



# *Bronington VA Primary School*



*Discover, Develop, Thrive.*



**Bronington VA Primary School  
Curriculum Rationale**

## **Our Vision & Values**

**“Discover, Develop, Thrive” at Bronington VA Primary School. Enabling all to succeed to the best of their ability; to make everyone feel valued as a member of the school and that they have an important contribution to make. To motivate and inspire, by providing an education of the highest quality within the context of Christian belief and practice, to live happily and to be confident in an ever changing world!**

Four Purpose  
Characters  
Enterprising Eric  
Ethical Esther  
Ambitious Amelia  
Healthy Harri

**We listened to learners, parents, staff, governors and our local community. These 12 key words occurred most frequently when discussing our vision.**

**Creative, nurturing, confident, caring, respect, supportive, inclusive, family, compassion, high expectation, happy.**

Ready	Children’s Vision
Respect	Everyone is safe, secure and happy.
Safe	Every child is cared for and helped to succeed.
	Everyone is welcome and feels part of the schools and Gods family.
	Every child works, plays, shares and enjoys growing together.



# Our Vision & Values

## Aims:

To provide a safe, stimulating, healthy and happy environment in which all reach their full potential.

To establish an ethos of care and respect for everyone; conscious and considerate of the need and values of others, ensuring healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

To nurture and value each individual's achievements, ensuring that everyone assumes responsibility for their own actions and is prepared to make a positive contribution in life, developing enterprising creative contributors who are ready to play a full part in life and work.

To promote belief in own ability, creating a 'can do' culture where risk taking is encouraged and where there is no fear of failure, enabling ambitious capable learners who are ready to learn throughout their lives.

To inspire lifelong independent learners; confident and assured to explore the wider world.

To aspire to the highest possible standards of learning and teaching within an exciting, broad and creative curriculum.

To promote high expectations and enjoy high levels of achievement in all aspects of the curriculum and life of the school.

To fully develop effective and meaningful links with the home and make a positive contribution to the wider community, creating ethical informed citizens who are ready to become citizens of Wales and the World.

## Bronington VA Primary School– Our Vision and Values

Our values	Our behaviour
Respect and trust	Everyone at the school is unique - learners and families, staff and stakeholders. We are honest and open in our work and respect the views and feelings of everyone.
Wellbeing and Care	We show empathy, care and concern for the welfare of all. We listen and take action to ensure that everyone in the school feels safe and has a voice that is heard.
Happiness and Enjoyment	We ensure that the ethos of each class and learning experiences inspire our learners. We ensure that learners enjoy, experience pleasure and develop motivation while learning.
Resilience and confidence	We support each other as learners and staff to be confident and proud of ourselves, to embrace challenge and to persevere to achieve our goals.
Wales and Welshness	We celebrate Welsh language and culture throughout our work.
Community and Habitat	We are play a full and active part in the life of our community and the community plays an active part in the life of the school. We celebrate and protect our habitat.
Take risks and Innovate	We support each other, both learners and staff to confidently take risks and innovate and to learn from our successes and failures.
Support and Collaboration	Within our classes, our school and across our cluster of schools, we work together and support each other for continuous development and learning.

**Bronington VA Primary is located in rural countryside, bordering three counties, Wrexham, Shropshire and Cheshire.**

**Our educational philosophy has inclusion at its core. Our school provides a stimulating and happy environment in which children are encouraged to become independent learners. All children are valued as individuals and are provided with a broad and balanced education in order that they become mature, responsible and happy learners, who contribute to the culture and ethos of the school and the wider community.**

## Phase 1: Principles and Purpose

# Bronington VA Primary School– Context

Bronington VA Primary School is part of The Maelor Church Schools Federation. Situated in the rural village of Bronington village, Wrexham is unique in its proximity to three counties, Wrexham, Shropshire and Cheshire. We provide education for approximately 45 learners from three to eleven years old, we offer nursery provision during the morning sessions. There is an on-site morning playgroup, Bumblebees Playgroup provides wrap around care is offered for all our learners.

The three-year average for pupils eligible for free school meals is around 12%. We have identified about 10% of pupils as having additional learning needs.

As a church school we are proud to promote our Christian values and ethos. The core values have been chosen by learners, parents and staff; these are:



Outdoor Learning is a central part of our Federation ethos. We endeavour to give our learners opportunities to develop their skills through experiences within their local environment.



At Bronington VA Primary School we teach predominantly through the medium of English but with significant use of the Welsh language. The home language of nearly all pupils is English.

Learners celebrate the Welsh language, culture and heritage throughout their work. We ensure we incorporate the principles of the Siarter Iaith into all aspects of our curriculum. During their time in KS2, learners have opportunities to attend residential trips to Cardiff and Glan Llyn.



## Phase 2 - Entitlement and Enhancement

# What do we mean by 'Curriculum'?

Four Purpose  
 Characters  
 Enterprising Eric  
 Ethical Esther  
 Ambitious Amelia  
 Healthy Harri

### The Curriculum for Wales 4 purposes are the heart and core of the curriculum at Bronington VA Primary School

They underpin all aspects of our curriculum design, planning and teaching. Our vision and values as a school support the 4 purposes and we summarize below what they mean for us. Our learning experiences and teaching methods will always aim for this.

<b>Ambitious, capable learners ...</b> who are ready to learn throughout their lives, and who:	<b>Enterprising, creative contributors ...</b> who willing to play a full part in life and work and who:	<b>Ethical, informed citizens ...</b> who are ready to be citizens of Wales and the world, and who:	<b>Healthy, confident individuals ...</b> willing to lead fulfilling lives as valued members of society, and who develop:
<ul style="list-style-type: none"> <li>• set high standards for themselves</li> <li>• enjoy challenge and solve problems</li> <li>• develop knowledge and skills and apply them in different contexts</li> <li>• are able to discuss their learning confidently</li> <li>• Are able to communicate effectively in English and Welsh</li> <li>• use mathematics and numeracy and digital technologies effectively</li> </ul>	<ul style="list-style-type: none"> <li>• think creatively</li> <li>• apply their knowledge and skills to create, adapt and to solve problems</li> <li>• identify and grasp opportunities</li> <li>• Are confident to take risks</li> <li>• lead and work together in teams</li> <li>• express ideas and emotions in different ways</li> <li>• use their energy and skills for the benefit of others</li> </ul>	<ul style="list-style-type: none"> <li>• make judgments and discuss issues based on their knowledge and values</li> <li>• understand and exercise their responsibilities human rights</li> <li>• understand and consider the impact of their actions</li> <li>• know about their culture and community,</li> <li>• know about society and the world in the present and past</li> <li>• respect the needs and rights of others, as a member of a diverse society</li> <li>• see that they have a role to play to ensure the planet's sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• physical and mental health and safety,</li> <li>• relationships based on respect and trust</li> <li>• personal values</li> <li>• skills and independence to deal with everyday life</li> <li>• the ability to face and overcome challenges</li> </ul>

## Phase 2 - Entitlement and Enhancement

# What do we mean by 'Curriculum'?

### Teaching

**Excellent teaching** is essential if we are to realise the 4 purposes, our vision as a Federation and the requirements of the Curriculum Framework. Ensuring a high- quality learning environment is vitally important to us at Bronington VA Primary School, for both learners and practitioners. Consistency of ethos in every class across the school and across the Federation is of paramount importance for us to ensure a safe and inspiring learning environment so that our learners can take risks, make mistakes confidently and work in an atmosphere of mutual respect and appreciation of everyone's efforts.

We constantly reflect upon, share and develop our teaching practices, based on our understanding of the **12 pedagogical principles** set out in the Curriculum Framework and the practices we find to be successful in our school.

### The 12 Pedagogical Principles

1. Focus on achieving the 4 purposes	2. Challenge learners and emphasise the importance of continuous effort. Convey high, achievable expectations	3. Use a range of teaching methods	4. Develop problem solving skills, creative skills and the ability to think creatively.
5. Building on prior knowledge and experience. Engage interest.	6. Creating authentic contexts	7. Implementing formative assessment principles	8. Extend within and across the Areas of Learning
9. Reinforcing and practicing cross-curricular skills - literacy, numeracy and digital competence	10. Develop learners to take increased responsibility for their own learning and to develop as independent learners.	11. Promote social and emotional development and positive relationships	12. Promote collaboration

### What do we mean by 'Curriculum'?

A curriculum should be considered at the 'heart' of any school. Our curriculum is a joined up way of thinking to realise our vision to ensure our learners are ambitious, enterprising, ethical and healthy citizens.

Our curriculum is broad and balanced and suitable for learners of different ages, abilities and aptitudes. It provides for appropriate progression for learners and includes a range of provision to ensure this.

***So what should we teach and why? How should we teach it? How will this help us to realise the four purposes?***

### **Why do we teach it?**

To provide high quality teaching experiences, which excite and motivate children in the classroom and beyond.

### **How do we teach?**

Teachers will be the facilitators of learning. Considering the needs, views and stages of learners they will design fun, challenging and progressive experiences. Learners will have opportunities to influence their learning. Teaching staff as the experts will coach the learning in an appropriate direction considering the views and ideas of learners.

Learners will influence the design of their learning environment. They will have opportunities to work in ways that enhance their learning and also to present their work in their own unique personal way.

## New Curriculum AOLES

The New Curriculum will be organised into six 'Areas of Learning and Experience (AoLE's). These replace the subject areas which were used previously.



**Click the links below to read a Curriculum for Wales guides for Parents and Children and Young People**

[A new Curriculum for Wales - A guide for children, young people and families](#)

[Curriculum for Wales - A Young Persons Guide](#)

[Curriculum for Wales - A guide for Parents and Carers](#)

## The Four Purposes



The Four purposes will be at the heart of our new curriculum. They will be the starting point for all decisions on the content and experiences developed as part of the curriculum.

The purpose of the New Curriculum at Bronington VA Primary School is to support our children to be:

- **Ambitious and capable learners who are ready to learn throughout their lives**  
This means they believe in themselves and what they can do. They want to learn and do better. They have the skills to learn.

- **Enterprising and creative contributors who are ready to play a full part in life and work**  
This means they can be creative and think of new ideas. They can solve problems and they can use this in their work.

- **Ethical and informed citizens of Wales and the world**  
This means they understand their rights and responsibilities. They take part in their community and they care about the world.

- **Healthy and confident individuals who are ready to lead fulfilling lives as valued members of society**  
This means they have healthy minds and bodies. They feel good about themselves and what they believe in.

## The Four Purposes

To help the children across the school to understand what the Four Purposes mean, we asked the KS2 children to design characters to represent each of the purposes. The winning entry was then used to as the characters to be shown in all classes.

Here are our Four Purpose Characters:

## Teaching

**Formative assessment** is central to our teaching in Bronington VA Primary School. By implementing its principles and strategies fully and consistently throughout the school, we will achieve many aspects of the 4 purposes, the integral skills and the 12 pedagogical principles. The following outlines how the different formative assessment strategies/principles contribute to their realization.

Formative assessment strategy / principle	4 purposes	Integral skills	12 pedagogical principles.
<b>Class climate and culture,</b> Growth Mindset, Learning powers, Learning zones celebrating mistakes, embracing challenge	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Creativity and innovation Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3 7, 10,11, 12
Involvement of learners in the planning	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Creativity and innovation Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3 7, 10,11, 12
Talk partners	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,4 7, 10,11, 12
Learning outcomes and Success Criteria	Ambitious, capable learners	Personal Effectiveness Planning and organization	2,3,4,5,7, 10, 11,12
Feedback – Verbal, Peer and Written	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,4, 7, 10,11, 12
Prior / current knowledge questioning	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,4,5,7,10 11, 12
Differentiated challenges /eliminating ability grouping	Ambitious, capable learners Healthy, confident individuals	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,5,7,10 11, 12

## Phase 2: Entitlement and Enhancement

# Our Bronington 'Non Negotiables'

At Bronington VA Primary School we believe that learning should be an exciting adventure, we aim to enrich and broaden our curriculum through experiential learning opportunities within our locality and further afield. Whether it's a visit to Holy Trinity church or a residential visit to Cardiff, these experiences contribute to our children's aspirations and develop their personal and social skills. This page outlines our non-negotiables, aspects of our curriculum that are vitally important in ensuring our vision is realised.

### Health and Well-being

A healthy body and a healthy mind helps us learn and grow into confident, resilient and caring citizens. Everybody's physical and mental health is important to us. By investing the time in building strong relationships means that we solve problems and overcome challenges together. Our five ways to well-being are a golden thread throughout our curriculum.

### Creativity and Innovation

Creativity improves mood and cognitive function, boosts self-esteem and alleviates stress and anxiety. Creativity and innovation empowers children and adults to build resilience, creative-confidence and social-emotional skills.



### Inclusive Curriculum

Inclusivity is at the heart of Bronington. We ensure that everyone is heard and that no child is missed. Teachers invest the time in getting to know our children really well, so that their needs are met through a personalised curriculum. Our Universal Provision includes; whole class teaching, quality differentiation and scaffolding, collaboration, and individual and small group interventions. We will sustain strong relationships with our families and community, and continue to work closely with outside agencies and professionals to support our children.

### Leadership Roles

At Bronington, everyone is empowered to develop and take on leadership responsibilities. This creates a love of learning; it boosts confidence and self-esteem and encourages everyone to be ambitious and aspirational.







### Learning Outdoors

Being outside in the fresh air and learning outdoors is something that we feel passionate about. In addition to taking learning outside, every class benefits from Forest School sessions. Children's physical, mental and spiritual health are enhanced, and their personal and social communication skills are developed.



## AoLEs - Statements of What Matters

Our Curriculum at Bronington VA Primary School contains the 6 Areas of Learning and Experience, it encompasses the Statements of What Matters and reflects the Principles of Progression. It includes the required curriculum elements and embeds the mandatory cross-curricular skills and the integral skills which underpin the four purposes of the curriculum.

The 6 Areas of Learning and Experience					
The Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Languages, Literacy and Communication	Science and technology
<p><i>Disciplines developed in this school :</i></p> <p>Art, Music, Dance Drama Film and Digital Media</p> 	<p><i>Disciplines developed in this school :</i></p> <p>Physical Health and development, mental health, emotional and social wellbeing</p> 	<p><i>Disciplines developed in this school :</i></p> <p>Geography, History, Religion , Values and Ethics, Business Studies, Social Studies, Economics, Philosophy</p> 	<p><i>Includes 5 interdisciplinary competences:</i></p> <ol style="list-style-type: none"> <li>1. Conceptual Understanding</li> <li>2. Communication using symbols</li> <li>3. Fluency</li> <li>4. Logical reasoning</li> <li>5. Strategic co</li> </ol> 	<p><i>Disciplines developed in this school :</i></p> <p>Welsh, English, International Languages, Literature</p> 	<p><i>Disciplines developed in this school :</i></p> <p>Biology, Chemistry, Computer Science, Design and Technology, Physics</p> 
Cross Curricular Skills					
<p><i>We will plan for the development of the following cross-curricular skills within and across the Areas of Learning and Experience using the revised national frameworks</i></p>					
Literacy		Numeracy		Digital Competence	
Cross-cutting themes					
<p><i>We shall include and extend the themes below across the curriculum</i></p>					
Relationships and sexuality education	Human Rights education and the United Nations Convention on the Rights of the Child (UNCRC)	Diversity	Careers and work-related experience	Local, National and International Context	

The **What Matters Statements** for each Area will be the basis of our planning for progression, depth and breadth of skills and knowledge and for learner progress.

## What Matters Statements for the 6 Areas of Learning and Experience

Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Languages, Literacy & Communication	Science and Technology
Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals	Developing physical health and well-being has lifelong benefits	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	The number system is used to represent and compare relationships between numbers and quantities	Languages connect us	Being curious and searching for answers is essential to understanding and predicting phenomena
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts	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	Algebra uses symbol systems to express the structure of mathematical relationships	Understanding languages is key to understanding the world around us	Design thinking and engineering offer technical and creative ways to meet society's needs and wants
Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	Our decision-making impacts on the quality of our own lives and the lives of others	Our natural world is diverse and dynamic, influenced by processes and human actions	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world	Expressing ourselves through languages is key to communication	The world around us is full of living things which depend on each other for survival
	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	Statistics represent data, probability models chance, and both support informed inferences and decisions	Literature fires imagination and inspires creativity	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

# Planning the delivery of our curriculum

When planning at Bronington VA Primary School, emphasis is placed on offering our learners high quality **rich, broad and deep learning experiences**. This means giving learners the time to acquire, practice and apply knowledge and skills to embed their learning and not to rush through work to 'achieve content'. This lays a solid foundation for the next stages of their learning and means that they build on their learning and progress throughout their time here.

We also plan to ensure that our provision and teaching develops the **integral skills** below which are essential for our learners to achieve the 4 purposes.

<b>Creativity and innovation</b>	<ul style="list-style-type: none"> <li>· Inquire, explore, be curious, create and share ideas</li> <li>· Link experiences, knowledge and skills</li> </ul>
<b>Critical thinking and problem solving</b>	<ul style="list-style-type: none"> <li>· Question and evaluate information and situations</li> <li>· Identify problems and suggest different solutions</li> <li>· Make decisions objectively</li> </ul>
<b>Personal Effectiveness</b>	<ul style="list-style-type: none"> <li>· Develop emotional intelligence, confidence and independence</li> <li>· Evaluate and discuss their current learning and next steps</li> <li>· appreciate the value of and celebrate mistakes</li> <li>· discuss and consider their views and values, and their ethical, social, cultural implications</li> </ul>
<b>Planning and organization</b>	<ul style="list-style-type: none"> <li>· Set goals for their learning and discuss and reflect on their progress</li> </ul>

## Statutory Elements

The school has considered the following statutory elements within the Curriculum for Wales Framework when designing our curriculum;

- Careers & work related experiences
- Well-being of Future Generations (Wales) Act 2015
- United Nations Convention on the Rights of the Child (UNCRC)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Additional Learning Needs and Education Tribunal (Wales) Act 2018

## The concepts and mandatory elements

The school will carefully consider the mandatory elements of the curriculum when planning. The school's policies for these areas detail our intentions.

- Cross-curricular development of literacy, numeracy and digital competence skills
- Religion, values and ethics Education,
- Relationships and Sexuality,
- Welsh
- English

Welsh will be the day to day language of the school. We incorporate the principles of the Siarter Iaith into the whole curriculum and in all aspects of our work.

Teaching will be entirely through the medium of Welsh up to the age of 7. English is gradually introduced to learners in accordance with their readiness from the age of 7 onwards. Between 50-70% of teaching will be in Welsh from the age of 8-11, depending on the needs of specific year groups. We aim to ensure that all learners are confidently bilingual by the time they leave the school.

## Planning

A combination of approaches to curriculum design is used in the Federation according to learner age and learning context. Elements of planning for direct teaching disciplinary and multidisciplinary approaches will be used learn and practice specific skills *E.g. maths skills, phonics, genres*

Interdisciplinary and integrated approaches are used to practice and apply skills in different cross curricular context. *E.g. draw elements of Maths, Language, Digital Competence and Humanities when researching and writing a report comparing weather in Wales and Italy.*

Most of the learning experiences in this school are designed around a **Topic Title** (*e.g. Water*) Or a **Specific Theme** (*e.g. The World Cup*) *Each planned topic will begin with a Stunning Start, a visit, visitor or exciting and engaging learning experience. A Marvellous Middle is planned to keep learners engaged and focussed in the topic, this could be expert visitors to school or a visit. A Fabulous Finish will complete the topic and give learners the opportunity to showcase their learning with a visit from families, a creative task with families or a recording of work. Pupil voice and that of their families and the community are important to us and also being flexible to follow different learning opportunities as they arise to make learning experiences relevant, interesting and timely. The elements below are extremely important to us and will be constantly implemented in our planning.*

### Health and Wellbeing

We firmly believe in the Federation that ensuring and maintaining learners' willingness to learn is key. To this end we welcome the equal emphasis on all Areas of Learning and Experience and that this includes Health and Wellbeing.

The schools will continue to develop its expertise in this area as a 'Nurture School ' and a Trauma Informed school ' and use of programs such as 'Elsa' We also constantly evolve classroom climate, Growth Mindset and Learning Powers. The school's work with families and outside agencies will also support this.

### Families and Community

Working with families and the community is very important to us here at Bronington VA Primary School.

The school will continue to develop this relationship through our open door policy to offer parent support and to develop our links with local businesses.



### Cross-Curricular Skills

Literacy, Numeracy and Digital Competence is a statutory responsibility across all Areas of Learning and Experience. We fully realise the importance of ensuring our learners digital competence in order to prepare them for future life and work.

We therefore pay close attention to this when planning learning experiences and when planning for learners' progress. We will plan plenty of opportunities for them to acquire, practice and apply these important skills and to embed them.

### Enjoying learning

The most important thing for us in planning is to ensure that learners enjoy their learning and have fun. So, we work hard to ensure that:

- the learning experiences are interesting and stimulating
- that our teaching and working relationships with our learners inspire enthusiasm and enjoyment
- Stunning Starts, Marvellous Middle and Fabulous Finishes are planned for each topic.

## Phase 4: Pedagogy

# Inclusiveness

### ALN

As a school we ensure the needs are met of all learners through high quality teaching and learning provision. Our Universal Provision includes: whole class teaching, effective differentiation, collaborative group work, individual and small group interventions, appropriate and reasonable adjustments to enable access to the school environment, curriculum and facilities.

During their time at Bronington VA Primary School, most learners will make expected progress in their learning from their starting points. If a child is not progressing, we will gather observations, use assessment data and seek to work in collaboration with outside agencies / professionals to identify any additional learning needs.

### Health & Well-being

Health & Well-being of all is a focus and a high priority across everything we do at Bronington VA Primary School. All learners have well-being journals and reflection time along with outdoor learning opportunities to enhance their learning. Growth mindset is an important key element of our curriculum. We promote a Pivotal approach to positive behaviour management.

### Inclusiveness

We pride ourselves on the inclusive, nurturing environment and ethos at Bronington VA Primary School.

"The school is a happy, caring and inclusive community that places a strong emphasis on fairness and the importance of honesty and equality. Pupils benefit from positive and encouraging working relationships with staff. This helps to ensure high levels of mutual respect and consistently good behaviour." **Estyn 2018**

Our school will continue to develop strong relationships with our families and community.

## Phase 5: Progression and Assessment

# Steps of Progression

### Assessment and Progression

We use the **Descriptions of Learning** for each **What Matters Statement** to assess and plan for learners' progress.

These broadly correspond to expectations for ages 5, 8, 11, 14 and 16 and offer guidance on how learners should demonstrate progress within each Statement.

These are not used as a list of tick boxes, but as tools to consider when planning for our learners' progress.

In addition, there are **Principles of Progression** that underpin our planning for learners' progress across the fields over time.

## Principles of Progression

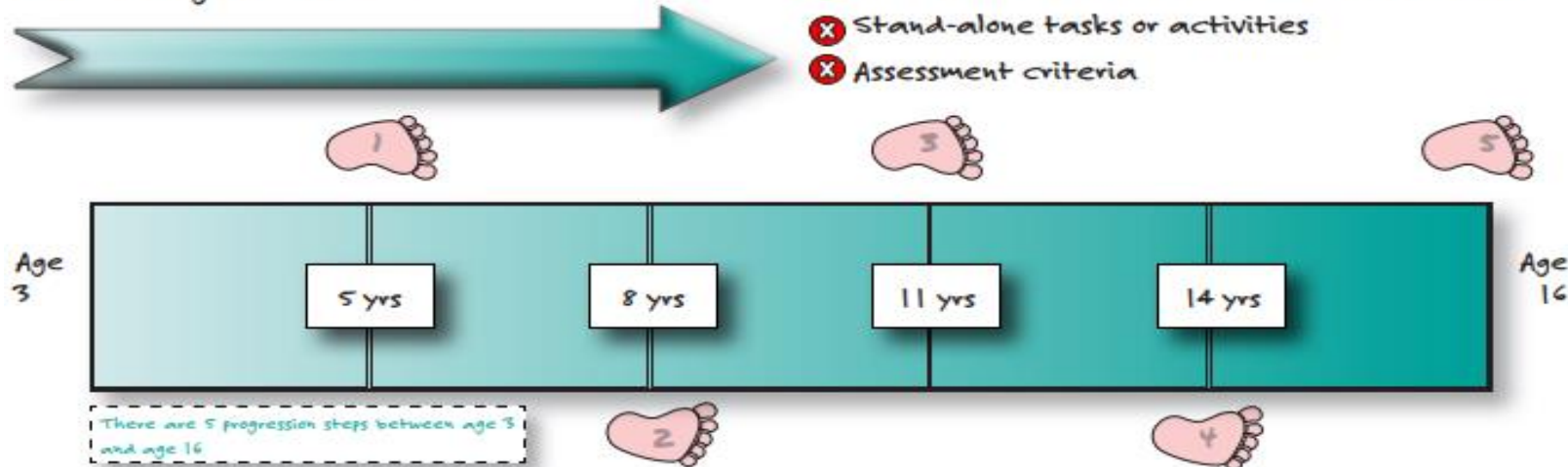
- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within the Areas
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts
- Increasing effectiveness

Progression supported by descriptions of learning which provide guidance on how learners should progress within each statement of what matters

- ✓ Arranged in 5 progression steps to guide pace
- ✓ Framed from learner's perspective
- ✓ Framed broadly to sustain learning over a series of years
- ✓ Broadly set against ages of 5, 8, 11, 14 and 16
- ✗ Stand-alone tasks or activities
- ✗ Assessment criteria

### *Our role in the transition along the 3 to 16 continuum*

Our learners are at the centre of the transition process. We support all learners along the learning continuum, as they move between different groups, different classes, different years and different settings. We ensure that the well-being of all learners is an important and integral part of our processes, recognising the needs of individuals, while also supporting both continuity and progression in their learning. The understanding of each individual learner gained from our assessment strategies is crucial in supporting this process.



## Phase 5: Progression and Assessment

# Assessment

Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. We will utilise various assessment strategies, which will enable each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly. Initially we will be using Curriculum Maestro as an assessment and tracking tool.

### *The purpose of assessment*

We utilise various assessment strategies as an overarching purpose within the curriculum to support every learner to make progress.

In addition to this, assessment is a fundamental role in ensuring each individual learner is supported and challenged accordingly and we use the strategies to contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development – in order to inform next steps in learning and teaching.

Our assessments support individual learner progression on an ongoing, day-to-day basis (AfL); identifying, capturing and reflecting on individual learner progress over time; and understanding group progress in order to reflect on practice.

We also assess and monitor each learner's well-being (PASS) and cognitive development (CAT4). These assessments are used to formulate an accurate snapshot which provide attainment, progress and well-being targets.

### *Communicating and engaging with parents/carers*

We communicate effectively with parents/carers on an ongoing basis to foster positive relationships in order to engage them in purposeful and meaningful dialogue. When undertaken well, this can help aid learner progression by helping parents/carers to understand how they can support learning within and outside the school environment.

We have developed and implemented processes which support effective two-way communication and engagement with parents/carers. When developing these processes, consideration has been given to using a wide variety of different communication means, e.g. face-to-face, digital through SeeSaw and email.

Information on any support, interventions or additional needs required for the learner's development is shared with parents and carers.