

DEVELOPING OUR CURRICULUM AT RHIGOS PRIMARY

A new curriculum has been developed for settings and schools in Wales and will be used throughout Wales by September 2022.

What's changed

The new curriculum will have more emphasis on preparing young people for life. It will build their ability to learn new skills and apply their subject knowledge more positively and creatively. As the world changes, they will be more able to adapt positively.

They will also get a deep understanding of how to thrive in an increasingly digital world. A digital competence framework introduces digital skills across the curriculum, preparing them for the opportunities and risks that an online world presents.

Meanwhile teachers will have more freedom to teach in ways they feel will have the best outcomes for their learners.

The central focus of assessment arrangements will be to ensure learners understand how they are performing and what they need to do next. There will be a renewed emphasis on assessment for learning as an essential and integral feature of learning and teaching.

Why has it changed?

Now more than ever, young people need to be adaptable to change, capable of learning new skills throughout life.

Advances in technology and globalisation have transformed the way we live and work. These changes have profound implications for what and how children need to learn. Just think, tablets and smart phones didn't even exist when the last curriculum was introduced in 1993.

Schools and teachers need more flexibility to respond to this environment, using a new curriculum which will promote high achievement and engage the interest of all children to help them reach their potential.

The new curriculum will bring this about by making learning more experience-based, the assessment of progress more developmental, and by giving teachers the flexibility to deliver in more creative ways that suit the learners they teach.

Who has been involved?

In developing our curriculum we have engaged practitioners, learners, parents, carers and the wider community. Staff have attended cluster meetings and have discussed developments in staff meetings and INSET. Practitioners have received training with outside providers on the developments of CfW. Practitioners have researched developments by keeping up to date with the latest WG and CSC bulletins. Practitioners have prepared for the introduction of the new curriculum by planning under the 6 areas of learning. Learners have discussed a new way of learning in class. They participate in how and what they would like to learn in their 'The Immersion Days'. To help our learners to become familiar with the Four Purposes they all designed an animal that they thought would best represent Rhigos and the 4 Purposes. An owl or gw dihŵ was chosen. A graphic designer used these designs to produce our gw dihŵ. These owls form the basis of all that we learn. The school forum presented to the Full Governing Body Meeting on the Curriculum for Wales. Learners have also completed questionnaires including MAID All these opinions have been taken into account when designing our purpose led curriculum. Parents, Learners, practitioners and the wider community helped us choose a new motto for our school. It is Latest developments have been posted on the school website such as the latest advice from the Welsh Government. Also, features are included in the weekly newsletter.

OUR VISION FOR CURRICULUM FOR WALES

What are the required elements of the Curriculum for Wales?

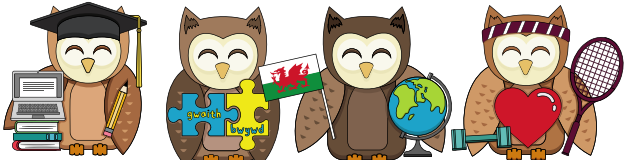
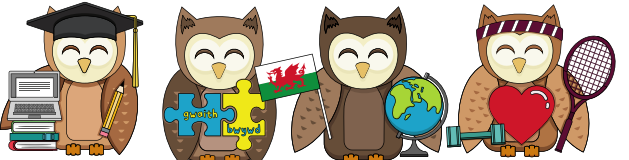
Working with all school stakeholders we have constructed our own vision for the Curriculum for Wales based around the four purposes.

THE FOUR PURPOSES

The four purposes are at the heart of our new curriculum and they describe how to enable learners to develop. They are the starting point for all decisions on the skills, knowledge and experiences developed as part of the curriculum. More than that, they are designed to influence how practitioners plan, teach and assess.



At Rhigos Primary School we aim to develop learners who:

<p>Ambitious, capable Learners who –</p> <ul style="list-style-type: none"> • Set high goals and do our best to reach them • Build our knowledge and learn new things for the rest of our lives 		<p>Enterprising, Creative Contributors who –</p> <ul style="list-style-type: none"> • Use our skills to solve problems • Use our knowledge to come up with good ideas
	<p>WE AIM TO BE</p>	
<p>Ethical , Informed Citizens who –</p> <ul style="list-style-type: none"> • Look after and improve our world • Respect the rights and needs of others 		<p>Healthy, Confident Individuals who –</p> <ul style="list-style-type: none"> • Know what to do to stay safe and healthy • Are happy, and who have the confidence to take on challenges and overcome them

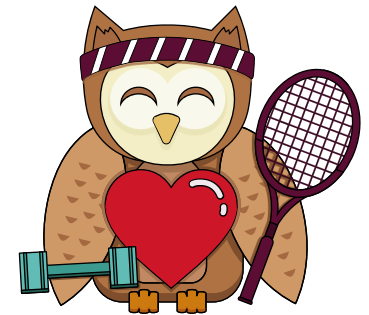
Ambitious, Capable Learners

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
are ready to learn throughout their lives



Healthy, Confident Individuals

- 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
- are ready to lead fulfilling lives as valued members of society



Ethical, Informed Citizens

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

Enterprising, Creative Contributors

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



How we will approach learning progression and arrangements for assessment?

We will provide for appropriate progression and accord with the principles of progression set out in the 'Progression Code' (which applies to all learning across all AoLEs).

Our curriculum is underpinned by the national mandatory principles of progression which describes 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. They are designed to be used by all teachers across Wales to:

- Understand what progression means and what it should look like in a given area
- Develop the curriculum and learning experiences to enable learners to progress in the way described
- Develop assessment approaches which seek to understand whether this progress is being made

At our school we believe assessment and progression is fundamental to ensuring we achieve our school vision of:

We care, we believe, together we achieve.

We use a variety of strategies, evidence informed, to enable each individual learner makes progress at an appropriate pace. We ensure our processes identify learners who require further support or challenge and that they provide rich qualitative data for us to inform next steps in learning for individuals.

Our assessment arrangements ensure active engagement between our learners and the teacher and is based on continually reflecting on:

“Where are learners in their learning? Where they need to go? How do we support them to get there?”

PRINCIPLES OF PROGRESSION

- Increasing effectiveness
- 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 connections and transferring learning into new contexts

Will our Curriculum be broad and balanced and cover a breadth of learning?

Our curriculum will provide for learning and teaching that encompasses each of the Areas of Learning and Experience. It will be a broad and balanced, purpose led curriculum based on skills, knowledge and experiences.

Expressive Arts



Health and Well-being

*Language, Literacy and



Humanities



LLC*



Maths & Numeracy



Science & Technology



Communication

To include –

- Welsh
- Relationships & Sexuality (including the detail of the relationships and Sexuality Code)
- Religion Values and Ethics (RVE) – schools must also consider the agreed syllabus adopted by their local authority
- The cross-curricular skills (literacy, numeracy and digital competence)

CROSS-CURRICULUM RESPONSIBILITIES

There are three key competencies and skills which are the foundations for almost all learning and are essential to being able to participate successfully and confidently in the modern world. These skills are literacy, numeracy and digital competence. These will be cross-curriculum responsibilities for all teachers and people who work with children and young people.

Using the Literacy and Numeracy Framework (LNF) and Digital Competence Framework (DCF) teachers at Rhigos Primary School plan learning opportunities for children to apply skills and concepts they have learned across the curriculum through completing realistic tasks appropriate for their stage of development.

What is the 'Literacy and Numeracy Framework' (LNF)

It is a planning tool for teachers and staff in schools, identifying clear targets in literacy and numeracy for all learners aged 5 to 14.

Both primary and secondary schools will use the Framework to make sure that the teaching of literacy and numeracy skills is across the curriculum not just in English and Maths lessons. Nearly all lessons will have a numeracy or literacy focus through number work, oracy, reading, problem solving or writing.

There are lots of examples of this approach in school already. A few of them are:

- writing presentations to 'sell Wales as a venue for the World Cup'
- cooking, using scales to measure ingredients and reading/writing recipes;
- making 'Rhigos Café Smoothies' with different liquids and solids:
- writing reports on rugby stars and other famous Welsh people

What is the 'Digital Competence Framework' (DCF)

The framework introduces and develops the skills needed to live and work in an increasingly online and digital world, ranging from communicating and collaborating to problem solving and handling online bullying.

Like literacy and numeracy it will apply across all subjects, developing skills and confidence in learners that make them adaptable to changes in technology over time.

The framework has four strands of equal importance. Each has a number of elements which explore the detail within it. The strands are:

- **Citizenship** – which includes the elements of 'Identity, image and reputation', 'Health and well-being', 'Digital rights, licensing and ownership', and 'Online behaviour and cyberbullying'
- **Interacting and collaborating** – which includes the elements of 'Communication', 'Collaboration', and 'Storing and sharing'
- **Producing** – which includes the elements of 'Planning, sourcing and searching', 'Creating', and 'Evaluating and improving'
- **Data and computational thinking** – which includes the elements of 'Problem solving and modelling', and 'Data and information literacy'.

Will our curriculum will encompass the concepts set out in the statements of what matters in the 'Statements of What Matters Code'?

Our curriculum is broad and balanced, is suitable for learners of differing ages, abilities and aptitudes and includes learning opportunities within and across 6 AoLEs, with content drawn from the statements of what matters and informed by the national principles of progression.

Expressive Arts	Health & Wellbeing	Humanities	Languages, Literacy & Communication	Mathematics & Numeracy	Science & Technology
WM 1 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 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 health 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 symbol systems to express the structure of mathematical relationships.	WM2 Design thinking and engineering offer technical and creative ways to meet society's needs and wants
WM 3 Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	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.
	WM4 How we engage with social influences shapes who we are and affects our health and wellbeing.	WM4 Human societies are complex and diverse, and shaped by human actions and beliefs.	WM4 Literature fires imagination and inspires creativity.	WM4 Statistics represent data, probability models chance, and both support informed inferences and decisions.	WM4 Matter and the way it behaves defines our universe and shapes our lives.
	WM5 Healthy relationships are fundamental to our well-being	WM5 Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.			WM5 Forces and energy provide a foundation for understanding our universe
					WM6 Computation is the foundation for our digital world.

CHALLENGES

We have tried out many ideas and challenges have emerged as a really effective way of incorporating our pupils' knowledge, skills and experiences into an exciting learning activity. A challenge allows the children to use the skills they have been taught previously in exciting, real life contexts. We have found that a well-written challenge will enthuse all the children, regardless of their ability. In fact many pupils who may struggle with reading or writing do very well in challenges. Equally, because the children can use their own initiative, our more able pupils also achieve well. In a challenge learners are able to use their own initiative, to work to their own strengths, and to explore a topic in depth.

Challenges in school are designed to:

- Use pupils' previous skills and knowledge;
- Encourage collaborative and team work;
- Encourage problem solving;
- Develop pupils' creative skills;
- Allow pupils to have some choice in the way that they approach learning;
- Have a real-life context.

The teacher usually 'stands back' during the rich task sessions. They only offer support if the children need it and they tend to ask many 'open ended' questions to encourage the children to develop their ideas as much as possible.

The end product could be a PowerPoint presentation, an interview, an actual product, written work, a film or an event. Often the children will be given the choice of how they would like to present their work so each team will have a different product.

Examples of Challenges in School

Marble Run (Dosbarth 3)

The brief was set: A gaming company would like a marble run where there are different surfaces for the marble to run on and for the marble to travel at different speeds. Pupils carried out investigations into forces ready to design their marble run. They were reminded of the work they did to find out about surfaces and friction, levers and pulleys and air resistance. Pupils worked collaboratively in teams to create a game to raise awareness of forces. First, pupils analysed and evaluated popular commercial games using forces. The children used their IT skills to design their game on Minecraft, before making their Marble Runs with recycled materials. Pupils also created PowerPoints to advertise their game to show to younger pupils. The next stage is to enter their designs into a competition organised by Royal Academy of Engineering Challenge 2022.

Let's Go Fly a Kite! (Dosbarth 2)

This challenge was set as The Kite Flying Association (BKFA) holds regular kite flying competitions. They would like to promote kite flying hobby among young children. They are asking schools to organise their own kite flying competition with their own set of rules and flying criteria. The children researched kites, bringing commercial ones from home. They looked at the function of the different parts of the kite. They designed and made their kites and evaluated their performance. They are going to plan an assembly to promote their kite designs for their parents and families.



Other examples of Challenges

- Treasure Island ~ create a treasure island where pirates can live happily ever after
- Mud Glorious Mud ~ set up a muddy kitchen café that serves morning coffee, afternoon teas and lunches
- Scrum V / Football Focus ~ organise a rugby/football tournament for your friends

How the curriculum will be kept under review, including the process for feedback an ongoing revision?

So that our curriculum meets the needs of our learners and that it is relevant, purposeful and successful it will be kept under review, including the process for feedback and ongoing revision. It will be assessed by our practitioners on a continual basis. Our Governors will monitor its suitability and purposefulness. Parents and carers will be able to share their opinions and views through parental consultations, questionnaires and informal consultations. Our learners will help us develop our curriculum through pupil voice and also through their progress and success. There will be a continual process of monitor, evaluate and review.

Through monitoring, evaluation and review we will ensure that our curriculum will be planned to be suitable for learners of differing ages, abilities and aptitudes. It will be inclusive and equal.

June 2022