



Our Curriculum

High Street Primary School
September 2022

Curriculum for Wales Legislation

In September 2022, we will publish a curriculum that is specific to our needs and context. The Curriculum and Assessment (Wales) Act 2021, established the Curriculum for Wales in law. The Act places duties on our school governing body and Head teacher to ensure the mandatory requirements and duties as set out in the Act.

<https://www.legislation.gov.uk/asc/2021/4/enacted>

Our Curriculum has been designed in line with legal duties and statutory guidance.

Depth and understanding to the process of our curriculum design can be found here:

<https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes>



High Street Primary School

Our Context

Welcome to High Street Primary School! We are a vibrant school where all children are given the opportunity to learn in a caring and stimulating environment. Wellbeing is at the heart of our ethos.

High Street Primary School is situated in Barry, the Vale of Glamorgan. There are approximately 240 pupils on roll, aged from three to eleven years of age. This includes approximately 33 Nursery pupils who attend on a part-time basis. We have nine classes including a Learning Resource Base for up to eight key stage two pupils with behavioural, emotional and social difficulties.

Around 27% of pupils are eligible for free school meals, above the local authority and national averages. The school identifies around 20.5% of pupils as having additional educational learning needs which is in line with local and national averages.

<https://www.highstreetprimary.co.uk>



Why Curriculum Change?

<https://www.youtube.com/watch?v=dqTTojTija8>

A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply **what** we teach, but **how** we teach and crucially, **why** we teach it.

(Curriculum for Wales, 2022)



How will things change?

2008 Curriculum	Curriculum for Wales
Separate phases of learning and achievement expectations: Foundation Phase, Key Stage 2, 3 & 4	One continuum of learning age 3-16 - stage and not age approach.
<i>13</i> separate National Curriculum <i>subject areas</i>	<i>6 Areas of Learning Experience (AoLE)</i> - umbrella to other subjects
Cross curricular <i>skills</i> of Literacy, Numeracy and Digital competence. <i>LNF/DC Frameworks</i>	Cross curricular <i>responsibilities</i> of Literacy, Numeracy and Digital competence throughout curriculum - <i>LNF/DCF as supporting guidance to aid progressive planning.</i>
<i>Non-Statutory Skills Framework Document, Education for Sustainable Development and Global Citizenship (ESDGC) framework, Careers and world of work guidance</i>	<i>Integral skills underpin realisation of 4 purposes</i> (Creativity, innovation, critical thinking and problem solving, personal effectiveness , planning and organising) embedded across the curriculum. Education for Sustainable Development and Global Citizenship (ESDGC) central, preparing young people for life in the 21st century - <i>content now embedded into AoLEs.</i>
<i>Statutory Sex and Relationships Education, Religious Education, and Personal and Social Education Frameworks</i>	<i>Statutory Relationships, Sexuality and Education and Religion, Values and Ethics. Personal and Social Education</i> is embedded into Health and Wellbeing AoLE.



Our Curriculum Vision September 2022

At High Street Primary School, our mission is to create a safe, secure and happy learning environment in the heart of the High Street Community. All learners are provided with opportunities and experiences which engage challenge, awe and wonder to become resilient, independent learners who can achieve their potential.

Our Curriculum will instill passion and pride in learners, enabling them to develop understanding within our diverse society whilst developing a strong sense of their own identity and wellbeing alongside an understanding of others' identities. They will make connections with people, places and histories elsewhere in Wales – locally, nationally and across the world.



Our Statement of Intent...

Our curriculum is designed to:

- Cultivate and value honest and trusted relationships between children and their families, staff and the wider community.
- Be inclusive through ensuring equality to enable equity.
- Establish a solid foundation of basic skills where learning is focused on what learners need and want to know, should be able to do and understand.
- Provide a broad and balanced curriculum, rich in authentic experiences and opportunities.
- Empower pupil voice, enabling learners to lead their own and support others learning journeys of progression.
- Grow independent, resilient and proud learners who take ownership and responsibility for their learning.
- Ensure learners are respectful, caring about themselves and their impact on others
- Evolve, to ensure the realisation of the Four Purposes in our ever-changing world.



Engagement to inform Curriculum Development

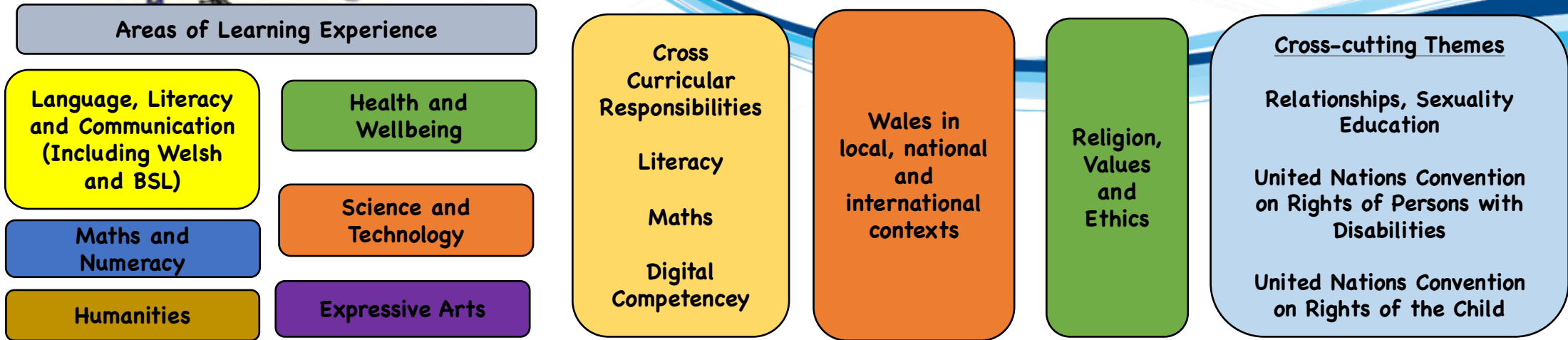
Our Curriculum is inspired by all **stakeholders** and is informed by the needs and aspirations of learners in our community. Learning is focused on **what learners need and want to know, should be able to do and understand**. This is underpinned by **purposeful assessment** which informs learning experiences, opportunities and instruction to enable learners to develop and progress towards their personal pathway of realisation of the **Four Purposes**.

In line with Curriculum reform, **time and space** has been established to explore and engage with Curriculum design. The impact of the pandemic has been significant, leading us on a journey of '**what truly matters for our learners?**'. This journey is ongoing. It includes the exploration of Curriculum documentation, professional connection and **collaboration** opportunities to deepen thinking within the Cluster, School Improvement Groups and National Networks. A spiral of enquiry has evolved from this, building a solid foundation to continued school improvement.

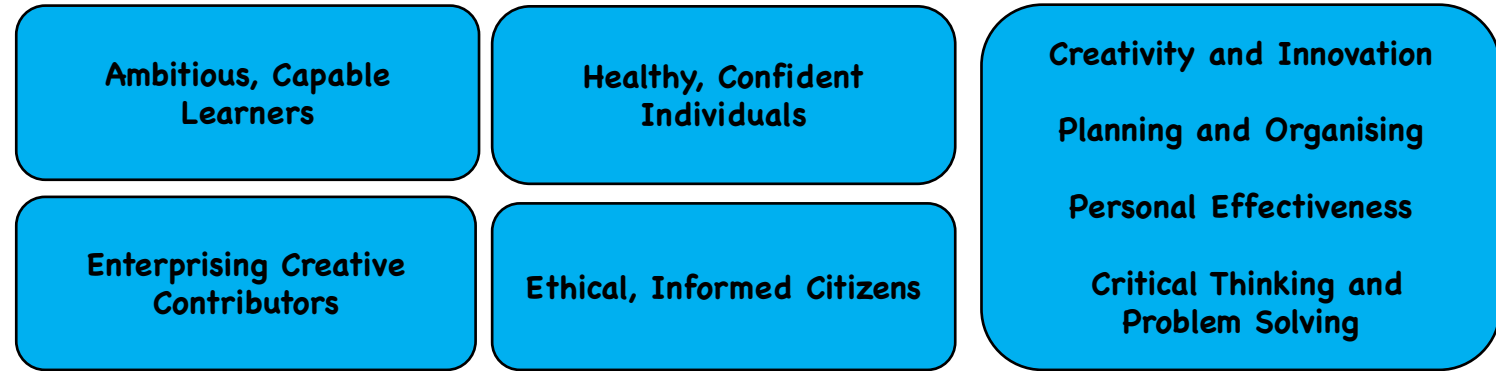
Building our Foundation to Curriculum Development as a School Learning Organisation
<https://hwb.gov.wales/professional-development/schools-as-learning-organisations/>



The Structure of our High Street Curriculum



4 Purposes underpinned by Integral Skills



Our Curriculum consists of:

- 6 Areas of Learning Experience.
- 3 Cross-Curricular Responsibilities, Cross-cutting themes and our focus on 'Wales', 'Religion, Values and Ethics' which run throughout all Areas of Learning Experience and are also taught discretely.
- Four Purposes and Integral Skills underpin everything we do.



The 4 Purposes and Integral skills...

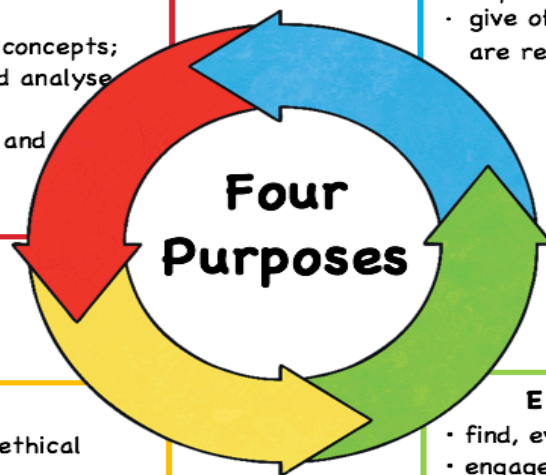
Integral Skills underpin the realisation of the *4 Purposes* and are developed within a wide range of learning and teaching experiences and opportunities. Central to the purpose of these skills is the importance of learners recognising, using and creating different types of value. In this context, value means worth and self importance in a range of areas including financial, cultural, social and learning value. These skills include opportunities to be *creative and innovative*, for *critical thinking and problem solving*, to develop *personal effectiveness*, to *plan and organise* when developmentally appropriate to do so.

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 and ready to learn throughout their lives.

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 measured risks;
- lead and play different roles in teams effectively and responsibly;
- express ideas and emotions through different media;
- give of their energy and skills so that other people will benefit and are ready to play a full part in life and work.



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 take part in physical activity;
- take measured decisions about lifestyle and manage risk;
- have the confidence to participate in performance;
- form positive relationships based upon trust and mutual respect –face and overcome challenge;
- have the skills and knowledge to manage everyday life as independently as they can;

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 consider the impact of their actions when making choices and acting;
- are knowledgeable about their culture, community, society and the world, now and in the past;
- respect the needs and rights of others, as a member of a diverse society;
- show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world.



Cross-Curricular Skills and Cross-Cutting Themes...

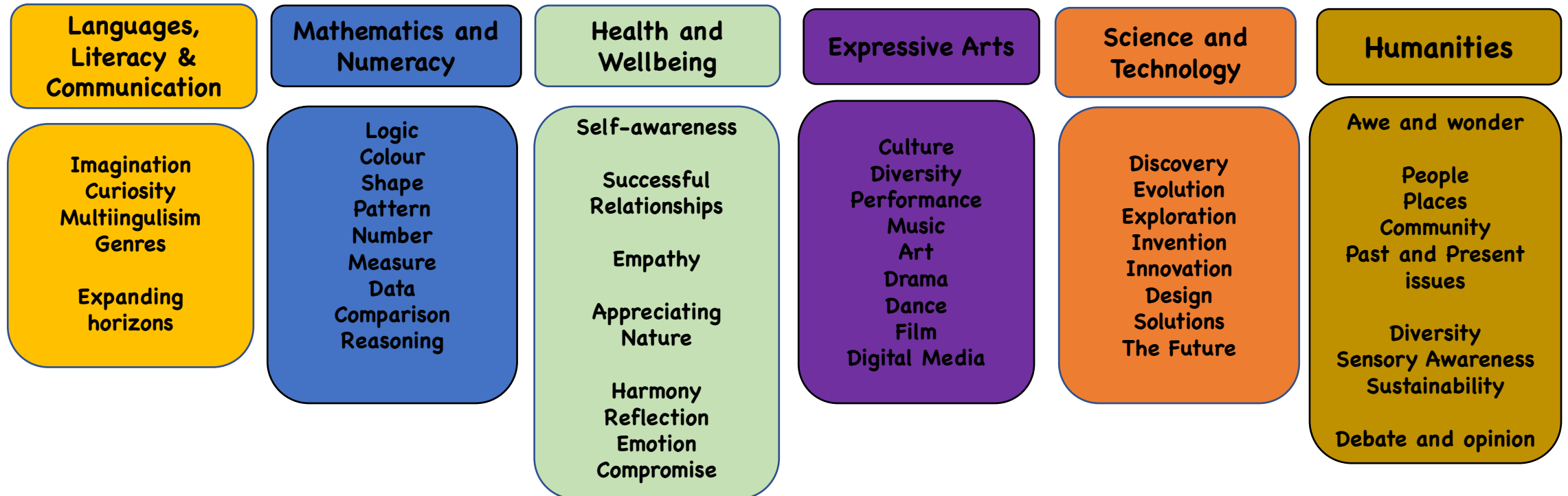
Our Curriculum ensures competence and capability in the *cross-curricular skills of Literacy, Numeracy and Digital Competence* through authentic opportunities to extend and apply them across all *Areas of Learning*. *The frameworks* for these cross-curricular responsibilities provide a scaffold to ensuring progression for all learners from their personal starting points.

Cross Cutting themes equip learners with lifelong skills and understanding in our diverse, forever changing and evolving world. These include *Relationships, Sexuality and Education, United Nations Convention on Rights of Persons with Disabilities and the United Nations Convention on Rights of the Child*.



Landscapes of Learning

Our Curriculum includes the *Six Areas of Learning Experience*. Collaboration and cross-disciplinary planning, learning and teaching, both within and across areas, will enable learners to build connections across their learning, combining different experiences. At High Street we will offer experiences and opportunities that open the doors to a world of...



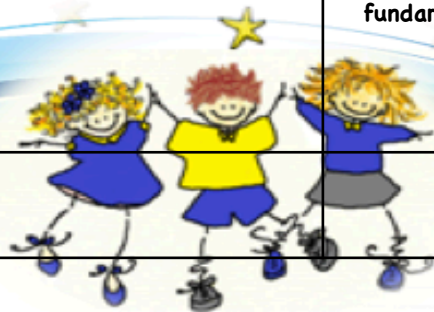


Statements of What Matters ...

Each *Area of Learning Experience* consist of *Statements of What Matters* which are addressed together and not in isolation as they contribute to the realisation of the Four Purposes. *Breadth and Depth* in our Curriculum will be provided by these *Statements of What Matters* whilst being supported by a range of learning experiences and opportunities.

Statements of What Matters...

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





What will our children be learning about?

Engagement with pupils, parents and governors suggested the following general content within our High Street Curriculum. This process will be repeated termly to engage ideas of all stakeholders.

Life Skills – Day to day living, responsible citizenship, why we must learn, work etc., looking after ourselves and our homes, e.g. cooking, cleaning, fixing and mending, understanding where foods come from, healthy eating, fitness and knowledge.

Foreign languages

Local areas and ways to help in the community.

Manners and being responsible for your actions.

Importance of bio-diversity and saving the natural world, crucial to human and non-human survival, the consequences of climate change – globally and locally.

What does it mean to be Welsh? Welsh Idols

WW2 onwards, about the lives of soldiers and their families at home.

Computer Coding

Dinosaurs, cars, princesses and pirates

Barry Docks and the history of our school

World history and human experiences, giving children a more holistic and honest understanding of British and global history, e.g. voices of those silenced or left out of history.

First Aid

What kind of enrichment experiences will our children have?



Engagement with pupils, parents and governors suggested the following opportunities within our High Street Curriculum. This process will be repeated termly to engage ideas of all stakeholders.

Visitors from Community projects

Clubs and further opportunities to join, e.g. super hero club, chill club, Gymnastics clubs, mindfulness, Basketball, tennis, forest and running club

Trips, e.g. farms, Fishing, zoo, beach

Professionals visiting and taking about their jobs

Hands on experience e.g. seeing, doing and feeling

Famous sports persons

Tournaments between local schools

Museum visits

Stories from around the world

What are the constants within our Curriculum?

Our Curriculum Map

Forest schools	Inquiry	Singing	Welsh
Big Maths	Letters and Sounds	Guided Reading	Circle Time
KAPOW	Lily Jo Project	Literacy	Assembly
Numeracy	Jasmine Real PE	After School Clubs	Peripatetic Music
Deg Y Dydd	Discussion Groups	Celebration of Learning	DCF
Spelling	Residential	Cycling Proficiency	Swimming
Daily Mile	Outdoor Learning	School trips	Enrichment Opportunities
Enterprise	Sport	Free play	Restorative Approaches





How will we ensure Progression for all Learners?

A *stage and not age approach* will be undertaken. This will be supported by purposeful and developmentally appropriate pedagogical approaches and strategies. The *pace* at which learners progress will differ, enabling diversion, repetition, reflection and mastery of skills. Consistency in progression will be achieved through revisiting and building on skills annually, enabling learners to develop a more sophisticated understanding and application of skills as they progress.

Assessment arrangements will be an integral part of our learning process to enable every learner to make progress. Assessments will be suitable for learners of differing ages, abilities and aptitudes.

Enablers for Learning will support the successful delivery of our Curriculum:

Environment and Universal Provision – Purposeful to scaffolding learning to ensure a progressive journey for all learners from their starting points.

Teaching and Learning – Effective facilitation: Knowledge and understanding acquisition, making meaning and understanding, transfer to different contexts and applications.

Language of Learning – An appropriate and shared vocabulary for adults and children, triggering thinking processes which enable progression.



How will we ensure Progression for all learners?

Supporting learners on a day to day basis:

Assessment will focus on identifying each individual learner's strengths, achievements, areas for improvement and, where relevant, barriers to learning. This understanding will be used in discussion with the learner and between learners to ascertain the next steps required to move learning forward, including any additional challenge and support required. This will be achieved through embedded Assessment for Learning and Assessment of Learning processes, enabling staff to be responsive and pro-active when responding to the individual needs of learners.

Identifying, capturing and reflecting on individual learner progress over time through persona profiles: How? Head teacher + Deputy + Teacher dialogue, Child + Teacher dialogue and Parent + Child + Teacher dialogue:

Purposeful assessments will support staff in identifying the progress being made by an individual learner over time. For us this will include developing an understanding of how a learner has learned, what they have learned and their ability to apply this learning. Assessments will be undertaken termly in Literacy, Maths and Numeracy. This process will include written assessments and observations of learning behaviours. Progress will be discussed in a Head, Deputy and Teacher meeting, between the pupil and teacher and the Teacher, pupil and parent on a termly basis. The progress of all individuals from across the school will provide a 'big picture, informing future learning, the placement of interventions, provision, additional support or challenge that may be required. This information will also support engagement with parents and carers.

Understanding group progress in order to reflect on practice:

Our annual Monitoring, Evaluation and Reflection cycle (MER) will enable consistency in opportunities to ensure standards and expectations for all groups of learners. This will enable use to identify strengths and areas for development in the curriculum and daily practice. It will maximise impact and ensure accountability as well as highlight specific challenges and support which particular groups or individual learners might need. This will contribute to ongoing school improvement.

Measuring Progression...

Whilst *descriptions of learning* in each *Area of Learning Experience* and frameworks for *Literacy, Numeracy and DCF Frameworks* will provide specific developmental reference points for all learners, understanding of how a learner has learned and are able to demonstrate this will be assessed using the *Principles of Progression and Integral Skills which underpin the Four Purposes*.

Example of Descriptions of Learning for Literacy and break down of progress within Progression Step (Language of Learning)			
Progression Step 1	I can use familiar words and phrases and experiment with newly-learned vocabulary.		
With 1:1 support I can...	With small group support I can...	With direction from an adult I can...	I can independently ...
Progression Step 2	I can use my imagination to create my own literature.		
Progression Step 3	I can use my imagination and experiment with language to create my own literature.		

Principles of Progression Focus for Language, Literacy and Communication, Health and Wellbeing, Humanities, Expressive Arts, Science and Technology	Principles of Progression Focus for Mathematics and Numeracy
Increasing effectiveness as a learner	Conceptual understanding
Increasing breadth and depth of knowledge	Communication using symbols
Deepening understanding of the ideas and disciplines within Areas	Fluency
Refinement and growing sophistication in the use and application of skills	Logical reasoning
Making connections and transferring learning into new contexts	Strategic competence

Integral Skills
Creativity and Innovation
Critical Thinking and Problem Solving
Personal Effectiveness
Planning and Organising



Our Annual Monitoring, Evaluation and Reflection Cycle

Realisation of Four Purposes

Professional Learning and Development

Autumn / Spring / Summer Term Assessments

- Nursery / Reception Baseline (Autumn Only)
- Phonics / Reading / Spelling
- Mark making / Writing
- Maths Diagnostic
- Y1 to Y6 Non - Verbal assessment (Autumn Term only)
- Integral skills / Principles of Progression

National Assessments (December and June)

- Welsh Government Tests

Half Termly Pace Reviews

Review Evidence
of Learning and
Pupil Voice

Pupil Progress Meetings Autumn, Spring and Summer Term

- HT/DHT/ALNCO
- Pupil Learning Reviews (Child/ teacher)
- Parent Learning Reviews (Teacher, parent, child)

Summer (2) July
Annual Report to Parents

Professional Learning and Development

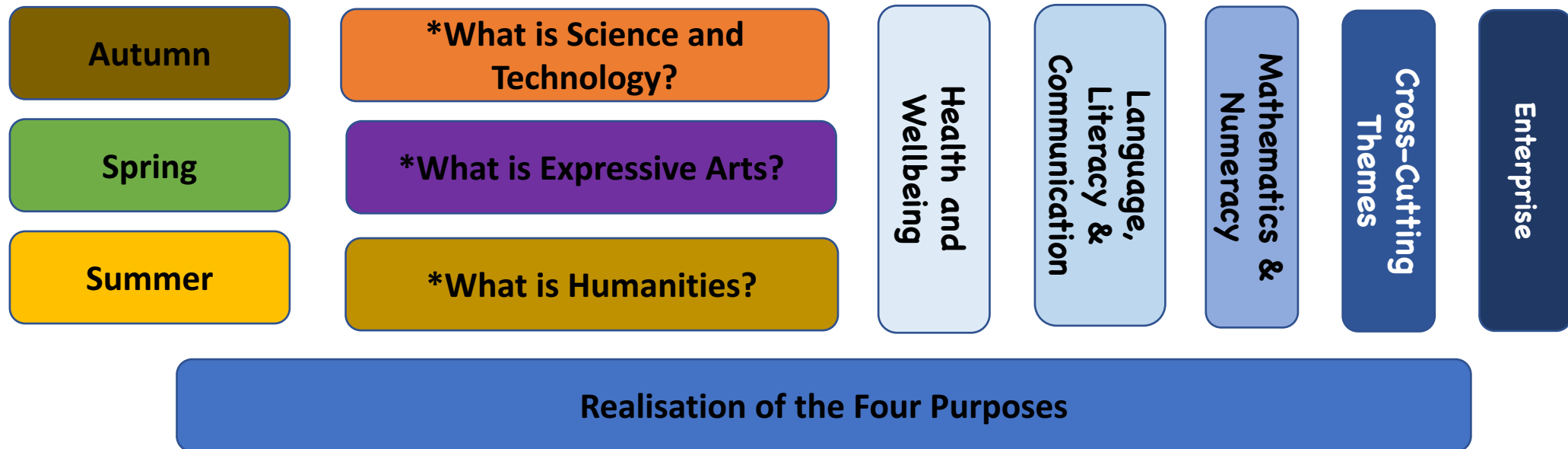
Enablers for Learning

Environment and Universal Provision, Teaching and Learning and Language of Learning



Planning for Learning, Teaching and Progression

Three *areas of learning experience* have been organised over a one year cycle, each becoming central to the focus of learning taking place on a termly basis. This will ensure '*statements of what matters*' are revisited to enable progression of *aquisition* of skills, development of further *meaning and understanding* and *transfer* of skills.



*Potentially different order in Progression Step 1, dependent on needs.