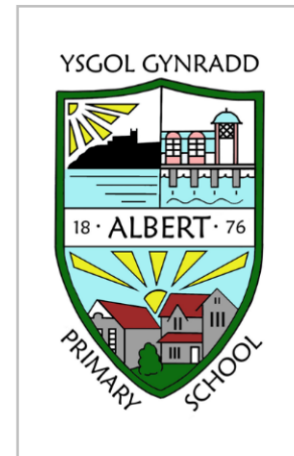


ALBERT PRIMARY SCHOOL
Ysgol Gwnradd Albert

CURRICULUM SUMMARY
September 2022



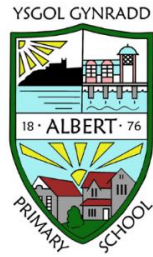
Curriculum for Wales

It's an exciting time for learning in Wales.

In September, all primary schools and some secondary and special schools will be introducing the new Curriculum for Wales.

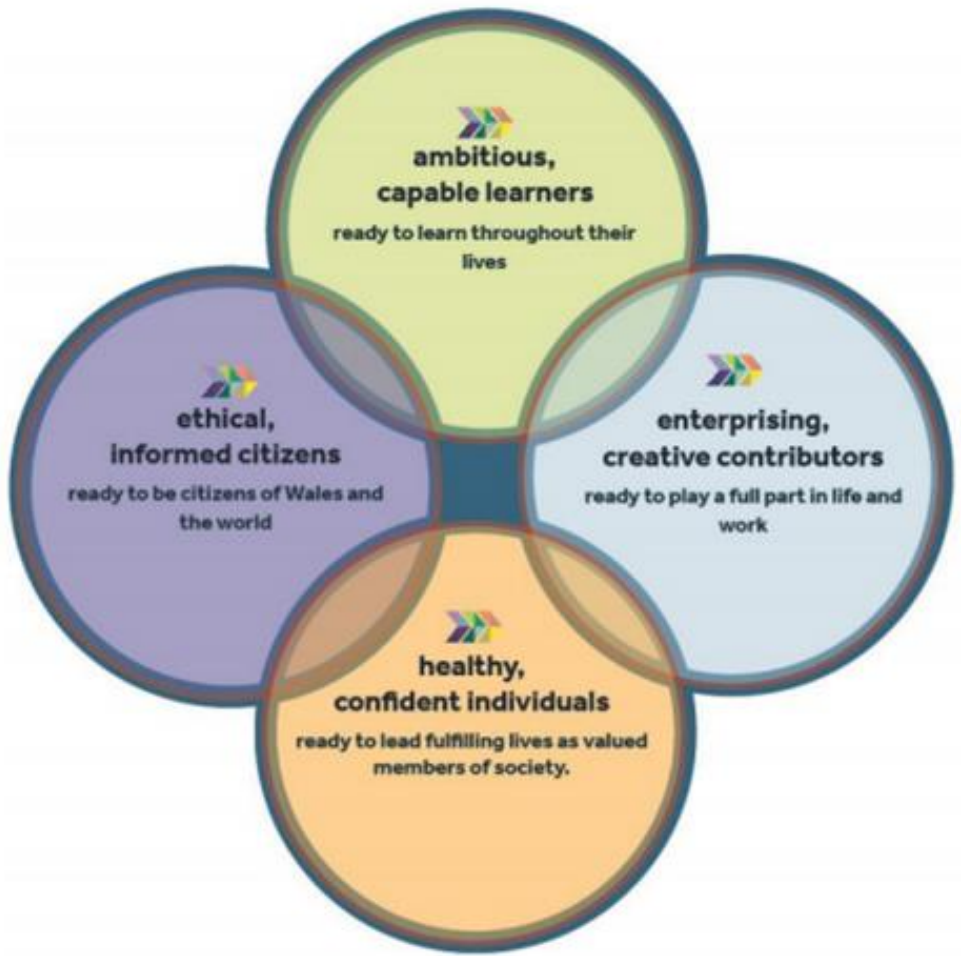
The curriculum, designed by teachers in your school, will support your child with creative lessons with a focus on positive experiences, knowledge and skills. It will suit their needs and help them reach their full potential.





At Albert Primary School, we are embracing the new curriculum for Wales and the exciting opportunities it allows.

Central to, and underpinning, everything that we do are the four purposes. The four purposes are the starting point and aspiration for Albert's Curriculum. Ultimately, the aim of a school's curriculum is to support its learners to become:



The New Curriculum is a journey not a destination.

Our children at Albert Primary will learn:

- **Literacy skills** – listening, speaking, reading and writing in Welsh and in English.
- **Numeracy skills** –using numbers in everyday life.
- **Digital skills.**

Learning will be through 6 areas of learning and experience as part of a chosen school central theme. The 6 areas are:

1. **EXPRESSIVE ARTS** - Art, Dance, Film, Drama, Music and Digital Media
2. **HEALTH AND WELLBEING** - learning about having a healthy body, and a healthy mind. Understanding healthy relationships and how to make good life decisions.
3. **HUMANITIES** - exploring history and geography; business and politics; religions and society.
4. **LANGUAGES, LITERACY AND COMMUNICATION** - Learning and understanding different languages. Creating your own stories, poems or films. Our children will learn to use and understand a modern foreign language.
5. **MATHS AND NUMERACY** - Understanding and using numbers. Understanding and using symbols. Learning about shapes and measurement. How to collect and use information to make decisions.
6. **SCIENCE AND TECHNOLOGY** - Understanding nature and living things. Learning about designing and building things and how technology works and how to use it to solve problems.



Ethical Elin



Healthy Hari



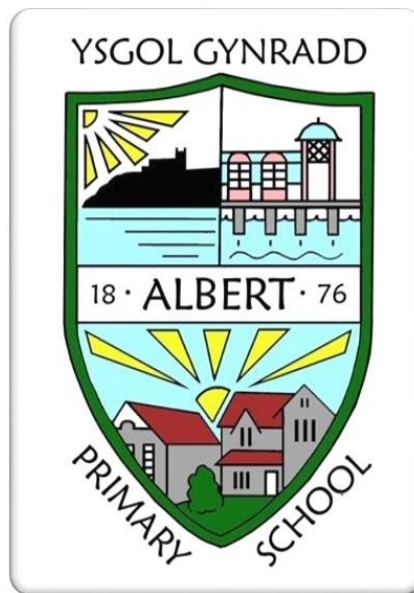
Creative Catrin



Ambitious Aled

Children will also learn about:

- Human rights.
- Respecting people's differences, like their beliefs or where they come from.
- Learning about work and how to choose the kind of work you want to do.
- Learning about Wales, your local area and the world.
- Relationships and sexuality, learning about things like feelings, healthy relationships and how we think about ourselves.



Our school and the Four Purposes

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
- are questioning and enjoy solving 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**

"HELPING US TO HELP OURSELVES LEARN"

Albert Primary is located in the coastal town of Penarth inside a Victorian listed building. We have limited outside space on site but fantastic surroundings with a park opposite, the town close by and the beach and Cardiff Bay within walking distance.

We are an English medium school but celebrate the diversity of our community with more than 25 languages spoken.

We currently have a two form entry with a year group ranging from 50 to 60 learners plus a 72 place Nursery.

We have a range of Additional Learning Needs within each year group and all children are taught within their own class through differentiated activities – there is no setting across year groups.

Initially we were a Pioneer School working on looking at Assessment in 2017. We followed this by then working with the Mathematics and Numeracy group in 2018.

We then continued to work on the Mathematics and Numeracy Area of Learning and Experience working as part of the Quality Improvement team trialling new ideas at Albert and reporting our findings back to inform the development of Mathematics and Numeracy Curriculum.

We ensure our learners will be able to make similar progress alongside their peers from other local schools and a smooth transition to their next step in learning to our local Comprehensives.

It means also that our curriculum has been written by practitioners at Albert Primary – professionals actually delivering the learning in the classroom, seeing the children everyday and knowing what is important to them. Stakeholders and our pupils are integral to our ongoing process of development and the refinement of our curriculum and vision.

The Curriculum for Wales guidance is a clear statement of what is important in delivering a broad and balanced education. The Framework is determined nationally, the work we have been fortunate to be part of as a school since 2017, and includes the curriculum requirements set out in legislation.

The Curriculum for Wales Guidance give us the Four Purposes. The four purposes are the shared vision and aspiration for every child and young person. In fulfilling these, we set high expectations for all, promote individual and national well-being, tackle ignorance and misinformation, and encourage critical and civic engagement.

A school's curriculum is everything a learner experiences in pursuit of the four purposes.

"It is not simply what we teach, but how we teach and crucially, why we teach it."

Skills integral to the four purposes: Integral Skills

This is an intrinsic part of our curriculum design and will support our vision for our curriculum.

The four purposes are also underpinned by integral skills developed within a wide range of learning and teaching. At the heart of these skills is the importance of learners recognising, using and creating different types of value – worth and importance in a range of contexts, including financial, cultural, social and learning value.

Creativity and innovation

Learners are given space to be curious and inquisitive, and to generate many ideas. They are supported to link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions. They identify opportunities and communicate their strategies. This supports learners to create different types of value.

Critical thinking and problem-solving

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

Personal effectiveness

Learners develop emotional intelligence and awareness, becoming confident and independent. They have opportunities to lead debate and discussions, becoming aware of the social, cultural, ethical and legal implications of their arguments. They evaluate their learning and mistakes, identifying areas for development. They become responsible and reliable, being able to identify and recognise different types of value and then use that value.

Planning and organising

Where developmentally appropriate, learners are able to set goals, make decisions and monitor interim results. They are able to reflect and adapt, as well as manage time, people and resources. They are able to check for accuracy and be able create different types of value.

The development of these skills allows learners to work across disciplines, providing them with opportunities for both synthesis and analysis. There is particular potential for innovation in making and using connections between different disciplines and Areas.

When developing these skills, learners:

- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances
- are supported and challenged so that they are prepared to confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- are afforded the space to generate creative ideas and to critically evaluate alternatives – in an ever-changing world, flexibility and the ability to develop more ideas will enable learners to consider a wider range of alternative solutions when things change

- build their resilience and develop strategies which will help them manage their well-being – they should be countering 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.

Pedagogical Principles

On a daily basis our staff will identify pupils' greatest needs, match these with the most appropriate pedagogical approach and assess the impact of the teaching approach through pupil progress.

- create authentic contexts for learning
- encourage learners to take responsibility for their own learning
- support social development & positive relationships
- encourage collaboration
- sustain pupil effort to reach high but achievable targets
- employ a broad repertoire of teaching approaches
- promote problem solving, creative & Critical thinking
- build on previous knowledge & experience to engage interest
- focus on the Four purposes
- use assessment for learning to accelerate progress
- make connections within & across AoLEs (areas of learning and experiences)
- reinforce Cross Curricular responsibilities – Literacy, Numeracy and Digital Competence.

'Pedagogy is more than 'teaching' in the narrow sense of methods used in the classroom.' Successful Futures 2015.

In designing our curriculum we consider the pedagogical approaches that we need to employ to support our learners in realising the four purposes. Our vision for learning and teaching considers the why, the how as well as the what we teach.

Learner involvement

The input of learners should be an important consideration throughout the curriculum design process.

The selection of curriculum content should consider learners' input and should provide increasing opportunities for learners to help direct their learning as they progress. Learners' views about their experiences and about what, how and where they learn should be taken seriously when a curriculum is being designed.

Learners should be informed about the process the school is taking to design the curriculum and should be given opportunities to be involved in decision-making. It should be made clear to learners how they have influenced decisions, with feedback given about what decisions have been taken and why.

Involving learners directly in the designing of their curriculum could include the following steps.

- Enabling learners to make choices about what and how they learn.
- Collecting qualitative feedback after learning experiences, which informs ongoing curriculum design.
- Considering learners' perspectives on a daily basis in the classroom through participatory pedagogy.
- Involving learners in setting priorities for the curriculum and for learning content.
- Ensuring that resources are identified to support participation.
- Ensuring that consultation, analysis of learners' views and feedback are included as steps in the curriculum design and evaluation process.
- Ensuring that feedback on the outcomes of learner voice contributions are given to learners and staff and that this is factored into the timescales for curriculum design.
- Ensuring that learners are informed about the school's process of curriculum design in an accessible language and format and that they know what opportunities there are to get involved.

At Albert Primary our '*pupil immersion days*' are effective in providing a variety of creative, stimulating and engaging activities for pupils. Whilst immersed in these multi-sensory activities pupils reflect and think on the experiences their new curriculum theme will provide. Pupils influence their learning and skills development. Classrooms include 'pupil planning and reflection displays' incorporating these skills and ideas.

Cross-curricular skills

The mandatory cross-curricular skills of literacy, numeracy and digital competence are essential to all learning and the ability to unlock knowledge. They enable learners to access the breadth of a school's curriculum and the wealth of opportunities it offers, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling learners to adapt and thrive in the modern world. Learners need to be adaptable, capable of learning new skills throughout life and equipped to cope with new life scenarios.

Our curriculum enables learners to develop competence and capability in these skills and, where there are opportunities, to extend and apply them across all AoLEs (areas of learning and experiences).

Learners are given opportunities across our curriculum 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.

These skills are embedded across the curriculum.

Principles of Progression

Five principles of progression underpin progression across all Areas. The principles areas are as follows:

Increasing breadth and depth of knowledge

Learners need to acquire both breadth and depth of knowledge. As learners progress, they develop an increasingly sophisticated understanding of concepts that underpin different statements of what matters. They see the relationships between these and use them to further shape and make sense of knowledge and make links across the whole curriculum. This consolidates their understanding of concepts.

Deepening understanding of the ideas and disciplines within the Areas

Holistic approaches are particularly important to learning in early steps as learners engage with the world around them. Learners should become increasingly aware of ways in which ideas and approaches can be coherently grouped and organised. As they progress they need to experience and understand disciplinary learning in each of the Areas and see these in the context of the statements of what matters and the four purposes.

Refinement and growing sophistication in the use and application of skills

Learners need to develop a range of skills including: physical, communication, cognitive and Area specific skills. In the early stages of learning, this range of skills includes focus on developing gross and fine motor; communicative and social skills. They also develop intellectual skills in applying what they have learned. As learners progress, they demonstrate more refined application of existing skills, and will experience opportunities to develop new, more specific and more sophisticated skills.

Over time, learners become able to effectively organise a growing number of increasingly sophisticated ideas, to apply understanding in various contexts and to communicate their thoughts effectively, using a range of methods, resources or equipment appropriate to their purpose and audience.

Making connections and transferring learning into new contexts

Learners should make connections with increasing independence; across learning within an Area, between Areas, and with their experiences outside of school. Over time these connections will be increasingly sophisticated, explained and justified by learners. They should be able to apply their learning in more unfamiliar and challenging contexts.

Increasing effectiveness

As learners progress, they should become increasingly effective. This includes increasingly successful approaches to self-evaluation, identification of their next steps in learning and more effective means of self-regulation. They become increasingly able to seek appropriate support and to identify sources of that support. They ask more sophisticated questions and find and evaluate answers from a range of sources. They become increasingly effective at learning in a social and work-related context.

These principals articulate the ways in which learners make progress in their learning and contribute to the four purposes at Albert Primary. This means that progression is embedded in learning and teaching and forms the basis of our thinking when designing, planning and enhancing our school curriculum now and into the future.

Assessment at Albert Primary

Assessment is an integral part of the learning process which focuses on identifying each individual learner's strengths, achievements, areas for improvement and, where relevant, barriers to learning. This information is to be used by the teacher, in discussion with the learner, to ascertain the next steps required to move learning forward, including any additional challenge and support required. This will be achieved by embedding assessment into day-to-day practice in a way that engages the learner. This enables the practitioners to build a holistic picture of each individual child.

Curriculum Review

This is the start of our exciting curriculum journey and we will continue to monitor and evaluate its effectiveness on a regularly basis, supported by learners, staff, parents and governors. Appropriate meetings with stakeholders and school communications, with emphasis on our curriculum journey, will support our evaluative processes.



Curriculum for Wales

For more information, please visit

<https://hwb.gov.wales/curriculum-for-wales/a-new-curriculum-in-wales-easy-read/%20%0D>

Here you can access a guide for parents/carers

<https://hwb.gov.wales/curriculum-for-wales/a-new-curriculum-in-wales-a-guide-for-parents/>

And an easy read

<https://hwb.gov.wales/curriculum-for-wales/a-new-curriculum-in-wales-easy-read/>

You can also view an animation which explains the changes

<https://www.youtube.com/watch?v=SCMLnc8IMxE&t=0s>

Additional Learning Needs

<https://gov.wales/additional-learning-needs-aln-system-parents-guide-html>

Additional learning needs (ALN) system: parents' guide

