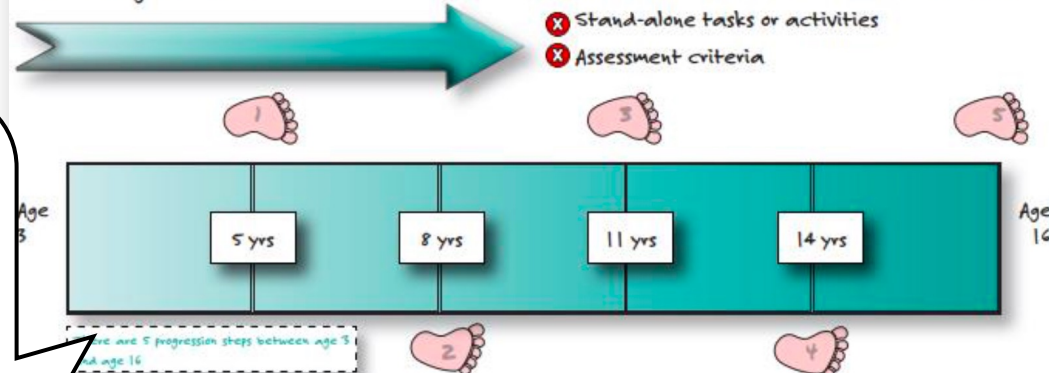
PROGRESS + ASSESSMENT- Principles of progression

Progression in the four purposes – what this looks like in practice
.

Enterprising Creative Contributors
We aim for all pupils by the end of year 6 …

Enterprising, creative contributors who:
ECC 1: connect and apply their knowledge and skills to create ideas and products
ECC 2: think creatively to reframe and

To use and apply their skills and knowledge to solve prob
and provide solutions.

To be confident when faced with different challenges.

To have the opportunity to demonstrate their creativity in
of contexts.

To have played and performed with a range of instrumen
variety of contexts

To be able to help one another with no expectation of rev
in school and in the wider community.

To have experienced a wide range of media so that they
their ideas and emotions confidently.

To have taken a variety of active roles, whether on the st
in a public performance.

To have participated regularly in entrepreneurial opportu
teams responsibly.

To be confident with a range of technologies i.e. Chrome
range of software, for example. iMovie, Adobe Spark, Mi

To have the confidence and Growth Mindset to attempt n

Ambitious Capable Learners
We aim for all pupils by the end of year 4 …

Ambitious, capable learners who:
ACL 1: set themselves high standards and seek and enjoy challenge
ACL 2: are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
ACL 3: are questioning and enjoy solving problems
ACL 4: can communicate effectively in different forms and settings, using both Welsh and English
ACL 5: can explain the ideas and concepts they are learning about
ACL 6: can use number effectively in different contexts

To be literate:
To aim to speak, listen, read and write in line with *Progression Step 2 (with some 3)*
- To read for pleasure in English and beginning to read for pleasure in Welsh.
- To have experienced some authors and genres in both English and Welsh and to develop their language skil effectively.
- To have a reading age of 8y 9m to successfully acces curriculum.
- To achieve a standardised score of at least 85 in the National Reading test
- To develop the ability to write in English and Welsh w in grammar, punctuation and spelling.

To be numerate:
To develop an understanding of numeracy in line with Progr 3)
- To use and apply mathematical knowledge to interp the real world.
- To be able to know, use and apply their times tables increased confidence.
- To achieve a standardised score of at least 85 in the

To be digitally literate:
To develop ICT skills in line with Progression Step 2 (with s
- To engage with a range of technologies across all are

To achieve high standards, pupils will set their own challeng

Enterprising Creative Contributors
We aim for all pupils by the end of year 2 …

Enterprising, creative contributors who:
ECC 1: connect and apply their knowledge and skills to create ideas and products
ECC 2: think creatively to reframe and solve problems
ECC 3: identify and grasp opportunities
ECC 4: take measured risks
ECC 5: lead and play different roles in teams effectively and responsibly
ECC 6: express ideas and emotions through different media
ECC 7: give of their energy and skills so that other people will benefit **and are ready**

To begin to use and apply skills and knowledge to solve problems and provide solutions.

To begin to show some confidence when faced with different challenges.

To begin to show some creativity in a rang

To begin to have experience of a range of

To begin helping one another with no expe

To begin to use a range of media so that th
otions with some confidence.

erienced a role in a public perf

articipate in entrepreneurial o

erienced a range of technolog
IWB, J2E, Book Creator, sea

loping the confidence and G
omfort zone.

ng problems and have a sta
oning test.

Enterprising Creative Contributors
We aim for all pupils by the end of Reception …

Enterprising, creative contributors who:
ECC 1: connect and apply their knowledge and skills to create ideas and products
ECC 2: think creatively to reframe and solve problems
ECC 3: identify and grasp opportunities
ECC 4: take measured risks
ECC 5: lead and play different roles in teams effectively and responsibly
ECC 6: express ideas and emotions through different media
ECC 7: give of their energy and skills so that other people will benefit and are ready to play a full part in life and work.

To begin learning the skills and knowledge needed to solve problems.

To be introduced to a range of different challenges.

To engage in creative activities.

To be introduced to a range of musical instruments and action songs.

To begin helping and supporting one another.

To be introduced to a range of media.

To experience and learn about role play.

To begin to participate in class-based projects.

To begin using a range of technologies such as iPads, IWB and a range of appropriate apps and software.

To begin attempting new things, outside their comfort zone.

Healthy Confident Individuals

Be tolerant of others.

Be confident to try new experiences.

resilient

To have a bank of skills to use deal with every day life.

To be bothered to do stuff.

be able to make their own choices

To be able to entertain themselves through hobbies, interests, etc

To be understanding and empathetic

to understand consequences of actions

to be healthy

To feel Comfortable with challenge and enjoy taking risks.

to have developed a good friendship group

To be able to form positive relationships

To have and maintain positive relationships/friendshi ips with a range of pupils and adults.

To stick at things.

Have the confidence to challenge themselves

Ha respe abov els

How to keep safe and well

To be able to cope with the real world!

Know how to speak to others respect...

To become independent in a range of scenarios in readiness for every day life.

form positive relationships

Be able to stand in front of others and be involved in performance.

Be physically active and health conscious.

To be aware of the importance of their mental health and well being

to be confident to ask for help

To be aware of how to stay safe online and in the real world.

Understand the need for healthy diet

independent

have the skills and knowledge to manage everyday life

To have respect for others

Be tolerant and listen to others' viewpoints.

to be happy

As our understanding of the curriculum developed, we wanted to develop a clear vision of how the pupils would meet each of the 4 purposes at different stages of the school. We agreed what we would aim for the pupils to have experienced by the time they left us in year 6. We worked with staff to break this down further to look at what this would look like in year 4, year 2 and Reception. This is ensuring continuity and progression

PROGRESS + ASSESSMENT- Assessment

Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. We will utilise various assessment strategies, which will enable each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly. Initially we will be using Taith 360 as an assessment and tracking tool.

The purpose of assessment

We utilise various assessment strategies as an overarching purpose within the curriculum to support every learner to make progress.

In addition to this, assessment is a fundamental role in ensuring each individual learner is supported and challenged accordingly and we use the strategies to contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development – in order to inform next steps in learning and teaching.

Our assessments support individual learner progression on an ongoing, day-to-day basis (AfL); identifying, capturing and reflecting on individual learner progress over time; and understanding group progress in order to reflect on practice.

We also assess and monitor each learner's well-being (PASS) and cognitive development (CAT4). These assessments are used to formulate an accurate snapshot which provide attainment, progress and well-being targets

Communicating and engaging with parents/carers

We communicate effectively with parents/carers on an ongoing basis to foster positive relationships in order to engage them in purposeful and meaningful dialogue. When undertaken well, this can help aid learner progression by helping parents/carers to understand how they can support learning within and outside the school environment.

We have developed and implemented processes which support effective two-way communication and engagement with parents/carers. When developing these processes, consideration has been given to using a wide variety of different communication means, e.g. face-to-face, digital through See-Saw and email.

Information on any support, interventions or additional needs required for the learner's development is shared with parents and carers.

PROGRESS + ASSESSMENT- Assessment

Assessment has three main roles in the process of enabling learner progression:
- supporting individual learners on an ongoing, day-to-day basis
- identifying, capturing and reflecting on individual learner progress over time
- understanding group progress in order to reflect on practice

Assessment for Learning - statement

Attain a baseline in Nursery + Reception → Monitor progress from years 1-6 → Transition to Year 7

Personalised assessments from year 2-6

Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. We utilise various assessment strategies, which enable each individual learner to make progress and an appropriate pace, ensuring they are supported and challenged accordingly.

Assessment for Learning

AFL BOOKLET

Llywodraeth Cymru
Welsh Government

Pupil Progress records + reports

Wellbeing data.

Llanhari Primary School / Ysgol Gynradd Llanhari

Annual Report / Adroddiad Blynyddol 2020/2021

Pupil / Disgybl:
Year / Blwyddyn: Year 3
Teacher / Athro/Athrawes: Miss Burke
Date / Dyddiad: June 2021

Attendance / Presenoldeb			
	Number of sessions present	Total possible sessions	
Authorised absences	Unauthorised absences	Times late	

Social Skills	Sometimes	Mostly	Consistently	Learning Skills	Sometimes	Mostly	Consistently
Is courteous and well mannered		✓		Takes pride in presentation of work			✓
Mixes well with others		✓		Strives to complete tasks			✓
Works well in groups		✓		Is able to work independently			✓
Shows tolerance to others		✓		Makes effective use of time			✓
Accepts responsibility		✓		Completes tasks			✓
Follows school rules		✓		Self-evaluates		✓	
Is willing to work cooperatively		✓		Follows instructions			✓
Listens and contributes to discussions		✓		Is able to concentrate on the task given			✓
Seeks help when necessary		✓		Puts effort into completing homework			✓

Teacher's Comments / Sylwadau'r Athro/awes

Appendix 1

Wellbeing

How happy are you in school?

◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯ ◯
1 2 3 4 5 6 7 8 9 10

What would make you happier in school?

Name................................   Class........

GL Assessment
PASS CAT4

Individual learner data – CAT, reading/spelling

REVIEW + EVALUATE - How will we review?

Schools should adopt their curriculum and begin to implement it, as agreed by the headteacher and the governing body. Schools should refine their curriculum design as their learners progress on a continuing basis. Schools should reflect on the effectiveness of their curriculum and use that insight to improve

Now that we have established our Llanhari Primary curriculum an important step is to regularly review its impact on teaching and learning, making any adaptations or changes you need to improve it further. We will continue to follow the Design Thinking Model to test and implement our prototypes. We will consider further professional learning opportunities for staff e.g. further developing the knowledge and understanding of AoLE team leaders, opportunities to work with HEI on teacher action research

Journey to curriculum roll-out: Design Thinking Model
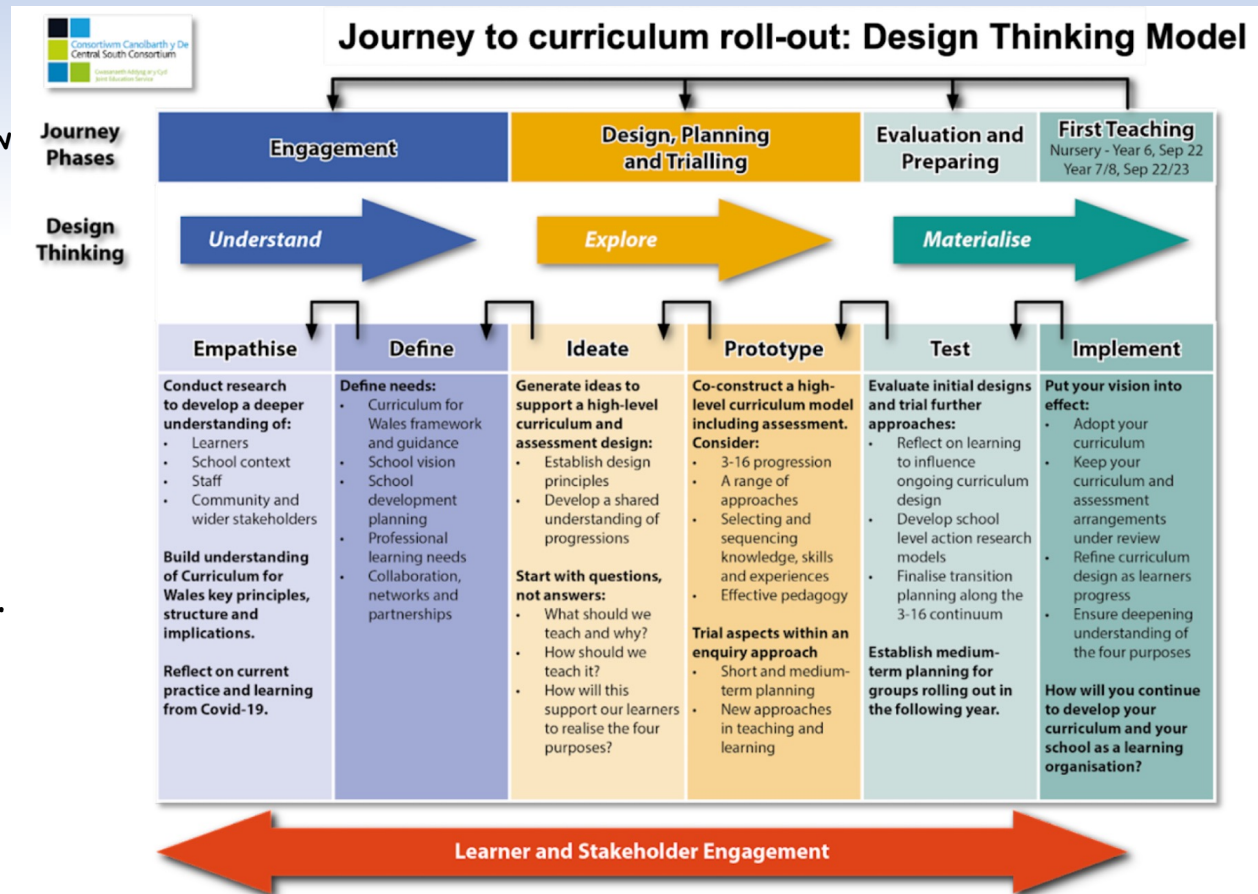
REVIEW + EVALUATE – How will we know?

Schools should also look to embed the **qualities of effective learning organisations** in developing ongoing, continuous improvement. Schools should use the feedback from the SLO survey to help develop an environment supportive of ongoing professional learning.

We will continue to build on the principle of schools as a learning organisation

We will use a range of self-evaluation exercises to ascertain the effectiveness of our curriculum and make changes as appropriate

Pupil voice will be at the heart of our evaluation processes ensuring the health and wellbeing of our pupils is always our priority

ℹ️ **Mandatory**

The headteacher and governing body must keep their adopted curriculum under review and must revise it if it no longer complies with the design requirements (as set out above). They may revise it at any time but if they do they must publish an updated summary.

The headteacher and governing body must also keep the assessment arrangements, including the on-entry assessment arrangements, for the adopted curriculum under review. They must review as part of the review of the adopted curriculum and revise them if the adopted curriculum is revised or they no longer meet the assessment requirements.

Growth Mind set – Planning with the pupils

PIAP: Enable pupils to make more choice about what they learn.

Literacy	Numeracy	Topic

Don't give up

Keep improving

Use your imagination

APPENDIX

The following slides demonstrate how the school is addressing the mandatory requirements that are needed for September 2022

Curriculum for Wales:
What do schools have to do for September?

Curriculum design will be an ongoing process of continuing improvement and we don't expect schools to have perfected or completed all aspects by roll-out. However, some legal requirements will need to be fulfilled when schools roll out their curriculum. Here's a summary of what's required.

Firstly, let's clarify what the terms 'mandatory' and 'statutory guidance' mean within the Curriculum for Wales guidance on Hwb.

Mandatory

The Curriculum and Assessment (Wales) Act 2021 (the Act) puts mandatory duties on schools - things they are legally required to do. When the guidance talks about things schools 'must' do – it is talking about mandatory legal requirements.

Statutory Guidance

The rest of the Curriculum for Wales guidance, like the 'descriptions of learning' or the 'designing your curriculum' sections, is 'statutory guidance'. Schools must have 'due regard' to this guidance when carrying out their duties, which means they must read it carefully and should follow it, but if after careful consideration they have a good and clear reason for doing something differently, they can do so. When the guidance talks about things schools 'should' do, 'have regard to' or things they 'must consider', it is talking about **statutory guidance**.

So what are schools legally required to do - for September?

1 Design a curriculum*

2 Adopt their curriculum and publish a summary of it**

3 From September, implement their curriculum and assessment arrangements and keep these under review*

4 Follow additional duties around the curriculum

* Duty rests with Head Teacher ** Duty rests with Head Teacher and Governing Body

1

What does that look like in detail?

1 Firstly, schools must **design a curriculum.**

This curriculum must:

- **enable learners to develop in the way described in the four purposes**
- **provide for appropriate progression and accord with the principles of progression set out in the 'Progression Code'** – which applies to all learning across all AoLEs.
- **be suitable for learners of differing ages, abilities and aptitudes** – is our curriculum appropriate for all our learners?
- **be broad and balanced** – does our curriculum cover a breadth of learning?
- **encompass the concepts set out in the statements of what matters in the 'Statements of What Matters Code'** – the detail of the statements of what matters must be included in schools' curricula

- **provide for learning and teaching that encompasses each of the Areas of Learning and Experience** – (this doesn't necessarily mean that schools have to organise their timetable around AoLEs)
- **include** –
  - Welsh
  - English from 7 years old
  - Relationships and Sexuality Education (including the detail of the Relationships and Sexuality Code)
  - Religion Values and Ethics (RVE) – schools must also consider the agreed syllabus adopted by their local authority – more detail on RVE can be found on Hwb
  - The cross-curricular skills (literacy, numeracy and digital competence)

As explained above, when designing their curriculum, schools must consider the Curriculum for Wales guidance – the statutory guidance - carefully.

Practitioners: Inset days, staff meetings, CSC training
Learners: Experiences, Pedagogy, enrichment days, pupil voice.
Parents/Carers: Newsletters, workshops, parents evening, showcase, questionnaires.
Community: Community events, website.

Progression: Termly planning and strong pedagogy to ensure progression. Assessment for learning.
Assessment: National tests, Reading and Spelling data, Wellbeing data, Baseline, CAT tests.

2 **Secondly, schools must also adopt their curriculum and assessment arrangements and publish a summary of their curriculum.**

To adopt the curriculum and assessment arrangements, the head teacher and the governing body simply need to agree to adopt it. The summary schools must publish is just that, a summary. We suggest it includes:

- information on how practitioners, learners, parents, carers and the wider community have been engaged to inform the curriculum's development
- how the curriculum meets the required elements of the Curriculum for Wales, starting from the four purposes

- information on how the school is approaching learning progression and its arrangements for assessment
- how the curriculum will be kept under review, including the process for feedback and ongoing revision

School Improvement Services can provide supporting material on this.

2

Mandatory elements (must do): Four purposes, what matters statements
Statutory guidance (have due regard for): Descriptions of learning

Internal: Review of provision to ensure progression. Develop assessment processes
Cluster level: cluster progression maps. Training.

- information on how practitioners, learners, parents, carers and the wider community have been engaged to inform the curriculum's development

- how the curriculum meets the ...red elements

Creating our Vision and Values – our journey

In 2018 we began to review our vision and values in response to the introduction of the new curriculum and the publication of 'Successful Futures'.

We began with a 'Bag for life' exercise. We asked staff, pupils, and our parent council "What skills and dispositions do we want our pupils to have by the time they leave our school".

Next, we mapped these skills against the 4 Purposes with staff and parents. This exercise offered a great opportunity to explore the purposes with staff and parents and develop their understanding. It was interesting to discover that the spread of skills and dispositions was quite equal across the 4 Purposes and quite similar between parents and staff.

We then pulled out all the skills and dispositions that occurred in more than 2 of the Purposes and held a 'Stakeholder event'. During this session parents, staff, governors and children voted for their top six 'values'. The six skills and dispositions with the most votes then became our school values.

HAPPINESS-PERSERVRANCE-INDEPENDENCE-KINDNESS-CONFIDENCE-RESPECT

During the session the stakeholders had a comprehensive discussion about our school vision and what it should be. We reached the conclusion that our vision needed to be the 4 purposes. However, listing the 4 purposes was not something we felt was beneficial. We agreed that the 4 purposes would be the headline and we would spend the next few terms gaining an understanding of the 4 purposes and what they look like in the classroom. We would spend time working with the children on them, developing their understanding and application.

2018-2020 Deepening our understanding of the 4 purposes

Familiarising the children with the 4 purposes.

We began by sharing the 4 purposes and the accompanying statements with all the children from year 1 – 6. These were shared in age-appropriate language over a period of weeks. To enhance this, we ran a competition between the children to design a logo for each of the purposes that we would use in our curriculum roll-out. This helped demonstrate to us their initial understanding. All pupils from Year 1 to 6 entered the competition and the winning designs were simplified to create our 4 purposes logos:

Familiarising the staff with the 4 purposes

To further develop staff understanding we began including references to the purposes in planning. The 4 purposes were put on a page and given codes to save time. This was not intended as a tick box exercise but a familiarisation exercise. This also allowed us to reflect after a term on those purposes we covered naturally and those that we felt were being underrepresented.

Following on from this analysis we were able to include 'focus weeks' in our termly planning to ensure pupils had the wide range of experiences needed to achieve the 4 purposes.

Alongside this work we were also reviewing our planning to trial elements of the new curriculum. At this time the final curriculum had not been launched so we had begun to work on planning in line with the draft the AOLEs outlined in Donaldson's report.
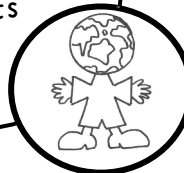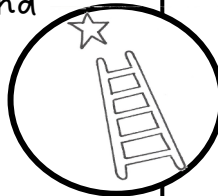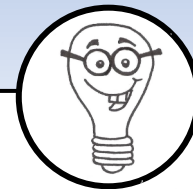
- information on how practitioners, learners, parents, carers and the wider community have been engaged to inform the curriculum's development

- how the curriculum meets the required elements

During 2019-21 we were able to experiment with the published curriculum and are on our journey to roll-out. (Please see further documentation on curriculum roll out for details)

After deepening our understanding of the 4 purposes as a school community and following the launch of the curriculum we were able to develop our aim to include the 4 purposes as planned but with a statement that encompasses our vision and values.
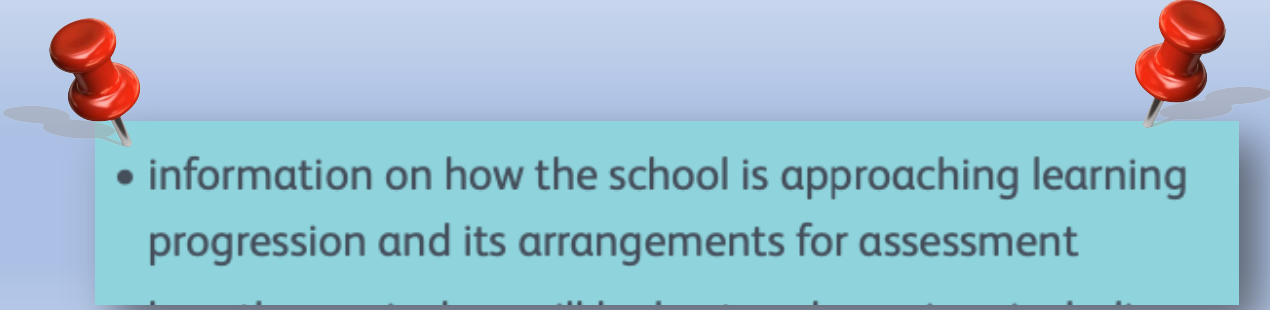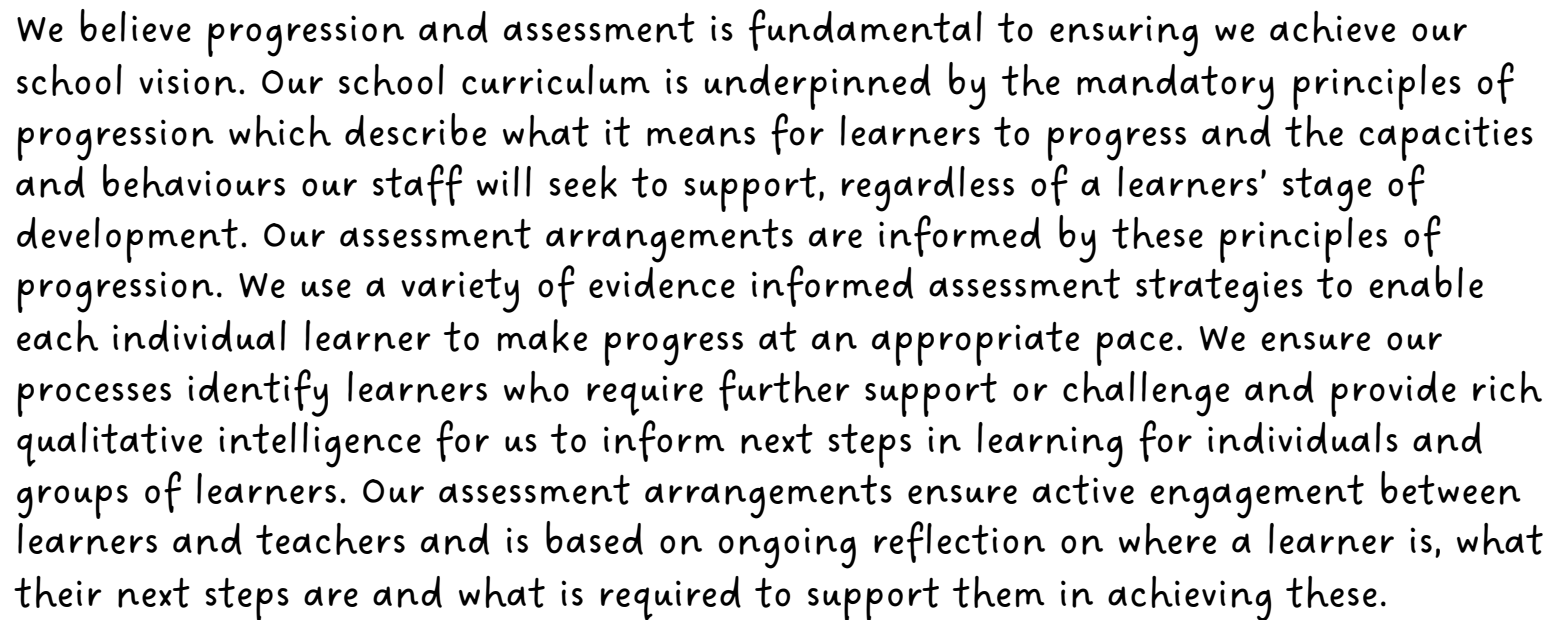
At Llanhari Primary School we aim to provide a wide range of enriching learning experiences, along with the support and guidance that an individual needs to reach their potential. We aim to foster a love of learning that is lifelong enabling our children to become Healthy Confident Individuals, Ethical Informed Citizens, Ambitious Capable Learners and Enterprising Creative Contributors.

Our school curriculum is suitable for all learners and will enable them to realise the four purposes. It takes account of and responds to the unique opportunities and challenges that present themselves to individuals and groups of learners in our school.

Our school curriculum is broad and balanced and includes learning opportunities within and across all of the Areas of learning and experience. It encompasses the concepts in all of the statements of what matters and provides appropriate progression in accord with the principles of progression. It also aligns to the mandatory requirements of teaching Welsh, English and Religion, Values and Ethics (RVE). The mandatory elements of Relationship and Sexuality Education (RSE) and the cross curricular skills of literacy, numeracy and digital competence are embedded throughout the curriculum

- how the curriculum meets the required elements of the Curriculum for Wales, starting from the four purposes

We believe progression and assessment is fundamental to ensuring we achieve our school vision. Our school curriculum is underpinned by the mandatory principles of progression which describe what it means for learners to progress and the capacities and behaviours our staff will seek to support, regardless of a learners' stage of development. Our assessment arrangements are informed by these principles of progression. We use a variety of evidence informed assessment strategies to enable each individual learner to make progress at an appropriate pace. We ensure our processes identify learners who require further support or challenge and provide rich qualitative intelligence for us to inform next steps in learning for individuals and groups of learners. Our assessment arrangements ensure active engagement between learners and teachers and is based on ongoing reflection on where a learner is, what their next steps are and what is required to support them in achieving these.

Our school curriculum will be kept under review to ensure that it is meeting the needs of our learners and our school vision. Throughout the year there will be a variety of self-evaluation activities and professional learning to inform our understanding of the effectiveness of our curriculum and the required revision. We will work within our school, across the cluster and in partnership with governors, the regional consortia, the local authority, and our ITE partnership to further develop a shared understanding of progression and to ensure a high-quality 3-16 continuum of learning for all.

- how the curriculum will be kept under review, including the process for feedback and ongoing revision

3 Schools must **implement the curriculum that they've designed and adopted**, and have duties around **how** this curriculum is implemented.

Schools must ensure their curriculum is implemented in a way that:

- enables each learner to develop in the ways described in the four purposes
- secures learning and teaching that offers appropriate progression for each learner
- is suitable for each learner's age, ability and aptitude
- takes account of each learner's additional learning needs (if any)
- secures broad and balanced learning and teaching for each learner
- for each learner encompasses the Areas, the mandatory curriculum elements of English and Welsh, the cross-curricular skills of literacy, numeracy and digital competence, RSE (which must be suitable for a learner's stage of development), and RVE

Alongside this, schools must also have arrangements for assessment in place. They must be embedded in day-to-day practice and be appropriate for all learners.

Longer term, schools and their governing bodies must keep their curriculum under review and revise it to make sure it continues to meet the legal requirements.

There are other legislative requirements about learner choice and disapplication which you can find out more about on the Curriculum for Wales page on Hwb.

There are requirements around assessments set out in the Education (Arrangements for Assessing in the Curriculum for Wales) Regulations 2022 and include:

- making arrangements for and conducting the ongoing assessment of every pupil and child throughout the school year by a practitioner
- making arrangements for and conducting on-entry assessments of every pupil and child at certain points set out in those Regulations

Subject to confirmation of the detail, schools will also be required to:

- Work within school and with other schools to develop a shared understanding of progression and to plan for transition for learners between schools
- Provide information to parents and carers so that they understand the progress their child is making

Annotations:

The 4 purposes are at the heart of our provision – see slide xx

Pedagogy

Inclusive and equitable

Vision

Curriculum development – see slide xx

Assessment – see slide xxx

Pupil assessment profiles

Baseline Nursery and Reception

Cluster inset days and transition

Parent evening and new report format

4 Finally, there are three other requirements to be aware of.

Firstly, when schools make decisions about their curriculum, they must consider the impact on learners' mental health and emotional well-being.

Secondly, schools must promote knowledge and understanding of the United Nations Convention on the Rights of the Child (UNCRC) and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) to those people who provide learning and teaching, so that they understand these conventions.

Thirdly, schools must co-operate with other schools, settings, local authorities and institutions, if that helps them fulfil their duties under the Act.

For more details see the Curriculum for Wales page on Hwb. Support will also be provided through your school improvement service.

The wellbeing of our pupils is at the heart of all we do "Together we care, share and achieve"

The UNCRC features across our curriculum and is built into the RVE provision.

Llanhari works closely with its cluster of schools, its SIG group and schools in the wider community. It has close links with the regional consortia and local authority.