

# COLCOT PRIMARY SCHOOL

## Learning and Teaching Policy

Abstract

### **Areas of Learning and Experience (AoLE)** **Learning and Teaching Policy -** **Curriculum for Wales**

DATE RATIFIED	REVIEW DATE
07.05.2024	

**Colcot Primary School**  
**Areas of Learning and Experience (AoLE)**  
**Learning and Teaching Policy**  
**Curriculum for Wales**



**Care, share, learn!**

# Gofal, rhannu, dysgu!

## Policy Approved

Headteacher:	Chair of Governors:
Date:	Date:

## Policy Reviewed

Date of review:	Reviewer:	Details:
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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:

- to inspire ambition, creativity, integrity and compassion - nurturing a desire for lifelong learning.
- to be proud of who we are and where we come from by celebrating our rights, heritage and culture.
- to equip our children with the skills, knowledge and experiences to succeed in an ever-changing world through a local and global dynamic and exciting curriculum.
- to awaken inquisitive minds and develop a sense of wonder and curiosity about the world around them.
- to strive to be respectful and empathetic - supporting each other in creating friendships and happy communities.

## 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 experiences 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 our learners in Wales. Our curriculum is designed so that all 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

### **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 measure 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

#### **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 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 the rights of other, as members of a diverse society
- show their commitment to the sustainability of the planet

#### **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 relationship 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 towards 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.

#### Areas of Learning

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**

#### Statements of what matter

All Areas have equal status within our curriculum.

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**.

<b>Expressive Arts WM1</b> Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	<b>Expressive Arts WM2</b> Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	<b>Expressive Arts WM3</b> Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	<b>Humanities WM1</b> Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
<b>Humanities WM2</b> Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	<b>Humanities WM3</b> Our natural world is diverse and dynamic, influenced by processes and human actions.	<b>Humanities WM4</b> Human societies are complex and diverse, and shaped by human actions and beliefs.	<b>Humanities WM5</b> Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
<b>Health and Well-being WM1</b> Developing physical health and well-being has lifelong benefits.	<b>Health and Well-being WM2</b> How we process and respond to our experiences affects our mental health and emotional well-being.	<b>Health and Well-being WM3</b> Our decision-making impacts on the quality of our lives and the lives of others.	<b>Health and Well-being WM4</b> How we engage with social influences shapes who we are and affects our health and well-being.
<b>Health and Well-being WM5</b> Healthy relationships are fundamental to our well-being.	<b>Languages, Literacy and Communication WM1</b> Languages connect us.	<b>Languages, Literacy and Communication WM2</b> Understanding languages is key to understanding the world around us.	<b>Languages, Literacy and Communication WM3</b> Expressing ourselves through languages is key to communication.
<b>Languages, Literacy and Communication WM4</b> Literature fires imagination and inspires creativity.	<b>Mathematics and Numeracy WM1</b> The number system is used to represent and compare relationships between numbers and quantities.	<b>Mathematics and Numeracy WM2</b> Algebra uses symbol systems to express the structure of mathematical relationships.	<b>Mathematics and Numeracy WM3</b> Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
<b>Mathematics and Numeracy WM4</b> Statistics represent data, probability models chance, and both support informed inferences and decisions.	<b>Science and Technology WM1</b> Being curious and searching for answers is essential to understanding and predicting phenomena.	<b>Science and Technology WM2</b> Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	<b>Science and Technology WM3</b> The world around us is full of living things which depend on each other for survival.
<b>Science and Technology WM4</b> Matter and the way it behaves defines our universe and shapes our lives.	<b>Science and Technology WM5</b> Forces and energy provide a foundation for understanding our universe.	<b>Science and Technology WM6</b> Computation is the foundation for our digital world.	

*Table above shows the titles of each statement of what matter.*

Our curriculum uses the statements of what matter to guide the selection of all curriculum content. Specifically, they are used to:

- 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 have chosen to use the **descriptions of learning** as a planning tool to support selection of a 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 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. Progression in Mathematics and Numeracy also involves the development of five proficiencies which are connected and interdependent.

Learning should be an journey, not a straight line. Progression is a 'road map' for each individual, and each may progress at a different rate or take a different path to get to the next stage in their learning journey.

Curriculum for Wales is built on **Progression Steps** at ages 5, 8, 11, 14 and 16 and take the form of Achievement Outcomes relating broadly to expectations at those ages. These will help learners, teachers, parents and carers to understand if appropriate progress is being made.

The Progression Steps are as follows:

Progression Steps	Ages	Year Groups
Progression Step 1	3-5	Nursery/Reception
Progression Step 2	5-8	Y1-Y3
Progression Step 3	8-11	Y4-Y6

Learners can be anywhere on the progression line. The above steps are more rough guides as to where children of certain age groups are expected to be.

## Cluster concepts

As part of our Pencoedre Learning Community cluster work we have 12 cluster concepts that are our main concepts that drive learning through our Colcot Curriculum-Designed for All.

The following below are our 12 Cluster Concepts:

<b>Emotions</b>	<b>Identity, Values and Behaviours</b>	<b>Physical Competence</b>	<b>Decisions (Informed and Considered)</b>
<b>Relationships</b>	<b>Place and Space</b>	<b>Governance and Citizenship</b>	<b>Cause and Effect</b>
<b>Diversity (Inclusion)</b>	<b>Process Thinking and Creativity</b>	<b>Forces, Energy and Matter</b>	<b>The Natural World and Diversity of Life</b>

Descriptions of the 12 cluster concepts are provided for progression step 1, 2 and 3. The knowledge, skills and experiences required for each progression step are also provided.

## Cultures of Thinking

Colcot Curriculum-Designed for All is underpinned by Cultures of Thinking drawing on research by leading Harvard University's Ron Ritchhart. We strive to ensure our school is an environment where a group's collective, as well as individual's thinking is valued, visible and actively promoted. We strive to create cultures of thinking in our classrooms focusing on 8 cultural forces:

- **Language**-developing and using a language of thinking,
- **Time**-including making time for thinking,
- **Environment**-making the classroom environment rich with the documents of thinking, and making their own thinking visible,
- **Opportunities**-providing purposeful activities that require learners to engage in thinking and development of understanding,
- **Modelling**-modelling who we are as thinkers and learners
- **Expectations**-clear expectations focusing on the value for thinking and learning as opposed to mere completion of 'work',
- **Routines**-scaffolding learner's thinking and providing tools and patterns to use,
- **Interactions**-showing respect and valuing others' ideas, contributions and thinking.

These 8 cultural forces are all intertwined and can be used at any time during the learning process. Our aim is to provide our learners with classroom environments where thinking, learning and understanding are strongly valued and our more collaborative in nature.

## 6C's of lifelong learning

Our Colcot Curriculum-Designed for All has been adapted to centre around the 6C's of 21<sup>st</sup> century learning and include:

- **Creativity**
- **Character**
- **Citizenship**
- **Critical thinking**
- **Communication**
- **Collaboration**

To succeed in an ever-evolving world we understand that our learners need to be explicitly taught and develop a different set of lifelong skills. By teaching these skills we believe we are providing our learners with a more rounded school experience and preparing them for the lives and world they live in.

Descriptions of learning for each of these 6C's of education have been written for Progression Step 1, 2 and 3.

## The role of disciplines in our curriculum

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.

Our Colcot Curriculum-Designed for All Roadmaps are set out as follows:

**Designed for All-Colcot Curriculum  
AUTUMN  
EXPRESSIVE ARTS**



**Four Purposes Matrices**

ACL  
HCI  
ECC  
EIC

RVE -Fortnightly  
RSE-Fortnightly  
Science (weekly)

**SHORT TERM INQUIRY**  
Maths and Numeracy  
Entrepreneurship

Computation  
Barefoot Computing  
PE  
realPE

**PS1 PS2 PS3**

Year	Expressive Arts
EYFS 1	How many ways can we tell a nursery rhyme? (Art & Music)
EYFS 2	Express Yourself! Drama & Art
Y1	Dance & Music Reinventing the Colcot Crusaders
Y2	Art Beside the Seaside
Y3	Film and Digital Media & Drama "Why should I visit the Vale?"
Y4	Art & Dance-National Eisteddfod links to UK How can we celebrate being Welsh?
Y5	How can we use art and music to influence our world? (Art & Music)
Y6	Film and Digital Media & Drama around the globe How can film and theatre be used to explore big issues?

**Special Events**

Road Dahl Day (September)  
Jeans for Genes Day (September)  
Black History Month (October)  
Harvest Festival (October)  
World Homeless Day (October)  
Hanukkah (November)  
International Day of Persons with Disabilities (December)  
Human Rights Day (December)

**Discrete Teaching**

Subject	Resource
Mathematics and Numeracy	White Rose Mathematics
Language, Literacy and Communication	<a href="#">Genres Map N/R</a> <a href="#">Genres Map Y1-Y6</a> <a href="#">Alan Peat Coverage</a> <a href="#">Progression in Writing</a> Read, Write, Inc Programme The Write Path
Human Rights	<a href="#">Articles</a>
Health and Well-being	<a href="#">Twinkl Scheme</a> Jigsaw Scheme
RVE	Discovery RE
RSE	<a href="#">Code</a> <a href="#">Phase 1</a> <a href="#">Phase 2</a> Jigsaw Scheme

**Designed for All-Colcot Curriculum  
Spring  
HUMANITIES**



**Four Purposes Matrices**

ACL  
HCI  
ECC  
EIC

RVE -Fortnightly  
RSE-Fortnightly  
Science (weekly)

Computation  
Barefoot Computing  
PE  
realPE  
Welsh  
Central South Consortium Scheme

**PS1 PS2 PS3**

Year	Humanities
EYFS 1	Houses & Homes What makes a home?
EYFS 2	Yr Ysgol* What makes our school superb?
Y1	Colcot Where do I call home?
Y2	Barry What makes Barry brilliant?
Y3	Cardiff What makes Cardiff amazing?
Y4	Wales/UK What makes Wales wonderful?
Y5	Europe What is Europe doing to tackle climate change?
Y6	World Can I be a global tycoon?

**Special Events**

World Religion Day, Dydd Santes Dwynwen, Holocaust Memorial Day (January)  
Children's Mental Health Week, Safer Internet Day, Dydd Miwsig (February)  
St David's Day, Shrove Tuesday/Ash Wednesday (March)  
Autism Awareness Week, Good Friday, Easter Sunday (April)

**Discrete Teaching**

Subject	Resource
Mathematics and Numeracy	White Rose Mathematics
Language, Literacy and Communication	<a href="#">Genres Map N/R</a> <a href="#">Genres Map Y1-Y6</a> <a href="#">Alan Peat Coverage</a> <a href="#">Progression in Writing</a> Read, Write, Inc Programme The Write Path
Human Rights	<a href="#">Articles</a>
Health and Well-being	<a href="#">Twinkl Scheme</a> Jigsaw Scheme
RVE	Discovery RE
RSE	<a href="#">Code</a> <a href="#">Phase 1</a> <a href="#">Phase 2</a> Jigsaw Scheme

**Designed for All-Colcot Curriculum  
Summer  
SCI & TECH**



**Four Purposes Matrices**

ACL  
HCI  
ECC  
EIC

RVE -Fortnightly  
RSE-Fortnightly  
Science (weekly)

**SHORT TERM INQUIRY**  
Computation (3 weeks)

Computation  
Barefoot Computing  
PE  
realPE  
Welsh  
Central South Consortium

**PS1 PS2 PS3**

Year	Science and Technology
EYFS 1	What Makes a Good Building?
EYFS 2	What Grows Around Us?
Y1	How Do Living Things Survive in Changing Environments?
Y2	What Does Light Do?
Y3	Is It Magic? No! Then How Does It Work?
Y4	How Do Our Bodies Work?
Y5	What Is Out There and How Do We Know?
Y6	How Do We Tackle Homelessness in Wales and the Wider World?

**Special Events**

Deaf Awareness Week, World Fair Trade day (May)  
Pride Month, World Refugee Day (June)  
Malala Day, Nelson Mandela Day (July)

**Discrete Teaching**

Subject	Resource
Mathematics and Numeracy	<a href="#">PS1</a> <a href="#">PS2</a> <a href="#">PS3</a> White Rose Maths
Language, Literacy and Communication	<a href="#">Genres Map N/R</a> <a href="#">Genres Map Y1-Y6</a> <a href="#">Alan Peat Coverage</a> <a href="#">Progression in Writing</a> Read, Write, Inc Programme The Write Path
Human Rights	<a href="#">Articles</a>
Health and Well-being	<a href="#">Twinkl Scheme</a> Jigsaw Scheme
RVE	Discovery RE
RSE	<a href="#">Code</a> <a href="#">Phase 1</a> <a href="#">Phase 2</a> Jigsaw Scheme



## Mandatory curriculum elements

### Relationships and Sexuality Education

Relationships and sexuality education (RSE) within our curriculum is planned using the RSE Code and the PSHE Jigsaw Scheme of Work and is designed in a way that is developmentally appropriate, inclusive and pluralistic.

Below is the PSHE Jigsaw content overview:

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Celebrating contributions Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
<b>Ages 11-12 (Scotland)</b>	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

## Religion, Value and Ethics (RVE)

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 Vale of Glamorgan Locally Agreed Syllabus. There is no right for parents/carers to withdraw from RVE.

At Colcot Primary School we use the Discovery RE Scheme of Work to supplement the RVE aspect of the Humanities Area of Learning and Experience.

### What is Discovery RE?

Discovery RE is a scheme of work for Religious Education which helps develop critical thinking and enhance children's spiritual development. It is detailed medium term planning for Progression Step 1, 2 and 3. The 4 –part planning model takes children on a learning journey from their own world to a world of religion and belief, learning about aspects of that religion in order to offer answers to a big enquiry question, and then closes with an opportunity to express their own opinions and learning.

Discovery RE contains 59 modules which cover the six principal religions, Christianity plus Buddhism, Hinduism, Islam, Judaism and Sikhism (with relevant links to Humanism).

Christianity is taught in every year group alongside one other religion with flexibility over the choice of the other religions studied so that we can select the most appropriate to our children and local syllabus.

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

#### Cross-cutting themes

At Colcot Primary School our Curriculum is designed to incorporate, where appropriate, opportunities for learning and consideration of cross-cutting elements. These allow learners to:

- Consider local, national and international contexts
- Develop understanding of relationships and sexuality education, human rights education and diversity, and careers and work-related experiences

### Relationships and sexuality (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

### **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 responses to the challenges, choices and responsibilities of work and life

### **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 by 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 instil 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.

#### 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.

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. Assessment planning and practice, built into the curriculum and classroom practice, should recognise this and allow for a variety of diversions, stops and variations in pace in a learner's journey.

We will assess all learners across the 3 to 16 continuum based on the progression articulated in our curriculum, against planned learning intentions.

#### 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 selfreflection 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.

### **Supporting each of our learners on an on-going, 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.

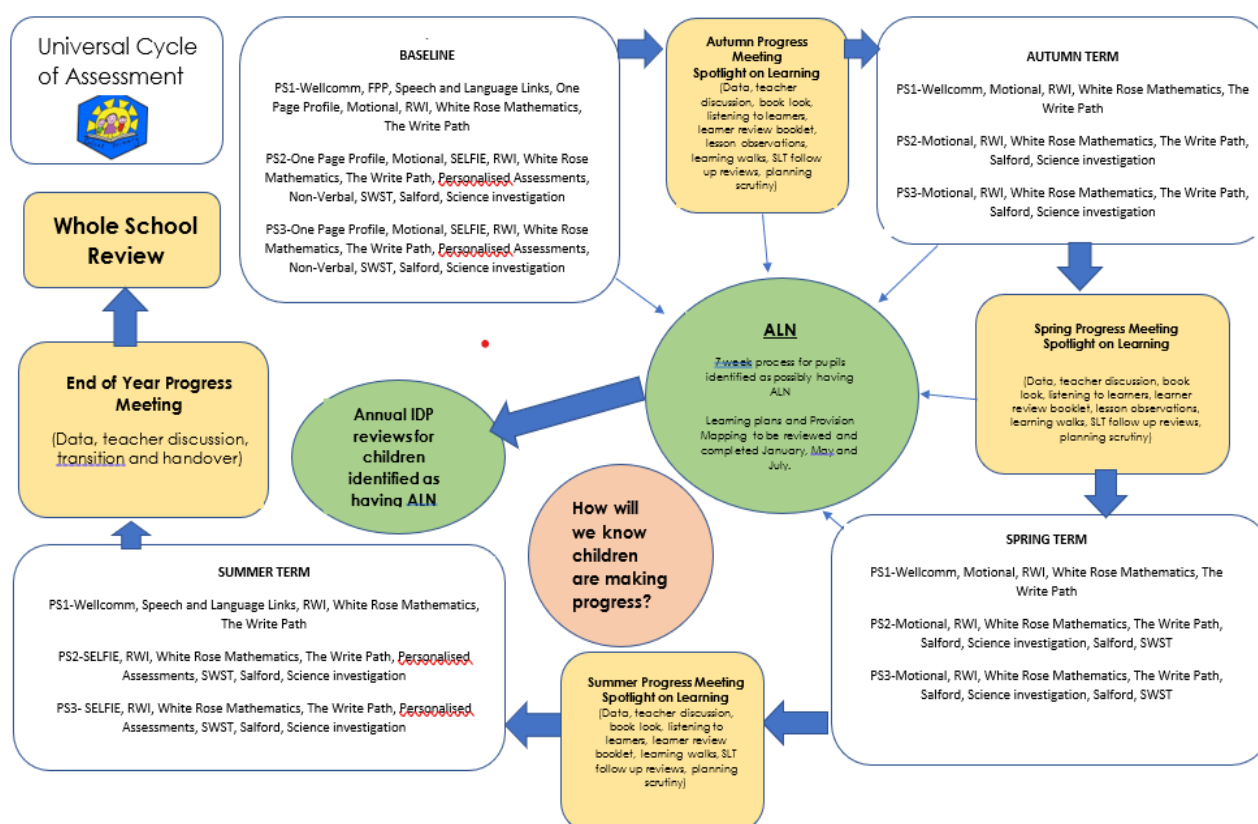
### **Identifying, capturing and reporting on each learner's progress over time**

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.

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 during our 'Family Conferences'.

### **Approaches that support us in identifying, capturing and reflecting on each of our learners' progress over time.**

At Colcot Primary School we use a range of strategies and approaches to support the principles above. We have clear expectations around feedback to learners, tracking arrangements and expectations on those needing additional challenge, support and intervention as set out in our 'School Roadmap' below:



## 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. Parents and carers are invited into school for a 'Family Conference' to discuss the progress their child is making and their next steps. The learner is at the heart of the conference and shares a presentation to their parents and carers with examples of learning, they articulate their own progress and achievements and convey their aspirations and views on their next steps in learning. This is a three-way communication process between the learner, parent/carer and practitioner and is carried out in an accessible manner to both maximise parents and carers engagement and understanding.

We also provide a summary of individual learner information annually to ensure we meet statutory guidance. Our annual reports focus on progression and the individual needs and support of the learner.

## 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.

## 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 high 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 to achieve continuity of learning to support individual learner progression

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.



**Care, share, learn!**  
**Gofal, rhannu, dysgu!**