



Archdeacon John Lewis CiW VA Primary School Curriculum

Engagement of practitioners, learners, parents/carers and the wider community in informing the curriculum's development

As part of our curriculum design process:

- practitioners agreed key features of our school context, pupils and community to determine what approaches and experiences are best suited for the needs of all learners at AJL Primary. Practitioners then identified needed changes to our current practice and provision;
- learners agreed child friendly descriptions of the Four Purposes to be used in AJL Primary. These to be reviewed annually. Year 6 to use WG published Four Purposes.
- the school communicates regularly on an ongoing basis with parents/carers informing them of changes to our curriculum and ways to support learners within and outside of the school environment. An important part of this process is the input by parents/carers into deciding what learning and life experiences are important to our children while they are pupils here at AJL Primary.
- the school collaborates and consults with a range of providers from the local and wider community on developing the school's vision and on providing learners with distinct and enriching experiences including CWRE and RVE;

Meeting the required elements set out in the national framework

Our curriculum is designed to meet the requirements of the Four Purposes so that AJL pupils are ready to learn throughout their lives, are ready to play a full part in life and work, are ready to be citizens of Wales and the world and are ready to lead fulfilling lives as valued members of society.

Our curriculum encompasses the integral skills which underpin the four purposes. These skills are:

- creativity and innovation;
- critical thinking and problem solving;
- personal effectiveness, and
- planning and organizing.

It encompasses each of the Areas of Learning and Experience including the mandatory curriculum elements and the cross-curricular skills of numeracy, literacy and digital competency in all year groups. Religion Values and Ethics has been integrated into our RE curriculum in consultation with the Diocese. Alongside Welsh as a second language our church school cluster has opted to introduce French into our new school curriculums. The school will continue to use BSL/sign supported English.

Our curriculum incorporates the mandatory requirements of the RSE code.

Our practitioners identify pupils' greatest needs and considers any learner's additional learning needs, match these with the most appropriate pedagogical approach and assess the impact of the teaching approach through pupil progress.



Our curriculum is suitable for learners of all differing ages, abilities and aptitudes through differentiated planning and age appropriate content.

Our curriculum encompasses the concepts set out in the statements of what matters in the 'Statements of What Matters Code' and provides for learning and teaching that encompasses each of the Areas of Learning and experience.

Approaches to learning progression and arrangements for assessment

Our curriculum provides for appropriate progression and accords with the principles of progression set out in the 'Progression Code' through the application of the following:

- increasing breadth and depth of knowledge;
- deepening understanding of the ideas and disciplines within the Areas;
- refinement and growing sophistication in the use and application of skills;
- making connection and transferring learning into new contexts, and
- increasing effectiveness.

We ensure progression through regular assessment of knowledge, skills and engagement of experiences thereby supporting individual learners on an ongoing, day to day basis; identifying, capturing and reflecting on individual learner progress over time and understanding group progress in order to reflect on practice. Our assessments include:

- on entry assessment arrangements;
- assessment for learning within learning activities and within learning review sessions;
- personalised assessments;
- fortnightly CLIC assessment (mental maths skills);
- Read Write Inc six weekly assessment;
- End of topic and half termly maths assessments;
- reading and spelling assessments;
- tracking pupil progress over extended time periods, and
- interventions.

Review, feedback and ongoing revision of the curriculum

The curriculum is an ongoing priority in our school development plan and governors are an integral part of this review process primarily through the work of the governor Curriculum and Standards Committee. Governors also attend ALN workshops and work scrutiny activities.

We will work within school, across the cluster and in partnership with governors, Consortia, LA, Diocese and ITE partnership to develop a shared understanding of progression and to plan for transition for learners between schools. This understanding will then form the basis of our judgements on the effectiveness of our curriculum and will form part of regular revisions of the curriculum.

There is on-going professional development through attendance at Consortia courses, in collaboration with our cluster and engagement with Consortia officer to continue to refine and review our curriculum.