

Gwaunfarren Primary

Curriculum Overview



Vision and Goals

At Gwaunfarren Primary School, we offer an exciting curriculum which inspires all of our children and staff to achieve their full potential. We foster and encourage children to be highly motivated, have a thirst for knowledge, a love of learning and most importantly to have confidence in themselves and in what they can achieve.

We are committed to ensuring all our children have the opportunity to develop the skills and range as outlined in the Welsh Government's Foundation Phase and National Curriculum, the Literacy and Numeracy Framework and the Digital Competence Framework



Curriculum Framework

The Curriculum for Wales aims to provide a holistic and inclusive education for all learners aged 3 to 16. It is designed to help students develop towards the four purposes, which are the starting point and aspiration for every child and young person in Wales.

Four Purposes The curriculum is built around four key purposes:

- Ambitious, capable learners
- Enterprising, creative contributors
- Ethical, informed citizens
- Healthy, confident individuals

Areas of Learning and Experience (AoLEs) The curriculum is organized into six AoLEs:

- Expressive Arts: Encourages creativity and expression through various art forms.
- Health and Wellbeing: Focuses on physical, mental, and emotional health.
- Humanities: Covers history, geography, religious education, and social studies.
- Languages, Literacy, and Communication: Develops skills in Welsh, English, and international languages.
- Mathematics and Numeracy: Enhances mathematical understanding and practical application.
- Science and Technology: Promotes scientific inquiry and technological innovation.

The curriculum emphasises the development of three cross-curricular skills:

- Literacy
- Numeracy
- Digital Competence

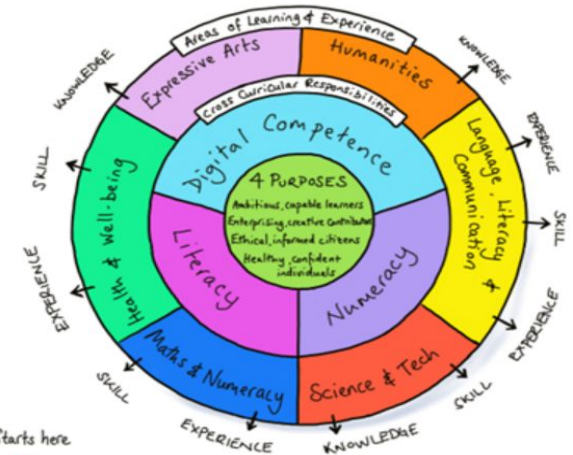
Principles of Progression Progression is a key element, ensuring that learning is continuous and builds on prior knowledge. The principles of progression include:

- Increasing breadth and depth of knowledge
- Deepening understanding of ideas and disciplines
- Refining skills and strategies
- Applying learning in different contexts
- Assessment and Evaluation Assessment is integral to the curriculum, focusing on supporting learner progression. It includes both formative and summative assessments to monitor and support student development.

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A transformational curriculum for children in Wales



Starts here



Achievement Outcomes at each Progression Step are short statements in learner friendly language that serve as a broad reference point for each pupil's learning journey. Finishes here

Curriculum Implementation

The implementation of the Curriculum for Wales is a collaborative effort aimed at transforming education to meet the needs of all learners. This section outlines the key steps and strategies for effectively rolling out the curriculum in schools.

Preparation and Planning Gwaunfarren has made use of Inset days and staff meetings to engage in thorough planning and preparation. This includes understanding the curriculum framework, setting clear goals, and involving all stakeholders in the planning process.

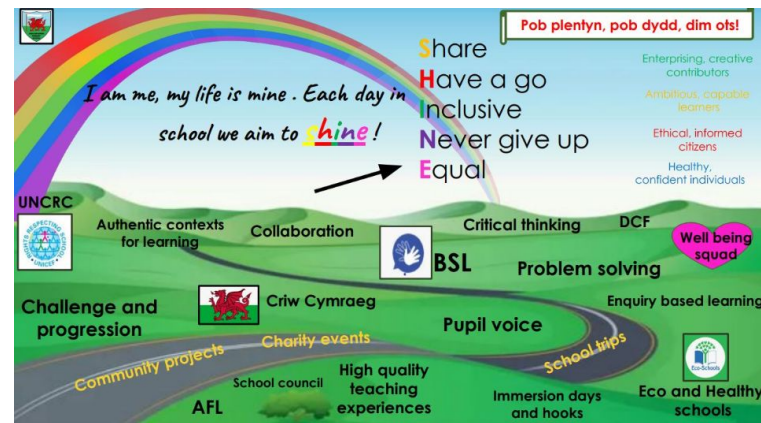
Teaching and Learning Strategies Effective teaching and learning strategies are essential for bringing the curriculum to life. Gwaunfarren has adopted a variety of pedagogical approaches that promote active learning, critical thinking, and student engagement. The use of 'WAKTHRU'S' has allowed for continued professional development and the sharing of good practice. Emphasis is placed on developing cross-curricular skills such as literacy, numeracy, and digital competence.

Assessment and Evaluation Assessment is integral to the curriculum implementation process. Gwaunfarren uses both formative and summative assessments to monitor student progress and inform instruction. These are celebrated in Pupil Progress Journals.

Collaboration and Support Successful implementation requires collaboration among schools, local authorities, and the Welsh Government. Gwaunfarren leverages support networks and shares best practices to overcome challenges to enhance the curriculum delivery. Networking in the cluster and feeder high school is an integral part of current curriculum development.

Monitoring and Review Ongoing monitoring and review are essential to the curriculum's success. Regular evaluation of the curriculum's effectiveness is necessary to ensure it meets the intended goals and adapts to changing needs, these can be found by way of end of topic assessments, questionnaires and evaluations.

'An ongoing journey' (Gwaunfarren 2023)



Curriculum Model

Adopting a disciplinary model ensures a broad and balanced curriculum, giving equal importance to all subjects. This approach prevents marginalisation and allows Area of Learning and Experience (AoLE) leads to advocate for their areas effectively. It also caters to diverse learner needs by enabling differentiated instruction and personalised learning experiences, promoting equity and excellence.

Empowering AoLE leads with autonomy fosters creativity, collaboration, and continuous improvement, enhancing education quality. The model also supports interdisciplinary learning, encouraging collaboration between AoLE leads to create integrated learning experiences. This enriches the curriculum and helps students develop a holistic understanding of complex concepts.

Disciplinary



Disciplinary knowledge and skills are kept separate and taught separately with no planned connections.

Multi-Disciplinary



Two or more disciplines are linked through a common theme or concept but learning is experienced through the lens of each individual discipline.

Interdisciplinary



Two or more disciplines are linked through a common theme or concept with clear connections being made between the disciplines/subjects.

Integrated



Curriculum integration focuses on meaningful 'real-life' contexts. To develop an understanding of the context, learners need to **apply** learning from a range of disciplines. Learning and teaching tends to be more holistic and focuses on the interconnected nature between disciplines/subjects.

Professional Development

Professional development is a cornerstone of our curriculum design process, ensuring that our staff are equipped with the knowledge and skills necessary to deliver a high-quality education aligned with CfW. We have sought advice and guidance from curriculum experts to ensure that our curriculum meets the highest standards. Our staff have worked closely with the Central South Consortium to gain expert knowledge in curriculum design and AoLE planning and development. This collaboration has provided invaluable insights and resources, enabling us to create a robust and effective curriculum. Through our partnership with CSC, our educators have participated in specialised training and workshops. These opportunities have deepened their understanding of CfW. Educators are now better equipped to plan for and implement the Curriculum, fostering a more engaging and effective learning environment for our pupils.

Curriculum development training

Date	Practitioner(s)	Course / Training / Provider
13th June '23	J.Warren & A.Lewis	Curriculum CSC Advisor Kate Stretch (School Visit) - An introduction to the mandatory elements of CfW
11th July	J.Warren	Curriculum CSC Advisors Kate Stretch and Bethan Truby (School Visit) - Developing CfW strategically and holistically - progression focus
6th July '23	J.Warren	Humanities CSC Advisor Nicky Hagendyk (Online Teams Meet) - An introduction to developing an Humanities heavy theme / topic
7th July '23	J.Warren	Humanities CSC Advisor Nicky Hagendyk (Online Teams Meet) - Planning development using Humanities as a main AoLE driver
9th Aug '23	J.Warren	Humanities CSC Advisor Nicky Hagendyk (Online Teams Meet) - Autumn Term Topic Development 'Who's back there?'
31st Aug '23	J.Warren	Humanities CSC Advisor Nicky Hagendyk (Online Teams Meet) - Planning catch up and development ready for staff Inset presentation

Date	Practitioner(s)	Course / Training / Provider
4th September	J.Warren	Curriculum CSC Advisors Kate Stretch and Beth Truby (School Visit - Inset) - An introduction to the mandatory elements of CfW
12th September	J.Warren	Curriculum CSC Advisor Kate Stretch (Teams) - Planning development and catch up
4th October	All staff	Curriculum CSC Advisor Kate Stretch (School Visit) - Planning scrutiny and evaluation
15th October	J.Warren / A.Lewis	Curriculum CSC Advisor Kate Stretch (School Visit) - Curriculum Review
20th October	J.Warren	Leaders of curriculum, teaching and assessment network meeting (VIC) - Curriculum design
13th December	J.Warren / R.Chislett / A.Bibby	Expressive Arts CSC Advisor Amanda Jones (School Visit) - Planning development using Expressive Arts as a main AoLE driver
15th December	J.Warren / C.Cross/ K.Morgan	Early Years CSC Advisor Ruth Best / Curriculum Design Kate Stretch - Early Years curriculum, expectations and assessment
7th March	J.Warren / L.Evans / A.McCarthy	Curriculum CSC Advisor Kate Stretch (School Visit) - Planning development using Science and Tech as a main AoLE driver

By investing in professional development and leveraging the expertise of CSC, we are ensuring the best quality curriculum for our pupils and staff. This commitment to continuous improvement and collaboration is key to our success in delivering a transformative educational experience.

Assessment and Evaluation 2023 / 2024

What – focus for improvement	Actions - For SLT / Staff	Success criteria - Observation	Evaluation - Next steps
1. Meeting the mandatory elements of CfW	<p>New whole school planning format introduced during initial Inset Day. Main aims: outline curriculum journey so far and introduce next steps in moving the school forward following CSC partner work and mandatory elements of CfW. Focussing more on curriculum docs; enquiry question and concepts.</p>	<ul style="list-style-type: none"> Staff engaged well with new planning format, key questions were remedied about 'knowledge and skills' and progression step placement. 	<ul style="list-style-type: none"> Staff to evaluate Humanities heavy unit at the end of Autumn Term. Aim to introduce Exp Arts heavy topic in Spring Term and Sci & Tech in Summer Term to gain better depth from whole school topics studied annually.
2. Developing AoLE's	<p>Whole school Tracker introduced during September Inset to plan for progression across the curriculum. Staff to work in AoLE teams to develop their own whole school tracker and better engage with their areas (offering better skills and knowledge to their area of expertise)</p>	<ul style="list-style-type: none"> Whole school trackers developed for leaders to plan for AoLE progression. Each AoLE team to plan a whole school unit for colleagues during Autumn Term (experience strategic level planning). 	<ul style="list-style-type: none"> Positive feedback gained; staff claimed to know their areas far better from engaging in this Inset tracker development task. AoLE leads to track planning progression in Autumn Term within their own areas. Staff to execute planned AoLE tasks and evaluate at the end of the unit (Disciplinary approach).
3. Planning for progression	<p>Sequencing was highlighted to show the importance of progression at class level and continuity across our school and curriculum in Septembers Inset.</p>	<ul style="list-style-type: none"> Staff to populate their sequencing planning together, referencing the CfW documents and focussing on 'knowledge and skills' in learning intentions. 	<ul style="list-style-type: none"> Some staff members needed additional support with sequencing and developing learning intentions. CSC contacted to clarify Sequencing to remain a key element of planning doc.

Assessment and Evaluation 2023 / 2024

What – focus for improvement	Actions - For SLT / Staff	Success criteria - Observation	Evaluation - Next steps
4. Planning for assessment	<p>Whole school assessment tool introduced to direct focus when planning. <i>Question posed: What do we want learners to know by the end of this unit?</i></p> <p>Narrative approach to assessment adopted including Humanities (topic work) progression, feeding back to the learner and parents on progression across CfW.</p>	<ul style="list-style-type: none"> • Staff populated assessment grid to plan for progression and knowledge within unit of study. • Staff to complete PPJs for Autumn Term. 	<ul style="list-style-type: none"> • Feedback at end of unit on how staff and learners chose to document their end of topic assessment, what worked well? Anything to adopt whole school for Spring Term? • PPJ feedback: staff feel they are lengthy to complete but know learners far better for completing them • Aim to share PPJs in Spring Term parent meets, adhering to mandatory elements of sharing learners progress
.5 Planning for cohesion <i>whole school</i>	<p>Whole School Curriculum, currently under reform, is working well holistically, whole school topics, clear progression and continuity has been developed from Y1-Y6. An 'Early Years' bespoke curriculum has been proposed however (In the moment / Curiosity approach).</p>	<ul style="list-style-type: none"> • CSC Meet to discuss pedagogy, progression, cohesion and assessment in Early Years • Spring Term SLT meeting 1 focus: <i>whether a cohesive curriculum stays or Early Years has separate curriculum, CfW starting formerly in Year 1.</i> 	<ul style="list-style-type: none"> • EY practitioners needs met with regard to CSC meet and 'book look', practitioners supported to better engage with CfW when planning and assessing in Spring Term Inset. Uncertainties around 'knowledge' addressed (when learners are ready to progress from dev pathways to CfW in reception) • Re-evaluate at the end of academic year '24 to see if EY bespoke curriculum is working / needs adapting / needs to reform.

Inclusivity and Differentiation

Curriculum for Wales is committed to providing an inclusive and equitable education for all learners. This section outlines how inclusivity and differentiation are embedded within the curriculum, emphasising the importance of pupil influence and action research through the establishment of a “Curriculum Crew.”

Inclusivity Inclusivity is at the heart of the Curriculum for Wales, ensuring that every learner, regardless of background or ability, has access to high-quality education. The curriculum is designed to be flexible and adaptable, allowing schools to meet the diverse needs of their students. This includes providing support for learners with additional learning needs (ALN) and promoting a culture of diversity and respect.

Differentiation Differentiation is a key strategy in the Curriculum for Wales, enabling teachers to tailor their instruction to meet the varying needs of their students. This approach ensures that all learners can engage with the curriculum at their own level and pace, fostering a more personalised and effective learning experience. Differentiation strategies include varied teaching methods, flexible grouping, and the use of diverse resources and materials.

Pupil Influence and Voice Empowering pupils to have a say in their education is crucial for fostering engagement and ownership of learning. The “Curriculum Crew” is an impending initiative aimed at developing pupil voice within the curriculum. This group of student representatives will work collaboratively with teachers and school leaders to provide feedback, suggest improvements, and participate in decision-making processes related to the curriculum. This will again be reviewed and evaluated for efficiency.

‘Curriculum Crew’ 2024/2025

Action Research Action research is a powerful tool for continuous improvement and innovation in education. By involving pupils in action research projects, schools can gather valuable insights into the effectiveness of teaching strategies and curriculum design. This participatory approach not only enhances the curriculum but also develops critical thinking and problem-solving skills among students. Gwaunfarren has capitalised on this model to develop its curriculum moving forward.



Conclusion

In summary, our journey towards implementing the Curriculum for Wales has brought significant and positive changes to our school. We have transitioned to a disciplinary model, ensuring a broad and balanced curriculum that values all subjects equally. This shift has allowed us to incorporate the mandatory elements of the Curriculum for Wales effectively.

The introduction of AoLE trackers has provided us with valuable tools to monitor and support student progress across all Areas of Learning and Experience (AoLEs). This has been complemented by granting more autonomy to AoLE leads, empowering them to innovate and lead their subjects with greater understanding and confidence.

We have also enhanced our assessment practices through a narrative approach using pupil progress journals. This method allows for a more personalised and detailed understanding of each student's development, fostering a deeper connection between learners and their educational journey. Additionally, we are planning for progression across the continuum, ensuring that learning is continuous and builds on prior knowledge.

Looking ahead, we are committed to further enhancing pupil voice through the establishment of a "Curriculum Crew." This initiative will ensure that students have a meaningful role in shaping their educational experiences, fostering a sense of ownership and engagement.

Furthermore, we aim to blend our Early Years curriculum more proficiently, creating a seamless transition for our youngest learners. Continuous Professional Development (CPD) in curriculum development will remain a priority, ensuring our educators are well-equipped to deliver high-quality education.

Together, these changes are creating a dynamic and inclusive learning environment that prepares our students for the future.