



## Our Statement of Curriculum Intent at Pentrebane Primary School

The world is changing and we have an exciting time ahead. There are lots of new challenges that will need new technology and new ideas. The Welsh Government wants the children of Wales to have the knowledge, skills and experiences they'll need to succeed in this ever-changing world. The curriculum in Wales is changing.

**"Our national mission in Wales is to raise standards, raise the attainment of all children and ensure we have an education system that is a source of national pride and public confidence."**

**Kirsty Williams, Former Minister for Education**

### What does 'Curriculum' mean to us at Pentrebane Primary School?

- It's finding moments of magic and enabling our children to explore and learn.
- It's having a curriculum that is meaningful and purposeful – a broad range of real and authentic learning experiences!
- The curriculum is the life blood of our school and is an expression of our school community and what we believe, want, desire and think is important for our pupils.
- It keeps the children at the heart of everything we do.

**Our school vision at Pentrebane, is designed to support our values and ethos and enables our pupils to realise the Four Purposes.**

### How will we design our new curriculum?

When planning and designing our new curriculum at Pentrebane Primary we will be considering all the different aspects below.

Four Purposes					
Ambitious, capable learners	Healthy, confident individuals	Enterprising, creative contributors	Ethical, informed citizens		
Integral Skills					
Creativity and innovation	Critical thinking and problem-solving	Personal effectiveness	Planning and organising		
Principles for Curriculum Design					
Authentic	Evidence-based	Responsive	Inclusive	Ambitious	
Empowering	Unified	Engaging	Based on subsidiarity	Manageable	
Twelve Pedagogical Principles					
Areas of Learning and Experience					
Expressive arts	Health and well-being	Humanities	Languages, literacy and communication	Mathematics and numeracy	Science and technology
Three Cross-curricular Responsibilities					
Literacy	Numeracy	Digital Competence			
Cross-cutting Themes					
Local, national and international context	Careers and work-related experiences	Relationships and sexuality education	Human rights education and diversity		

## The Four Core Purposes

At Pentreban the '4 Purposes' have guided our whole process of curriculum design. They will support our learners to be:

- ambitious, capable learners ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Our curriculum will support opportunities and experiences to encompass and develop the key concepts, knowledge and skills as described in the 27 statements of what matters.

## Our Curriculum covers the 6 Areas of Learning (AOLEs)

**1. Expressive arts** incorporating art, dance, drama, film and digital media, and music. It will encourage creativity and critical thinking, and include performance.

**2. Humanities** incorporating geography, history, RE, business studies and social studies. It will be based on human experiences and will also cover Welsh culture.

**3. Health and wellbeing:** this covers the physical, psychological, emotional and social aspects of life, helping students make informed decisions about their health and wellbeing and learn how to manage social influences. It will include PE.

**4. Science and technology** incorporating biology, chemistry, physics, computer science, and design and technology.

**5. Mathematics and numeracy:** in the early years, this will involve learning through play. In later stages, it will include working both independently and collaboratively with others.

**6. Languages, literacy and communication:** this will include Welsh and English, literature and international languages. Welsh language teaching will still be compulsory (as an additional language for children who don't use Welsh as their first language).

**In addition, literacy, numeracy and digital skills will be embedded throughout all curriculum areas.**

## Cross Curricular Responsibilities

Literacy, numeracy and digital competence are mandatory cross-curricular skills within Curriculum for Wales. They will develop their competency through their application across the breadth and depth of their learning. Our curriculum also follows the mandatory requirements for Religion, Values and Ethics as well as Relationships and Sexuality Education across all age phases, adopting the agreed syllabus of Cardiff County Council.

The design of our curriculum is underpinned by skills integral to the four purposes. These skills are:

- Creativity and innovation
- Critical thinking and problem-solving

- Personal effectiveness
- Planning and organising

Our curriculum at Pentrebane will enable learners to gain experiences related to work and careers by providing authentic experiences as well as opportunities to learn from a diverse range of role models.

### **Our Preparation for the Curriculum for Wales 2022**

Our school curriculum has been developed using the principles of co-construction. We have engaged with other school leaders, staff, governors, parents, carers, pupils and the wider community. We have worked with our stakeholders to determine their views on the knowledge, skills and experiences they feel the children at Pentrebane should have by the time they move onto secondary education and enabling them to further develop their understanding of the statements of what matters, as well as our school values. We have worked closely alongside colleagues both within and beyond the Cantonian cluster to collaborate and develop shared approaches to curriculum design. Through our collaborative cluster work on the Humanities AoLE, we have identified some specific challenges facing humanity which learners will consider and examine through our curriculum, such as climate change, conflict, health and wellbeing, the rise of technology and diversity. We also considered the key concepts that pupils will develop when exploring these challenges.

**Designing a curriculum is a journey.... not a destination!**



Our curriculum is under constant review. At Pentrebane we recognise that curriculum design is an ongoing process of continuing improvement. We recognise that developing our school curriculum is never ‘complete’ but rather is an ongoing process of review, reflection and refinement. Throughout the development of our design process practitioners, learners, parents, carers and the wider community will continue to be consulted with regularly. Curriculum design will be constantly reviewed in light of feedback from these stakeholders. e.g. Questionnaires, Pupil Voice, Curriculum Design Events. Feedback from all stakeholders will be considered when undertaking reviews of our curriculum and will inform any refinements made.

School leaders and staff will continually reflect on the curriculum content and Pedagogical approaches employed in our school, and consider how these might need to be adapted to

meet the needs of learners now and in the future, and particularly in response to current events. The needs and progression of our learners and is central to our curriculum.

A more detailed reviews of our curriculum will take place on a rolling programme over a 3-year period. All AoLEs and other aspects of the curriculum will be monitored and reviewed. We will evaluate how well what is taught, enables our learners to realise the four purposes, the extent to which it allows them to make progress and develop their understanding of the statements of what matters, and whether lessons and activities enable progression in learning. This process will be supported by seeking the views of learners through our work on Pupil Voice.

At Pentrebane Primary School, we recognise that we have both mandatory and statutory duties. All of which will be monitored and reviewed throughout the review process.

Our curriculum is being designed to enable every learner to aspire to the four purposes. Every pupil, no matter their age, will be suitably planned for. We always consider every pupils' ability and aptitude, including any additional learning needs.

### **Assessment and Progression:**

As a school we have robust assessment arrangements in place. We draw upon a range of information to ensure every pupil is supported appropriately. Parents receive regular information on their child's progress, and are given help to understand their next steps in learning.

We are clear that the purpose of assessment is to support each individual learner to progress at an appropriate pace, ensuring they are supported and challenged accordingly.

#### **We assess for three key reasons -**

- support individual learners on an ongoing, day-to-day basis
- identify, capture and reflect on individual learner progress over time
- understand group progress in order to reflect on practice

In designing our curriculum, we have selected the knowledge, skills and experiences that best support our learners to progress. We have developed assessment arrangements to support each individual learner to progress. The focus is on identifying where the learner is in their learning, their next steps and the support or challenge needed to move them forward in their learning.

At Pentrebane our curriculum has been developed to incorporate the progression outlined in the principles of progression. Assessment will be embedded when planning and delivering learning experiences.

The purpose of assessment is to assess that progress is being made, to understand each individual learner's progress and identify how to tailor ongoing support to effectively enable the learner to continue to progress. This approach will also help provide valuable information to inform transition processes.

Progression in learning is at the centre of our curriculum. Our curriculum has been designed to enable all learners to progress at an appropriate pace, ensuring they are supported and challenged accordingly.

The content of our curriculum - what our children learn and when - has been chosen with reference to the Descriptions of Learning for each AoLE. Our curriculum has also been designed using a shared understanding of the Principles of Progression, as detailed in the guidance, which states that progression in learning may be demonstrated through:

- Increased effectiveness;
- Increased breadth and depth of knowledge;
- A deeper understanding of the ideas and disciplines within the AoLEs;
- A refinement of, and growing sophistication in, the use and application of skills;
- An ability to make connections and transfer learning into new contexts.

**In Mathematics and Numeracy, progression is demonstrated through the development of five interdependent proficiencies:**

- Conceptual understanding;
- Communication using symbols;
- Fluency;
- Logical reasoning;
- Strategic competence.

We recognise that progression in learning is not linear, nor does it happen at the same pace for every child. As such, our curriculum is designed around a continuum of learning, and all pupils are supported to progress along it at a pace appropriate to their individual needs, including those with Additional Learning Needs. Assessment is key to supporting each individual learner to make progress along the same continuum at an appropriate pace, ensuring that they are both supported and challenged to reach their potential.

**The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of our school's planning, policies, practice and ethos. Our belief in "restorative approaches" ensures that every child is listened to and respected.**



## PENTREBANE PRIMARY SCHOOL VISION



**"Since we cannot know what knowledge will be most needed in the future, it is senseless to try and teach it in advance. Instead we should try to turn out people who love learning so much, and learn so well, that they will be able to learn whatever needs to be learnt"**

**(John Holt)**

At Pentrebane we aim to ignite in our pupils a love of learning which will serve them well throughout their lives.

### **At Pentrebane we strive to find those ‘moments of magic’ that enable our children to explore and learn.**

We want a curriculum that is all encompassing, a curriculum that the children care about and are invested in. Our school curriculum is an expression of our school community and what we believe is important and will enhance the life chances of ALL our pupils.

At Pentrebane we see everyone – pupils, parents, staff, governors, and the wider community - as part of our Pentrebane family. We aim to develop a sense of Cynefin – to ensure that everyone feels a sense of belonging within our school, community and the wider world.

We want our children to know that they live and go to school in Wales. We want to give them opportunities to know their immediate area and how their locality and where they live affects their lives. We provide opportunities to celebrate living in Wales through culturally rich experience of the cultures of Wales whilst also respecting the values of other cultures, communities, values and traditions.

The health and well-being of our staff and pupils is central to our school ethos. We see this as a vital ingredient in ensuring that our children feel loved, that everyone is respected and encouraged to develop to their fullest potential.

We want to help them to build resilience and set the pattern for how they will manage their mental health and overcome obstacles throughout their lives. We also want to build a culture of trust where staff feel valued and supported, which is essential for cultivating a mentally healthy school.

***We understand the importance of promoting health and happiness, not just academic achievement.***

We believe our pupils deserve an excellent education in order to prepare them academically and emotionally for the challenges they will face inside the classroom, and for the world they will enter when they finish school.

Good relationships are at the heart of everything we do. We understand the importance of positive relationships and secure attachments for our pupils, not only with the staff, but with themselves, their peers, the school, and their learning.

***Within our school setting we nurture and support ALL relationships.***

Our pupils should feel that their relationships with the adults in the school are positive, consistent, and based on trust and mutual respect.

We create clear, open communication with the parents of our pupils and involve them as much as possible in their children’s education. Building positive partnerships, understanding and trust help us to work together to support our pupils.

***At Pentrebane our belief in “restorative approaches” ensures that every child is listened to.***

We are a **Restorative Approach** school and understand that the relationships in a child's life are essential to their well-being and development.

We believe that for a child to flourish and fulfil their potential in our school they need to know and understand their rights, to feel safe and to know that they belong and are a valued part of our school community. We teach, practise and promote children's rights as an integral part of school life. We believe that a safe and happy child is a successful one.

The adults in our school are positive role models for our children influencing behaviour, relationships and decision making. We set high expectations that motivate our children to be the best version of themselves.

We want to create a positive school culture where our teachers are excited and to start each lesson with enthusiasm.

We want to hear laughter in the corridors when our pupils are coming into school.

We believe that creating a **positive school culture** has an impact, not just on the attitudes of students and teachers, but on the entire learning experience.

- **Our school ethos is to always provide the very best for our children**
- The **BEST** education
- The **BEST** environment
- The **BEST** platform for **THEIR** future
- **We aim to provide a consistent, protective and nurturing environment, within our indoor and outdoor learning spaces, that allows our pupils to thrive and provides them with time and space to develop emotionally and academically.**
- **We want to develop a friendly, fun atmosphere where the well-being of ALL is paramount.**

Our school is a place where children feel safe and secure. Where they are willing, and able, to take risks in their learning, in an environment that encourages risk, with resilient, creative and enterprising children.

Our classrooms are fully equipped with the necessary resources that allow our pupils and staff to thrive and have the confidence to develop their resilience and independence. We adopt a range of pedagogical teaching and learning approaches that are suitable to the varying needs of our pupils.

Our outdoor learning spaces provide an environment that not only develops their physical health and well-being but also supports their problem-solving skills, nurtures their creativity, as well as providing rich opportunities for developing their imagination, inventiveness, resourcefulness and the ability to take risks in their learning and play. They allow our children to participate in a curriculum that is rich in experience and allows them to develop an understanding of themselves and the world around them.

We believe that our children learn best through practical '**hands on**' learning opportunities that enable them to experience real-life, authentic learning in a meaningful way and reflects their interests and needs. **Our curriculum is a purpose led curriculum. We want our pupils to be engaged and to see the purpose in their learning.** Working with a sense of purpose and meaning engages our pupils in learning new concepts and motivates them to persist through challenges. We tailor our learning to provide children with opportunities to develop skills and explore concepts. These allow them to build on their knowledge and understanding through topics that capture their interest and stimulate their imagination; developing the ownership of what they are learning and, in their decision, making. We strive to develop their independence and self-efficacy; to enable our children

to be good learners, and develop essential life skills that will allow every child to become lifelong learners and enable them to deal with whatever challenges they may face in a rapidly changing world.

***We recognise our children's unique talents and encourage them to develop them further. Success is achieved through lively, enquiring minds that recognise, and celebrate, their own and others' achievements. We develop their understanding of our core values of:***

### **KINDNESS, HONESTY and RESPECT**

This is intrinsic to the language of our school and help us to develop their understanding of how to treat others and how they wish to be treated by celebrating diversity; supporting them in recognising that everybody is different and that everyone is equal. We value all pupils' contributions to all aspects of school life and support them to become healthy, confident individuals.

We want to develop and nurture ethically informed individuals, enabling them to develop an empathy for their local community, Wales and the wider world.

*We aim to develop an enthusiastic, innovative learning community where our pupils feel important and empowered, enabling them all to have self-belief, confidence and high aspirations. that in turn enables them all to achieve high standards in their learning.* We hold these aims as the key to success in securing literate and numerate children. They will then be well equipped to meet the challenges in the next stage of their learning journey.

We believe that every member of our school community is a learner - pupils, staff, parents and governors. We invest in the most important and valuable resource in our school – our staff and promote their learning and development. We work together to develop as a learning organisation to develop new skills, using information from research, other schools, businesses and the real world to build a culture for continuous improvement. We encourage innovation in the classroom and use a range of pedagogical teaching and learning methods. We share good practice and in collaboration with our cluster schools, our teachers are involved in trialling new methods of teaching based on research and look at how they can be implemented in our school.