

Ninian Park Primary School



Curriculum Policy

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Signed Headteacher
Signed Chair of Governors

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Curriculum Definition

Our school curriculum is defined as everything our learners experience in pursuit of the four purposes. It is not just what we teach but is also how we teach it and importantly, why we teach it.

Vision

Our school vision is set out below:

Our vision is based around our school mantra and ethos: Enjoy, Respect, Achieve.

This takes into consideration the diversity of our school population, ensuring that all children will gain the knowledge, skills and experience to achieve and make progress in school and within our local community. As part of the curriculum design process at Ninian Park all stakeholders have revisited the vision of the school in line with statutory requirements.

Curriculum Aims

To make our vision a reality for our learners, our curriculum will:

- enable our learners to realise the four purposes and equip them for ongoing learning, work and life;
- build high expectations and enable all learners to achieve their full potential;
- offer a broad and balanced education, which enables our learners to make links between the different areas of learning and experience (AOLE's) and apply their learning to new situations and to more complex issues;
- support progression along a continuum of learning;
- support our learners' health and well-being, including their mental health and well-being;
- support our learners' development of knowledge that is the foundation of being an informed citizen;
- recognise our learners' identity, language(s), ability and background and the different support they may need given their particular circumstances;
- reflect the diversity of perspectives, values and identities which shape our locality and Wales and develop understanding of the wider world;
- enable our learners to make sense of growing up in contemporary Wales and of issues which will be important in the future, including well-being, sustainable development and citizenship;
- support our learners to critically engage with a range of information and to assess its value and validity;
- enable our learners to develop an understanding of their rights and the rights of others.
- be built in co-construction with our stakeholders (learners, families, the wider community, our cluster colleagues)

Curriculum Structure and Design

The Four Purposes

The four purposes are the aspiration for all learners in Wales.

Our curriculum is designed so that all our learners will be supported to develop as:

ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

and are **ready to learn throughout their lives**

enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit

and are **ready to play a full part in life and work**

ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

and are **ready to be citizens of Wales and the world**

healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

and **are ready to lead fulfilling lives as valued members of society.**

The four purposes are the starting point for all decisions around curriculum design our curriculum is planned in a way that supports our learners to make progress toward them.

Integral Skills

The four purposes are also underpinned by integral skills which will be developed through a wide range of teaching and learning within our curriculum.

Creativity and innovation

Our curriculum will be designed in a way that develops our learners' creativity and innovation by providing the space for and the opportunities that support them to:

- be curious and inquisitive, and to generate ideas;
- link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions;
- be able to identify opportunities and communicate their strategies.

This will support our learners to create different types of value.

Critical thinking and problem-solving

Our curriculum will be designed in a way that develops our learners' critical thinking and problem solving by providing the space for and opportunities that support them to:

- ask meaningful questions, and to evaluate information, evidence and situations;
- analyse and justify possible solutions, recognising potential issues and problems;
- become objective in their decision-making, identifying and developing arguments;
- be able to propose solutions which generate different types of value.

Personal effectiveness

Our curriculum will be designed in a way that develops our learners' personal effectiveness by providing the space for and opportunities that support them to:

- develop emotional intelligence and awareness helping them to become confident and independent;
- lead debate and discussions, helping them to become aware of the social, cultural, ethical and legal implications of their arguments;
- evaluate their learning and mistakes, helping them to identify areas for development;
- become responsible and reliable;
- be able to identify and recognise different types of value and then use that value.

Planning and organising

- Our curriculum will be designed in a way that develops our learners' planning and organising by providing the space for and opportunities that support them to:
- set goals, make decisions and monitor interim results (where developmentally appropriate);
- reflect and adapt, as well as manage time, people and resources.
- check for accuracy and be able create different types of value.
- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances
- confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- generate creative ideas and to critically evaluate alternatives
- build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.

Area of Learning and Experience

Our school curriculum is designed in a way that ensures learning and teaching that encompasses all six Areas of Learning and Experiences (Areas)

- Expressive arts
- Health and well-being
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology

All Areas have equal status within our curriculum.

Statements of What Matter

Our school curriculum provides opportunities for our learners to engage with and develop their understanding of the key concepts within all the statements of what matter.

Expressive Arts	Health and Wellbeing	Humanities	Languages, Literacy and Comm.	Mathematics and Numeracy	Science and Technology
WM1 Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	WM1 Developing physical health and well-being has lifelong benefits.	WM1 Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	WM1 Languages connect us	WM1 The number system is used to represent and compare relationships between numbers and quantities	WM1 Being curious and searching for answers is essential to understanding and predicting phenomena
WM2 Responding and reflecting, both as an artist and audience, is a fundamental part of learning in the Expressive Arts.	WM2 How we process and respond to our experiences affects our mental and emotional well-being	WM2 Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	WM2 Understanding languages is key to understanding the world around us.	WM2 Algebra uses the symbol systems to express the structure of relationships	WM2 Design thinking and engineering offer technical and creative ways to meet society's needs and wants
WM3 Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	WM3 Our decision making impacts on the quality of our lives and the lives of others.	WM3 Our natural world is diverse and dynamic, influenced by processes and human actions.	WM3 Expressing ourselves through languages is key to communication.	WM3 Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	WM3 The world around us is full of living things which depend on each other for survival

Expressive Arts	Health and Wellbeing	Humanities	Languages, Literacy and Comm.	Mathematics and Numeracy	Science and Technology
	WM4 How we engage with social influences shapes who we are and affects our health and well-being.	WM4 Human societies are complex and diverse, and are shaped by human actions and beliefs.	WM4 Literature fires imaginations and inspires creativity.	WM4 Statistics represent data, probability models change, and both support informed inferences and decisions.	WM4 Matter and the way it behaves defines our universe and shapes our lives
		WM5 Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered nd ethical action.			WM5 Forces and energy provide a foundation for understanding our universe
					WM6 Computation is the foundation for our digital world.

Our curriculum uses the statements of what matter to guide the selection of all curriculum content. We have used the what matters statements and worked as a cluster to identify key understandings for each AoLE. As a result the statements have been used to help:

- select the range of experiences, knowledge and skills that enable our learners to make sense of the ‘big ideas’ and key principles within each statement
- support our learners’ progression within the ‘big ideas’ and key principles and their ability to be able to develop an increasingly sophisticated understanding and application of the statements of what matter
- allow learners to explore topics and ideas through different lenses – the same concept or idea will be explored through different statements of what matter
- help our learners to make sense of a range of experiences, knowledge and skills within each Area by ensuring that content helps learners to develop a coherent understanding of a range of information.

Descriptions of Learning

At our school, we use the descriptions of learning as a planning tool to inform the wide range of knowledge, skills and experiences within our curriculum. Our curriculum also uses the descriptions of learning to inform planning for a range of contexts for learning across a progression step to create depth and breadth across our curriculum.

Our curriculum does not use the descriptions of learning to create stand-alone tasks, activities, assessment tasks or interim reports to make judgements about our learners' outcomes at a particular point on the continuum.

Progression

Progression in learning is a process of increasing depth, sophistication, engagement and learner control, rather than of covering a body of content. Progression is not linear and different learners are likely to progress in markedly different ways. Progression is at the heart of our curriculum design. When selecting the content of our curriculum and assessment, we use the principles of progression for each Area to inform our approach to progression.

Our school engaged in two year project to develop a joint approach to progression with our cluster, spanning the full educational range from 3 to 18 years old. The resulting work recognises the importance of diversity and inclusiveness that makes our area unique, whilst ensuring a progressive pathway for skills and understanding for all pupils.

We believe that the curriculum's emphasis on working together aligns seamlessly with the diverse fabric of the community, recognizing that each student brings a unique set of strengths and experiences. By prioritizing collaboration, staff can tailor learning experiences to address the individual needs of students, ensuring that progress is made based on their identified next steps. This personalized approach enables learners to advance at their own pace, with a focus on meeting each student where they are in their educational journey. Moreover, the curriculum's commitment to recognizing and celebrating diversity ensures that students feel valued and included, contributing to a positive and enriching learning atmosphere. In our school, the progression in the Curriculum for Wales not only supports academic growth but also cultivates a sense of community and mutual respect, laying the foundation for a future generation of learners who appreciate the power of collaboration in achieving common goals.

The role of disciplines in our curriculum

At Ninian Park our curriculum is structured using an enquiry question approach. Key in-depth learning of different aspects of the school curriculum at points across the year ensure that appropriate coverage is met.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
ORCHARD	What makes me special?	What makes our garden beautiful?	Why do we need to go outside?
YEAR 1	What does it mean to be alive?	Is transformation always good?	What makes a good performance great?
YEAR 2	What does it mean to be a Cardiff Citizen?	Can the oceans be ruled?	What does wellbeing mean to us?
YEAR 3	How does the past shape the present?	What makes our world beautiful?	Is nature cruel or kind?
YEAR 4	Which is more powerful, Science or Magic?	Why are we here?	Can all sport be fair?
YEAR 5	What could tomorrow's world hold for us?	Is change the same as progress?	What makes Wales wonderful?
Year 6	How sustainable is our planet?	Does conflict lead to change?	Why is it dangerous to judge a book by its cover?

As our learners progress through our curriculum, they will have greater opportunities to engage with the different disciplines within each Area and to specialise in them as they reach the later progression steps. Discipline-specific learning and teaching in our curriculum will ensure that appropriate and meaningful links to learning are made across our whole curriculum where appropriate.

Mandatory Curriculum Elements

Relationships and Sexuality Education

Relationships and Sexuality the RSE code and is designed in a way that is developmentally appropriate, inclusive and pluralistic.

Ninian Park has linked with all schools in our cluster, the Local Authority and Welsh Government to create an RSE curriculum which ensures appropriate coverage, but is sensitive to the needs of our community. Parents have been key stakeholders in the development of this work.

A link to our RSE policy be found here: <https://www.xoxourl.com/GOat/>

Religion, Values and Ethics

Religion, Values and Ethics (RVE) is mandatory for all learners aged 3 – 16 and sits within the Humanities Area of Learning and Experience. Teaching and learning in RVE reflects that the religious traditions in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Wales. It also reflects the fact that a range of non-religious philosophical convictions are held in Wales. RVE is planned to meet the mandatory requirements of the Humanities AoLE, and to have regard to both the statutory RVE guidance within the Humanities Area, and the Central South Consortium Locally Agreed Syllabus. There is no right to withdraw from RVE.

Cross-Curricular Skills

We believe that the mandatory cross-curricular skills of literacy, numeracy and digital competence are essential for learners to be able to access knowledge. They enable learners to access the breadth of our curriculum, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling our learners to adapt and thrive in the modern world.

Our curriculum is designed in a way that enables learners to develop competence and capability in the cross-curricular skills and extend and apply them across all Areas.

Across our curriculum, learners will be given a range of opportunities to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world

We will use the Literacy, Numeracy and Digital Competency Frameworks to guide our approach to the development of the cross-curricular skills.

Cross-cutting Themes

Relationships and sexuality education (RSE)

Our curriculum is designed in a way that identifies and makes authentic and meaningful links between learning within a particular Area and learning within the RSE Code.

Human Rights

We believe that learning about human rights empowers learners as rights-holders. This enables our learners to critically examine their own attitudes and behaviours and to develop skills to be ethically-informed citizens of Wales and the world, who can be advocates for their rights and the rights of others.

Our curriculum incorporates opportunities for our learners to:

- learn about human rights by developing their understanding of what human rights are and where those rights have come from including. This includes developing their understanding of the UNCRC and UNCRPD.
- learn through human rights which supports our learners to develop values, attitudes and behaviours that reflect human rights.
- learn for human rights, which motivates them to social action, empowerment of active citizenship and to advance respect for the rights for all.

Diversity

We want our curriculum to recognise and celebrate the diversity that exists within the social groups within our school community, the communities we serve and society as a whole. We want our learners to be aware of the characteristics of others and treat others with compassion, empathy, understanding and equity, regardless of those characteristics. As our learners progress in our curriculum, they will

become increasingly aware of a range of specific characteristics which can define our identity, including sex, gender, race, religion, age, disability and sexuality.

Our curriculum incorporates opportunities for our learners to:

- develop empathy and compassion for others
- celebrate diverse backgrounds, values and characteristics
- develop their own values and sense of identity
- develop understanding of people with different beliefs and perspectives
- challenge stereotypes

Some examples of this at Ninian Park are:

- Right of Week shared each Monday in assembly and on display in classrooms
- UNCRRC on emails, displays in school & on Roary the Dragon signs around the school.
- Attending Rights Fest in Cardiff
- Connecting Classrooms – work with Lesotho
- Refugee Week
- Visitors talking about their culture – e.g. Kinjan Patel speaking about Hinduism; Open Book Assemblies sharing Christian stories; Ivor Gittens sharing his experiences of Windrush; Aleighcia Scott sharing her experiences of being a singer and presenter since leaving our school and Doug Clarke who lived in Grangetown as a boy during the war.
- The literature offered to our pupils as class novels, which include *The Lion Above the Door* by Onjali Q Rauf, *The Windrush Child* by Benjamin Zephaniah and *The Shark Caller* by Zillah Bethell

Careers and work-related experiences (CWRE)

We believe that learning about CWRE is fundamental to developing skills for work and life.

Our curriculum incorporates opportunities for CWRE that inspires our learners to:

- develop an understanding of the purpose of work in life, both for themselves and for society as a whole
- become increasingly aware of the range of opportunities available to them, broadening their horizons • develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning
- appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important
- explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship
- develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life

Some examples of this at Ninian Park are:

- Open your Eyes week - visits from professionals in different fields of work
- S4C worked with Year 4 on the development of Welsh in the media

- Year 3 worked with Screen Alliance Wales to create dramatic pieces that they performed at the Sherman Theatre after participating in workshops and a tour.
- Many links with South Glamorgan Cricket Club
- BBC Orchestra presentation for PS2
- Fire fighters, school nurses and police speaking about safety and roles in the community

Local, National and International Contexts

Local, national and international contexts provide key perspectives for our learners and are important in supporting them to realise the four purposes.

Our curriculum incorporates opportunities for learners to:

- develop learning through a range of places and events of significance
- make links with the local community and organisations
- learn about the contributions and experiences of different individuals that shape each context
- learn about cultural diversity, values, histories and traditions that shape each context
- understand different identities, histories, cultures, perspectives and values that shape communities and societies
- recognise and engage with factors, influences and impacts (including economic, social and environmental impacts) locally, nationally and internationally
- develop an authentic sense of cynefin, building knowledge of different cultures and histories, allowing them to develop a strong sense of individual identity and understanding how this is connected to and shaped by wider influences
- draw on the stories and distinctiveness of our school's local surroundings
- understand their role as citizens and the structures of government which affect them in each context
- explore, critically analyse and respond to contemporary issues and challenges affecting their lives and the lives of others through each context
- understand sustainable development, the challenges the environment and society face and how they can engage with and make a difference on these issues supporting sustainable citizenship
- understand contemporary Wales, providing opportunities to reflect, understand and analyse contemporary society and their engagement with it
- recognise Wales' diverse linguistic heritage and culture, and its connections with the rest of the world • recognise how our languages unlock knowledge about our literature, geography, history and their links beyond Wales
- recognise the links between local, national and international contexts, understanding how they constantly influence each other
- use critical analysis in each context, recognising both positive and challenging aspects within each

A curriculum accessible to all

Through the design of our curriculum, we ensure it:

- is suitable for each learner's age, ability and aptitude
- takes account of each learner's additional learning needs (ALN), if any
- secures broad and balanced learning and teaching for each learner
- make arrangements for assessing the ability and aptitude of learners in respect of the relevant curriculum, on entry to a school or setting, to identify the next steps in their progression and the learning and teaching needed to support that progress.

Cynefin

Our curriculum will instill our learners with a pride and passion in themselves, our school community, the wider community and Wales. Our curriculum will allow our learners to explore and understand the different identities, landscapes and histories that all come together locally and nationally to form their cynefin. This will allow learners to develop their own sense of identity and to understand the identities of others and make connections with people, histories and landscapes elsewhere in Wales and internationally.

Learning and Teaching

Our vision for learning and teaching is based around our school mantra and ethos: "Enjoy, Respect, Achieve"

This takes into consideration the diversity of our school population, ensuring that all children will gain the knowledge, skills and experience to achieve and make progress both at school, and within our local community.

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people – both peers and adults;
- develop children's self-respect and encourage children to respect the ideas, attitudes values and feelings of others;
- show respect for all cultures and in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens;
- take a pride in their work and the work of others.

Effective learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them best.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- paired work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching media, responding to musical and tape-recorded material;
- designing and making things;
- participation in athletic or physical activity;
- after school clubs;
- guest visitors and performers.
- and allowing them to access relevant resources.

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out details of what is to be taught to each year group.

Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Development Plans (IDPs). Teachers modify learning and teaching as appropriate for children with additional needs. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

We plan our lessons with clear, differentiated learning outcomes that are shared with the children. We take these objectives from relevant documents.

All staff establish good working relationships with children in the school. We treat the children with kindness and respect. We treat them fairly and give them equal opportunities to take part in class activities. All staff follow the school policy with regard to discipline and behaviour. We expect all children to comply with these rules that we jointly devised to promote the best learning opportunities for all. We praise children for their efforts and by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.

We ensure that all tasks and activities that the children perform are safe. When we take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents, and obtain their permission, before the visit takes place. All this information is stored on the Evolve website (www.cardiffvisits.org.uk) and visits are approved by the Educational Visits Co-ordinator and Headteacher in advance.

We deploy Teaching Assistants and adult volunteers effectively. Sometimes they work with individual children or small groups both inside and outside of the classroom depending upon the nature of the work involved. Teaching Assistants are involved in the planning and assessing of children's work, where appropriate.

We make sure classrooms are attractive learning environments. We change displays regularly, to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All children have access to a range of fiction and non-fiction books in school, as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

All teachers reflect on their strengths and weaknesses and plan their professional learning needs accordingly. We support our teachers in developing their skills, so that they can continually improve their practice.

We teach in an atmosphere of trust and respect for all. When evaluating teaching and learning in school, we have agreed to consider:

- classroom observation / environment.
- sampling pupils' work. (in books/online and digitally)
- sharing pupils' work with colleagues, agreement trialing and celebrating successes.
- displaying work throughout school and discussing quality.

- internal moderation of pupils' work.
- discussion with pupils.
- Learning walks and triad working

Practice across school, when evaluating teaching and learning in school, it will be monitored and evaluated through:

- classroom observation/learning walks
- sampling pupil's work; (in books and online)
- sharing pupil's work throughout school and discussing quality;
- discussion with pupils.
- Discussions with staff
- Information on pupils' progress
- Teachers planning

Assessment

The purpose and role of assessment within our curriculum

Assessment is an integral part of teaching and learning and plays a fundamental role in enabling our learners to make progress. For assessment to be effective, we recognise that partnerships between our practitioners, our learners and parents and carers are important. It is indistinguishable from excellent teaching and learning and is intrinsically woven into sessions, enabling staff to identify next steps with their learners as well as monitoring progress. With termly reports to parents, open afternoons, parental meetings, online learning platforms, family engagement activities and our website, we aim to utilize our parents' and carers' interest in their child's learning and equip them with the tools they need to support their development.

Progression in learning is a process of increasing depth, sophistication, engagement and learner control, rather than of covering a body of content. Progression is not linear and different learners progress in markedly different ways. Our curriculum is designed to allow for creativity and individuality of expression, whilst still providing structure and ever-increasing challenge for our pupils. Classroom practice encourages investigation, discussion, collaboration and reflection, with pit stops, independent study and the chance to revisit concepts at a later date, ensuring all pupils are supported and encouraged on their learning journey.

We will assess all learners across the 3 to 16 continuum based on the progression built into our curriculum and against planned learning intentions. From an initial Nursery baseline, to Welsh National Tests in Year 6, pupils will experience a range of assessment opportunities. It is our intention to teach them how to cope and thrive and in these situations; ensuring they are resilient, resourceful and ready for an unknown future.

The role of different participants in our assessment process

Leaders

Leaders at our school will establish a strong learning culture that supports and challenges our practitioners to enable them to make appropriate progress. This is achieved by:

- creating a clear vision for curriculum that supports our learners' realisation of the four purposes and supports individual learner progression;
- creating an environment that develops the necessary knowledge and skills to promote learner wellbeing;
- creating an environment based on mutual trust and respect, rather than one focused on compliance and reporting;
- enabling our practitioners to develop the knowledge and skills necessary to carry out their role in assessment effectively;
- ensuring the design, adoption, review and revision of our curriculum that affords opportunities for our practitioners to plan purposeful learning that addresses the needs of each of our learners;
- developing and embedding processes and structures that enable our practitioners to develop a shared understanding of progression;
- ensuring there is a clear picture of learner progression within our school that is understood by all our practitioners, a process that embeds regular ongoing professional dialogue on progression into our systems to support self-reflection and inform improvement;
- ensuring there is a clear understanding of learner progression across our cluster of schools that feeds into discussions on learner progression within each school or setting
- considering how additional challenge and support for our learners can be best provided, including working with other partners
- encouraging engagement between all participants in the learning and teaching process in order to develop effective partnerships
- ensuring that the statutory requirements have been met and that due regard has been paid to this guidance for assessment, and that practitioners are taking account of this in planning, learning and teaching and within daily practice.

Practitioners

Practitioners at our school will plan for and provide effective learning experiences that are appropriate to the age and development of our learners. They support and challenge learners effectively to ensure individuals make progress from their own starting points. This is achieved by:

- being clear about the intended learning, and planning engaging learning experiences accordingly;
- supporting the promotion of learner well-being through assessment practice;
- sharing intended learning appropriately with learners;
- evaluating learning, including through observation, questioning and discussion
- using the information gained from ongoing assessment to reflect on their own practice to inform next steps in teaching and planning for learning;
- providing relevant and focused feedback that actively engages learners, encourages them to take responsibility for their learning, and moves their learning forward;
- encouraging learners to reflect on their progress and, where appropriate, to consider how they have developed, what learning processes they have undertaken and what they have achieved;
- providing opportunities for learners to engage in assessing their own work and that of their peers, and supporting them to develop the relevant skills to do this effectively;
- developing learners' skills in making effective use of a range of feedback to move their learning forward; involving parents and carers in learner development and progression, with the learner's involvement in this dialogue increasing over time;
- engaging in dialogue with leaders and fellow practitioners to ensure we have a clear picture of the progress being made within our school;
- identifying any additional challenge or support learners may require, engaging with external partners where necessary.

Learners

Our learners will participate in and contribute to the learning process in a way that is appropriate to their age and stage of development. This will help them develop knowledge, skills and understanding, and to apply them in different contexts. As they make progress with increasing independence, our learners will be supported and encouraged to:

- understand where they are in their learning and where they need to go next;
- develop an understanding of how they will get there;
- respond actively to feedback on their learning, and develop positive attitudes towards receiving, responding to and acting upon feedback in their learning;
- review their progression in learning and articulate this both individually and with others;
- reflect on their learning journey and develop responsibility for their own learning over time

Parents and carers

Parents and carers have an important role to play in assessment and we will engage with them so that they can support their child's progress in an appropriate way. We will encourage and enable parents and carers to:

- engage regularly with our school and our practitioners in order to understand and support their child's progression in learning;
- share relevant knowledge and understanding with us which will support their child's learning and progression;
- respond actively to information provided about their child's learning and, in collaboration with us, plan ways of supporting that learning within and outside of school.

External Partners

We will engage external partners to:

- help our practitioners assess and identify the needs of learners who may require additional support and then help them through the provision of advice and support. This includes specialist educational support and support from other agencies such as health
- provide information about learning progression that has taken place for our learners who may spend some of their time in other contexts.

Support each of our learners on an ongoing, day-to-day basis

To support our learners on an individual and ongoing, day-to-day basis, assessment is embedded into everyday classroom practice in a way that supports and is indistinguishable from learning.

Our assessment practices will identify each individual learner's strengths, achievements, areas for improvement and, where relevant, barriers to learning. This understanding will be used by our practitioners, in discussion with our learners, to ascertain the next steps required to move their learning forward, including any additional challenge and support required.

Identifying, capturing and reflecting on each learner's progress over time

Our practitioners will identify the progress being made by our learners, and record this, where appropriate, to understand each learner's journey over different periods of time and in a variety of ways. This includes developing an understanding of how a learner has learned, as well as what they have learned and are able to demonstrate. At least once per term, practitioners will attend a Learning Review to ensure good practice is shared; additional adult support is appropriately timetabled and external advice sort in a timely manner.

Reflecting on a learner's progress over time will enable our practitioners to provide feedback and plan their future learning, including any interventions, additional support or challenge that may be required. This feedback will include both immediate next steps and longer-term objectives and goals that the learner should work towards to help keep them moving forward in their learning. This information will also be used as a basis for communicating and engaging with our parents and carers.

Approaches that support us in identifying, capturing and reflecting on each of our learner's progress over time

- Progress will be celebrated in many ways – verbal (i.e. conversations with pupils, the class, parents/carers, other staff, etc), stickers, certificates, electronic points trackers, body language and written.
- Whilst the majority of our interactions with pupils will be verbal, practitioners will provide written feedback during focused activities; with forward marking comments where appropriate.
- Pupils will be encouraged to self-assess and peer-assess work. This aims to create ambitious, resilient and reflective learners who are motivated to fulfil their potential and be able to identify their strengths and areas for development.
- Standardised assessment data will be collected termly and stored on the School Information Management System, to enable analysis to be completed and standards triangulated.
- All classes will maintain a folder to track pupil progress towards targets set for interventions.
- Termly learning reviews will take place between the class teacher, ALNCo and Assessment lead. These will review the progress of each child, any barriers to learning, wellbeing and appropriate wider issues. From these meetings, additional challenge, support and interventions will be agreed.

Understanding and using group progress in order to reflect on our practice

Assessment enables our practitioners and leaders to understand to what extent and in what ways different groups of learners are making appropriate progress. This understanding contributes to our processes of self-evaluation and continuous improvement.

Communicating with Parents and carers

When communicating and engaging with parents and carers, we share information about:

- the progress their child is making
- their future progression needs
- how future progression needs can be supported at home
- their general well-being in school

We share learner information with parents and carers termly, through a written report and also via termly parent consultation meetings. The termly reports build up over the academic year and are sent to parents in at the end of each term.

Information about individual learners and their progress is also shared at parent consultation meetings, held in October, January and July.

Our learners are provided with opportunities to contribute to the communication process with their parents and carers. This is through personal comments on their reports and attending parent consultation discussions with their parents and teachers. Pupils also have opportunities to share their learning with parents at open house and assembly events throughout the year.

Reading and Numeracy Assessments

Statutory online personalised assessments are part of our wider assessment arrangements and are designed to help our practitioners and learners understand how reading and numeracy skills are developing and what the next steps should be.

The Welsh National Tests are completed by pupils from Year 2 to Year 6. These are online and adaptive to the individual, based on how they answer each question. The school timetables two test windows per year, enabling staff to use the information to inform their planning and for pupils to have the opportunity to improve. Information on pupil performance is shared with parents after the second test window.

On-entry assessments

At any point a learner enters our school, [including when they enter compulsory school-age education], we will assess the capabilities, skills, knowledge and aptitudes of learners against our curriculum to determine the next steps in their progression and the learning and teaching needed to make that progress.

All pupils entering Nursery and Reception complete the school's baseline assessment. This assesses a wide range of skills, including oracy, numeracy, fine motor, gross motor, social skills, toileting, and emotional resilience.

Transition

In accordance with the 2022 Transition Regulations our transition plan covers the following matters:

- proposals for managing and co-ordinating the transition of learners from feeder primary schools to the secondary school
- proposals for how continuity of learning will be achieved through curriculum design and planning for learning and teaching for learners in Year 6 transitioning to Year 7
- proposals for how each individual learner's progression will be supported as they transition from primary school to secondary school
- proposals for how the learning needs and the well-being of each individual learner will be supported as they transition from primary school to secondary school
- proposals for reviewing and monitoring the impact of the transition plan in respect of how it has helped: achieve continuity of learning and support individual learner progression

A copy of our cluster's transition plan can be found in Hwb.

Curriculum Summary

In line with the mandatory requirement for schools to publish a summary of their curriculum, a copy of our curriculum summary can be found here - <https://www.xoxourl.com/PlZSb>

Curriculum review, evaluation and revision

The review process

It is the responsibility of the governing body and headteacher to keep the curriculum and assessment arrangements under review, revising them if they no longer comply with our curriculum policy.