



Curriculum for Wales 2022



Troedyrhiw Community Primary School



Our School

- Headteacher in post for 10 years
- Deputy in post since February 2022
- 2 middles leaders
- ALNCO 3 days a week
- 2 HLTAs
- Place2Be counsellor one day a week
- 2 EV/IM/NQT mentors
- 1 ITT Lead mentor
- Split site- Foundation Phase & Key Stage 2



Our School

Our Classes

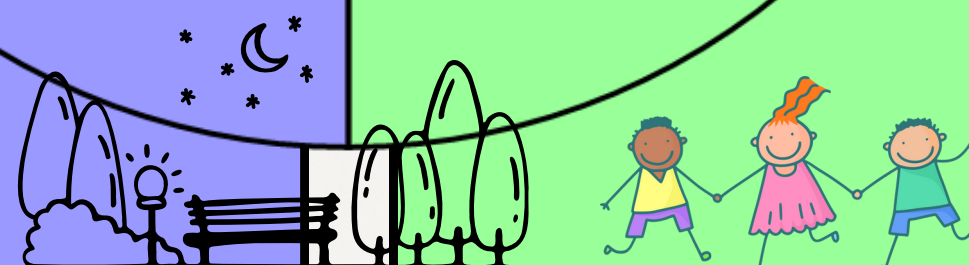
- 1 Nursery class (am/pm sessions and all day)
- 7 single aged classes (4 FP 4 KS2)
- Class sizes are 28 on average
- 8 full time teachers
- 12 LSAs (Level 1-3)
- FP use the Bubble, bubble, busy approach
- All classes use TASC
- STEM room/ Library/ Outdoor classroom and Eco garden available for teaching.

- Plenty of green space in the immediate locality
- Early Help Hub available
- Youth Club regularly used by pupils
- Links with the community champion at Tesco
- Strong links with Stephens & George charitable trust
- Good links with the Carmel Chapel and New Hope Church
- High school in walking distance used for a variety of transition events.
- Pupils use the train and bus service regularly if not in walking distance

Our Locality

Our Pupils

- 216 pupils (Inc 11 part time nursery)
- Aged 3-11
- 18% of pupils have ALN
- 22% of pupils receive FSM
- Most pupils live in Troedyrhiw with some attending from Pentrebach
- Ethnicity mainly white British
- Almost all pupils speak English at home. A few pupils speak European languages at home





Our Curriculum Vision

At Troedyrhiw our school motto is Achieve, Believe, Shine Bright. We want to empower everyone to be shining S.T.A.R.S.

In order to fulfil our motto we will strive to bring out the best from each child and provide opportunities for success from every one of them. Our curriculum will equip our learners with the necessary skills to enable them to become confident, independent, life-long learners.

Through our creative and vibrant curriculum we will engage our learners in authentic and exciting learning opportunities, developing their skills and knowledge for the future. The wellbeing of our pupils is at the heart of our curriculum, ensuring they develop the skills and values required to reach their full potential and thrive. Our curriculum will support pupils form their cynefin as well as realise the four purposes.

Troedyrhiw's curriculum for Wales is a curriculum for life.



Our Aims & Values

Our Aims are:

- To provide a happy, caring, safe environment where everyone feels secure and valued.
- To foster positive behaviour, self discipline with a sense of respect and responsibility.
- To develop a positive attitude towards learning, so that all pupils and staff are self motivated and ambitious learners.
- To provide a high quality, stimulating and challenging environment that enables all learners to achieve their potential.
- To recognise and nurture the potential in each and every person in the school.
- To forge strong links between home, school and the community.
- To give our children a sense of pride in their Welsh identity.
- To develop in our children respect for diversity in the multicultural society in which we live.
- To offer equality of opportunity to everyone within the school.

Our Values are:

Friendship



Honesty

Cooperation



Happiness

Responsibility



Independence



Courage



Resilience



Respect



Trust



Caring





Stakeholder Involvement

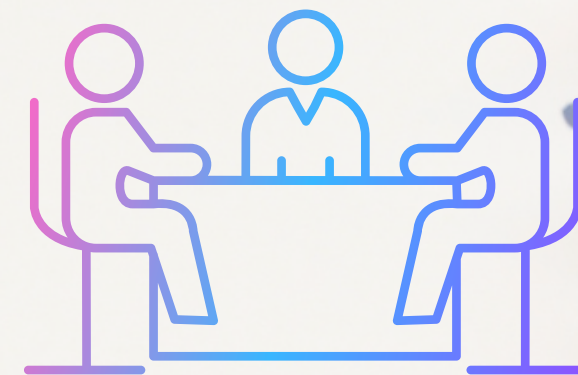
Over the past year we have engaged with pupils, families and governors to create a curriculum that is bespoke to Troedyrhiw and its surrounding community. We have achieved this through:



Questionnaires



Talking with pupils



Staff and Governor meetings

We have shared and discussed:



Experiences

From this we have been able to involve all stakeholders in our curriculum design and decide upon the learning experiences that every child at Troedyrhiw Community Primary School should have throughout their learning journey with us.



What is the New Curriculum?

From September 2022 all primary schools in Wales will adopt a new curriculum. The curriculum at Troedyrhiw has had the involvement of all stakeholders and is personalised to best suit the needs of our pupils and community. As the world of work is developing, technology is evolving and society is constantly changing so should our curriculum. Our curriculum is an evolving curriculum and will prepare our pupils to develop higher standards of Literacy and Numeracy, to become more digitally and bilingually competent, and to be confident, capable citizens of Wales and of the wider world.

Enterprising, creative contributors.

Healthy, confident individuals.

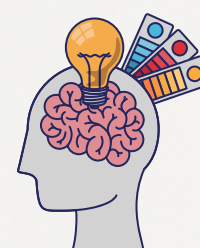
Ambitious, capable learners.

Ethical, informed citizens.

The four purposes are at the heart of our curriculum and our focus is for our pupils to aspire to these and realise them within their learning journey from Nursery to Year 6. The four purposes are underpinned by integral skills which are developed through a wide range of teaching and learning opportunities. These skills are:



Creativity & Innovation



Critical thinking &
Problem solving



Personal
effectiveness



Planning & organising



S.T.A.R.S

At Troedyrhiw we wanted to personalise the four purposes to relate to our school motto; Achieve, Believe, Shine Bright. We want to empower our pupils to be shining S.T.A.R.S who are:

Self-motivated, ambitious
and independent
individuals with a thirst
✨ for learning.

✨ **S**uccessful, creative and
resilient life-long learners
who inspire to be shining
stars.

Travelling their own
unique journey to achieve
their goals and dreams.

Responsible, respectful and
forward thinking citizens who
cooperate in partnerships
locally and in the wider world.

✨ **A**ctive, happy, healthy,
caring individuals who are
confident in their own
self-worth.





The 12 Pedagogical Principles

With a focus on the four purposes it is crucial that pedagogy is at the heart of our curriculum at Troedyrhiw. In delivering our curriculum, we will consider the pedagogical approaches we need to employ in order to support pupils in realising the four purposes.

At Troedyrhiw the new curriculum will not imply an emphasis on any particular teaching approaches. The decisions about teaching and learning are very context and purpose specific and will be chosen by class teachers. Therefore, on a daily basis teachers will continually assess the impact of the chosen teaching approach through pupil progress, engagement and identifying pupils' greatest needs, matching these with the most appropriate pedagogical approach. Our curriculum design is underpinned by these twelve pedagogical approaches:

Sustained
pupil effort to
reach high but
achievable
targets

Encourage
learners to
take
responsibility
for their own
learning

Build on
previous
knowledge and
experience to
engage to
interest

Reinforce cross
curricular
responsibilities,
Literacy,
Numeracy and
Digital
competence.

Create
authentic
contexts for
learning

Use
assessment
for learning to
accelerate
progress

Focus on
the four
purposes

Promote
problem solving,
creative and
critical
thinking

Employ a
broad
repertoire of
teaching
approaches

Support social
and emotional
development
and positive
relationships

Make
connections
within and
across AoLEs

Encourage
collaboration



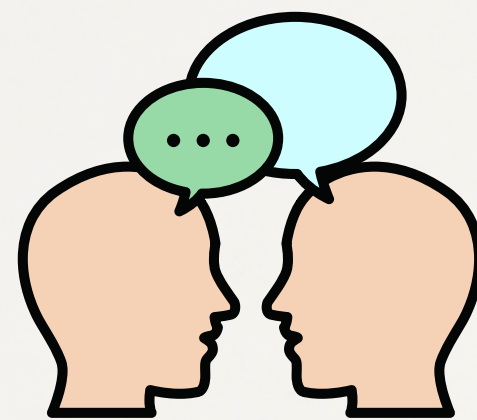
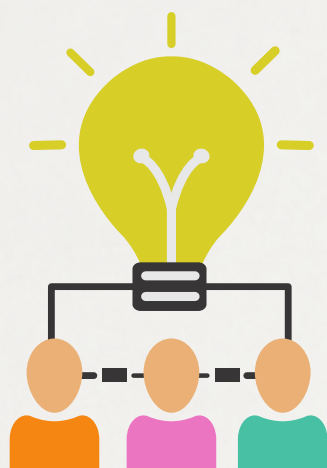
Pedagogy & Curriculum Design

Our curriculum design enables us to realise our vision. As part of our curriculum design at Troedyrhiw we:



Undertook reading and research and attended Professional learning.

Worked with cluster schools to support one another in planning our curriculum.



Engage learners in discussions around learning themes and how and what they learn.

Regularly share information with families on the curriculum and ways they can support their child within and outside the school environment.



Use the TASC approach to develop Proactive thinkers who can work with independence to creatively Problem solve.



Planned SHINE sessions to enable Pupils to have the opportunity to choose from a range of creative activities to develop and enhance their skills, beyond the academic and really show us how they shine in different learning situations.



Areas of Learning & Experience

The new Curriculum for Wales will comprise of six Areas of Learning and Experience (AoLEs):



Mathematics
& Numeracy



Humanities



Languages, Literacy
& Communication



Expressive Arts



Health & Wellbeing



Science & Technology

Each AoLE will have a number of 'What Matters' statements. Together, they span the breadth of the AoLE, drawing on disciplinary knowledge and skills, making links with the four purposes, and setting out the essential aspects of learning. Each 'What Matters' supports at least one of the four purposes. At Troedyrhiw we use these AoLEs to determine our own curriculum and how it should be organised.

All of these areas are as important as one another and bring together familiar disciplines and encourage strong and meaningful links across them. However, Languages, Literacy and Communication, Maths and Numeracy and Digital Competence are developed across all AoLE areas.



Pupil Voice

At the beginning of each term and throughout our topics pupil voice is essential in leading the learning. Teachers base learning opportunities on what pupils already know and what they want to find out. This information is gathered through questioning and collaborative tasks involving all pupils. Pupils are at the heart of their own learning journey and this means that the curriculum we provide at Troedyrhiw is personalised, unique to the pupils in the class and offers inclusion for all.

How do flowers grow?

How many miles is it from Troedyrhiw to Italy?

What measurement should we use?

What will happen if I mix red and green?

Why does my heart beat fast when I exercise?

How can I make my story more exciting?





Un Llais

We call our Pupil Voice Un Llais (one voice) and have split the pupils into sub committees who have a focus area within the school. These pupils work with the lead teacher to create an action plan for the year to promote and enhance their area within the school. These pupils work closely with all pupils across the school to share their ideas and suggestions for school improvement.

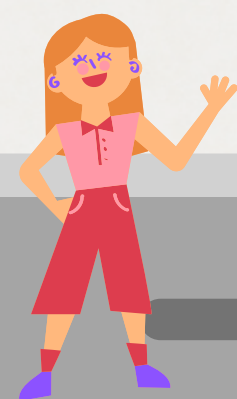




Progression

Principles of Progression or Progression Steps can be defined as how learners make progress throughout their learning across the curriculum. Progression is a 'road map' for each individual, and at Troedyrhiw we understand that each pupil may progress at a different rate or take a different path to get to the next stage in their learning journey. This means progression must be embedded in learning and teaching and should form the basis of thinking at Troedyrhiw when designing and planning the school curriculum.

Progression is further supported by the descriptions of learning which provide guidance on how learners should progress within each statement of 'what matters' as they journey through the continuum of learning. These expectations are expressed from the learner's perspective and are framed broadly so that they can sustain learning over a series of years. They are not designed as stand-alone tasks, activities or assessment criteria. While the learning continuum is the same for each learner, the pace of progress through it will differ.





Assessment



Assessment is key to supporting deep learning and is used to identify whether pupils need to consolidate their learning, whether further support is needed and next steps in learners progress.



We utilise various assessment strategies as an overarching purpose within the curriculum to support every learner to make progress. In addition to this, assessment has a fundamental role in ensuring each individual learner is supported and challenged accordingly and we use strategies to contribute to developing a holistic picture of the child. At Troedyrhiw we identify their strengths, ways in which they learn best and their areas for development to inform next steps in learning and teaching.

At Troedyrhiw our assessments support individual learner progression on an ongoing, day-to-day basis. Identifying, capturing and reflecting on individual learner progress over time and understanding group progress. We provide quality feedback to move the learning forward and to support learners in becoming reflective and resilient. We use some 'snapshot' assessments but this data informs our practice it doesn't lead it.

For us at Troedyrhiw progress is the distance travelled by the learner whilst on their learning journey. This is the most important factor of our new curriculum.



These are the assessment processes we currently use to identify pupil progress, identify areas for development and plan next steps in learning:





Cross Cutting Themes

Cross cutting themes are important curriculum content which will be covered through the AoLEs. At Troedyrhiw we will ensure these themes connect AoLE content, enrich the curriculum and facilitate interdisciplinary thinking and collaborative learning.

These themes are:



Relationships and Sexuality
Education (RSE)

Human Rights



UNCRC/ UNCPRD

Diversity



Careers and
Work Related
Experiences
(CWRE)

Local, National and
International Contexts





20 things to do at Troedyrhiw by the time you are 11

We've been working closely with all stakeholders to create this list of the experiences pupils should have before leaving Troedyrhiw at the end of Year 6:



Den building



Support the
elderly



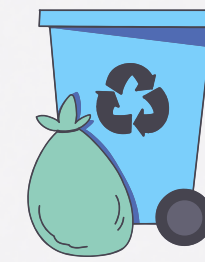
Play a musical
instrument



Basic First
Aid



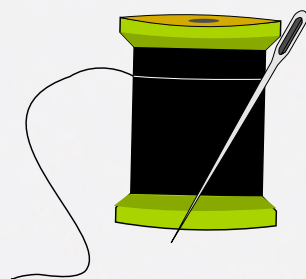
Attend a
sporting event



Community
Clean Up



Play for a
team



Sewing



Swimming



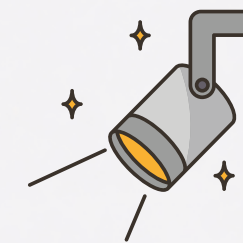
Sign
Language



Look after a
Pet



Basic
cleaning



Be Part of a
Show



Cookery



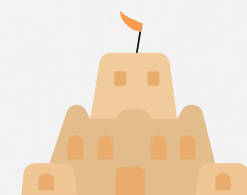
Camp/
Sleepover



Cycle
Proficiency



Volunteer/
Fundraise



Explore the
seaside



Grow our
own



Budget/ Pocket
money management



Experiences around us

We've also been working with stakeholders to create a list of the places that pupils should visit in our locality giving them a real sense of cynefin:



Garwnant



Cyfartha
Castle



Joseph Parry's
Cottage



Giants Bite



Big Pit



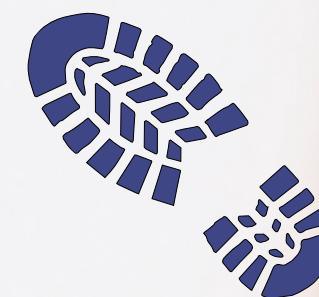
Train Trip



Lido



Local Parkland



Local Trails



Redhouse



Local Library



Evolving and Evaluating

Our curriculum at Troedyrhiw will be kept under review to:

- ★ Ensure it is meeting the needs of our learners.
- ★ Supports our aims and vision.
- ★ Enables all learners to make progress.
- ★ Ensure it has maximum impact of teaching and learning.

A number of self evaluation activities will take place throughout the year to inform our understanding of the effectiveness of our curriculum and where changes and adoptions are needed. We will listen to the views of our learners, families, governors and staff, alongside the cluster, consortia and local authority to further develop a shared understanding of progression.