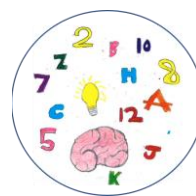




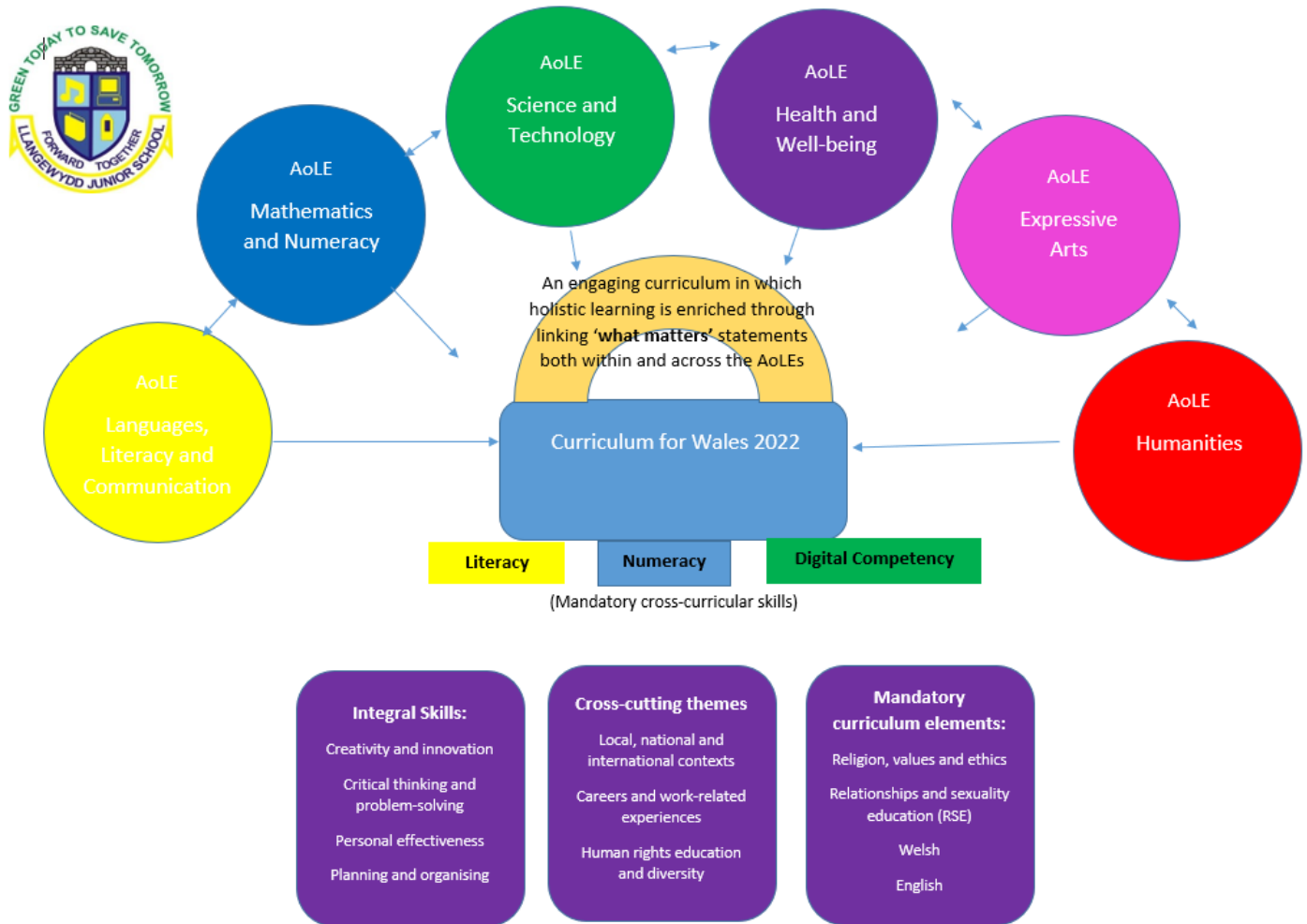
Llangewydd Junior School A Summary of our Curriculum







How our curriculum meets the required elements set out in the national framework, starting from the four purposes.

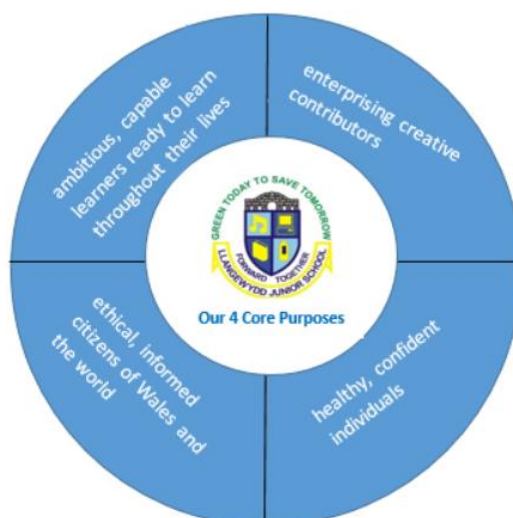
At Llangewydd Junior School, we have been working hard to prepare for the new Curriculum for Wales – planning, designing and refining an inspiring, enriching curriculum for our 21st Century learners. As a school, we have adopted a thematic, cross-curricular approach to teaching and learning that blends the six Areas of Learning and Experience (AoLEs) – Languages, Literature and Communication, Mathematics and Numeracy, Science and Technology, Humanities, Health and Well-being and the Expressive Arts. Our curriculum:

- covers the six areas of learning and experience.
- encompasses the statements of '*What Matters*'.
- reflects the *principles of progression* set out in the progression code.
- includes the *mandatory curriculum elements* (Religion, Values and Ethics framework, Relationships and Sexuality Education (RSE), Welsh and English)
- encompasses the *mandatory cross-curricular skills* (Literacy, Numeracy and Digital Competency)
- develops *integral skills* within a wide range of teaching and learning – creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising.
- incorporates opportunities for learning and consideration of *cross-cutting themes* – Local, national and international contexts, Careers and work-related experiences, Human Rights Education and Diversity.



In the context of a fluid and flexible timetable, our rich, topic-based approach is shaped by our Four Purposes as we nurture:

- 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. 



Each half term, topics with a specific AoLE bias are chosen and a balance between the AoLEs is achieved throughout the academic year e.g.

Autumn Term	Humanities Topic (History bias)
Spring Term 1	Science and Technology driven topic
Spring Term 2	Health and Well-being driven topic
Summer Term 1	Expressive Arts driven topic
Summer Term 2	Humanities Topic (Geography bias)
N.B. Languages, Literacy and Communication, Mathematics and Numeracy and digital competency skills are taught throughout all our topics	

ethical, informed citizens of Wales and the world

ambitious, capable learners, ready to learn throughout their lives

Literacy

Numeracy

Digital Competency

Topics - Yearly Overview

Critical Th. / Problem S.	Planning and organising
Creativity / innovation	Personal effectiveness

Humanities
(History bias):

Y6 – Blitz and Pieces

Y5 – The Victorians

Y4 – The Terrifying Tudors

Y3 – The Empire Strikes (back)!

Science and
Technology:

Y6 – Blue Planet

Y5 – Space

Y4 – World of Water

Y3 – The Ugly Bug

Health and
Well-being:

Y6 – Show Racism the Red Card

Y5 – Wonder

Y4 – Belonging

Y3 – Let's get Fit and Funky!

Expressive
Arts:

Y6 – Young Apprentice

Y5 – India

Y4 – The Iron Man

Y3 – The Mousehole Cat

Humanities
(Geography bias):

Y6 – Africa

Y5 – India

Y4 – China

Y3 – Home Sweet Home

Autumn Term

Spring Term 1

Spring Term 2

Summer Term 1

Summer Term 2

RSE and RVE to be linked to thematic / cross-curricular topics where appropriate. Discrete lessons to be taught at relevant times throughout the year e.g. festivals, Easter, Christmas, Hannukah...

Welsh (and French as an international language) to be linked to thematic / cross-curricular topics where possible.

Discrete lessons to be taught where more appropriate.

enterprising, creative contributors, ready to play a full part in life and work

Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

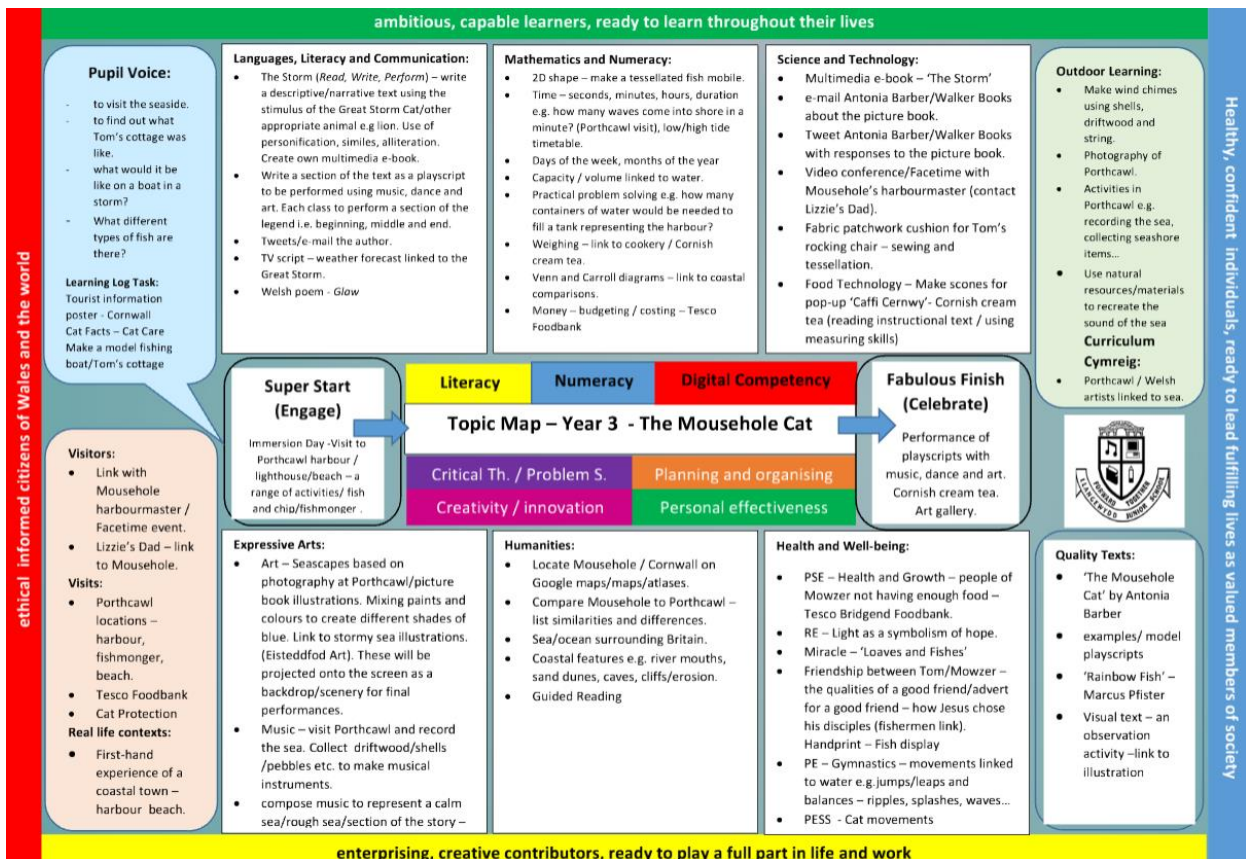
During their time with us, our learners will enjoy exploring exciting, engaging topics such as *Space*, *Blitz and Pieces*, *Junior Apprentice*, *World of Water*, *Let's Get Fit and Funky*, *Wonder* and *The Terrible Tudors*. Our topics are always shaped by the four purposes, informed by our pedagogical principles and responsive to Pupil Voice and current events. Each topic is launched with a 'Super Start' - immersion activities or experiences to engage the children's interest and enthusiasm for their anticipated learning. Similarly, each topic culminates with a 'Fabulous Finish' event to celebrate or showcase the learning that has taken place with parents, governors and other stakeholders.

- Literacy, numeracy and digital competency skills are taught throughout all our topics.
- Whole Class Guided Reading linked to each topic is taught in 2 x 30 minute sessions every week in 3 week units with a balance achieved between fiction, non-fiction, poetry and digital literacy throughout each term.
- Mathematics is taught as a discrete subject (often the first lesson of the day) using *Big Maths* as a teaching approach. Numeracy skills taught in these lessons are then consolidated, applied and extended in topic lessons across the curriculum.
- RVE is linked to thematic, cross-curricular topics where appropriate, however, discrete lessons may be taught at relevant times throughout the year e.g. festivals, Easter, Christmas.

- Welsh and French are linked to thematic, cross-curricular topics as much as possible but discrete lessons may be taught where more appropriate.
- *Lexia* and *Reading Eggs* literacy interventions are accessed by specific learners independently throughout the school day.

We implement a fluid, flexible timetable structure where sequential lessons build cumulatively and activities may be sustained over a series of lessons in order to secure quality outcomes.

Here is a typical example of our planning for our cross-curricular topics and how this translates from plan to teaching and learning activities in practice:



How Practitioners have been engaged to inform the curriculum's development:

- We implement a collaborative approach to curriculum design – sharing ideas, expertise, as well as problems and jointly developing solutions. Every half term, year group teachers meet with the Assistant Headteacher to plan new cross-curricular topics (or to refine existing ones) informed by Pupil Voice input. Everyone's contributions are valued and shape the final topic plans and the school places an emphasis on curriculum development through co-construction.
- In these half termly meetings, year group teams review curriculum planning and track CfW coverage with reference to the descriptions of learning within the Curriculum for Wales statements of *what matters*. This whole school tracking process provides an opportunity for teachers to ensure that a broad and balanced curriculum is delivered throughout the school year and indeed throughout our phase of education. It has also helped the school to identify areas for improvement that have been/are being addressed through staff engagement and professional learning e.g. Rights of the Child, Computational thinking, Welsh reading, French as an international language.
- An AoLE team staffing structure has been established with a focus on curriculum development. The composition of these AoLE teams is informed by teachers' subject specific expertise and interests with a view to giving each team ownership of curriculum design within their specific AoLE.
- Each AoLE team has engaged in high-quality thinking and discussion in order to develop and articulate a vision for their AoLE within our curriculum. This vision has informed each AoLE team's collaborative writing of a policy for their AoLE.
- Curriculum plans are shared with AoLE teams who consider whether aspects of the planning can be refined as well as evaluating curriculum coverage and skills progression for their AoLE.
- Teachers have planned and co-ordinated special whole school curriculum days or weeks to promote and celebrate specific aspects of our curriculum e.g. Science Week, Internet Safety Day, Children's Mental Health Week.
- Teachers and support staff engage with professional learning opportunities focused on our curriculum design process and provision:
 - termly AoLE network meetings
 - training by external facilitators such as Barefoot Computing and our Welsh in Education Officer
 - internal INSET delivered by practitioners e.g. in Writing, aspects of computation, French as an International Language, RSE.

Connections are made to wider reforms (Additional Learning Needs and Educational Tribunal Act and Welsh in Education) to ensure activity is mutually reinforced.
- A mentoring and support programme informed by our preparations for CfW has operated with teachers working alongside the Assistant Headteacher to focus on ensuring that our pedagogical principles and curriculum vision are reflected by our actual classroom practice.
- Teachers and support staff encourage our learners to link all lessons to our four purposes and use our learner-designed 'four purpose logos' within lessons. Emphasis is placed upon developing our learners' understanding of 'why' things are learned and done. Similarly, in designing our curriculum, our teachers self-challenge our provision, considering why specific learning matters and what the essence of that learning is.
- Teachers participate positively in a MER process driven by priorities for curriculum development.
- Teachers make valuable contributions to achieving specific curriculum development targets within our SIP.
- Teachers respond promptly and pro-actively to new curriculum guidance as it is published e.g. identifying opportunities to link RSE activities to our topics.
- The Assistant Headteacher is a member of our cluster family of schools' Curriculum Reform Group. This working party has a remit focused on curriculum reform issues and the sharing of good practice as we engage with CfW. Its current priority is to facilitate the securing of cluster-wide continuity and progression across all AoLEs.



How Learners have been engaged to inform the curriculum's development:

- Before every topic, through designated 'Pupil Voice' time, teachers plan with our learners aspects of a topic that they would like to explore. This is done before the formal planning process begins, is recorded on our planning template and then informs our teachers' topic planning. This approach invests the children with ownership of their learning, making it more engaging and purposeful for them.
- Teachers' short term planning is responsive to pupil voice ideas and, as a topic evolves, the focus within a topic may be adjusted or refined based upon learners' personal choices, enthusiasms or interests.
- Every class has a Pupil Voice display where the children's topic ideas and questions are presented in 'Pupil Voice' speech bubbles.
- A self-evaluative culture is fostered at our school with teachers regularly creating opportunities for our learners to reflect upon their learning – What worked well and why? What could be improved and why? Which curriculum activities did they enjoy and why? Which did they not enjoy and why? Feedback from our learners is valued and informs a potential adapting and refining of our curriculum provision.
- The school has established seven Pupil Voice committees which take an active part in the life of our school, each consisting of a teacher representative and elected representatives from each class in the school. The Pupil Voice committees have responsibility for discussing, shaping and making decisions about different aspects of school life and have a significant impact upon our curriculum provision. The seven committees are:
Teaching and Learning Committee Children's Rights Committee Criw Cymraeg Digital Leaders
Eco Committee Playground Well-being Committee Outdoor Sports Committee
 These committees then send a representative to an over-arching Pupil Voice Forum. The school highly values the views and opinions expressed by the Pupil Voice committees on behalf of their peers and takes these into consideration when planning ways in which the quality of school life can be improved. In recent years, for example, playground equipment/games have been purchased and our school library developed as a direct result of ideas proposed by Pupil Voice committees.
- The Teaching and Learning Pupil Voice committee have focused on raising their peers' awareness and understanding of our four purposes. They launched a 'Four Purposes Logo Competition' and asked each year group to design a logo for one of the four purposes. After a process of looking carefully at the submitted logos and discussing their impact, the Teaching and Learning Committee chose four winning logos which are now used throughout the school as a reference point for thinking about which of the four purposes our learning addresses.
- Our Digital Leaders champion digital competency, computational thinking and the safe and positive use of technology in and beyond our classrooms. They embed the use of technology throughout the school through peer-to-peer support, modelling the use of apps/programs to teaching staff and leading on improvements in our e-safety provision.
- Our Rights Respecting School Ambassadors work hard to promote the articles of the UN Convention on the Rights of the Child throughout our curriculum within their classes and throughout the school. They raise peers' awareness of their key rights that are embedded within the ethos and values of our UNICEF Bronze Award Rights Committed school. Their projects include supporting their teachers in linking learning to the UNCRC articles, educating their peers about their rights through a weekly assembly and working on actions to achieve the UNICEF Rights Respecting Silver Award.
- Our Criw Cymraeg promote a strong Welsh ethos and a commitment to bilingualism, encouraging our learners to enjoy using the Welsh language across the curriculum. Their responsibilities include introducing the 'Welsh Phrase of the Fortnight', leading Welsh-themed assemblies, celebrating our 'Siaradwyr yr Wythnos' and supporting teachers in the teaching of Welsh yard games. Criw Cymraeg were instrumental in helping us to achieve our Bronze Siarter Iaith award and are currently working hard towards achieving our silver award.
- Welsh Government's 'A Young Person's Guide to the new Curriculum for Wales' has been shared with our learners.



Our Teaching and Learning Committee



Our Digital Leaders

How Parents, Carers and the Wider Community have been engaged to inform the curriculum's development:

- Each topic within our curriculum culminates with a 'Fabulous Finish' event to celebrate or showcase the learning that has taken place with parents and carers, governors and other stakeholders. Our 'Fabulous Finish' events may be in the form of an exhibition, a performance, a demonstration, the screening of a video, a workshop etc. Feedback from these events has been very positive and they serve to highlight to parents and carers the broad and balanced curriculum that we offer.
- Our teaching and learning activities and approach to Curriculum for Wales are shared with parents, carers and the wider community via our school and individual class Twitter accounts as well as our school website. Tweeted photographs show the range of learning in which our children are engaged.
- Our Blended Learning provision using Google Classroom and other digital platforms such as *Bug Club*, *Lexia* and *Reading Eggs* has succeeded in shaping parents and carers' perceptions of our preparations for Curriculum for Wales. We 'blend' face to face teaching and learning that takes place at our school with tasks and activities that our learners are asked to complete at home – online, offline or a combination of both.
- A 'Working in Partnership with Parents and Carers' letter has been sent to all parents and carers with a view to further developing partnerships with them in order to provide a curriculum that engages, enthuses and inspires our children. Parents have been invited to complete an online form, giving details about their specialisms, skills, businesses and contacts that could potentially contribute to enriching experiences for our learners. As a result, we have established a database of information that we can use to help us sustain our commitment to co-constructing our curriculum, collaborating with parents, carers and the wider community.
- A 'Our Preparations for Curriculum for Wales' letter has been sent to all parents and carers, providing them with key information about our approach to Curriculum for Wales and signposting them to our Curriculum Policy on the school website. This has been reinforced by the sharing of Welsh Government's parent and carer-friendly 'A Guide to the new Curriculum for Wales':

[A new curriculum- A guide for parents](#)

as well as a link to the short Welsh Government YouTube video, 'A New Curriculum for Wales':

[A new curriculum for Wales - YouTube](#)

- Our approach to Curriculum for Wales is summarised for parents, carers and the wider community in our school prospectus.
- We welcome any opportunities to co-construct our curriculum with partners beyond the school such as local schools, businesses, organisations, professionals, artists, theatre companies, places of worship etc. Our curriculum, for example, is enhanced by working collaboratively with partners such as SUSTRANS, Theatr 'na Nog, NatureQuest Academy, Nuffield Health, Bryntirion Comprehensive School, Forces Fitness, Sapphire and Salt, UAA Dance Academy, National Museum Wales, Swim Safe, a local church, mosque and Hindu temple...
- A carousel by local businesspeople with links to the school was organized as part of Year 6's Young Apprentice enterprise-orientated topic. Local businesspeople talked to the children about their career paths, experiences and aspects of running one's own business.



NatureQuest Academy



Some of our
Curriculum
Co-construction
Partners



Forces Fitness



UAA Dance Academy



Swim Safe

Information about how the school is approaching learning progression and its arrangements for assessment.

- The school has engaged with the conceptual progression maps (supported by materials, video recordings and resources) developed as part of the cross-regional curriculum design programme led by education researcher and author Lucy Crehan.
- Our cluster family of schools' Curriculum Reform Group has initiated an approach to securing cluster-wide continuity and progression across all AoLES and will use the Lucy Crehan and CSCJES materials as a reference point.
- In the academic year 2022-2023, teaching staff from all schools within our cluster will collaborate in AoLE teams to map out the knowledge, skills and experiences needed to secure continuity and progression both within and across the progression steps. Strands will be identified within statements of what matters and descriptions of learning will be broken down into a sequence of knowledge, skills and experiences as appropriate.
- In half termly meetings, the Assistant Headteacher and year group teams review curriculum planning and track CfW coverage with reference to the descriptions of learning within the Curriculum for Wales statements of *what matters*. This whole school tracking process provides an opportunity for the curriculum lead and teachers to ensure that a broad and balanced curriculum is delivered throughout the school year and that there is progression in all AoLEs throughout our phase of education.
- The school has produced a new Assessment and Feedback policy to reflect WG guidance and information for designing assessment arrangements within a school curriculum.

Our arrangements for assessment are shown on the Assessment and Feedback Calendar overleaf. These:

- support the progression of each individual learner in relation to the 3 to 6 continuum.
- place learners at the heart of assessment and support them in becoming active participants in the learning process.
- show how assessment at our school is an ongoing process indistinguishable from learning and teaching.
- prioritize the formative role of assessment in teaching and learning in helping our learners to understand what they have achieved and what the next steps in their learning are.
- 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.
- reflect how a shared understanding of progression, developed through professional dialogue, is integral to our curriculum design and improving learning and teaching.
- draw on a wide range of assessment approaches to build a holistic picture of each learner's development.
- promote engagement between the learner, parents/carers and practitioners with a view to securing learner progression and well-being.
- are appropriate for the needs of all our learners including the diverse needs of individual learners. Our assessment arrangements take account of IDPs and their individual curriculum requirements.

In addition:

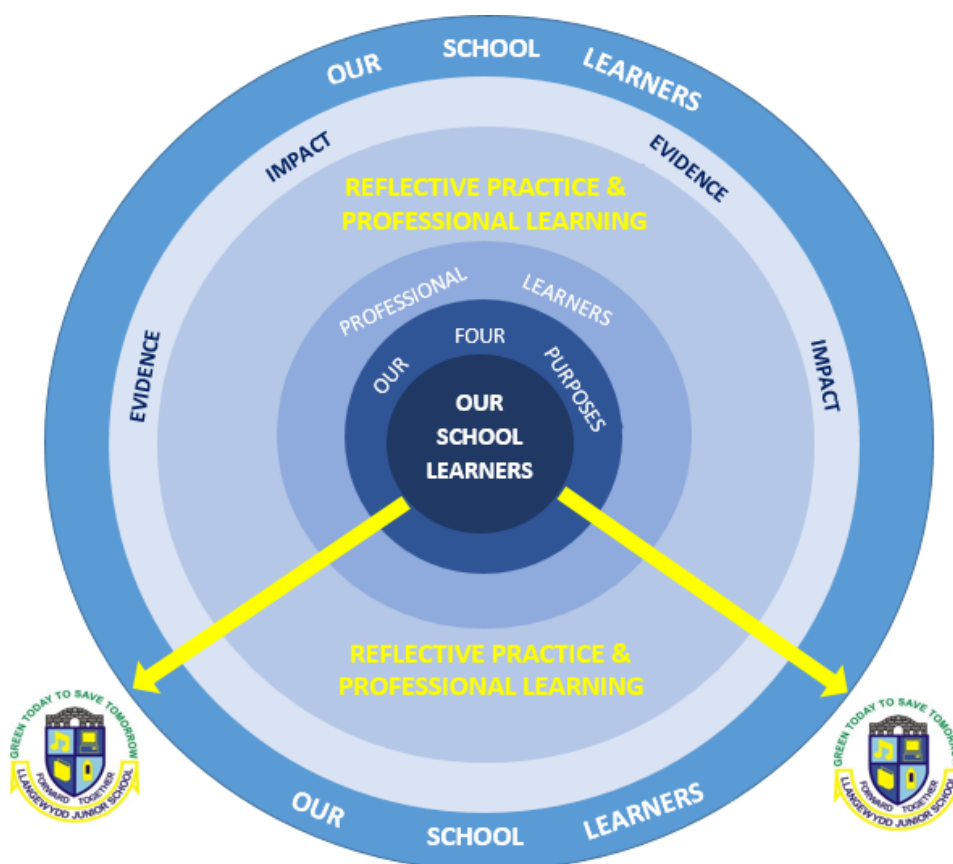
- assessment will not be used to make a one-off judgement on the overall achievement of a learner at a set age or point in time against descriptors or criteria on a 'best-fit' basis.'
- outcomes of statutory online personalised assessments will be used to help teachers and learners understand how a learner's reading and numeracy skills are developing and what the next steps should be. They will be used to support learning and teaching.
- 'on-entry assessments' in literacy, numeracy and well-being and aligned to our adopted curriculum will be undertaken by each learner upon admission to our school.
- new transition digital portfolios of work to promote a continuity of learning are being developed and will be transferred from Llangewydd to Bryntirion Comprehensive (or to other secondary schools). Transition plans will take account of how we will consider and support the individual progress of a learner and their mental health and emotional well-being.
- We pursue a dynamic approach to providing information to parents and carers, one which facilitates two-way communication/engagement and truly allows the parent/carer to actively play a role in the learner's progression. To support continuous feedback, we provide at least one progress update to parents/carers a term in a range of formats. These include face to face Parent-Teacher meetings, telephone calls, ALN Reviews and a written report etc.'

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

- Our school recognises that curriculum design is a continuous process of refinement, rather than a project with a final outcome.
- Non-contact time where teachers can genuinely collaborate on refining our curriculum design in year group teams working alongside the Assistant Headteacher is planned for every half term.
- Similarly, directed time regularly provides AoLE teams with opportunities to focus on aspects of curriculum reform including contributing to planning, mapping curriculum coverage and evaluating skills progression.

- **Through Reflective Practice and Professional Learning.**

We aspire to consistently secure the best outcomes for our learners through progressively refining our teaching and learning by reflecting on our curriculum provision – what we teach, how we teach and what we want our young people to be as well as to learn. Our learners are at the centre of our reflective and Professional Learning practice which is designed to exert optimum impact on their experiences and achievements in and beyond the classroom. Our professional learning starts and ends with the best interests of learners at our school:



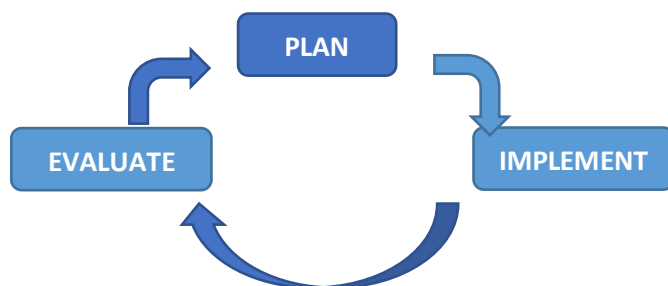
How do we review our curriculum provision? Our reflective practice and professional learning with regard to our curriculum subscribes to these four elements:

1. **Collaboration** - working in triads and groups within, across and beyond our school is a key feature of our reflective practice. We welcome opportunities to work productively with all partners in learning in a climate of mutual support in order to extend our professional effectiveness.
 - Year group triads discuss aspects of our curriculum in order to share good practice and to reflect upon the impact of different aspects of teaching upon standards of learning e.g. through planning/book scrutiny exercises, analysis of data. They also undertake joint lesson observations with a specific teaching and learning focus.
 - AoLE team meetings focus on updating subject knowledge and pedagogy in line with current developments and initiatives in order to secure high standards of teaching and learning across our curriculum.
 - Staff meetings/INSET – specific aspects of our curriculum are regularly discussed and evaluated. They are a focus for INSET with a view to securing improved standards of teaching and learning.

- SLT meetings - aspects of our curriculum are regularly discussed and evaluated with a view to refining our curriculum design and provision.
- Network meetings – Central South Consortium AoLE and subject leader network meetings.
- Cluster meetings with a focus on curriculum reform and facilitating continuity and progression across our cluster family of schools.
- Pupil Voice Teaching and Learning Committee – Pupil Voice meetings are a forum for reflecting on and contributing to decisions made about our curriculum provision.

2. Reflective Practice – we pursue opportunities to reflect critically and candidly on our current curriculum provision and practice. We are open to others’ reflections on how our curriculum can be improved or developed.

- Our teachers and AoLE team members continuously update their curriculum knowledge and teaching practice in line with current developments and initiatives.
- Our teachers evaluate and reflect upon their teaching and its impact upon learning outcomes. They use their evaluations to refine teaching and learning and to inform future curriculum planning:



- Our teachers are familiar with the Professional Standards for Teaching, use these as a reference point to reflect upon our curriculum, their own practice and engage in identifying priorities for their own professional learning.
- Our teachers use professional development courses and input offered by external providers e.g. Central South Consortium as an opportunity to reflect upon the school’s current curriculum provision and ways in which this can be improved.

3. Use of data and research evidence – our teachers, as reflective practitioners, are encouraged to build their skills in making use of research and data.

- Our teachers and AoLE team members continuously update their curriculum knowledge and teaching practice in line with current research, developments and initiatives.
- Our teachers use data analysis as a means of informing self-evaluation. The outcomes of teacher summative assessments and summative tests e.g. Big Maths CLIC/SAFE/Learn Its tests, National Reading and Numeracy tests (Personalised Assessments) are analysed in order to identify what learners can do, as well as next steps in their learning. Such analysis focuses our teachers’ attention on refining aspects of our curriculum provision in order to address areas for improvement.

4. Coaching and mentoring – interaction takes place with coaches and mentors on programmes and in reflective practice in school. These programmes can act as a forum for curriculum feedback and ongoing revision of our curriculum provision.

- Year group triads discuss aspects of our curriculum provision in order to share good practice and to reflect upon the impact of different aspects of teaching upon standards of learning e.g. through planning/book scrutiny exercises, analysis of data. They also undertake joint lesson observations with a specific teaching and learning focus.
- Teachers plan their own Professional Learning programme in conjunction with their SLT Team Leader as a result of the Performance Management process.
- Our teachers receive day-to-day support from their SLT Team Leader.

- NQTs receive day-to day support from our Induction Mentor and periodic support from an external verifier. Effective induction is achieved within our school through a partnership between the NQT, Induction Mentor and other key members of staff including the SLT and other teachers who can share good practice.
- AoLE team members provide support to others by updating their subject knowledge and pedagogy in line with current developments and initiatives in order to secure high standards of teaching and learning.
- Any coaching and mentoring that takes place within the context of any accredited programme e.g. NPQH

