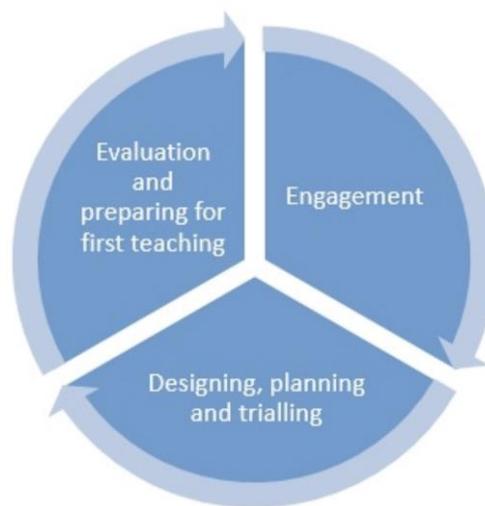


Curriculum for Wales 2022



Our Journey at St. Gabriel's RC Primary School



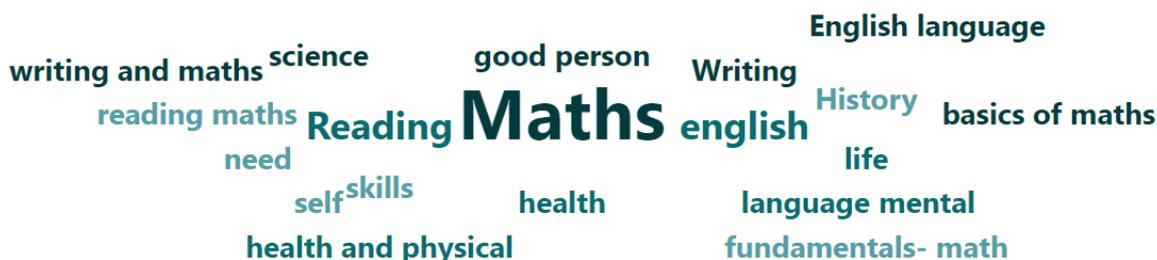
Engagement in the New Curriculum for Wales:

Consultation:

All stakeholders in our school community have had the opportunity to share what is important to them in our learner's curriculum and this information was collated to inform our curriculum development.

Parents and Governors had the opportunity to complete online surveys. Pupils were also able to contribute their voice through Pupil Parliament activities and also an online survey.

This cloud is taken directly from the online responses linked to key skills that parents were focused upon:



Staff then synthesised this information and analysed the key threads that ran through the responses carefully determining what we want this to look like and feel like for our pupils in our setting.

Key themes Identified ↓	What it Looks Like ↓	What it Feels Like ↓
Wider world	Provides opportunities to explore the wonders of God's world and the people that we share it with.	A place where children have a sense of belonging, place and purpose within the wider world.
Faith journey	Here we bring faith and spirituality into the children's lives.	Where faith is central to learning and at the heart of all well-being.
Wellbeing	Where children feel safe and secure.	Where wellbeing underpins everything.
Aspirations	Where pupils have self-belief and high aspirations.	Equip pupils with the knowledge to achieve their goals.
Joy of learning	Curriculum that creates an environment that embraces the joy and a love of learning.	Our school is a place where children are engaged, confident, resilient and enthusiastic.
Life skills	A place where children are equipped with the skills they need to succeed in life.	Authentic, real life-learning.
Key skills	That provides a range of opportunities to develop key skills to support pupils to flourish.	A place where all pupils progress confidently from their own starting points in key skills across the curriculum.

Cluster Working:

Given the 3-16 continuum that we are working within, we have focused this summer term on a deep review of progression step 3 (which runs from Year 4 to Year 6). Headteachers from Primary Schools in the cluster have met with the Heads of Department from St. Joseph's High School in six collaborative Area of Learning and Experience meetings to unpick what the knowledge, skills, vocabulary and common experiences will look like at the end of Year 6 by drafting a curriculum concept framework across all Areas of Learning and Experiences.

What is the new Curriculum for Wales?

The 4 Purposes:

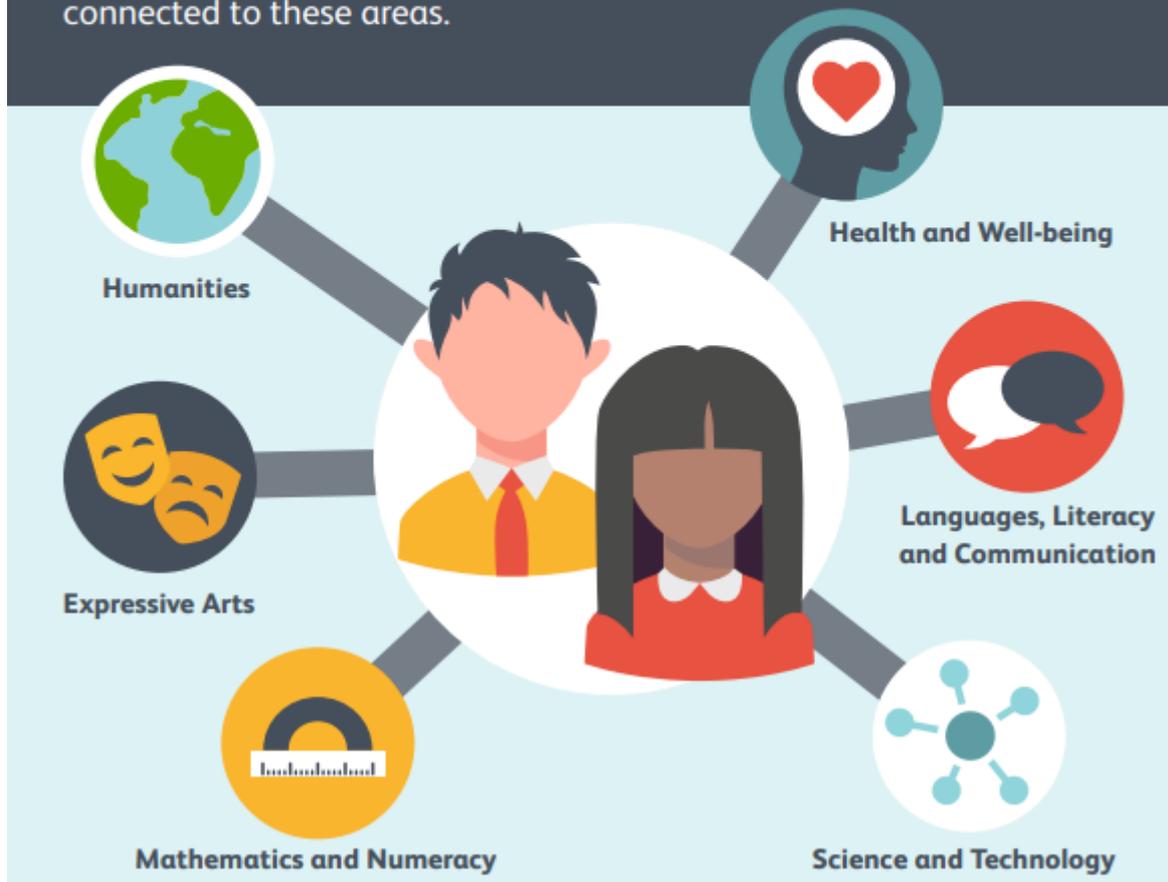
St. Gabriel's RC Primary School is supporting your child to be:

- an ambitious, capable learner, ready to learn throughout their life.
- an enterprising, creative contributor, ready to play a full part in life and work.
- an ethical, informed citizen, ready to take part in Wales and the world.
- a healthy, confident individual, ready to lead a fulfilling life as a valued member of society.



Areas of learning and experience

As well as literacy, numeracy and digital skills, there are **six areas of learning and experience**. Everything your child learns will be connected to these areas.



Through cross cutting themes, the curriculum also covers:

- human rights
- diversity and respecting differences
- experiences and skills for careers and the workplace
- learning about local, national and international contexts
- developmentally appropriate relationships and sexuality education

St. Gabriel's RC Primary Vision for the New Curriculum:

We began by looking at our school in context – it's unique geographical and demographic features and, along with the analysis of the stakeholder responses linked to the development of the new curriculum, a focused discussion took place as to what we needed to undertake in our part of the 3-16 continuum to support learners as they moved towards achieving the 4 purposes. Key aims were identified, pulled apart in terms of 'what we do' and 'what it looks like', drawn together in summative statements which ultimately fed into the overall vision for our curriculum.

This vision underpins the 'why' of our curriculum.



At St. Gabriel's RC Primary, with the light of Christ in our hearts, we explore the wonders of God's world through an authentic curriculum that embraces the joy and love of learning. Our pupils feel safe and secure to become confident, enthusiastic and resilient learners that have self-belief and high aspirations. We recognise and celebrate all our pupils enabling them to confidently progress from individual starting points by developing key and life skills. At St. Gabriel's we support the wellbeing of our learners so they can flourish as they explore their place in the wider world and within it, the gifts they have to offer.

When planning learning and experiences, teachers consider the purpose of the learning and how it can be relevant to the learners across all the areas.

We have an overall school map to chart the themes that run over the school year and link back to the 4 purposes. Each year groups plans a theme (the length of which is not determined by term dates but by the needs of the learners) that blends the areas of learning and experience and provides meaningful opportunities for both new learning, application of skills and crosscutting themes. Pupils are part of this planning – sharing their interests, what they would find engaging, opportunities for independent experiences and how skills could be applied. This long term planning is in the form of a mind map.

The next step is to map out the learning in skeleton mid term plans which also identify possible timescales for the theme – this is a fluid document depending upon the engagement of the pupils.

Weekly planning is mapped out firstly via a timetable to visualise the blends across the areas of learning and then in greater detail to ensure that new learning takes place for all pupils at an appropriate level of challenge. Big Question days, (that can be seasonal, thematic or liturgical) are regularly planned for with a major and minor area of learning and experience applied that enable deeper links to the 4 purposes and emphasise the application of skills in a purposeful and authentic manner.

Learning Progression and Assessment

The teaching and learning strategy of St. Gabriel's Primary School is rooted in the 12 Pedagogical Principles:

1) Create authentic contexts for learning

- *Training has been undertaken linked to authentic hooks (reasons / purpose) for learning experiences that are taking place.*
- *Pupils (and staff!) should know the 'why' of what they are learning.*
- *This is a feature within our monitoring, evaluation and review cycle.*

2) Encourage learners to take responsibility for their own learning

- *Self and peer evaluation takes place progressively across the school.*
- *As pupils become more secure in these practices they take place as 'pit stops' (rather than at the end of the task) so there is immediate impact providing greater purpose to the feedback provided.*

3) Support social and emotional development & positive relationships

- *We have a whole school behaviour blueprint that focuses upon consistent and positive behaviour management.*
- *A range of wellbeing support systems are in use across the school: ELSA, COMiT, Restorative Justice, De-escalation team teach strategies, Lego ABC Nurture, The Angry Gremlin for Anger Management and Talk and Draw.*
- *Every child from Y2 up has a voice in our Pupil Parliament – School Senydd:*
- *Pupil voice is in place across the school through both participation and consultation.*

4) Encourage collaboration

- *Our Read Write Inc. approach which runs across the school utilises staff collaboration and pupils to also collaborate linked to their grouped learning targets.*
- *Staff collaboration takes place within phase and staff meetings alongside opportunities for peer to peer support.*
- *School to School working is planned through the close cluster working of Primary Headteachers.*

5) Sustained pupil effort to reach high but achievable targets

- *We have relevant expectations for each focus group derived by differentiation being by assessment.*
- *All open tasks have a success criteria linked to 'Must, Should and Could'.*
- *Growth Mindset scripts are interwoven into our approaches.*
- *We have a bespoke response in marking by closing the gap relevant to that pupil.*

6) Employing a broad repertoire of teaching approaches

- *Teachers are proficient in a range of strategies relevant to the learning experience at hand: Direct teaching, Focus group carousel, Modelling, Interactive, Exploring and discovering, Research. Peer to peer and Independent approaches are all utilised effectively.*

7) Promote problem solving, creative & critical thinking

- *Problem solving is based on an authentic need to apply a skill.*
- *Creative opportunities are available through planned and individual opportunities.*
- *Critical thinking is supported through the 'thinking maps' graphic designs.*

8) Build on previous knowledge & experience to engage interest

- *Teachers work within the thematic overview to create increasingly 'open' topics. Pupils are then able to suggest ideas that link areas of learning and experience that link with their interests. These are then referenced within mid term planning and the week by week evolving learning journey display board as 'pupil shout outs'*

9) Focus on the 4 purposes

- *This is the starting point for all thematic planning – the purpose of authentic learning.*
- *Examples of key learning linked to the 4 purposes are built over the year through collaborative display boards in each school corridor.*

10) Use assessment for learning to accelerate progress

- *In the lower school we use self assessment system linked to personal reflection alongside discussion with staff. In the upper school we use self assessment / editing / pit stops – green editing pen alongside the same principles for peer assessment.*
- *All peer and self assessment takes place against the WILF and provides opportunities to draft / edit based on feedback prior to teacher marking and providing feedback.*
- *A range of interactive assessment for learning strategies are in place across the school.*

11) Make connections within and across Areas of Learning and Experience

- *Blended learning is key to make learning meaningful and capitalising upon real life seasonal, thematic and liturgical events provides purpose within all areas of learning and experience.*

12) Reinforce Cross Curricular responsibilities - Literacy, Numeracy and Digital

- *Opportunities to apply the cross curricular responsibilities of literacy, numeracy and digital competence are when we can review whether skills are truly embedded – a range of opportunities are provided both in planned and independent measures.*

Assessment Milestones

At the start of each school year a range of assessment tools are employed:

- Basic numeracy test which provides a numeracy age for comparison against chronological age
- Salford reading test which provides a reading age for comparison against chronological age
- Review of the 100 High Frequency words linked to spelling
- Lower school: Read Write Inc. assessment

Over the year:

- Lower school: half termly Read Write Inc assessment
- Upper school: cold tasks for numerical maths strands / writing genres
- PM benchmarking in the Spring and Summer terms
- Yrs 2-6: Personalised Welsh Government online assessments (Reading, Reasoning and Procedural Numeracy) in the Spring and Summer terms

Parents / Carers have a progress meeting with their child's class teacher in the Autumn and Spring terms followed by a written report (and the opportunity to discuss should they wish) in the Summer term. This written report is a cluster model – along with the narrative linked to a pupil's undertakings in the year, it also clearly references whether skills, attitude and standard achieved is above expected, expected, expected with support or not at expected with support for their year group.

Class teachers have individual pupil dialogue meetings each term with the headteacher to review progress, identify spotlight children and determine the actions to be implemented to support next steps.

A review to standardise what is 'expected' at the end of each progression step for each area of learning experience is planned by the cluster of primary schools that feed into St Joseph's High School, along with the relevant High School Head of Departments in the next academic year.

Going Forward:

Our journey to Curriculum for Wales is only just starting in 2022 and therefore within each term there will be reviews undertaken by Area of Learning and Experience leads.

Curriculum for Wales is a standing item on our cluster agenda and relationships are continuing to develop across the 3-16 continuum.

Twilights will be utilised to delve deeper into thematic approaches and also a common understanding of the standards and expectations within the progression steps.

Online surveys will be utilised along with information sessions to gain feedback on actions undertaken linked to the new curriculum and support the development going forward.

We will continue to focus on authentic and purposeful blended opportunities allowing the learning (and assessment of) to be the driver not the boxes on a timetable.

