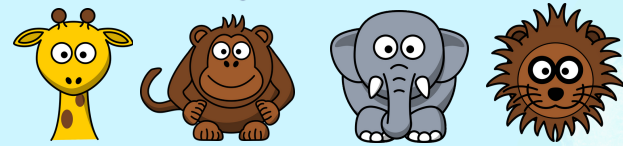


Four Purpose Characters



Curriculum Statement

Nant-y-Parc Primary
School ©



Our Journey to Curriculum for Wales 2022

Phase 1: Principles and Purpose – Determining our 'why' – principles for curriculum design

We first looked at the principles for our curriculum design considering how our design should reflect our vision and values, our context, and our needs as a school. When we had come to a decision, we ensured that we worked in consultation with stakeholders to gain clarity around our vision.

Phase 2: Entitlement and Enhancement – what do we want our learners to become?

After clarifying our principles and purpose, we worked to develop our Nant-y-Parc non-negotiables and how we intend to broaden our curriculum across the 12 pedagogical principles, mainly working on raising the profile of authentic learning experiences e.g. educational visits, outdoor learning, and oracy-rich learning experiences. We considered what learners will experience as they move through school and thought of ways to capture this in innovative, progressive ways. We wanted to ensure pupils had the opportunity to reflect on their own learning using the four purposes.

Phase 3: Breadth and Balance – what will they learn?

We use the descriptions of learning to collate a broad range of experiences, knowledge, and skills in the form of progression maps. They are explored through a range of contexts, topics and activities selected in the process of curriculum design. The maps aim to support learners to engage with descriptions of learning in increasing depth and sophistication over a period of time. Teachers within each progression step sat and looked for links between AoLEs in order to map out topics and lines of enquiry for pupils to learn through. *Each enquiry topic is driven by a discipline within either 'Science & Technology', 'Expressive Arts' or 'Humanities.'*

Phase 4: Pedagogy – How will they learn?

Our vision recognises the integral role of the learning environment in supporting effective learning. In considering the 12 pedagogical principles, we put together a toolkit for teachers to add to whenever they trial with a new pedagogical approach.

Phase 5: Progression and Assessment – Planning for Progression

Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. We will utilise various assessment strategies outlined in a framework that will enable each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly.

Phase 6: Review and Evaluate – what's working? what do we need to consider moving forward?

After going through the phases above to reach our ROADMAP curriculum, it is essential we sit as a whole staff and reflect honestly on the impact on teaching and learning. We commit to making any adaptations or changes to improve it further. Professional learning for staff is vital to us succeeding in our journey and realising our vision.

The writing in red is updated and amended for our 2024-2025 curriculum summary

Vision and Values

ROADMAP: Realising Our Ambitions and Dreams Making Anything Possible

Vision

Our ROADMAP curriculum is driven by the four purposes and provides learners with a range of experiences that develop their knowledge and skills to ensure that they leave our school as well-rounded, confident and adaptable individuals. Our 10 non-negotiable learner experiences are established and contribute largely to us achieving our vision.

Our vision has been co-constructed by staff and pupils, with parents and governors being invited to contribute through virtual meetings. Our vision is a visual document, outlining all factors that contribute towards us achieving our ROADMAP acronym.

We view the community as being vital to our pupils developing a sense of belonging and identity, however we know that we need to give them opportunities beyond their community also, so that they can better understand their place in the world.

10 Non-Negotiables

We have identified 10 non-negotiable experiences that we want all pupils to have before they leave Nant-y-Parc.

These are outlined here:

1. Watch a professional theatre performance
2. Visit a beach
3. Learn to communicate confidently in different ways, including through speech and digitally
4. Learn to play an instrument
5. Participate in sports
6. Experience travel
7. Experience Wales, beyond Senghenydd
8. Visit a university
9. Have the skills to play different roles within a team
10. To learn a modern foreign language



Values

Appreciation Caring Friendship Honesty Responsibility Trust Unity
 Cooperation Happiness Respect Tolerance Understanding



What is 'curriculum?'



Our curriculum is the knowledge, skills and experiences that we promise to deliver to our pupils in order to realise our vision. We need to develop our learners across the four purposes, making them ambitious, enterprising, ethical and healthy citizens. Our curriculum is broad and balanced and suitable for learners of different ages, abilities and aptitudes. It provides for appropriate progression for learners and includes a range of provision to ensure this.

Outlined in the table below are the **six areas of learning and experience** through which pupils will learn. Along with these six areas, there will be **five cross-cutting themes** and **four integral skills**.

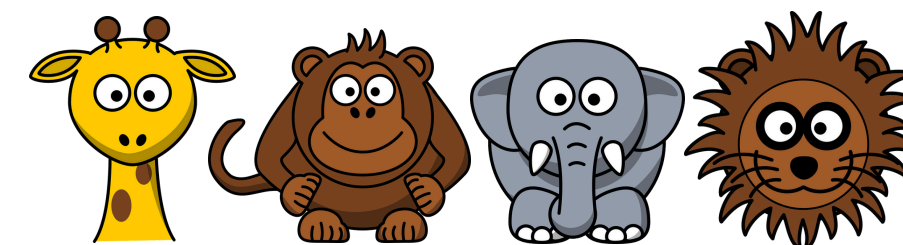
Expressive Arts	Humanities
Health and Wellbeing	Science and Technology
Languages, Literacy and Communication	Maths and Numeracy

Nant-y-Parc are supporting your child to be:

- an ambitious, capable learner, ready to learn throughout their life;
- an enterprising, creative contributor, ready to play a full part in life and work;
- an ethical, informed citizen, ready to take part in Wales and the world;
- a healthy, confident individual, ready to lead a fulfilling life as a valued member of society.

These are called the 'four purposes' of the curriculum.

Our curriculum team of learners worked collaboratively to choose four characters to drive the four purposes in our school. Each character is directly linked to one of the four purposes. The pupil team developed stories and tales to accompany each character to allow our pupils to better understand what it means to be ambitious, capable, enterprising, creative, ethical, informed, healthy and confident.



Cross-curricular Responsibilities



Curriculum for Wales stipulates that schools should ensure that pupils' literacy, numeracy and digital competency skills are developed across all learning experiences.

We will continue to use the Literacy and Numeracy Framework to ensure that literacy and numeracy skills are developed progressively across the school. We will ensure that these skills are developed in an authentic context, making the most of our resources in school and drawing upon the expertise of our teachers and teaching assistants.

We have invested heavily in digital technology over the years, to ensure our pupils have variety in their digital experiences. We want pupils to develop a range of digital skills and develop an awareness and understanding of digital citizenship. In 2024-2025 we have devised a new system to track progress in DCF over time.

Digital Competency Framework Strands

- Digital Citizenship - Pupils will consider what it means to be a conscientious digital citizen who contributes positively to the digital world around them.
- Interacting and collaborating - Pupils will look at methods of electronic communication and know which are the most effective. Learners will also store data and use collaboration techniques effectively.
- Producing - These elements cover the cyclical process of planning (including searching for and sourcing information), creating, evaluating and refining digital content.
- Data and Computational Thinking - Computational thinking is a combination of scientific enquiry, problem-solving and thinking skills. Before learners can use computers to solve problems they must first understand the problem and the methods of solving them.

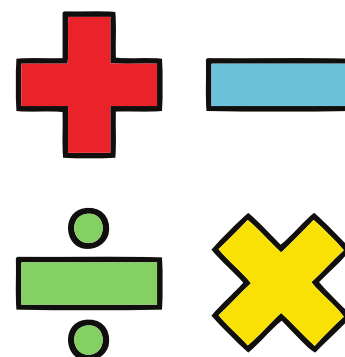
Pupils will continue to develop their own understanding of their learning through the use of their learner profiles. Children will reflect at least once a week on their learning in upper school and at least once a fortnight in middle/lower school. They will record their reflections online using different software. In reflecting in this way, pupils will not only develop their understanding of their own progress and targets, but they will develop key digital skills.



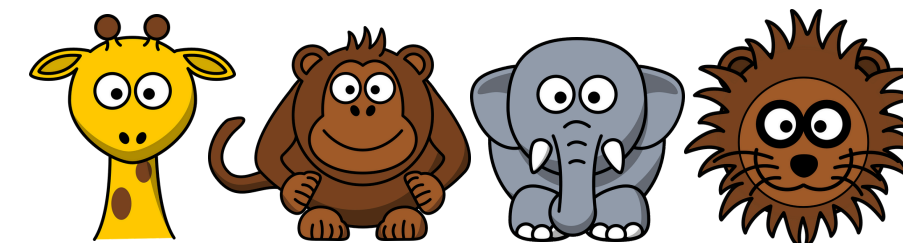
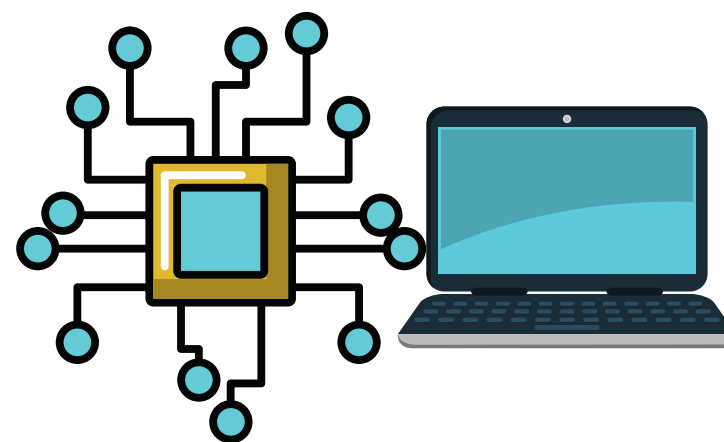
Literacy



Numeracy



Digital Competence

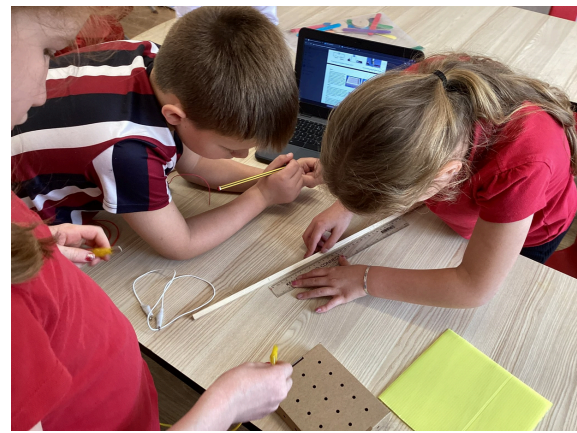


Integral Skills

We will endeavor to develop integral skills in all pupils through every day learning experiences. We will have 7 lifelong wheels that each class will spend a dedicated amount of time focusing on.



Critical thinking and problem solving



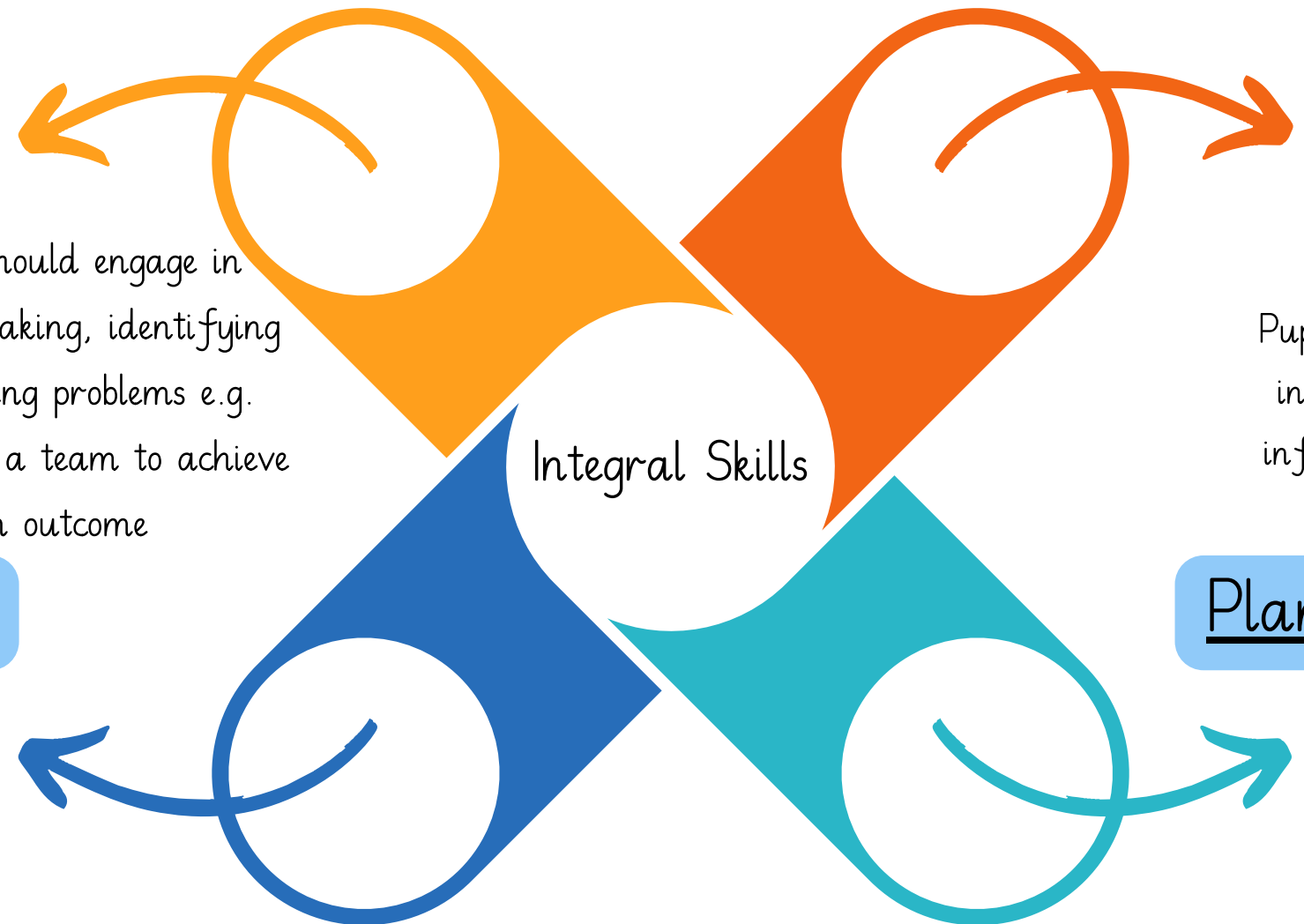
Pupils should engage in decision-making, identifying and solving problems e.g. working in a team to achieve an outcome



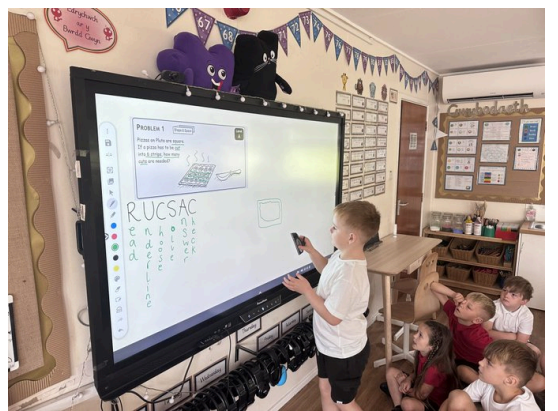
Creativity and Innovation



Pupils should be given space to be curious and inquisitive, and to generate many ideas.e.g. influencing their learning through developing new areas for skill development.



Personal Effectiveness



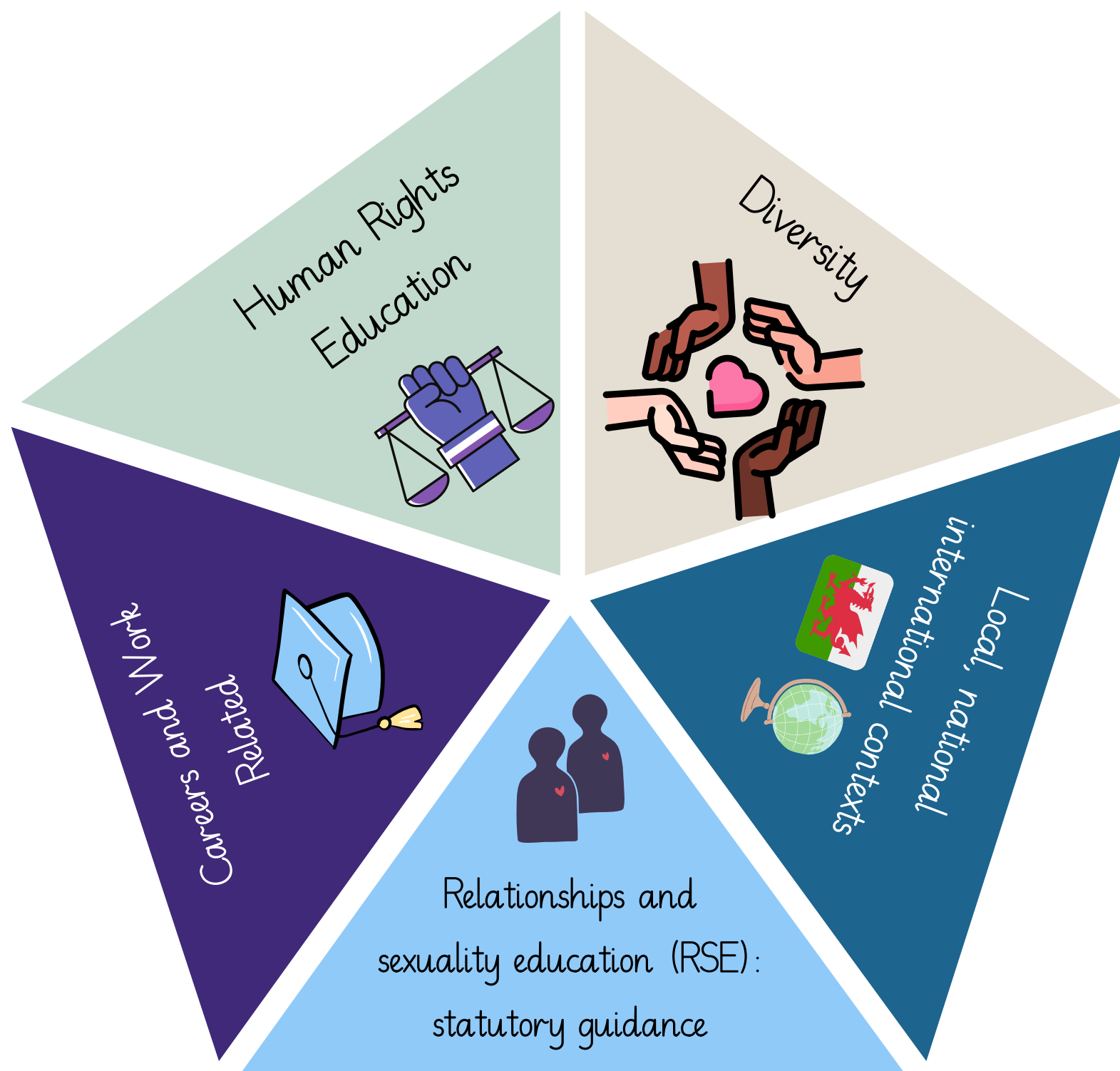
Pupils should have opportunity to become responsible and reliable e.g. looking for ways to improve and learning from mistakes

Planning and Organisation



Pupils should be able to reflect and adapt, as well as manage time, people and resources e.g. delivering workshops for parents.

Cross-cutting themes



Schools and practitioners were told that they should have a methodology for designing a curriculum that incorporates, where appropriate, opportunities for learning and consideration of cross-cutting elements. These should allow learners to:

- consider local, national, and international contexts
- develop an understanding of relationships and sexuality education, human rights education and diversity, and careers and work-related experience.

At Nant-y-Parc we have been developing our approach to developing the cross-cutting themes as a part of everyday learning. Careers topics are evident from Y2-6. We have worked to develop staff and pupil knowledge on the subject of diversity, by bringing in professionals to deliver training. We always learn about Wales throughout the school, however, we have worked to develop pupils' awareness of international contexts through discussion-based lessons and age-appropriate news resources. As a Gold Award Rights Respecting School, we incorporate rights into all aspects of school life including policies, rules, and as an authentic context in learning. RSE guidance has been released by the Welsh Government and the school has put together a framework for all year groups that aligns with this guidance.

What Matters Statements

What Matters Statements are statements across all six Areas of Learning and Experience that schools must base their curriculum on. Through the use of Area of Learning and Experience progression maps, teachers have worked to bring together a broad repertoire of knowledge, skills and experiences across a range of contexts, topics and lines of enquiry. We have collaborated as staff to unpack the 27 Statements of What Matters to make links across all Areas of Learning and Experience as appropriate.

We support learners to engage in their learning with increasing depth and sophistication over a period of time. We assist learners to apply their learning in increasingly challenging contexts and allow for diversion, reinforcement and reflection as their understanding and application of the key learning develops and becomes more refined over time, provoking deep thinking, discussion and inquiry.





The 'How' - Pedagogy



At Nant-y-Parc we provide our pupils with discipline specific knowledge and skills across a range of authentic and innovative experiences. Through use of the pedagogy toolkit, staff will be able to select from a range of approaches to best suit the needs of their learners and the learning experience. Pupil voice is central to planning for learning and all learners have the opportunity to contribute to their learning through asking questions based on their class line of enquiry.

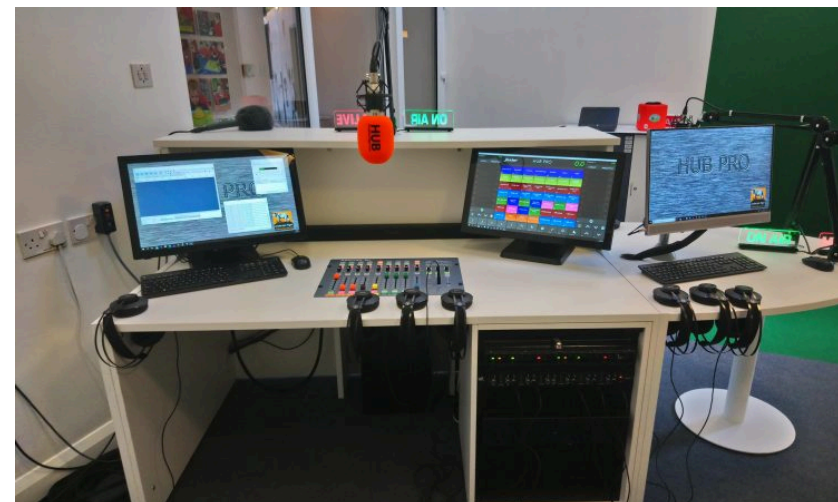
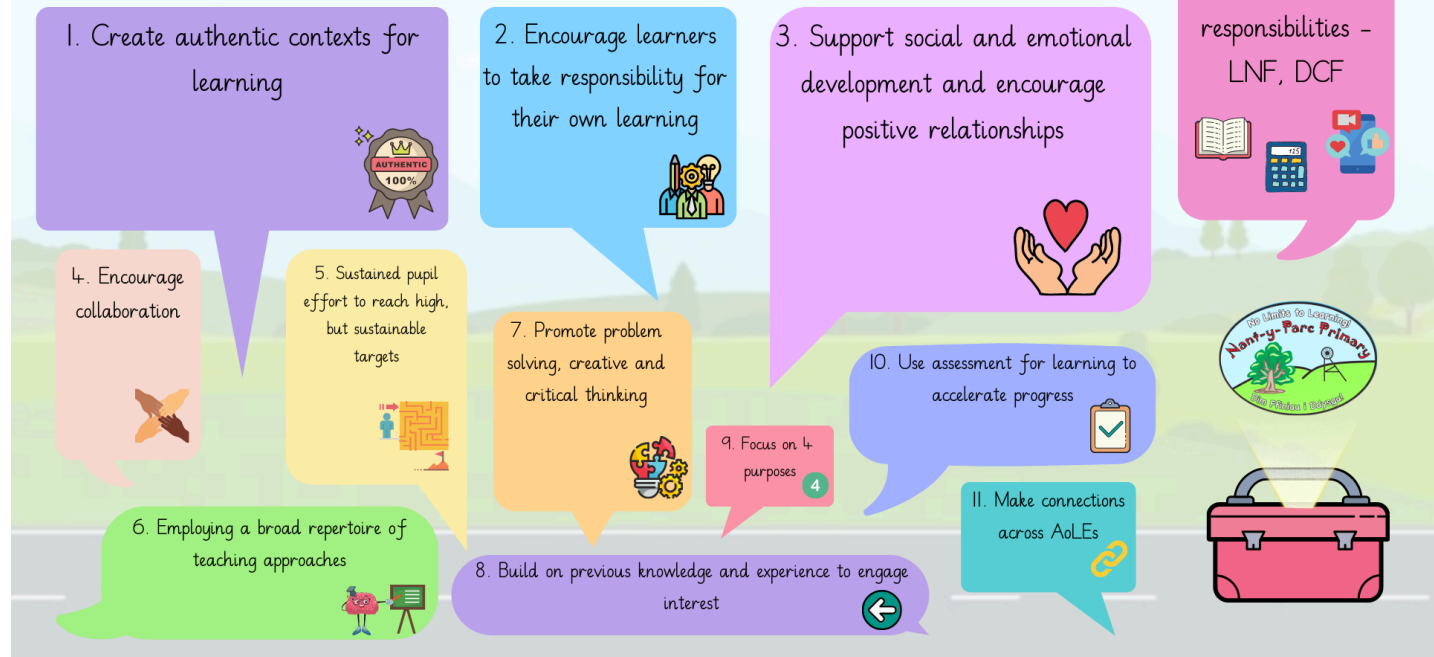
Nurture UK

Nant-y-Parc recently achieved the Nurture Schools Award. The award is evidence of a school's success in implementing and embedding a nurturing culture. Pupil wellbeing is at the heart of our pedagogy. We set the conditions for learning by creating nurturing environments in which pupils can thrive.

Outdoor Learning

At Nant-y-Parc, outdoor learning is paramount to our pedagogy. We provide regular opportunities for learning to take place outdoors. Our newly refurbished forest schools area is a tranquil area for pupils to learn in. The richest classroom, roofed only by the sky.

NANT-Y-PARC PRIMARY SCHOOL: PEDAGOGY TOOLKIT



iHwb Radio Station

Our learners will develop their oracy skills and digital skills whilst collaborating with their peers through regular use of our iHwb suite.

Reflecting and Refining: Sounds write



We have now embedded our new approach to phonics at Nant-y-Parc and we are following the Sounds Write synthetic phonics programme. An outline of this programme and the benefits for pupils can be found below.

What is Sounds Write? (A summary)

Sounds-Write is a systematic synthetic phonics programme designed to teach reading, spelling, and writing to children. It is based on the principles of blending, segmenting, and phoneme manipulation. The programme focuses on building strong foundations in phonemic awareness and understanding how sounds (phonemes) correspond to letters (graphemes).

The approach progresses through stages, starting with simple sounds and moving towards more complex sound patterns and word structures. Pupils are taught to blend sounds together to read words and to segment sounds to spell them. Regular, structured practice ensures that pupils develop confidence and fluency in both reading and writing.

Benefits for Pupils:

Clear Structure: Sounds-Write provides a well-organised and logical progression that helps pupils build skills systematically.

Early Success: By teaching blending and segmenting early, pupils experience success quickly, boosting their motivation and self-confidence.

Phonemic Mastery: Pupils learn to hear and manipulate sounds effectively, which is crucial for both reading fluency and accurate spelling.

Inclusion: The programme supports a wide range of abilities, making it accessible to pupils who might otherwise struggle with literacy.

Long-term Impact: The solid foundations developed through Sounds-Write can enhance overall literacy skills, supporting pupils' academic success across subjects.

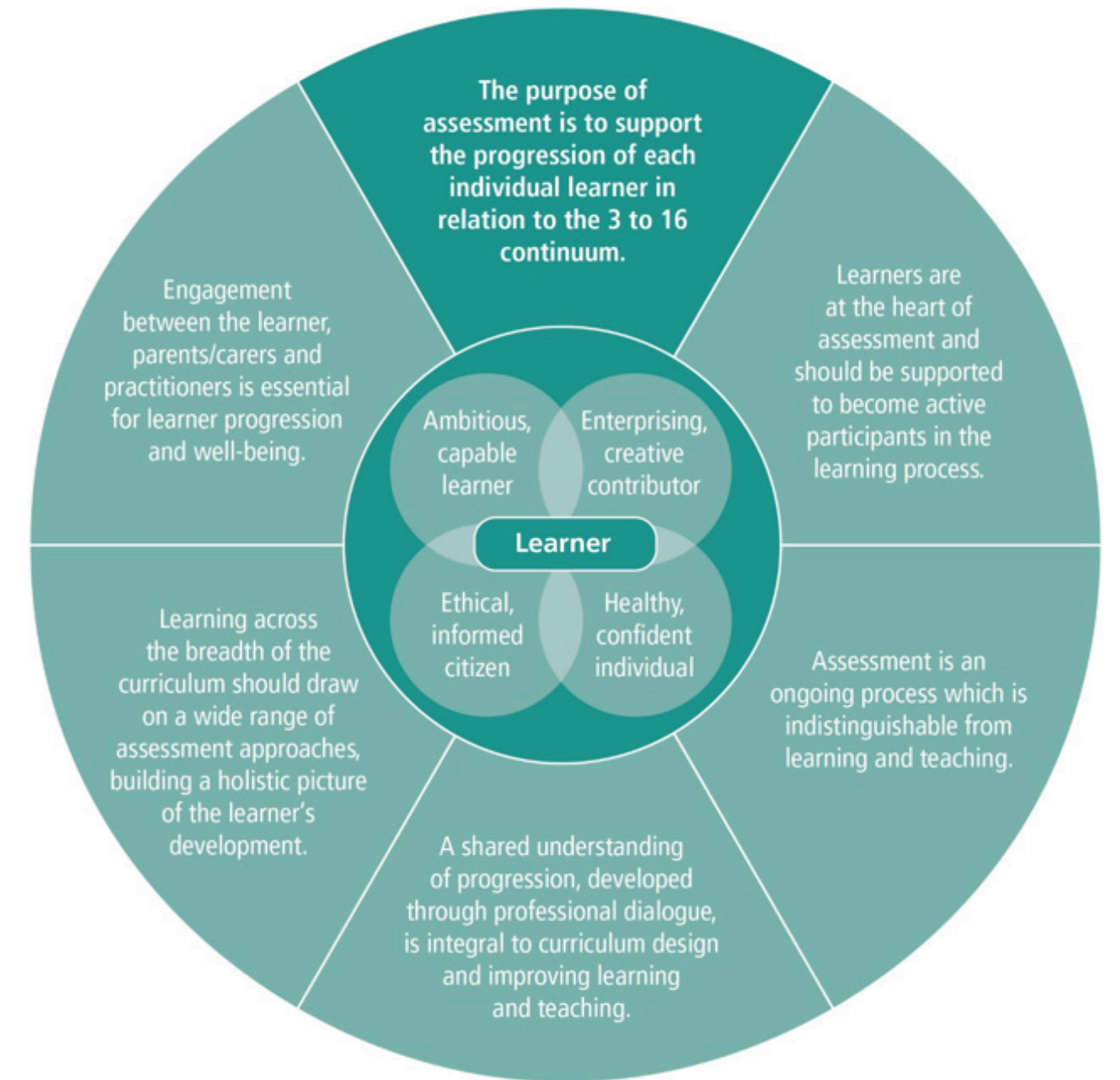
Sounds-Write is highly regarded for its evidence-based approach, making it an effective tool for improving reading outcomes, particularly in early years and primary education.

Progression

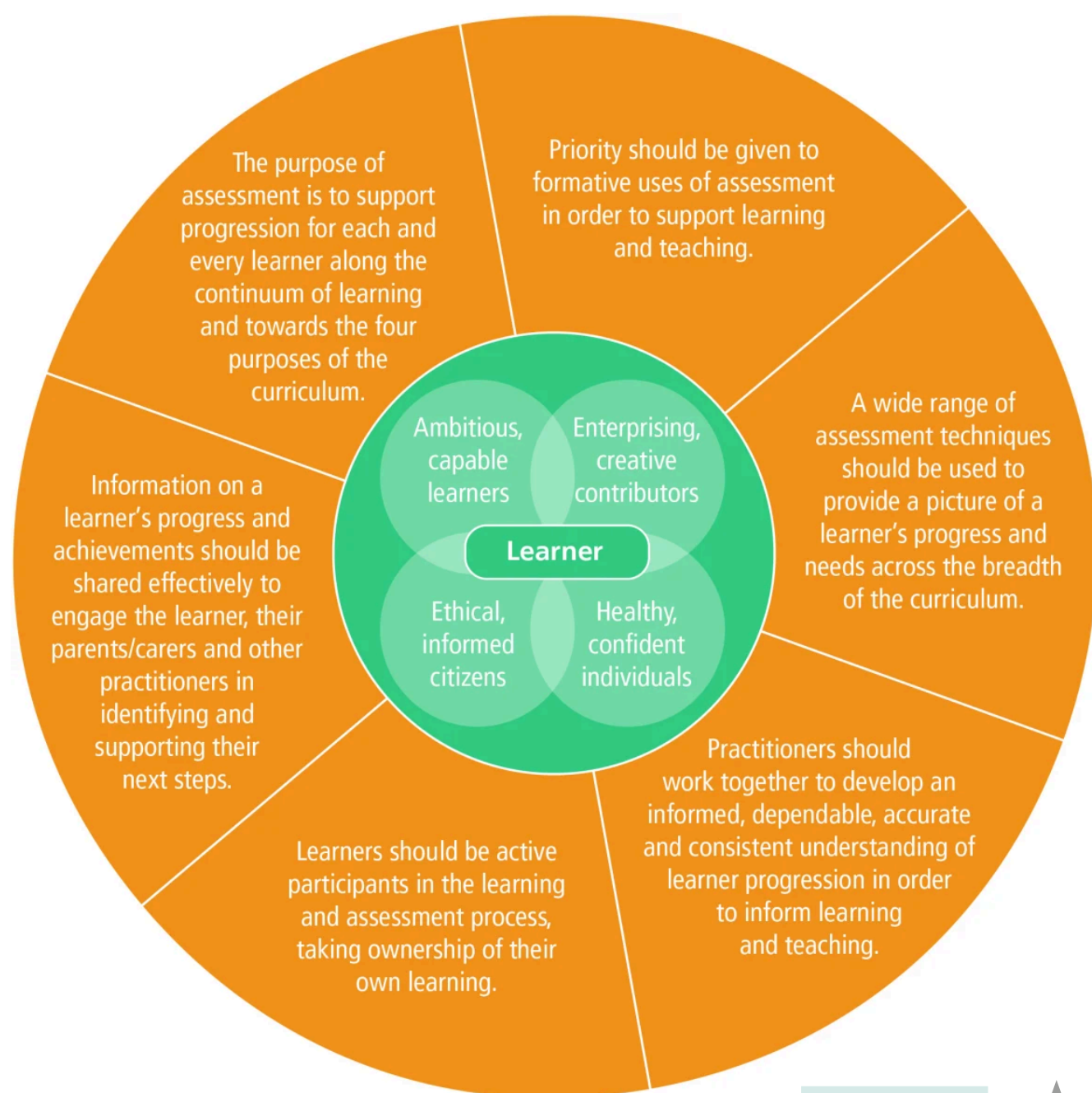
Progression in learning is a process of developing and improving in skills and knowledge over time. Supporting learners to make progress is a fundamental driver of our curriculum. Progression is reflected in the statements of what matters, the descriptions of learning for each of these statements and is also the primary purpose of assessment. Understanding how learners progress is critical to learning and teaching and should inform curriculum design, classroom planning and assessment.

We will report to parents on pupil progress through parent consultations and through written reports. Throughout the year, children in progression steps 2 and 3 will consider how they evaluate their own progress and these evaluations will also be shared with parents and guardians.

We will work closely with our cluster comprehensive school to ensure that transition from progression step 3 to progression step 4 is as seamless as can be for our learners.



Assessment



At Nant-y-Parc, we will utilise various assessment strategies, which will enable each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly through their individual learning journey.

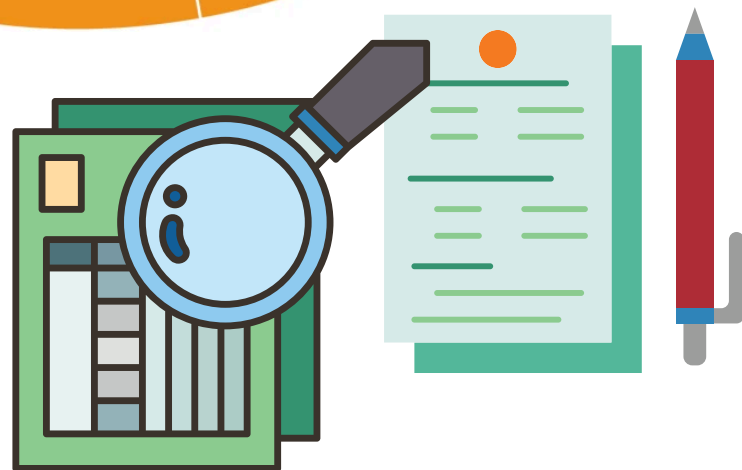
Initially we will be using Taith 360 as an online assessment and tracking tool. We will be ensuring that all pupils who are identified as needing a specific intervention receive support through evidence-based programmes.

We will use an assessment framework to outline our baseline assessments as key points throughout the year. We will then outline non-negotiable expectations for assessment for all classes, including assessment for learning (ongoing, daily assessment) and assessment in learning (self-assessment, pupils monitoring their own learning).

We will monitor pupil wellbeing through use of the PASS survey and through pupil-teacher interviews every term. Pupils will have the opportunity to reflect on their own wellbeing by rating themselves against a set of criteria and discussing their ratings with their class teacher. Pupils will continue to sit National Tests from Y2-6 in the areas of Reading, Numerical Reasoning and Procedural Maths.

Teachers will conduct formal observations as an assessment method from Nursery - Y2. Writing observations will also be conducted across the whole school to support pupils to develop their writing skills.

We view strong communication links between home and school as vital to parents and guardians understanding the assessment processes at our school. Teachers will be available to discuss assessment at any point during the academic year.



Progression/Assessment Updates

We have developed our assessment tracking system to support our curriculum and help teachers to understand the progress of each pupil from the time they enter our school to the time they leave. Whilst having a snapshot of progress over one academic year is useful for each teacher, it will be much more beneficial for our pupils if their class teachers understand their progress over a longer period of time.

To support our teachers in tracking progress effectively, we have devised a new addition for our class trackers that will follow the pupils as they move from class to class and from progression step to progression step.

We have also put all things 'assessment' on an interactive pdf document to hold everything in a centralised place. This will allow us to develop an even deeper shared understanding of assessment and progression within our school.

ASSESSMENT ON A PAGE NANT-Y-PARC PRIMARY SCHOOL

