

Trerobart Primary's Curriculum Summary 2022-2023

Designing

Trerobart Primary's curriculum has been designed by our teachers for our children in consultation with our school consortia partners, our local community and cluster collaboration. By having full ownership of our curriculum, we aim to ensure that all of our pupils are given lifelong learning experiences which are authentic and purposeful in a safe, nurturing environment where everyone is respected and valued.

Vision and Values

Our vision has been developed with all stakeholders. It is an ongoing conversation and we continually engage with parents/carers and the wider community. Our community have been consulted and they have helped to forge our vision which is informed by our values, ethos, our location and our surroundings. This was the starting point of our Journey to 2022 and has helped to design our curriculum.

Bespoke Curriculum

Our curriculum is designed to be purposeful, creative and authentic, providing connected learning experiences. Our curriculum will develop children's knowledge skills and experiences. As they learn, they will make move across a progression continuum. Learning isn't always linked to their age;

Review

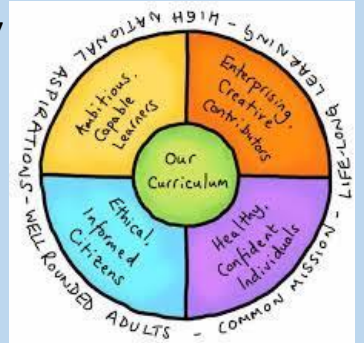
At Trerobart we will regularly review & refine our curriculum to monitor the impact it has on teaching and learning, we will do this through a rigorous and robust monitoring, evaluating and reviewing cycle and by listening to feedback from children, staff, parents and governors to ensure we are providing children with the highest quality teaching and learning experiences.

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.

Our curriculum is at the 'heart' of our school. It enables us to realise our vision that our learners are ambitious, enterprising, ethical and healthy citizens.

Our curriculum is broad and balanced covering the full range of *What Matters* statements. It emphasises our inclusivity as it is suitable for learners of all ages, all abilities and all aptitudes. Our range of provision ensures appropriate progression for all learners.

Curriculum
What we teach



We believe that **'every interaction is an intervention'**
(Dr Karen Trueman 2017).

Central to our curriculum design is our whole school approach to Emotional Health and Well Being of learners and staff.

A positive culture forms positive relationships!

Principles of progression

We collaborate with our partner schools to ensure progression is seamless from 3 – 16.

Cluster design

AOLEs

Our curriculum will cover 6 Areas of Learning experiences:

- Language, Literacy and Communication
- Maths and Numeracy
- Humanities
- Science and Technology
- Expressive Arts
- Health and Wellbeing

In addition to the AOLEs, we will be teaching Relationships and Sexual Education (RSE Code) and Religious and Values Education which are both mandatory.



Pedagogy

How we teach

'**Pedagogy** trumps curriculum. Or more precisely **pedagogy** is curriculum because what matters is how things are taught rather than what is taught. Dylan William

Our **vision** is to provide high quality experiences, which excite and motivate learners in the classroom and beyond.

Our **teachers** facilitate learning by considering the varying needs, views and stages of learners and design exciting, challenging and progressive experiences across all AOLEs. Our **learners** will have a voice in what and how they learn.



Our unique **Enrichment Days** are held once a term providing **Exciting Learning Opportunities** to develop and embed the four purposes. They give our learning 'space to be curious and inquisitive' and allow them 'to develop emotional intelligence and awareness, becoming confident and independent.

Our **Unit of Inquiry Immersion Days** are used to ignite interest in a new topic and provide pupils with the opportunity to have a voice in their learning.



Through **Learning Outdoors** our children have real, direct experience of the natural world. They learn in nature not just about nature.

Our **learning environments** set the scene effectively for learning to take place. They are based on an understanding of **child development, physical development, language acquisition** and **attachment theory**. Our learning spaces provide wide and varied experiences that allow children to express themselves physically, creatively and imaginatively, and allow them to safely follow their interests, independently or with others.

Key Competencies

Once established, our Trerobart key competencies aim to assist our learners in unlocking their full potential by developing them as curious, independent, resilient, resourceful and collaborative learners.

Assessment and Progression

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

Attain a baseline in Nursery and Reception

Monitor progress from year 1 - 6

Transition to year 7

Pupil Progress profiles

Celebrate success

Personalised Assessments (WNT)



Assessment and Progression is fundamental to ensuring that we achieve our vision of unlocking the potential in all pupils to become lifelong learners.

This is achieved through effective monitoring and careful tracking of individual pupil progress.



Mandatory Principles of Progression

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

Active engagement between learner and teacher is at the heart of supporting learner progression. Where the learners are in their learning?/Where they need to go?/How do they get there? CfW