

YSGOL SEFYDLEDIG CAERGEILIOG FOUNDATION SCHOOL



CURRICULUM STATEMENT

'They come this way but once – teach them well'

In developing its Curriculum for implementation in September 2022 our School aims to enable all pupils to develop towards the four purposes of the curriculum – the starting point and aspiration for every child entrusted our care.

Our Vision for each pupil entrusted to our care:

Our School has a commitment to 'Quality and Excellence in Education'. Thus, our mission is to strive at all times to utilise tried and tested methods of teaching. This philosophy is founded in the realisation that nothing is so essential as universal access to, and acquisition of the *experiences, knowledge* and *skills* that our young people need for employment, lifelong learning and active citizenship.

This statement aims at giving all our stakeholders a clear indication of what is important in delivering a broad and balanced education. The four purposes are the shared vision and aspiration for every child and young person. In fulfilling these, we set high expectations for all, we promote individual well-being, we tackle ignorance and misinformation, and encourage critical and civic engagement.

Our Curriculum is everything each pupil experiences in pursuit of the four purposes. It is not simply

- **what we teach,**
but
- **how we teach**
and
- **crucially, why we teach it.**

Curriculum development is at the heart of our planning. At every opportunity, it seeks to

- **raise standards,**
- **close the attainment gap,**
and
- **ensure that our educational provision is the best.**

As we develop our Curriculum we also ensure that changes contribute to the national goals set out in the Well-being of Future Generations (Wales) Act 2015. It is also an important vehicle for embedding the United Nations Convention on the Rights of the Child (UNCRC) in the experience of learning and teaching for our children and young people and for giving them an understanding of their rights.

Assessment should be intrinsic to curriculum design.

Learning and Teaching - an integrated approach:

Our curriculum is delivered through an integrated approach to learning. The six Areas bring together familiar disciplines and encourage strong and meaningful links across them. Those individual disciplines still play an important role, especially as learners progress and begin to specialise.

All members of staff work as a team. This has always been the strength of the School. Consequently, our curriculum is the product of collaboration and cross-disciplinary planning. This will enable learners to build connections across their learning and combine different experiences, knowledge and skills.

Our curriculum is underpinned by the 27 mandatory statements of what matters and our pupils are taught to develop an understanding of all statements. The process of exploring and revisiting these statements enables all pupils to develop ever deeper knowledge over the learning continuum and to progress to a more sophisticated understanding of the key knowledge, ideas and principles in each Area. This more sophisticated understanding allows **pupils** to value how their learning contributes to these ideas and why it is important, **rather than simply being able to recall isolated facts without understanding the context.** The School ensures that this progression is supported by a variety of assessment approaches which enable the pupils and teachers to understand where each pupil is and what needs to be done next.

How our Curriculum was designed:

Whilst adhering to Government requirements and guidance when planning our Curriculum the final product is nevertheless unique to Caergeiliog Foundation School and incorporates its own assessment procedures. It is **NOT** an 'off the shelf' product.

Our approach to planning our Curriculum recognises:

- the role of leadership in enabling high-quality learning and teaching. This of course is at the heart of our commitment to 'Quality and Excellence in Education' namely to ensure such provision that is founded in
 - high-quality learning and teaching
 - building the School's professional capacity,
 - developing local leadership, responsibility and decision-making
- the importance of making such correct and suitable decisions about the needs of our specific learners, including choosing topics and activities which will best support their learning
- the importance of meaningful learning. That is, a Curriculum that is designed with particular attention to the what concepts and essence of learning that should underpin a range of different topics, learning activities and acquisition of knowledge
- the need for innovation and creativity
- the scope for greater links between Areas and disciplines.

Progression and assessment - the heart of our curriculum design:

From the first initial steps taken to design our new Curriculum learners' progression has been our first consideration.

The 27 mandatory statements of what matters are the basis of this progression.

It is through exploration of the key ideas and principles contained in these statements that our pupils will develop their learning. Our Curriculum therefore ensures that all learning supports and develops an increasingly sophisticated understanding and application of the statements of what matters. The Descriptions of Learning help to ensure further progression by offering guidance in the way learners should progress within each statement of what matters as they journey through the continuum of learning. These are arranged in five progression steps which provide reference points for the pace of that progression.

These expectations are expressed from the learner's perspective and are framed broadly so that they can sustain learning over a series of years. They are not designed as stand-alone tasks, activities or assessment criteria. While the learning continuum is the same for each learner, the pace of progress through it will differ. As a result, the progression steps can only broadly correspond to expectations at ages 5, 8 and 11.

Together, the principles of progression and the descriptions of learning are used to guide the development of a curriculum which reflects appropriate progression. Pupils' progress will then be identified through assessment which then allows our staff to plan for effective and purposeful teaching and learning.

Progression will be supported through 'deep' learning by using the description of learning which is designed to support increasing depth and sophistication of learning over time. This allows space for a variety of diversion, repetition and reflection as learners' thinking develops over time to new levels of sophistication.

By planning meaningful experiences our Curriculum aims at all learning bringing together a breadth of knowledge and skills, allowing the learners to use and apply them in new and challenging contexts. The School recognises that assessment is key to supporting 'deep' learning and is used to identify whether learners need to consolidate their learning, whether further support is needed and the next steps for learners' progress.

The School recognises that assessment is intrinsic to curriculum design. Its overarching purpose is to support every learner to make progress. Therefore, all assessment will always focus on moving learning forward by understanding the learning which has already taken place and using this to ensure that each learner is challenged and supported appropriately, according to their individual learning needs.

IN CONCLUSION:

As noted earlier, teamwork is at the heart of all that we do. It requires partnerships among all those involved, including the learner. In accordance with our commitment to '*A Service of Care*' our Curriculum, teaching and learning is geared to recognise

- the individual learning needs and backgrounds of each learner
and
- encourage a holistic view of each learner's development.