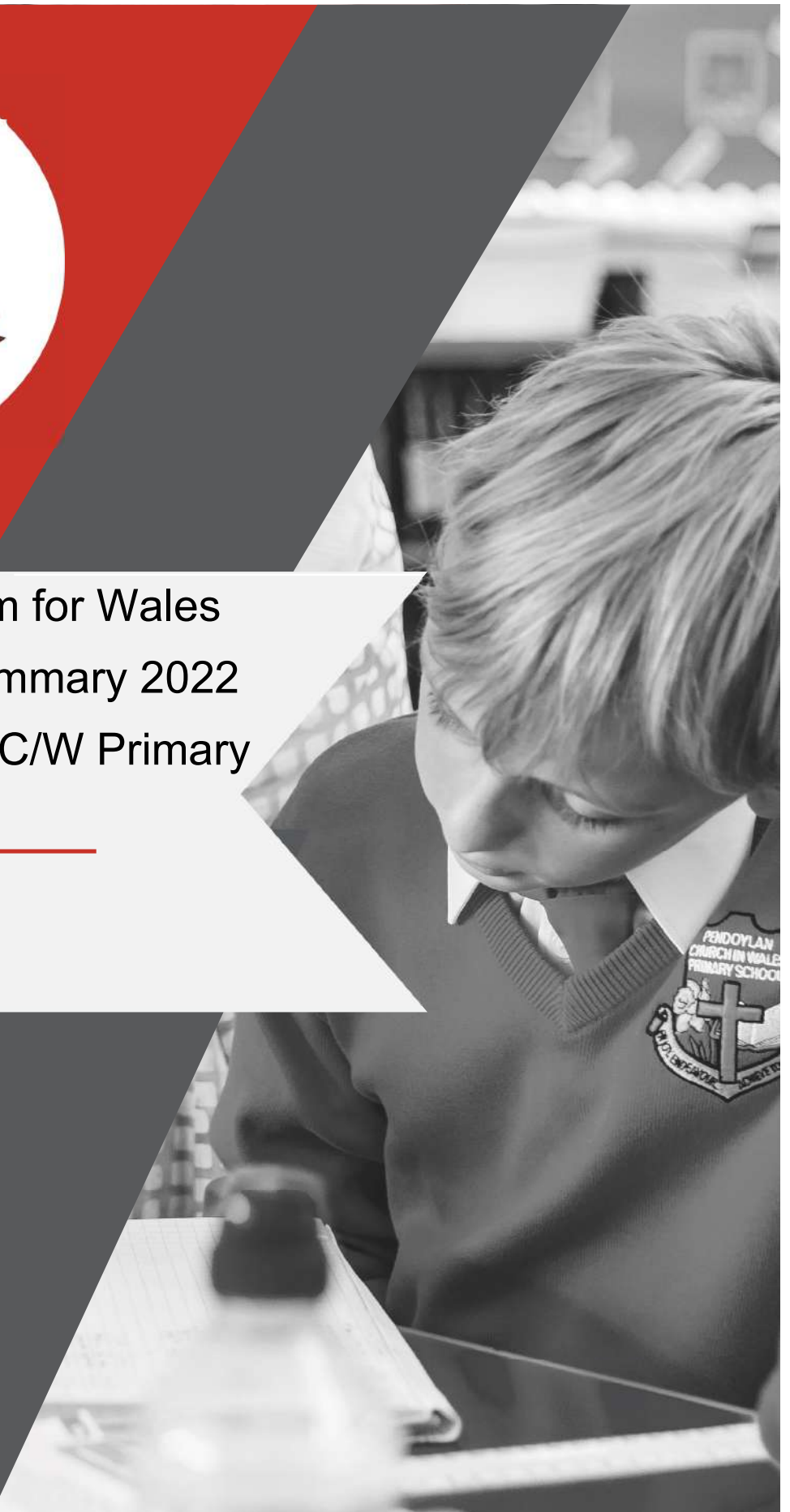




Curriculum for Wales  
Design Summary 2022  
Pendoylan C/W Primary

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## **Pendoylan Church in Wales Primary School Curriculum for Wales Summary Overview 2022**

The headteacher, Mrs P Vaughan has ensured that a curriculum has been designed for Learning and Teaching for all registered learners from 3-11 at Pendoylan C/W Primary, in keeping with the Curriculum and Assessment (Wales) Act 2021. This curriculum will be implemented from September 2022 across all primary age ranges and will be subject to continual review, evaluation and improvement going forward.

The curriculum has been designed in such a way as to enable all learners to develop in the ways described by the four purposes:

- 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.

It also includes the integral skills of:

- Creativity and innovation.
- Critical thinking and problem solving.
- Personal effectiveness.
- Planning and organising.

Our School Vision sets out our rationale for Learning and Teaching (the 'why') and as a Church School, the four purposes and our Christian values are quite clearly at the heart of everything that we do . The vision and curriculum were co-constructed staff, governors, parents and pupils, through workshops and online meetings as part of our journey towards curriculum 2022.

Our school motto 'Growing Together Towards the Light', highlights the inclusive nature of our curriculum which is suitable for all learners of differing ages, abilities and aptitudes. It is designed to be broad and balanced and meet the needs of learners from all backgrounds

The core of the curriculum , outlining 'what' we teach and 'when' we teach it, has been designed and adopted in close collaboration with 3 other schools in our Cluster, Peterston C/W Primary, St Nicholas C/W Primary and Llanfair Primary School.

Our curriculum encompasses the Six Areas of Learning and Experience ( AOLE):

- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology
- Expressive Arts

- Humanities
- Health and Wellbeing

The mandatory 'Statements of What Matters' have been organised into 'Lens Concepts' bringing clarity and definition to the distinct AOLE requirements. The 'Lens Concepts' ensure breadth and balance. They acknowledge the sequential and hierarchical nature of subject disciplines and the need to plan progressively in order to deepen learning.

The knowledge and skills required to deliver each of the 'What Matters' statements/ Lens concepts are mapped out in year groups to ensure continuity, progression and increasing levels of challenge. Suggested 'experiences' are also plotted across year groups to avoid duplication and ensure high levels of enrichment as pupils progress across the Primary age range.

Our 'what' elements of the curriculum include provision for the mandatory cross-curricular skills:

- Literacy - develop listening, reading, speaking and writing skills.
- Numeracy - be able to use numbers and solve problems in real-life situations.
- DCF - Be confident users of a range of technologies to help them function and communicate effectively and make sense of the world.

As well as the mandatory requirements concerning Relationships and Sexuality Education (RSE) and Religion Values and Ethics (RVE). As a Voluntary Aided Church School we have adopted the Church of Wales RVE curriculum which we have incorporated into our Humanity Lenses. RVE will be taught in a pluralistic manner; some elements in a discreet way such as modules from our 'Understanding Christianity' SOW, as well as teaching in a connected approach across the curriculum.

Welsh, though incorporated into the 'Languages' element of LLC, will also continue to be taught discretely guided by the CSC Scheme of Work. Modern Foreign Languages will continue to be taught as part of the Years 5 and 6 curriculum, as well as being addressed through LLC.

The Lens Concepts and What Matters Statements outline 'What' needs to be taught and the knowledge, skills and experiences and 'descriptions of learning' provides practitioners with a guide as to 'What and When' to teach the elements of the curriculum. The next part of our curriculum is 'How' it is going to be delivered in terms of pedagogy and connecting learning across the curriculum.

Across our 4 schools' collaboration we have decided upon a 'Golden Threads' approach; one thread per term over a two-year cycle as outlined below:

**Year A:**

Consequences

Connections & Communication

Power

**Year B:**

Change  
Journeys  
Competition

At Pendoylan, staff will plan our 'Learning Expeditions' (Topics) against these golden threads, incorporating a range of Lens concepts/What Matters statements from across the AOLE. We will incorporate the 12 pedagogical principles into our delivery of the curriculum and ensure that our expeditions are enquiry based, set in authentic contexts for learning and include pupil voice in their planning.

**Assessment and Progression:**

The Lens concepts, knowledge and skills ladders, as well as the descriptions of learning, underpin the medium term plans to ensure that all pupils are moving progressively along the 3-16 continuum. In doing so they will be fulfilling the 4 Principles of Progression:

**Principle 1** – Increasing effectiveness – seek appropriate support, self-evaluation, identify next steps in learning and self-regulation.

**Principle 2** – Increasing breadth and depth of knowledge

**Principle 3** - Deepening understanding of the ideas and disciplines within the Areas – disciplinary learning.

**Principle 4** - Refinement and growing sophistication in the use and application of skills.

Pupils will be taught through their 'stage not age'. Teachers will be required to consider the knowledge and skills /progression steps above or below their age groups to ensure that work is differentiated to meet the needs of each individual pupil. 'Assessment for Learning' will be central to this assessment approach and quality provision will be made within lessons for target setting/success criteria and self & peer evaluation.

The school has adapted the 'Webb's Depth of Knowledge (DOK)' Grid to provide staff with a shared understanding and language around moving pupils' knowledge and skills towards a 'mastery' level. Our approach outlines 5 developmental progression stages:

5 Developmental Progression Stages				
<b>1. Teacher modelling &amp; supporting</b>	<b>2. Refine, Reflect, Revisit, Re-Use</b>	<b>3. Independently or Collaboratively applying the Knowledge/Skill in a given context</b>	<b>4. Extending Thinking: Transferring the knowledge/Skill to make links between the other areas of the AOLE or to other areas of the curriculum</b>	<b>5. Mastery/Sophistication: Using and teaching the Knowledge /Skill in various contexts with fluency and accuracy</b>



# Depth of Knowledge: 5 Developmental Progression Stages in

4.1 & 2.1 Finding %'s

24% of 60 = 38.4

step one = Find 10% & 1%

$100 \div 10 = 10$   
 $60 \div 10 = 6$

step two = Find the tens of this

$(10\% = 1.6) \times 2$   
 $20\% = 3.2$

step three = Find the units of this

$(1\% = 1.6) \times 4$   
 $4\% = 6.4$

step four = start the % that makes the starting % then add them together

$3.2 + 0$   
 $6.4 +$   
 $38.4$

step five = Add the answer to the question

Note:  $10\% = 10$   
 $1\% = 1.0$

1% = 1.6  
 10% = 16  
 \*20% = 3.2  
 \*4% = 6.4

1. Teacher modelling & supporting

% Fact Web

79.35

5% = 3.9675  
 10% = 7.935  
 20% = 15.87  
 30% = 23.805  
 40% = 31.74  
 50% = 39.675  
 60% = 47.61  
 70% = 55.545  
 80% = 63.48  
 90% = 71.415

2. Refine, Reflect, Revisit, Re-Use



5. Using and teaching the Knowledge /Skill in various contexts with fluency and accuracy

ONE YEAR

SAVING BANK 5% PER YEAR

STEADY BANK 3% PER YEAR

INSTANT BANK 6% IN THE FIRST YEAR, 1% IN YEARS TWO AND THREE

Starting amount	Saving Bank £500	Instant Bank £500	Steady Bank £500
Amount at end of year 1	£525	£530	£515
Amount at end of year 2	£551.25	£535	£530.45
Amount at end of year 3	£578.27	£540.15	£546.35

Interest earned over 3 years (A amount at end of year 3 minus starting amount)

End of year 1 = £532.80  
 End of year 2 = £545.83  
 End of year 3 = £559.47

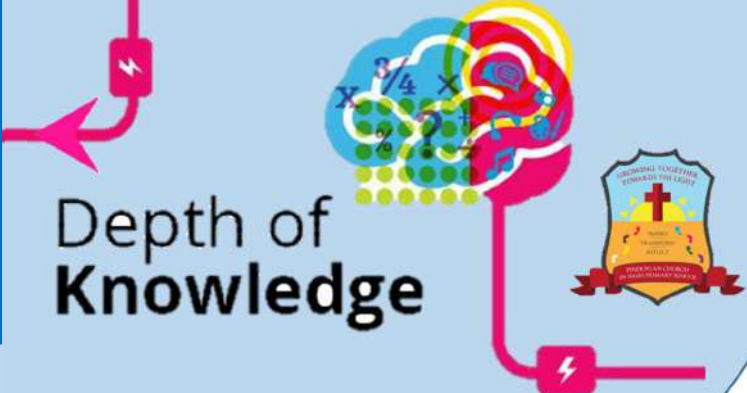
3. Independently or Collaboratively applying the Knowledge/Skill in a given context

Handwritten notes on a grid background showing calculations and a table of speeds.

Time	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
0	0	0	0	0	0	0	0	0	0	0
1	75 mph	55 mph	55 mph	50 mph	50 mph	50 mph	50 mph	50 mph	50 mph	50 mph
2	45 mph	44.17 mph	41.25 mph	37.5 mph	37.5 mph	37.5 mph	37.5 mph	37.5 mph	37.5 mph	37.5 mph
3	27 mph	44.06 mph	30.94 mph	27.78 mph	27.78 mph	27.78 mph	27.78 mph	27.78 mph	27.78 mph	27.78 mph
4	16.2 mph	33.94 mph	22.17 mph	20.00 mph	20.00 mph	20.00 mph	20.00 mph	20.00 mph	20.00 mph	20.00 mph
5	9.75 mph	23.81 mph	15.00 mph	15.00 mph	15.00 mph	15.00 mph	15.00 mph	15.00 mph	15.00 mph	15.00 mph

Handwritten calculations for speed and time, including:  $10 \times 4.5 = 45$ ,  $10 \times 3.75 = 37.5$ ,  $10 \times 2.775 = 27.75$ ,  $10 \times 2.0 = 20$ ,  $10 \times 1.5 = 15$ .

4. Transferring the knowledge/skill to make links between the other areas of the AOF



Staff at Pendoylan will use the DOK grid/ Lens Ladders in a purposeful way to support their planning and also to help identify a pupils' stage of knowledge/skills progression.

Teachers will keep formative records and evaluations of pupils' progress which will be presented at 'Pupil Progress Meetings' with Senior Leaders throughout the academic year. Summative Assessments will also be used to support a pupils' progression profile. In-house tests will include Salford Reading, NFER spelling and NFER non-verbal tests as well pupils undertaking the National standardised tests in Literacy and Numeracy.

From September, the school will pilot a 'Comparative Judgement' approach where work demonstrating the class average / above/ below will be compiled into class portfolios to support staff in their evaluative judgements. We will continue to administer our baseline tests on entry to Nursery and Reception, however instead of reporting results using 'outcomes' we will use the 'comparative judgements' for the class and report baselines in terms of 'making expected or working towards/above expected' development milestones/progress.

Applying the principles outlined above, the school will be able to assess the ability and aptitude of learners in respect of the relevant Curriculum, on entry to our school whether at the beginning or during the academic year.

Assessment will be used in a diagnostic way to highlight whether learners require additional support or challenge in their learning. Teachers will use assessment outcomes to inform their future planning. An in-house tracking system will continue to be used as a platform to ensure that nearly all pupils make good progress from their starting positions.

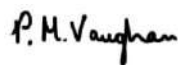
#### **Governance:**

The Headteacher and Governing Body of Pendoylan Church in Wales Primary, have adopted the curriculum and assessment arrangements outlined above, at the full Governing Body meeting on the 16<sup>th</sup> June 2022 .

The curriculum and current assessment arrangements will be subject to a period of on-going review and revision. Going forward any changes will be shared at termly Governing Body meetings and an updated summary will be published.

Signed

Date: 14/06/22



Headteacher:

Signed Chair of Governors:

Date:

