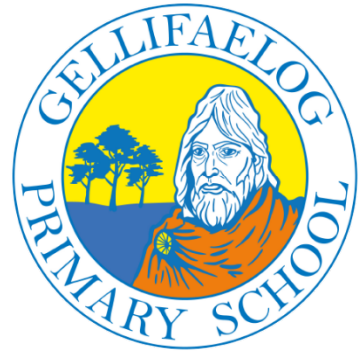




Curriculum Summary – 2024/25 Version 3

July 2024

**Gellifaelog
Primary School**

Ysgol Gynradd Gellifaelog

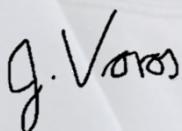
Document Overview

This document has been written to inform our stakeholders (those involved in our school, and those who the school serve – pupils, parents, governors, the wider community) of a summary of our curriculum from September 2022, which has been recently updated for 2024/2025.

Following our first version of the curriculum, we have listened to stakeholders, researched further, evaluated our teaching and worked with external partners to make decisions for 2024 onwards. We are excited to share them with you.

Our curriculum has undertaken significant changes and updates, each time building on what we have learnt, and what we see in pupil learning. We feel very proud as a team of the curriculum that now stands in place, a genuine curriculum that suits the needs of Penydarren and the wider world, and the learning we see in classes, as a result of this curriculum.

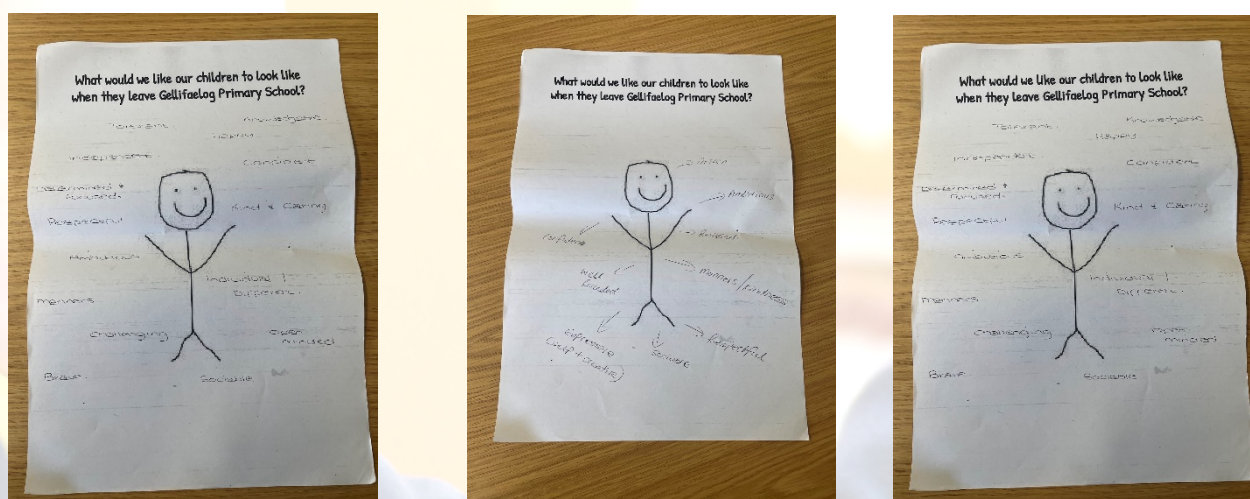
We hope that the offer outlined here excites and engages you. We cannot wait to invite you again this year to see how our curriculum is developing, so that every pupil continues to EXCEL!

A handwritten signature in black ink, appearing to read 'J. Voros', is positioned over the lower left portion of the page. The background of the entire page is a faded photograph of two young children in school uniforms sitting at a desk and writing.

Mr James Voros
Headteacher, on behalf of the team at Gellifaelog Primary School.

Stakeholder Engagement to Date and Future Plans

The school has worked to engage a range of stakeholders in creating a school vision that is suited to our learners and their needs within the school and its locality. Stakeholders took part in activities which encouraged them to think about what they feel is important for the children of Gellifaelog Primary School. Below is a sample of the stakeholder's thoughts:



When collating feedback from the sessions, there were many words which appeared frequently: **happy, independent, confident, sociable, healthy, respectful, ambitious, resilient, love of learning, tolerant, kind and caring.**

From these stakeholder sessions, our school vision was updated:

All children are nurtured to EXCEL at Gellifaelog Primary School. We engage our learners in an authentic, purposeful education, helping them to become independent, resilient individuals who share a love of lifelong learning. We provide the knowledge, skills and experiences needed for each individual's learning journey; setting them up to succeed in their everyday lives. We aim to give learners a safe, happy space; where a sense of belonging is embedded throughout the school and the community. Through our curriculum, we support our learners to realise their potential to be ambitious, capable learners; healthy, confident individuals; creative, enterprising contributors and ethical, informed citizens of Wales and the wider world.

Our Curriculum

Our curriculum enables us to realise our vision, achieve our aims, and move towards every child encompassing the four purposes of the Curriculum for Wales.

As part of our curriculum design process, our school leaders and teachers undertook reading and research and attended a wide range of professional learning events. This included:

- Online and in-person training sessions from CSC (Central South Consortium) and Merthyr Tydfil County Borough Council
- Learning visits to schools within the Local Authority and beyond the area to see effective practice
- Reading of case studies from effective school settings
- Reading of case studies and viewing of webinars from the inspectorate, Estyn.
- Reading of a wide range of literature by authors who are converse in effective curriculum design
- Cluster network meetings with other schools who feed Pen-Y-Dre



Our whole staff team discussed key features of our school context, pupils and community to inform the approaches and experiences best suited for the needs of all learners at our school and considering the four purposes.

Through surveys, staff, parents and pupils were asked to consider what all pupils should know and be able to do, the experiences that would be a minimum expectation for all pupils of the school in their time in Gellifaelog, what are the key values and dispositions to develop, and how the learning environment should reflect this.

Staff have worked to identify the required changes to our current cultures, provision and practices. Teachers have started to work with staff from cluster schools to support one another in planning our curriculum, considering the progression from age 3 through to age 16, however this work will be further developed and strengthened next academic year.

Pupil voice is a growing part of our work as a school, listening to ideas and suggestions for directions and types of learning from pupils, to shape how topics develop. This is set to continue developing throughout 2024/25.

The school will share more detailed information about learning contexts, knowledge, skills and experience in each topic from September 2024/25 to allow parents to support their child with further experiences and learning outside of the school environment.

The school will re-invigorate its links with the local community to support experiences linked to Religion, Values and Ethics (RVE, rather than RE) and the approach outlined through this document links closely to RVE, PSE (Personal Social Education) and Careers and Work-Related Experiences (CWRE).



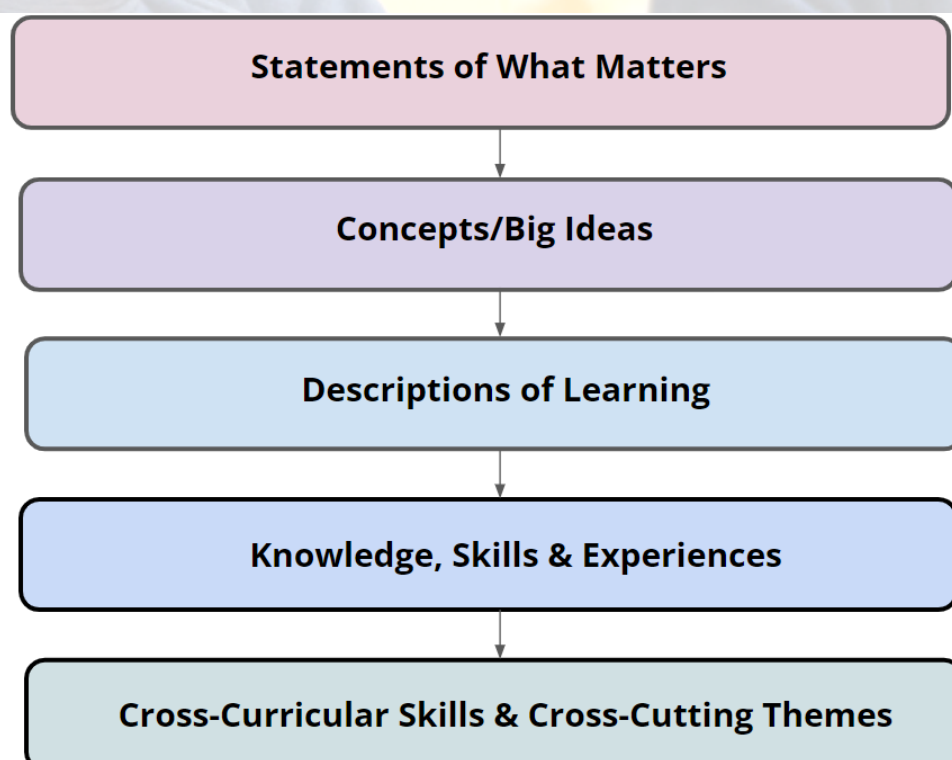
Meeting our Mandatory Requirements

Our aim is to work collaboratively and systematically to enhance our curriculum, developing learning progressively for all pupils. Our curriculum, following further review, is suitable and challenging for all learners and will enable them to realise the four purposes. It takes account of, and responds to, the unique opportunities and challenges that present themselves to individuals and groups of learners in our school. Our school vision is at the forefront of all curriculum development.

Our curriculum is broad and balanced and includes learning opportunities within and across all the Areas of Learning and Experience. It encompasses the concepts in all Statements of What Matters and provides appropriate progression in accord with the principles of progression. (See Assessment and Progression Documents attached).

It also aligns to the mandatory requirements of teaching Welsh, English and Religion, Values and Ethics (RVE). The mandatory elements of Relationship and Sexuality Education (RSE) and the cross curricular skills of literacy, numeracy and digital competence are embedded throughout the curriculum.

Our school year gives opportunity for classes to speak about their rights under the United Nations Convention of the Rights of the Child. (UNCRC) when setting rules and focus rights at the start of the year, with regular drawing back to these rights.



Approaches to Progression and Assessment

We believe progression and assessment is fundamental to ensuring we achieve our school vision. Our school curriculum is underpinned by the mandatory principles of progression which describe what it means for learners to progress and the capacities and behaviours our staff will seek to support, regardless of a learners' stage of development.

Our assessment arrangements are informed by these principles of progression. We use a variety of evidence informed assessment strategies to enable each individual learner to make progress at an appropriate pace.

We ensure our processes identify learners who require further support or challenge and provide rich qualitative intelligence for us to inform next steps in learning for individuals and groups of learners. Our assessment arrangements ensure active engagement between learners and teachers and is based on ongoing reflection on where a learner is, what their next steps are and what is required to support them in achieving these.

The attached chart illustrates the types of assessment that will be undertaken for different purposes, at different times.

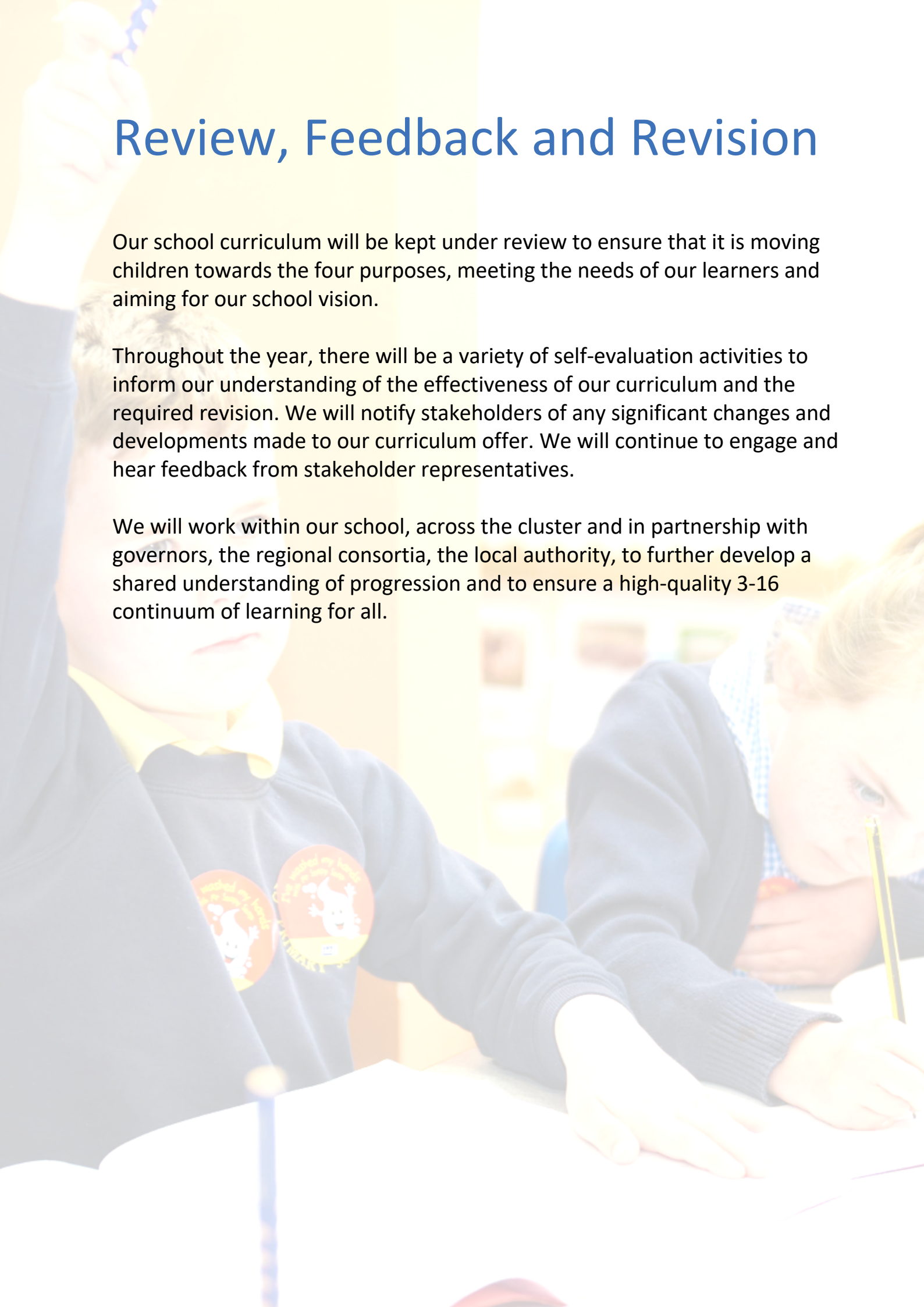
Children not making expected progress, through this assessment, for a period of time will be provided with class-based support or intervention. This could be a short-term solution to support a specific gap. If learning continues to progress at a slower than expected rate, this will be referred to the school's Additional Learning Needs Co-Ordinator and Senior Leaders as part of Pupil Progress Reviews on a termly basis.

Review, Feedback and Revision

Our school curriculum will be kept under review to ensure that it is moving children towards the four purposes, meeting the needs of our learners and aiming for our school vision.

Throughout the year, there will be a variety of self-evaluation activities to inform our understanding of the effectiveness of our curriculum and the required revision. We will notify stakeholders of any significant changes and developments made to our curriculum offer. We will continue to engage and hear feedback from stakeholder representatives.

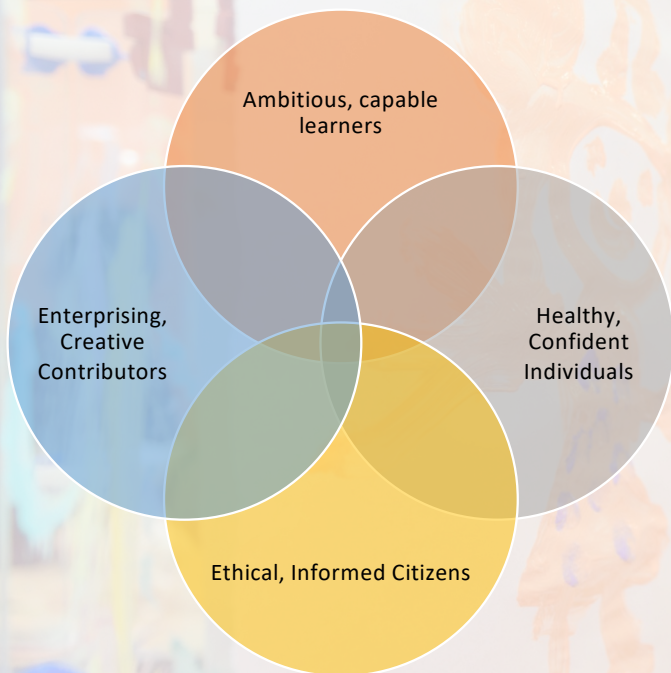
We will work within our school, across the cluster and in partnership with governors, the regional consortia, the local authority, to further develop a shared understanding of progression and to ensure a high-quality 3-16 continuum of learning for all.





Our Curriculum On A Page

The Four Purposes



Everything we teach, everything we learn, everything we experience is trying to make us these four things. Every decision starts here.

Areas of Learning Experience



These are the new areas that include familiar subject names within them. They can be taught in isolation, through topics and projects, or mixed with other areas.



The curriculum is made up of a balance of these three aspects.

Areas of Learning Experience (AOLEs)



Art; dance; drama; film and digital media; music



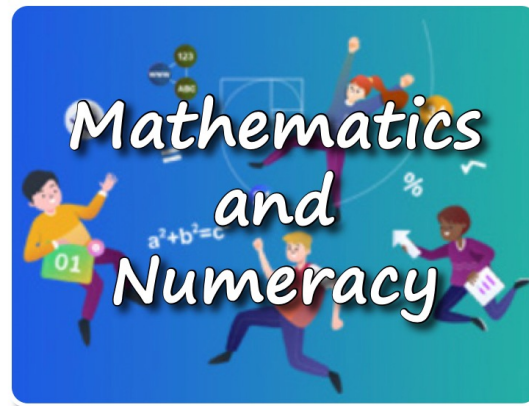
Physical health and development; mental health; emotional and social well-being



Geography; history; religion, values and ethics; business studies; social studies



Welsh; English; international languages



Five connected and interdependent proficiencies: conceptual understanding; communication using symbols; fluency; logical reasoning; strategic competence



Biology; chemistry; computer science; design and technology; physics

What Matters Statements (WM) for Each AOLE

Expressive Arts WM1 Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Expressive Arts WM2 Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Expressive Arts WM3 Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	Humanities WM1 Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
Humanities WM2 Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Humanities WM3 Our natural world is diverse and dynamic, influenced by processes and human actions.	Humanities WM4 Human societies are complex and diverse, and shaped by human actions and beliefs.	Humanities WM5 Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Health and Well-being WM1 Developing physical health and well-being has lifelong benefits.	Health and Well-being WM2 How we process and respond to our experiences affects our mental health and emotional well-being.	Health and Well-being WM3 Our decision-making impacts on the quality of our lives and the lives of others.	Health and Well-being WM4 How we engage with social influences shapes who we are and affects our health and well-being.
Health and Well-being WM5 Healthy relationships are fundamental to our well-being.	Languages, Literacy and Communication WM1 Languages connect us.	Languages, Literacy and Communication WM2 Understanding languages is key to understanding the world around us.	Languages, Literacy and Communication WM3 Expressing ourselves through languages is key to communication.
Languages, Literacy and Communication WM4 Literature fires imagination and inspires creativity.	Mathematics and Numeracy WM1 The number system is used to represent and compare relationships between numbers and quantities.	Mathematics and Numeracy WM2 Algebra uses symbol systems to express the structure of mathematical relationships.	Mathematics and Numeracy WM3 Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
Mathematics and Numeracy WM4 Statistics represent data, probability models chance, and both support informed inferences and decisions.	Science and Technology WM1 Being curious and searching for answers is essential to understanding and predicting phenomena.	Science and Technology WM2 Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	Science and Technology WM3 The world around us is full of living things which depend on each other for survival.
Science and Technology WM4 Matter and the way it behaves defines our universe and shapes our lives.	Science and Technology WM5 Forces and energy provide a foundation for understanding our universe.	Science and Technology WM6 Computation is the foundation for our digital world.	



GELLIFAELOG PRIMARY SCHOOL YSGOL GYNRADD GELLIFAELOG

CURRICULUM OFFER CYNNIG CWRICWLWM

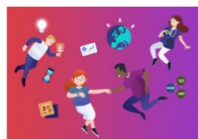


OUR EXCEL CURRICULUM

TOGETHER WE EXCEL!



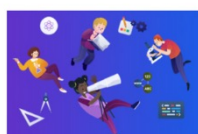
Expressive Arts



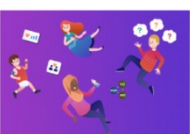
Humanities



Languages, Literacy and Communication



Science and Technology



Health and Well-being



Science and Technology

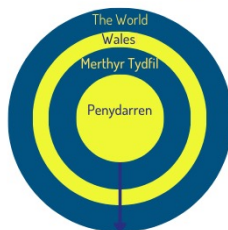


EXCELLENT
EXCITING
CREATIVE
ENGAGING
LEARNING

WHAT DRIVES OUR CURRICULUM?

Our topics are driven by our school's curriculum vision. We plan using the Statements of What Matters and concepts which inform our topics. Our knowledge, skills and experiences are contextualised to our school and needs of our learners.

Our topics develop knowledge, skills and experiences from within our local community, out to comparing Wales to the wider world.



DEVELOPING INDEPENDENCE

Throughout our projects, our learners will be given opportunities to retrieve, secure and master skills through fun, purposeful independent activities and COOL time challenges.

Create authentic contexts for learning	Encourage learners to take responsibility for their own learning
Support social & emotional development and positive relationships	Encourage collaboration
Sustained pupil effort to reach high but achievable targets	Employing a broad repertoire of teaching approaches
Promote problem solving, creative and critical thinking	Build on previous knowledge & experience to engage interest
Focus on the 4 purposes	Use assessment for learning to accelerate progress
Make connections within & across Areas of Learning and Experiences	Reinforce cross-curricular responsibilities, Literacy, Numeracy, Digital Competency

CORE SKILLS

Our curriculum has a focus on securing Literacy & Numeracy 'core skills' in order to apply these skills across a variety of contexts. These include:

- Phonics & Reading
- Spelling, Punctuation & Grammar
- Handwriting
- Vocabulary
- The Number System
- Addition & Subtraction
- Multiplication & Division
- Problem Solving
- Numerical Reasoning

CROSS-CUTTING THEMES

United Nations Convention on the Rights of the Child



Local, National & International Contexts



Careers & Work-related Experiences



Relationships & Sexuality Education



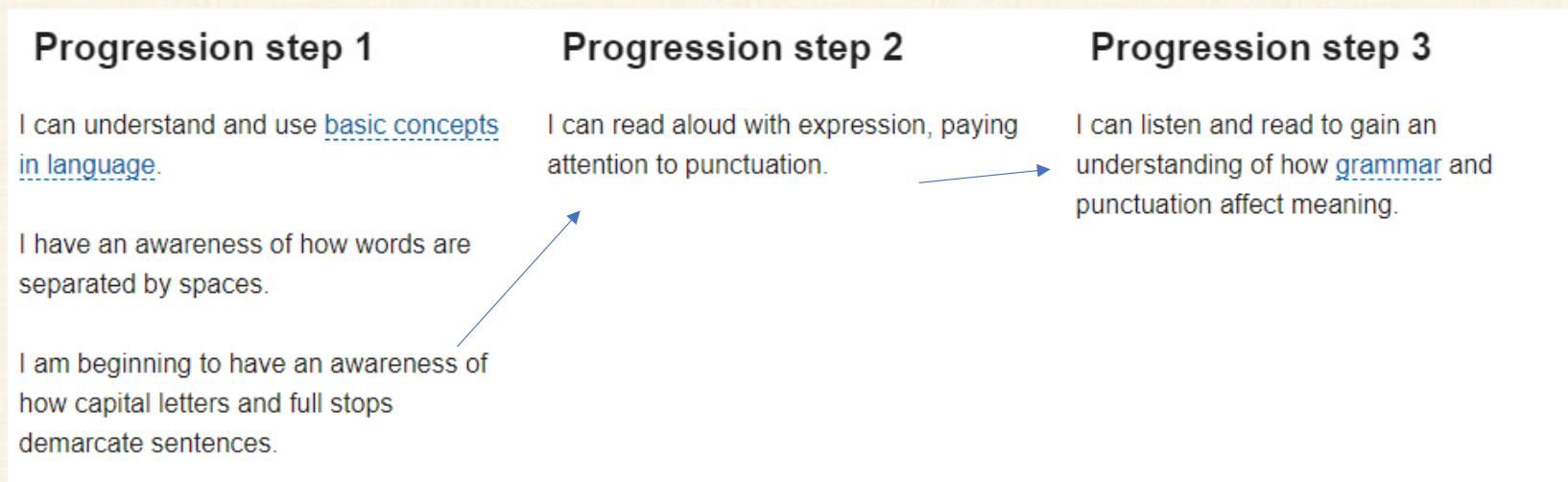
Diversity



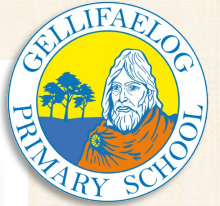
Values-Based Education

Descriptions of Learning

- Descriptions of learning set out milestones of how the majority of children will be achieving based broadly on how children progress through their school life. This is at three points in our school:
- Progression Step 1 - By the time a child is 5
- Progression Step 2 – By the time a child is 8
- Progression Step 3 – By the time a child is 11
- This is an example from Languages, Literacy and Communication:



Principles of Assessment and Progression



Purpose

Curriculum and assessment design needs a clear purpose. Understanding the purpose of learning - and why specific knowledge, skills and experiences are important to that, helping to focus the planning for progress and within learning and teaching.

Specific Statements of What Matters, and concepts within them, are set for all learners over a two year cycle. These have various AOLE skills within each topic, with key LNF and DCF skills set out across each topic. They will engage with them the right stage for their development.

Specific. key knowledge that is important for our learners to gain and key experiences for children, based on our context and our vision, are mapped out into Year Groups.

Progression

Design then needs to account for how a practitioner expects their learners to progress through that learning - the development of knowledge, skills, competencies and dispositions that they want to see.

Using the content, inquiry and authentic outcomes process on the last page, staff will set out “checkpoints” – These are where the majority of learners are broadly expected to achieve. Few learners will work at a “checkpoint” at an earlier stage, few learners will work at a “checkpoint” at a later stage, but good progress is expected from any prior starting point.

Assessment

Having done this - assessment is the process of checking whether that progress has been made according to the practitioner's expectations. This supports individual learners to continue to improve, allows reflection on progress over time, and an understanding of group progress.

The school will set in place assessment through its policy that captures progress made:

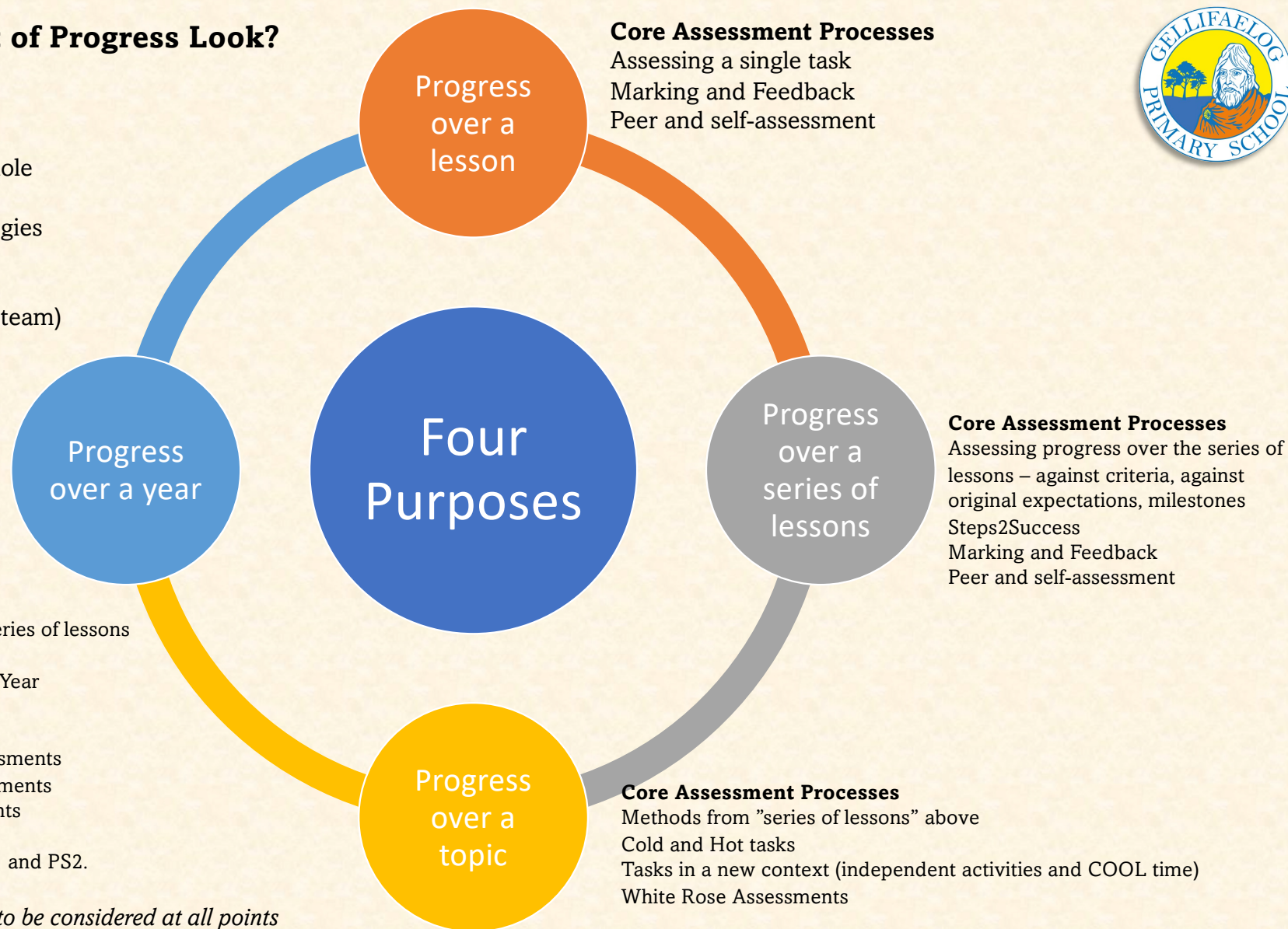
- Through individual lessons and learning opportunities
 - Through a series of lessons
 - Across a topic
 - Progress made by the whole group
- This assessment will inform how teachers adapt their planning
- During a lesson
 - Over the range of lessons
 - For the rest of the year and future year groups

How does Assessment of Progress Look?



Core Assessment Processes:

- Questioning (individual and whole group)
- Assessment for Learning Strategies
- Listening to Learners
- Marking
- Book looks (class, team, whole team)



N.B. Individual and Group Progress to be considered at all points