



Developing our School/Curriculum vision.

"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." (Curriculum for Wales Guidance 2020)

In order for our vision to reflect the Curriculum for Wales and to encompass the 4 Core purposes all stakeholders came together, contributed in training, completed questionnaires and discussed:

- What do we want for each child at Abercanaid Community School?
- We agreed on the new mission statement:

'All Different, All Equal, All Shining'



Our vision is to "Empower the children to explore and become Pioneers of the future". This encompasses our early years classes (Explorers) and KS2 classes (Pioneers). We are passionate about our aims as we strive to make every child: become independent, become a lifelong learner, be inspired by challenge, persevere through failures, be valued and supported, be understanding of others, have fun whilst learning, aim to the highest point and to always celebrate success.



Through our topic based curriculum and themed weeks we engage children in purposeful and exciting learning experiences following the four stages of: engage, develop, innovate and express, we combine this with the use of the TASC wheel at each stage - gather, identify, generate, decide, implement, evaluate, communicate and learn from experience. Our themes utilise the power of pupil voice to guide the learning and by providing pupils with the knowledge and skills they need for the future. We have high expectations of each and every child and are committed to ensuring each child achieves their full potential and has high aspirations.



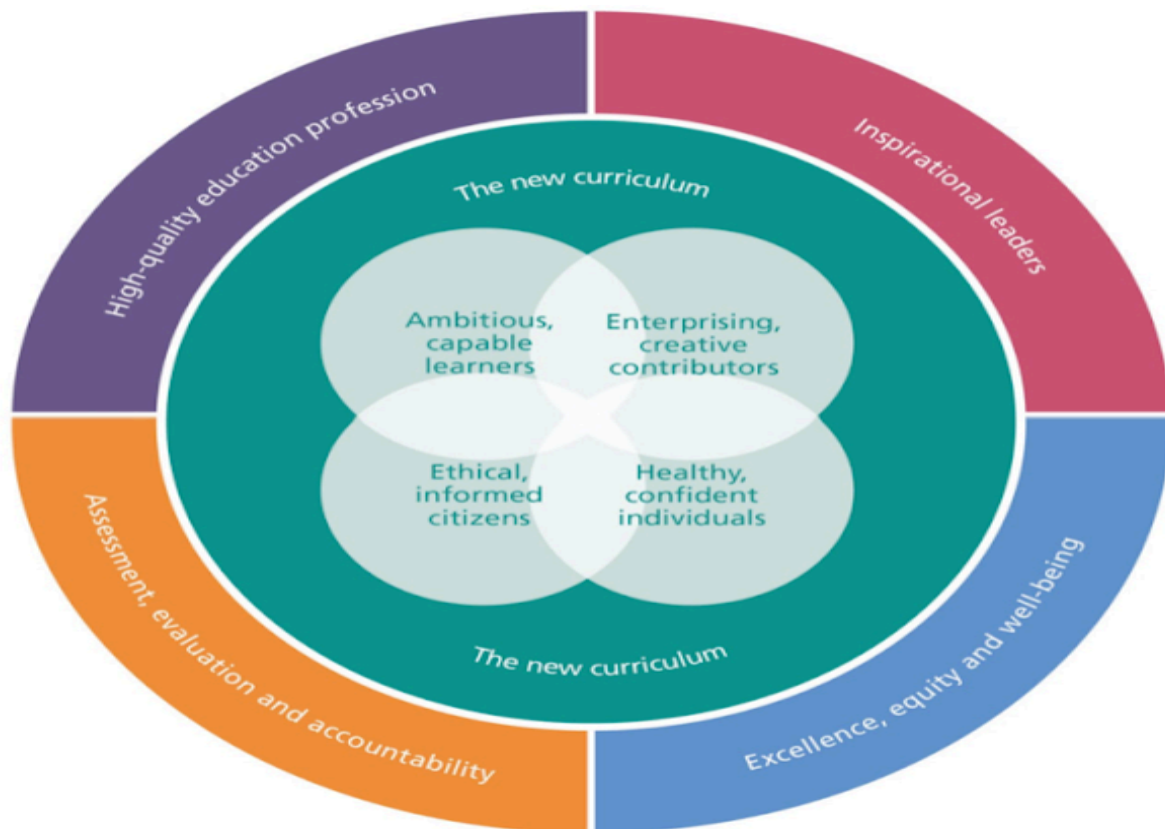
Curriculum for Wales

In September 2022 the Curriculum For Wales will become statutory across Wales and, as a school, we have been working incredibly hard with our consortia and cluster to create a curriculum with the children and our local community at its heart.

This curriculum encompasses a number of mandatory elements, which form the basis of our curriculum offer.

The 4 purposes are at the heart of the new curriculum. These are the starting point for all decisions on the content and experiences developed as part of the curriculum to support all children and young people to be

- Ambitious, Capable Learners -ready to learn throughout their lives.
- Ethical, Informed Citizens -of Wales and the world.
- Enterprising, Creative Contributors -ready to play a full part in life and work.
- Healthy, Confident Individuals- ready to lead fulfilling lives as valued members of society.



Our curriculum includes:

- 6 Areas of Learning and Experience from the learning continuum 3 to 16.
- 3 Cross curricular responsibilities: literacy, numeracy and digital competence.
- Progression reference points at ages 5, 8, 11, 14 and 16 - these are known as 'Progression Steps'.
- Achievement outcomes which describe expected achievements at each progression reference point.

The curriculum is organised into 6 Areas of Learning and Experience also known as AOLEs

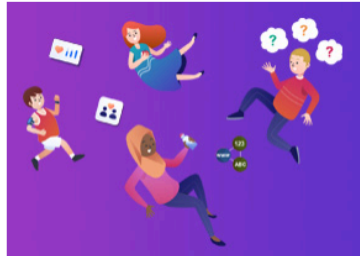
- Expressive Arts
- Health and Well-being
- Humanities (including RVE)



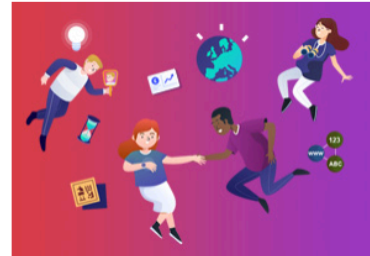
- Languages, Literacy and Communication (including Welsh and modern foreign languages- Spanish at Abercanaid Community School)
- Mathematics and Numeracy
- Science and Technology



Expressive Arts



Health and Well-being



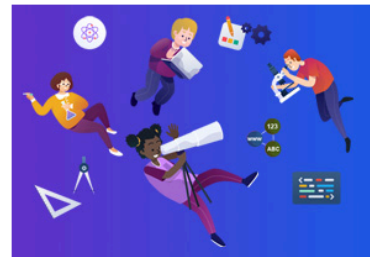
Humanities



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology

The curriculum also has a number of cross cutting themes that will be running through it:-

- Relationships and sexuality education (RSE) - Jigsaw.
- Human Rights - (UNCRC UN Convention of the Rights of the child).
- Diversity.
- Careers and work-related experiences.
- Local, national and international contexts.



Parent's guide to the new curriculum link:

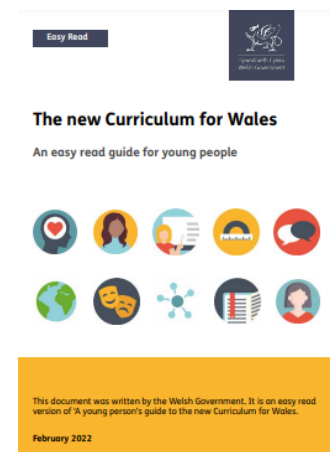
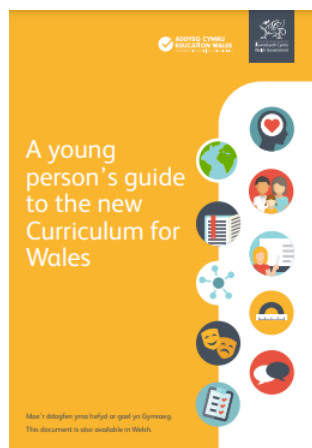
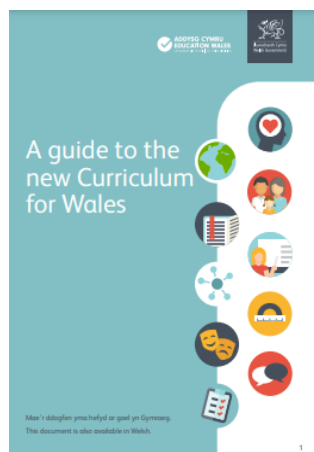
<https://hwb.gov.wales/curriculum-for-wales/a-new-curriculum-in-wales-a-guide-for-parents/>

A young person's guide to the new curriculum link:

<https://hwb.gov.wales/curriculum-for-wales/a-young-person-s-guide-to-the-new-curriculum-for-wales>

An easy read version guide of the new curriculum link:

<https://hwb.gov.wales/curriculum-for-wales/a-new-curriculum-in-wales-easy-read>



Curriculum Vision

The Wellbeing of our pupils is at the heart of our curriculum. Our curriculum vision is rooted in Welsh values and culture. It has the development of literacy, numeracy and digital competence at its core, alongside developing the attributes for children to be active learners, as these are the essential life skills for every child to be able to access future learning. Our children learn best through practical 'hands on' learning opportunities; these enable them to 'Explore' and 'Pioneer' learning in a meaningful way that reflects their interest and needs. We tailor learning to provide children with



opportunities that are engaging, develop their skills, allows for innovation and enables children to express themselves. These allow them to build their knowledge and understanding through topics that capture their interest and stimulate their imagination; developing ownership and decision making equipping all young people at Abercanaid with the knowledge, skills and experiences for future challenges as lifelong learners.

Our curriculum enables us to realise our vision.

Curriculum topics/ themed weeks for next year (subject to change)

Class:	Topic title:		
Explorers 1	Take a look in a book		
Explorers 2	Science is everywhere	Heroes and Villains	Arts around the world!
Explorers 3			
Pioneer 1			
Pioneer 2			
Pioneer 3			

Term:		
Autumn 1	Entrepreneur week	Elf week
Spring 1	Welsh week	Healthy living week
Summer 1	Digital week	Entrepreneur week

The curriculum design journey:

- Our school leaders and teachers undertook reading and research and attended professional learning on curriculum.



- Our whole staff team agreed key features of our school context, pupils and community to inform the approaches and experiences best suited for the needs of all learners at our school with the four purposes at the core.
- Through surveys, all governors, staff, parents and pupils were asked to consider what all pupils should know and be able to do, and which values they should develop during their time at the school.
- All staff worked together to identify the required changes to our current cultures, provision and practices.
- Teachers have worked with staff from the Afon Taf Cluster to support one another in planning our curriculum, ensuring progression along the 3-16 continuum.
- Our school has worked in conjunction with our school improvement group (SIG), with a focus now being on the project 'The Heart of the Community' which enhances links between our school and the community.
- All learners engage in discussions at the beginning and end of learning themes, giving learners a voice in what and how they learn.
- The school regularly shares information with parents/careers on the curriculum and ways they can support their child within and outside of the school environment.
- The school collaborates and consults with a range of providers from the local and wider community on providing learners with distinct and enriching experiences including related to religion, values and ethics (RVE) and careers and work related experiences (CWRE).

Progression within our Curriculum

In relation to progression, a significant change within the New Curriculum is the shift from an "expected level" or "expected outcome" to individual pupil progress. This change fits seamlessly with our vision, aims and philosophy of learning which reflects the individual needs, challenges and achievements of our learners.



' All Different, All Equal, All Shining'

We believe progression and valuable assessment is fundamental to ensuring we achieve our school vision. Our school curriculum is underpinned by the mandatory principles of progression which describe what it means for learners to progress and the capacities and behaviours our staff will seek to support, regardless of a learners' stage of development. Our assessment arrangements are used in the best interests of the children, enabling teachers to adjust their teaching strategies to support and enhance learners' progress. We use a variety of evidence informed assessment strategies, to enable each individual learner to make progress at an appropriate pace. We ensure our processes identify learners who require further support or challenge and provide rich qualitative evidence for us to inform next steps in learning for individuals and groups of learners. Our assessment arrangements ensure active engagement between learners and teachers and is based on ongoing reflection on where a learner is, what their next steps are and what is required to support them in achieving these.

Our assessment is based upon direct observation, marking and feedback (QFT Quality Feedback Time) and testing.

We have a robust assessment calendar, which focuses on key points in the year, allowing pupils' time to receive support if required.

We use a variety of testing to support pupils learning and progress in Health and Wellbeing, LLC, Mathematics and Numeracy.

The testing programs that we use are:

- Perma (Wellbeing), ELSA (support)
- National tests - reading, Numeracy procedural and Numeracy reasoning



- Salford reading test, Read Write Inc assessment, single word spelling test and Wellcomm -focuses on pupils understanding and use of vocabulary (LLC)
- Sumdog Numeracy screening (Mathematics and Numeracy)

Our Curriculum is one that is not set in stone, it will always have the four core purposes and the six AOLEs at its core but will need to be reflected upon and adapted to be current, fully inclusive and relevant for our learners in order for them to become successful with the world of work on the horizon. This reflection will be undertaken with all stakeholders through the use of a variety of strategies and groupings i.e. School Council, Curriculum Council, Abercanaid School MATES, Governors, AOLE leads.