

Ysgol Gynradd Herbert Thompson

Herbert Thompson Primary School



Curriculum Summary

July 2022

Curriculum

This Curriculum Summary will outline a Curriculum Framework for learning, teaching and assessment in Herbert Thompson Primary School (HTPS). It reflects the school's unique context and has been informed by the guiding principles of the Curriculum for Wales, self-evaluation, school improvement priorities and the views of all stakeholders.

The summary includes:

School vision, Values and Aims

Curriculum Design

AOLEs, Learning, Teaching

Assessment

ALN and Personalised support

Engagement

Reviewing and Revising our Curriculum

Curriculum Adoption Statement

School Vision, Values and Aims

We believe in a world where all members of the Herbert Thompson community live with positive values and behaviours and have the aspirations and skills to lead happy and successful futures.

Our aims are strongly underpinned by the four core purposes and our values as a school. At Herbert Thompson our rationale is to provide a cross curricular, values and skills based curriculum deeply rooted in the Thrive approach and focussed on well-being and achievement for all.

We want our pupils to leave us at year 6, ready for the challenges that face them in the next stage of their education and fully prepared to contribute to life and work in Wales by fulfilling the four core 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.**

Curriculum Journey

At HTPS, we have been developing our understanding of Curriculum for Wales through professional learning and wider involvement as a Pioneer and Lead Enquiry school. Staff have spent time developing their understanding of the four core purposes, statements of what matters and six AOEs which frame the new curriculum. Alongside this, we have considered the twelve pedagogical principles and principles of progression during professional learning time. At HTPS, our vision, which has been co constructed with our wider stakeholders, is central to our curriculum design.

Curriculum Design at HTPS

Our curriculum at HTPS is based around our six core values;

- ❖ **Care**
- ❖ **Respect**
- ❖ **Diversity**
- ❖ **Security**
- ❖ **Achievement**
- ❖ **Determination**

The design starts with our values, the four core purposes and progression in learning at its heart and this leads all learning and experiences at HTPS. Our values are how we intend to achieve the four core purposes and provide the foundations for learning. The statements of What Matters are loosely mapped across these values to enable links to be made but this encapsulates the essence of learning in its ability to change and be flexible in response to our children's needs.

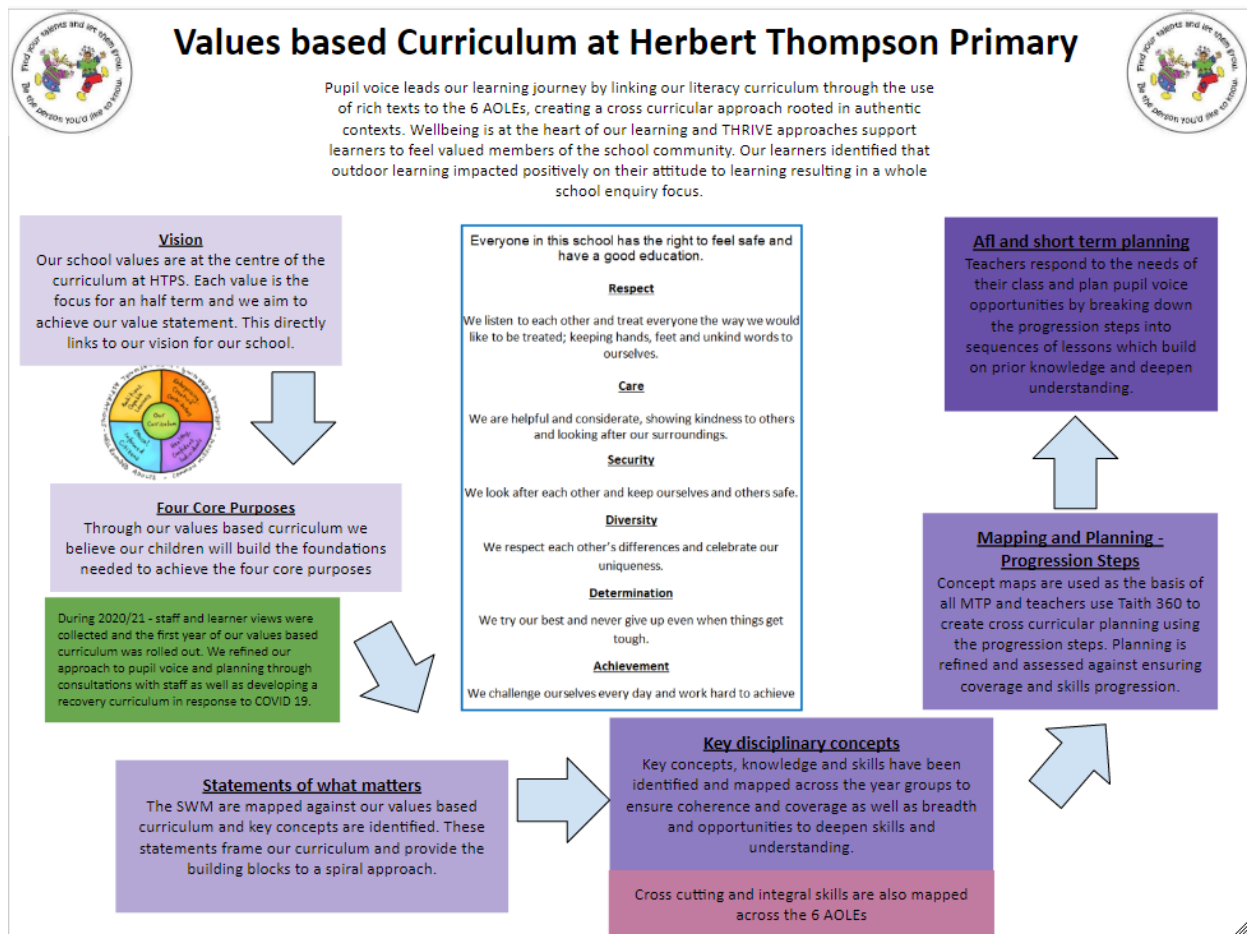
To ensure breadth, depth and coverage, practitioners across the school have identified the key disciplinary concepts from Welsh Government guidance and mapped these so children experience a spiral curriculum where they have the opportunity to learn these concepts with increasing sophistication.

The next stage in our design allows practitioners to use these concept maps to plan interdisciplinary topics using the progression steps and Taith 360. This forms our Medium Term Planning and non negotiable learning experiences for children from Nursery to Year 6. Practitioners then use these plans to inform weekly and daily planning which responds to the

needs of the children by breaking down the steps into a sequence of lessons. At this stage, pupil voice is extremely important and a valued part of our curriculum design.

Additionally, to ensure our children are exposed to a rich variety of literature, we use rich, high quality texts to lead our learning and stimulate pupil voice enquiries.

Finally, Health and Wellbeing and the emotional needs of our children is at the core of our curriculum. Through our Thrive led practice, restorative approaches and strong focus on relationships, we ensure that children feel supported and valued. This important part of our ethos for learning also ensures we are working towards the four core purposes supporting and preparing our children to be active citizens of the school and wider community. A key part of this is through understanding their rights and responsibilities and those of others through learning about the United Nations Convention for the Rights of the Child (UNCRC) and having awareness of the United Nations Convention for the Rights of Persons with Disabilities (UNCRPD).



AoLEs, Learning and Teaching

Our curriculum is informed by the AOLEs, cross curricular skills and integral skills which are embedded across the curriculum design. There is also a strong focus on the mandatory curriculum components of religion, values and ethics and relationships and sexuality education as well as English and Welsh.

Practitioners have co-constructed the curriculum mapping documents which are working documents subject to revision and change as we continue to modify our Values based Curriculum.

Learning happens through a blended approach at HTPS and we have incorporated outdoor learning in response to pupil voice evaluation. We use a range of technologies and approaches to learning to ensure all children are given the opportunity to learn in different ways and develop different skills.

Practitioners have engaged with the twelve Pedagogical Principles and are guided by these when making choices about the curriculum. Authentic learning contexts have been a driving force of the changes we have made to ensure children are engaged and enthused about learning.

Assessment and Progression

A range of summative and formative assessment is undertaken at HTPS to assess the progress made by children and the next steps needed for learning and teaching. Summative assessment typically occurs at the end of a period of teaching, such as a test. Summative assessments can also be used diagnostically to indicate what is needed next in the learning journey. Assessment for learning (AfL) is a teaching and learning approach that creates feedback which is then used to 'close the gap' and improve learning. Skilled teachers plan tasks which help learners to make the necessary progress. Using a range of approaches enables us to ensure that we are continuously assessing learners.

Progression in learning is a process of developing and improving in skills, knowledge and understanding over time. This focuses on understanding what it means to make progress in a particular area of discipline. It is important that learners increase the depth, breadth and sophistication of their learning.

Current Assessment and Progression Tools

These are kept under review and are therefore subject to change.

Non-Verbal Assessments - ability to analyse information and solve problems using visual and hands on reasoning.
Reception

Routes for Learning (Literacy, Numeracy and Digital Competency).

Wellcomm (acquired and expressive language).

Personal and Social Education Continuum.

Observations used to assess e.g. speaking and listening during outdoor learning.

Draw a Person intelligence test (Reception).

Reading Bug Club (key words and reading behaviours prior to lilac and pink levels).

Salford Reading Test (Summer Reception).

Language Links (Reception).

Letters and Sounds Phonics (Reception) - Phase 1.

High Frequency Words (from lilac and pink books - links to Big Write words).

Writing Assessments - Cold and Hot Writes (how often?)

Oracy Skills Framework and Progression Map (Reception).

CLIC and SAFE (Maths Assessments).

Taith 360 Wellbeing Assessment.

Taith 360 Attitude to Learning Assessment.

Thrive Right Time Learning (Emotional Development Group Assessments).

Thrive Reparative Learning (Emotional Development Individual Assessments).

Teulu Gwyrdd Years 1, 2 and 3 (Ogmore, Pembrey, Newgale, Aberporth, Tresaith and Newton)

Non-Verbal Assessments - ability to analyse information and solve problems using visual and hands on reasoning.
Year 1 and 3

Language Links (Y1 and Year 2 and as needed in Year 3).

High Frequency Words (links to Big Write words).

Writing Assessments - Cold and Hot Writes (half termly).

Letters and Sounds Phonics (Phases 1 - 5) **not using accompanying 'tricky words'.

Salford Reading Test (Y1).

Reading Bug Club (lilac - blue).

STARS Reading Assessment - Y2 onwards,
Accelerated Reader ZPD - Y2 onwards.
Youngs Spelling Test - Year 2 onwards.
Observations used to assess e.g. speaking and listening during outdoor learning.
Oracy Skills Framework and Progression Map (Reception).
CLIC Maths Assessments.
SAFE Maths Assessments.
Taith 360 Wellbeing Assessment.
Taith 360 Attitude to Learning Assessment.
Thrive Right Time Learning (Emotional Development Group Assessments).
Thrive Reparative Learning (Emotional Development Individual Assessments).
Reading Bug Club - (purple onwards Y3) - move on to PM books.
PM Benchmarks for GGR levels - Year 3 onwards.
Moderation of Work/Assessments with colleagues.
Teulu Glas Years 4, 5 and 6 (Oxwich, Penbryn, Manorbier, Amroth, Barafundle and Llangrannog)
Non-Verbal Assessments - ability to analyse information and solve problems using visual and hands on reasoning. Year 5
Language Links (repeated in Y4).
Spelling High Frequency Words (links to Big Write words).
Writing Assessments - Cold and Hot Writes (half termly).
Letters and Sounds Phonics (Reading and spelling) (Phases 1 - 5) **not using accompanying 'tricky words'.
Reading Bug Club (up to Purple) Lilac to Blue using accompanying reading flashcards
PM Benchmarks for GGR levels (Purple onwards)
STARS Reading Assessment.
Accelerated Reader ZPD - children record progress.
Youngs Spelling Test.
Observations used to assess e.g. speaking and listening during outdoor learning.
Oracy Skills Framework and Progression Map (Reception).

CLIC Maths Assessments.
SAFE Maths Assessments.
Taith 360 Wellbeing Assessment.
Taith 360 Attitude to Learning Assessment.
Thrive Right Time Learning (Emotional Development Group Assessments).
Thrive Reparative Learning (Emotional Development Individual Assessments).
Moderation of Work/Assessments with colleagues.

Online Personalised Assessments

All children complete the National Online Personalised Assessments twice annually and data is reported to parents and carers and used to inform further teaching and learning.

Taith 360

Practitioners use Taith 360 to assess against their medium term plans. These assessments are non-linear and allow practitioners to develop further planning and see individual progress for each child.

Thrive

All children are assessed in Group Thrive Profiles and some children have 1:1 profiles which support further understanding of a child's Health and Wellbeing needs and allows practitioners working with that child to plan in response to this.

ALN and Personalised Support

We ensure every child has the best possible provision which is suitable for their needs including children with additional learning needs. Children with IEPs are given targeted support and intervention to access the curriculum and to ensure they are making progress.

Through analysis of data, additional support and intervention are planned to ensure all children can access our curriculum and feel confident in the classroom.

Health and Wellbeing is at the core of our Values based approach and as a Thrive School we ensure that our practice is inclusive and child centred. Our Y Cwtch provision provided targeted support for small groups of children which have been identified as needing further support.

Engagement

The curriculum at HTPS has been co-constructed by all stakeholders and we pride ourselves in ensuring that all voices are heard and valued.

Practitioners

Practitioners have been involved in the mapping and revising of the curriculum and have been consulted to ensure decision making is a collaborative process. Staff plan and lead professional learning and good practice is shared across the school. The organisation of Teulu Teams ensure close collaboration, targeted professional development and mentoring and coaching.

Learners

Pupil voice helps to support our curriculum design and children are given opportunities to ask enquiry questions, suggest activities and choose how they learn through blended approaches. We listen to learners and ask for feedback on their learning experiences across the school making changes and adapting to the needs of our children.

Parents

We have shared our vision for our curriculum with our wider community and offered support through our digital communications e.g headteacher updates, videos, letters and drop in sessions.

Cluster Collaboration

We value working together as a wider community at Herbert Thompson and enjoy taking part in cluster collaboration. This influences our curriculum through ongoing professional learning, sharing good practice and leadership meetings. We are currently working closely with the Ely and Caerau cluster to share practice and ensure consistency.

Reviewing and Revising our Curriculum

All mapping documents are under review by practitioners and considered working documents. The Teulu structure supports this process through professional development and critical conversations.

Documents are shared with cluster colleagues for further professional discussions and sharing practice.

Curriculum Adoption Statement

The governing body of HTPS, formally adopt the school curriculum and agrees to publish it on the school website.

Date	Review Date	Leader
July 2022	Under review and changes will be shared with governors.	<i>Mrs C Lazenby</i>

Headteacher:	<i>S M Marsh</i>	Date:	<i>July 2022</i>
Chair of Governors:	S Harris	Date:	July 2022