

Rhiwbeina Primary School/Ysgol Gynradd Rhiwbeina

Curriculum For Wales Summary



Together Everyone Achieves More

Key Competences & Integral skills which

underpin the 4 purposes:

The acquisition of these skills will assist our learners in unlocking their full potential.

innovative *analytical* ambitious
 logical engaged flexible compassionate
 resilient enthusiastic practical confident generous
 honest initiative adaptable expressive versatile
 resourceful

HOW DO WE RAISE ATTAINMENT FOR ALL? HIGH EXPECTATIONS...INCLUSIVE APPROACH...COMMITTED TEAM...STRONG LEADERSHIP...VALUED STAFF...ROBUST SELF-EVALUATION...PROFESSIONAL DEVELOPMENT

Believe... Achieve... Succeed... Believe... Achieve... Succeed

Our Vision



Providing a safe, happy and inspirational learning environment empowering all learners to “Aim High” and unlock their full potential for future learning in a fast changing world.

Believe...Achieve...Succeed...Believe...Achieve...Succeed

Our Curriculum

Our curriculum enables us to realise our vision of all learners as ambitious, enterprising, ethical and healthy citizens with high aspirations. Learning how to learn is not an optional extra, but a survival skill in fast changing world. Our planned curriculum is broad and balanced covering the full range of What Matters Statements and incorporates the mandatory areas including, LNF, DCF RVE, RSE.. We celebrate & nurture our Welsh language, culture, heritage & history, whilst embracing & recognising diversity, ensuring pupils participate fully as responsible global citizens.

A school's curriculum is everything a learner experiences in pursuit of the 4 Purposes. It is not simply what we teach, but how we teach and why we teach it.

Design

We co-constructed with our learners, parents, governors and staff, through surveys, questionnaires and discussion. We focussed on what we want our learners to know and be able to do during their time with us. Inclusion is a cornerstone of our curriculum. We believe passionately that educational opportunities should be open to all regardless of ability, gender or race. Whilst achievements may vary, opportunities to access must not.

ETHICAL
ELIS

AMBITIOUS
ALWYN

HEALTHY
HUW

ENTERPRISING
ERYN



**WE WANT OUR PUPILS TO FEEL VALUED AND ENJOY LEARNING.
PUPILS WILL BE GIVEN APPROPRIATE CHALLENGE OR SUPPORT
TO DEVELOP THEIR TALENTS TO REACH THEIR FULL POTENTIAL
AND BECOME LIFE-LONG LEARNERS.**

Believe... Achieve... Succeed... Believe... Achieve... Succeed

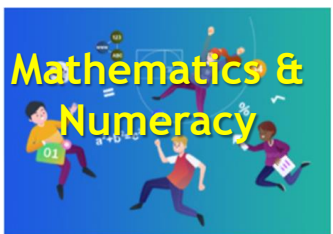
Our Curriculum

Rhiwbeina's Bespoke Curriculum

4 Purposes



Staff, pupils, governors, parents & the wider community work together as a TEAM to ensure high expectations. We provide stimulating learning experiences & an inclusive curriculum for all, set within our well-resourced building and grounds. Our learning spaces allow children to develop physically, creatively and imaginatively.



6 Areas of Learning

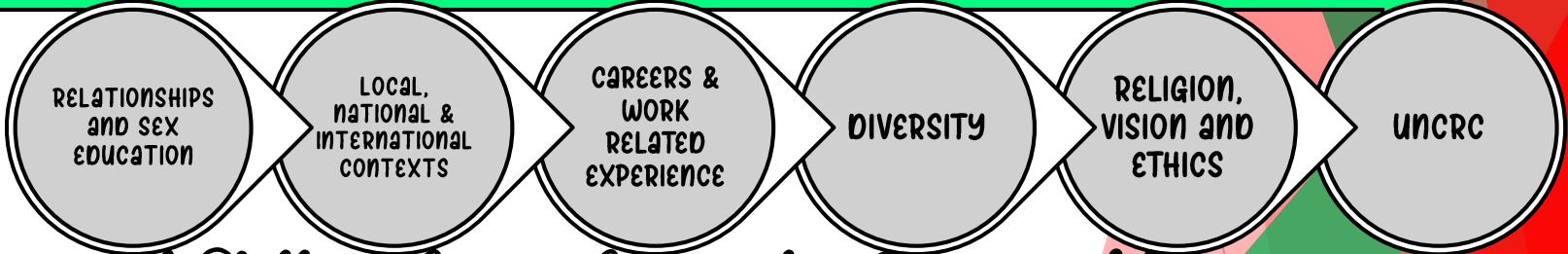
27 Statements of What Matters are our starting point. They help learners think about what they are learning and how contexts or themes relate to each other, to life and work. They support progression as they build upon learners' understanding and skills.

Use numbers and solve problems in real life situations

Be confident users of technologies to communicate effectively

Listening, reading, speaking and writing skills

Cross Curricular



Integral Skills & Cross Curricular Responsibilities

Believe... Achieve... Succeed... Believe... Achieve... Succeed

Unlocking Potential



UNCRC



SCHOOL VISITS



SCHOOL VISITORS



COMMUNITY



EXTRA CURRICULAR CLUBS



SCHOOL COUNCIL



AFL

WE WANT TO DEVELOP OUR PUPIL'S LEARNING THROUGH OPPORTUNITIES AND EXPERIENCES, BOTH INSIDE AND OUTSIDE THE CLASSROOM

Pedagogy

We believe in giving pupils opportunities to take responsibility to make decisions that will affect both themselves & their peers, & to learn key values that will guide them in the way they lead their lives.

HOW DO WE ORGANISE OUR LEARNING AND EXPERIENCES?

At Rhiwbeina, we undertake a range of challenging, experiential practical, real-life & relevant learning experiences. Our Topics are engaging & challenging and allow for pupil's voices to be heard. Teaching styles are varied & flexible in their approach, creating a culture where pupils are secure in taking risks. Through our TEAM ethos communication & collaboration are encouraged. As a result, social & emotional skills are developed, & positive relationships flourish. Pupils and staff learn together.

Pupil Voice

From a young age pupils begin to take ownership of their learning and make contributions to planning activities. Teachers planning takes account of pupil Voice. Our **Launch and Landing Days** are held half termly providing exciting learning opportunities to develop and embed pupil's skills. They give our learners space to be inquisitive and to gain confidence, enjoy school and their learning. Our launch days are used to ignite interest in a new topic and provide pupils with opportunities to have a voice in their learning.

Through learning outdoors children are encouraged to explore, solve problems and develop their creativity and critical thinking

Assessment & Progression

The main aims of assessment are:

- Supporting individual learners on an ongoing day-to-day basis
- Identify and capture individual learner progress over time
- Undertake group progress to reflect on our practice.

Where are they in their learning?
Where do they need to go?
How do they need to get there?

Attain a baseline in Nursery and Reception

Monitor progress from Reception to Year 6

Transition to Year 7

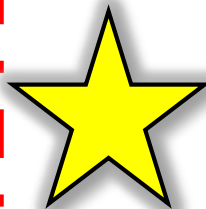
Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. We are co-ordinating with our Cluster of Schools to ensure that progression is consistent to allow a seamless transition to high school. We ensure our learners make progress moving along their own learning route at an appropriate pace and are **SUPPORTED** and **CHALLENGED** accordingly.

- ✓ ON ENTRY ASSESSMENTS
 - ✓ INDIVIDUAL LEARNER PROGRESS DATA - READING/SPELLING/NON-VERBAL
 - ✓ WG PERSONALISED ASSESSMENTS
 - ✓ AFL ACTIVITIES INCLUDING HALF-TERMLY ASSESSMENTS
 - ✓ PUPIL SELF AND PEER ASSESSMENT EMPOWERS LEARNERS TO BE ACTIVE ASSESSORS OF THEIR PROGRESS
 - ✓ REPORTS TO PARENTS TERMLY
 - ✓ HEALTH AND WELLBEING SURVEYS
 - ✓ PROGRESS IS BUILT ON A SOUND UNDERSTANDING OF PUPILS' NEEDS, LEARNING STAGES AND PRIOR LEARNING. PROGRESSION IS ACHIEVED THROUGH CAREFUL MONITORING AND TRACKING OF INDIVIDUAL PUPIL PROGRESS.
- Pupil Progress*

Our school pays due regard to the Mandatory Principles of Progression • Increasing effectiveness as a learner • Increasing breadth and depth of knowledge • Deepening understanding of the ideas and disciplines within areas of learning and experience • Refinement and growing sophistication in the use and application of skills • Making connections and transferring learning into new contexts

Review

Our curriculum will be kept under review through regular monitoring and evaluation activities.



We will listen to the views of our learners, their families, governors and staff.

We will ensure our curriculum:



Meets the needs of all our learners and supports our vision



Has maximum impact on teaching and learning



Enables all learners to make progress