

Ysgol Gynradd Pontnewydd Curriculum Summary

What is the ‘Curriculum’ in Pontnewydd Primary School.

A school curriculum is everything a learner experiences in school. When designing Pontnewydd's curriculum we have the needs of our learners at the forefront of our minds.

We carefully consider **What** we teach, **How** we teach it and also **Why** we teach it.





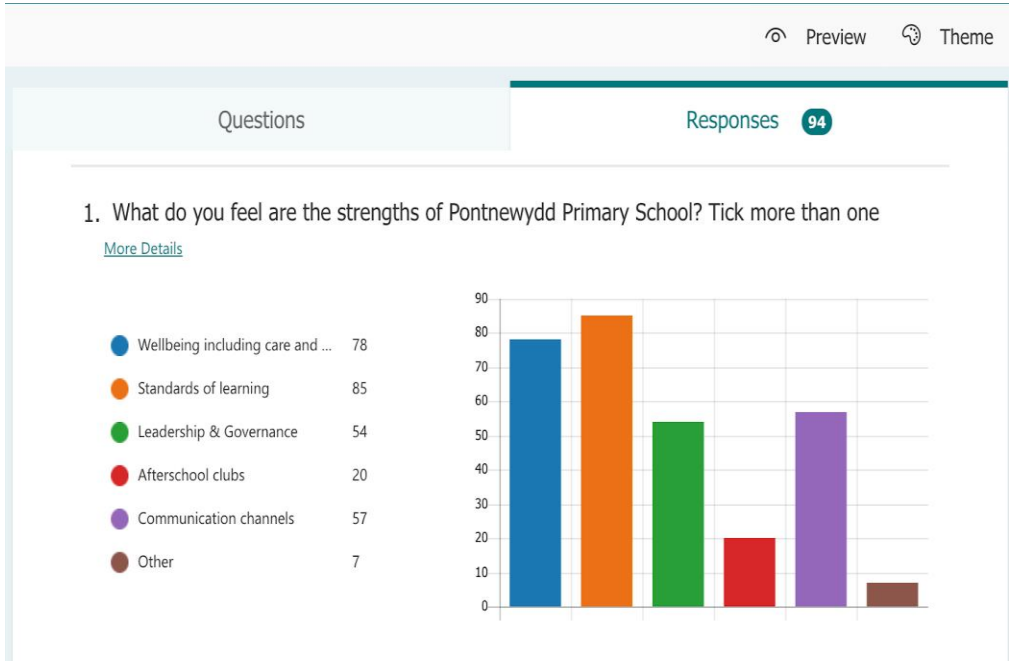
Four Purposes

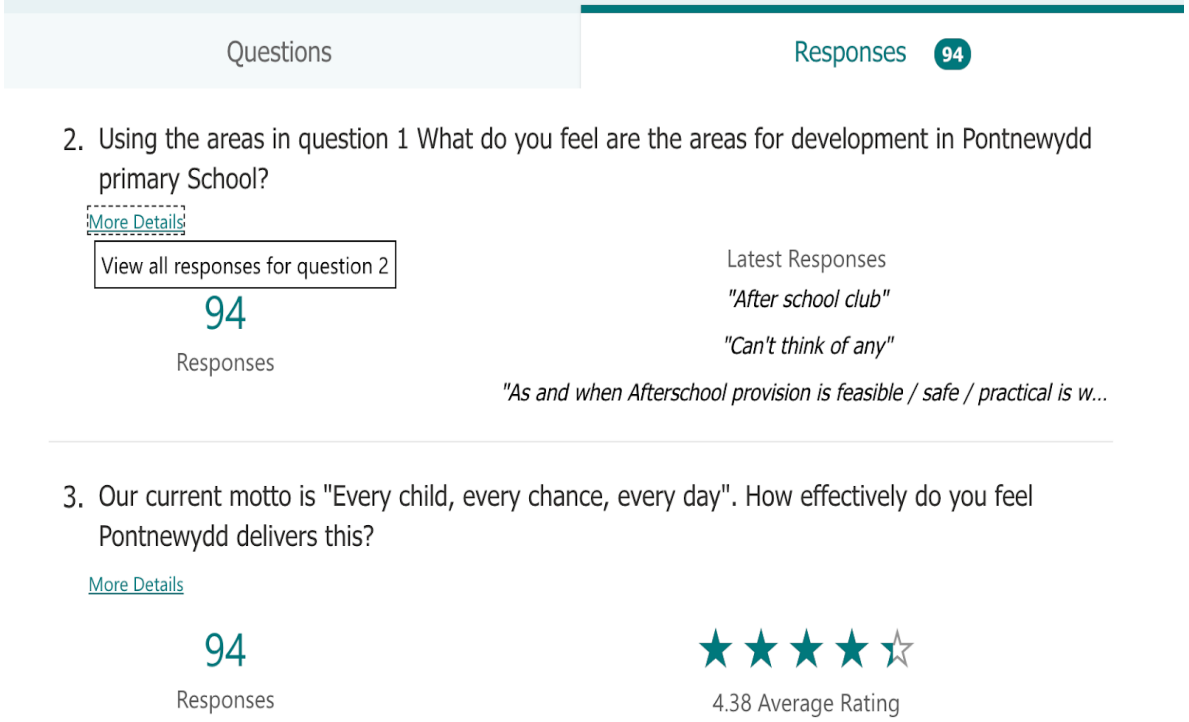
The four purposes are the starting point and aspiration for our curriculum design. Ultimately, the aim of our curriculum is to support our learners at Pontnewydd Primary school to become:

- **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.**

Who has been consulted in our community?

Before designing our curriculum we used Forms to gauge the views of the pupils, parents, governors and the local community on what the Four Purposes mean to them. For example:





Using the results, we developed a new school vision
Nurture, Inspire, Achieve



Our Vision

At Pontnewydd Primary School our vision is to create a learning community that:

Nurtures-nurtures all children with their emotional wellbeing at the heart of all that we do. Ensuring our children are safe, happy and have self-belief. To create children who feel valued and are healthy and confident. Children who are respectful and compassionate towards themselves and others.

Inspires-inspires all children to dream big. To set themselves high expectations. Children who are adaptive to change and resilient when faced with challenges. Children who have high aspirations of themselves and others.

Achieve- encourages children to achieve their individual full potential and become positive citizens who contribute to their community, society and the wider world. Children who are innovative, creative and critical thinkers. Children who have a love for learning throughout their lives.



Aims At Pontnewydd Primary School, we enable our pupils to become:

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

At Pontnewydd Primary School, we enable our staff to:

- Continue to develop their own professional learning
- Feel valued
- Feel supported in their wellbeing
- Work collaboratively as part of a team with shared aims and values.

At Pontnewydd Primary School we will:

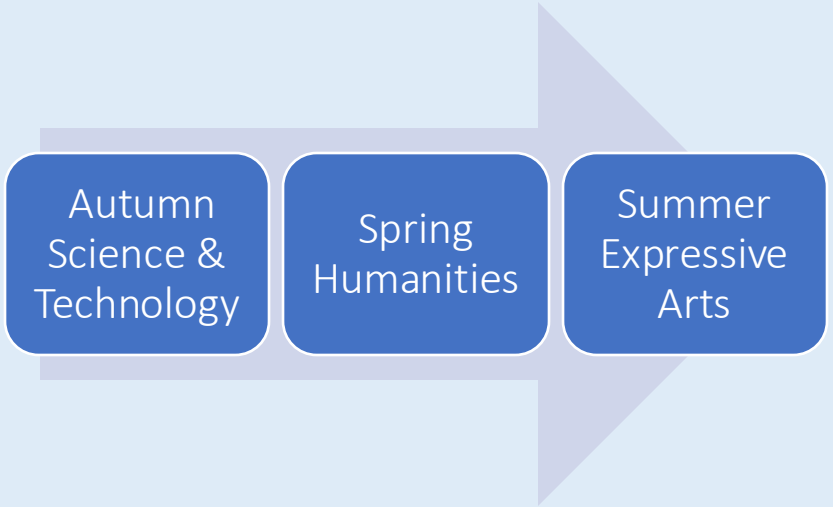
- Deliver a curriculum where the pupil voice is at the heart of learning
- Ensure that learning is fun and engaging
- Provide learning experience that are authentic
- Provide the children with opportunities to work collaboratively and to lead their own learning.

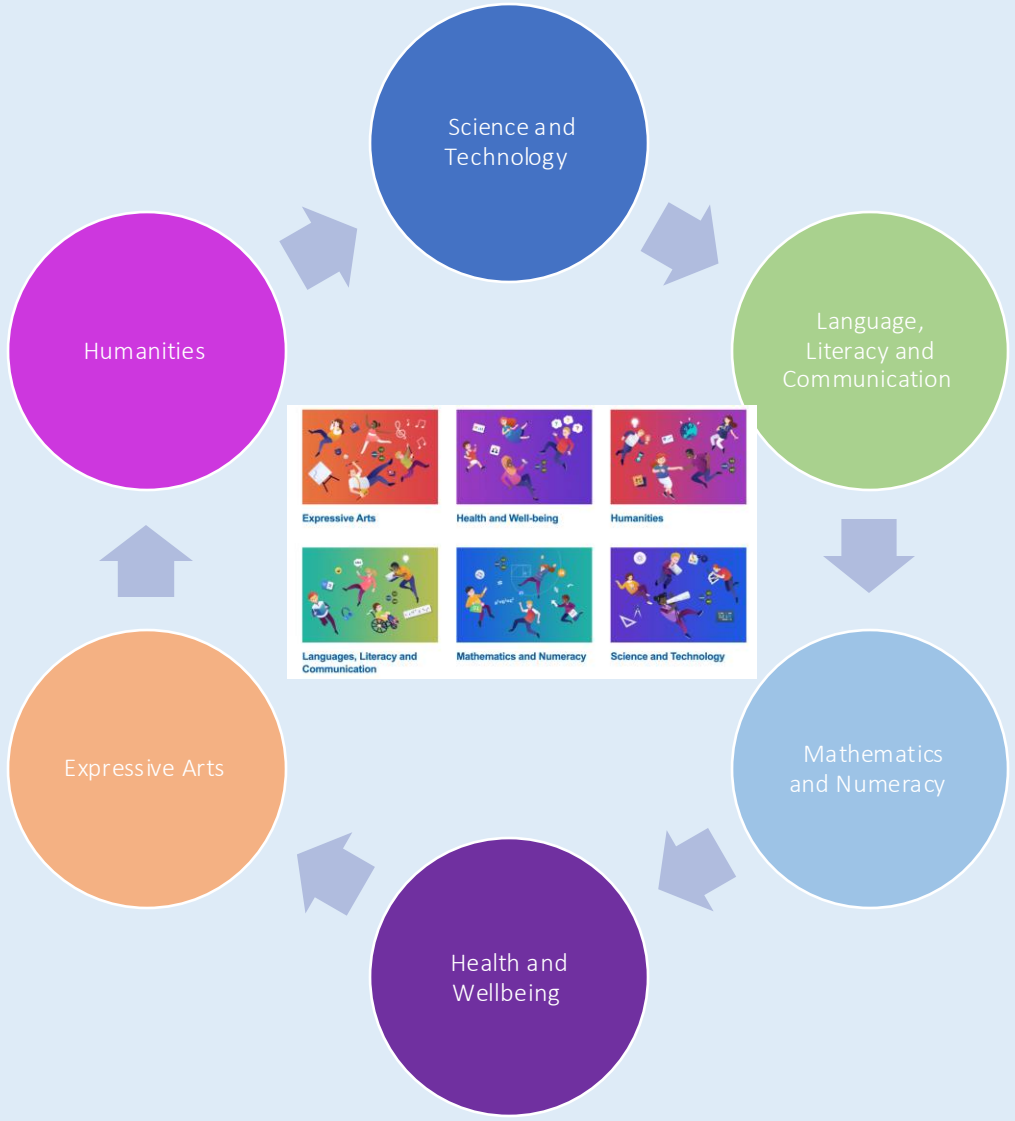
Excellent teaching is essential if we are to realise the Four Purposes, our vision as a school and the requirements of the Curriculum Framework. Ensuring a high-quality learning environment is vitally important to us at Pontnewydd Primary School for both learners and practitioners. We constantly reflect upon, share and develop our teaching practices, based on our understanding of the **12 Pedagogical Principles** set out in the Curriculum Framework and the practices we find to be successful in our school.

The 12 Pedagogical Principles			
1. Focus on achieving the Four purposes	2. Challenge learners and emphasise the importance of continuous effort. convey high, achievable expectations	3. Use a range of teaching methods	4. Develop problem solving skills, creative skills and the ability to think creatively.
5. Building on prior knowledge and experience. Engage interest.	6. Creating authentic contexts	7. Implementing formative assessment principles	8. Extend within and across the Areas of Learning
9. Reinforcing and practicing cross-curricular skills - literacy, numeracy and digital competence	10.Develop learners to take increased responsibility for their own learning and to develop as independent learners.	11.Promote social and emotional development and positive relationships	12.Promote collaboration

Our Curriculum Model – led by pupil voice

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 unpick the 27 Statements of What Matters to make links across all Areas of Learning and Experience as appropriate. We support learners to engage in their learning with increasing depth and sophistication over a period of time through a spiral of learning model. We do this throughout the year with our overarching themes of:





Planning

When planning at Pontnewydd Primary School emphasis is placed on offering our learners high quality **rich, broad and deep learning experiences**. This means giving learners the time to acquire, practice and apply knowledge and skills to embed their learning and not to rush through work to 'achieve content'. This lays a solid foundation for the next stages of their learning and means that they build on their learning and progress throughout their time here.

We also plan to ensure that our provision and teaching develops the **Integral Skills** below which are essential for our learners to achieve the Four purposes.

Creativity and innovation	• **Inquire, explore, be curious, create and share ideas** • **Link experiences, knowledge and skills**
Critical thinking and problem solving	• Question and evaluate information and situations • Identify problems and suggest different solutions • Make decisions objectively
Personal Effectiveness	• Develop emotional intelligence, confidence and independence • Evaluate and discuss their current learning and next steps • appreciate the value of and celebrate mistakes • discuss and consider their views and values, and their ethical, social, cultural implications
Planning and organization	• Set goals for their learning and discuss and reflect on their progress

Cross Curricular Skills & Cross Cutting Themes

Cross Curricular Skills **We plan for the development of the following cross-curricular skills within and across the Areas of Learning and Experience using the revised national frameworks**				
Literacy		Numeracy		Digital Competence
Cross-cutting themes We shall include and extend the themes below across the curriculum				
Relationships and sexuality education	Human Rights education and the united Nations Convention on the Rights of the Child (UNCRC	Diversity	Careers and work-related experience	Local,National and International Context

Mandatory elements

The school will also plan to secure the mandatory elements of the curriculum when planning:

- Religion, Values and Ethics,
- Relationships and Sexuality Education
- Welsh
- English



6 AOLEs – there are six Areas of Learning Experiences that are planned for using authentic learning experiences

The Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Languages, Literacy and Communication	Science and technology
Disciplines developed in this school : Art, Music, Dance Drama Film and Digital Media	Disciplines developed in this school : Physical Health and development, mental health, emotional and social wellbeing	Disciplines developed in this school : Geography, History, Religion , Values and Ethics, Business Studies, Social Studies, Economics, Philosophy	Includes 5 interdisciplinary comp etences: 1.Conceptual Understanding 2.Communication using symbols 3.Fluency 4.Logical reasoning 5.Strategic competence	Disciplines developed in this school : Welsh,English, International Languages , Literature	Disciplines developed in this school : Biology, Chemistry, Computer Science, Design and Technology, Physics

What Matters Statements for the 6 Areas of Learning and Experience

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

Assessment and Progression

We use the **Descriptions of Learning** for each **What Matters Statement** to assess and plan for learners' progress. These broadly correspond to expectations for ages 5, 8, 11, 14 and 16 and offer guidance on how learners should demonstrate progress within each Statement. These are not used as a list of tick boxes, but as tools to consider when planning for our learners' progress. In addition, there are **Principles of Progression** that underpin our planning for learners' progress across the fields over time

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

Learners' progress is the primary purpose of assessment and not an accountability exercise. To this end, we at Pontnewydd place a premium on developing a holistic picture of each learner's development, including their well-being, independence, readiness and desire to learn as well as the development of their skills, knowledge and understanding. We emphasize the importance of ensuring a shared understanding of progress across the school and cluster and on regular discussions with parents and carers to discuss their child’s progress.

We have developed an Assessment Strategy.

Our Assessment Strategy

Why do we use assessment in Pontnewydd Primary School?

- ✘ support individual learners on an ongoing, day-to-day basis
- ✘ identify, capture and reflect on individual learner progress over time,
- ✘ understand group progress in order to reflect on practice.
- ✘ To inform planning

Modes of assessment we use:

- Accelerated Reader
- Accelerated Maths
- Foundation Phase On-entry
- Personalised Assessments
- Read Write Inc Assessments
- Welsh Oracy Pathways
- LLC Pathways
- DCF Pathways
- Big Maths
- Spellings Tests
- Observations
- Surveys & Questionnaires
- Pupil Progress Reviews
- Parent Reviews
- Four quarter marking
- Assessment for Learning: Dylan Wiliams
- ALN Reviews
- WRATS
- Removing barriers to learning matrix
- LRB On-entry
- Intervention:
- RWI
- Teacher Talking
- English Catch Up
- Maths Catch Up
- Freckles
- Reading Catch Up
- Stirling Wellbeing
- Leuven Scale



Croesyceiliog Cluster Work

To ensure equity for learners within the Croesyceiliog cluster we felt it was important that there is a shared understanding of the fundamentals of curriculum design. Therefore, we have developed a cluster curriculum vision. The Croesyceiliog cluster is committed to realising the four purposes of the curriculum through:

- Instilling pride in our learners, of their communities and identity, developing their sense of 'Cynefin'
- Placing wellbeing at the heart of our schools, in order to shape positive futures
- Nurturing success in order to open a world of opportunities
- Promoting equity and equality whilst celebrating diversity
- Inspiring curiosity and igniting a love of lifelong learning
- Empowering learners to build connections across their learning; enabling achievement for all.



How will it be reviewed?

Our curriculum will be reviewed annually. In collaboration with our cluster of schools and our own community we will have a robust system to monitor the successes and the areas to develop each year. We will evaluate with all stakeholders what we have achieved and how we can further improve our curriculum in response to local, national and world developments. The views of the whole community will feed into future planning. We will be flexible in our approach to ensure that we offer the children of Pontnewydd Primary the best learning opportunities to create successful future citizens of Wales.