

Gilwern Primary School

Ysgol Gynradd Gilwern



'Curriculum should help children make deeper and fuller understanding of their own experience'
Lilian Katz

Curriculum Summary



Gilwern Primary School

Our Vision

Our children will be nurtured and empowered to be independent with a core sense of wellbeing enabling and maximising their achievement.

Aims

The whole school community aims to develop individuals who are:

- *Ambitious, capable learners who are ready to learn throughout their lives.*
- *Enterprising, creative contributors who are ready to play a full part in life and work.*
- *Ethical, informed citizens who are ready to be citizens of Wales and the world.*
- *Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.*

Gilvern Primary School CLIMB Curriculum



The four purposes are the starting point for Gilvern's curriculum design.
Our curriculum aim is to enable our learners to realise the four purposes in
their day to day learning and over time.



Creating a Shared Vision for Curriculum Design

Stage 1

Develop whole school understanding of purpose led curriculum through collaborative professional learning.

Stage 2

Develop co constructed shared vision with all stakeholders. Placing high quality teaching and learning at the heart of curriculum design.
Lead a culture of change.

Stage 3

Developing a shared understanding of progression. Planning for progression and implementing agreed assessment strategy.
Review, refine and improve.

Mission

Our CLIMB curriculum ensures learners are:
Creative, life long **learners** who are **independent**,
motivated and **belong** and contribute to our community.



Learning Journey

Lower Learning Phase

Reception, Year 1 & Year 2



Upper Learning Phase

Year 3, Year 4, Year 5 & Year 6

Our learning structure follows a 'Back to Basics' focus each half term supporting wellbeing and reinforcing prior learning. Back to Basics emphasis preparation for new knowledge and skills. Learning themes are launched with an 'immersion' day. Learning develops towards answering a 'Big Question'. These CLIMB questions allow learners to apply the skills and knowledge developed and teachers to effectively assess and plan for clear next steps in progression. Development of skills, knowledge and experiences and consolidating skills through real life contexts allow learners to evaluate and reflect on their progress. Learning is underpinned by the Four Purposes.

Learning themes and how learners answer their CLIMB questions is concluded with a showcase of learning with the wider school community and families.

Curriculum for Wales Areas of Learning Experience

Expressive Arts

This area of learning encompasses five disciplines, these include; art, dance, drama, film and digital media and music.



Health & Well-being

Health & Well-being provides a holistic approach and structure for understanding our physical health, mental health, emotional and social well-being.



Humanities

This area of learning includes, geography, history, religion, values and ethics, business studies and social studies.



Languages, Literacy & Communication

Languages, literacy and communication addresses fundamental aspects of human communication. It supports the development of Welsh, English and International Languages through listening, speaking, written and reading tasks.



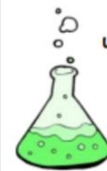
Mathematics & Numeracy

This area of learning underpins so many aspects of our daily lives. This includes the development of the number system, the use of algebra, shape, time and measurement and the representation of data.



Science & Technology

Science and Technology draws upon the disciplines of biology, chemistry, computer science, design and technology and physics to enhance learners' knowledge and understanding of the world.





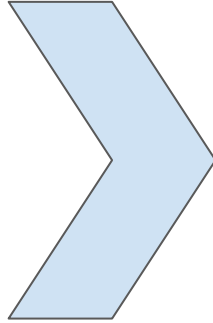
Curriculum Planning Process

The Why?

Teachers focus planning and ask themselves:

- Why am I planning this learning?
- What are the intended outcomes?
- How does it enable my learners to realise the four purposes?

An inquiry question (Big CLIMB Question) and learning theme title are determined.

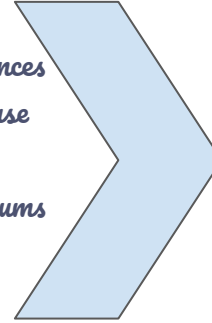


The How?

Developing skills, knowledge and experiences through authentic, rich contexts...

Progressive skills, deepening knowledge and authentic experiences are carefully planned. Teachers use the Curriculum for Wales documentation and skills continuums to plan progression for their learners over the duration of a learning theme.

Learning is mapped and planned in blocks of progression.



The What?

Sharing with all Stakeholders...

Learners are informing the planning process throughout with learner initiated questions and wonderings.

Our learning themes and wonderings are shared with families each term.

Having had the opportunity to be 'immersed' in a new learning theme, learners develop lesson ideas and identify areas that they would like to learn about. Learning progress is documented in books and in google classroom and seesaw.



Teaching & Learning

All staff develop their teaching and learning standards through 5 key habits:

1. **Rigour** – *'Part of a great teacher's attitude. You don't settle for sloppy thinking, mediocrity, half-hearted writing or incomplete answers. You can't do a bit of rigor every now and then; it is part and parcel of every lesson, relentless and automatic.'* Tom Sherrington
2. **Challenge** – Challenge for all not just the few – to maximise potential.
3. **Probing** – Effective questioning is key to flow, assessment and engagement.
4. **Innovation** – offering expertise, developing new techniques, evaluating the impact of changes
5. **Joy** – learning is a joy; professional passion promotes intrinsic motivation

Focused Teaching : Teacher led learning opportunities; enabling pupils to learn and develop new skills, deepen knowledge and gain experiences.

Independent Learning : Pupils learning with a degree of autonomy, making active choices for their learning, monitoring and evaluating their own progression.

Our **CLIMB curriculum** ensures learners have the opportunity to apply their skills, knowledge and understanding independently. Learners are able to identify where they are in their learning and recognise where they need to go next.

Enhanced and Continuous Provision: Effective classroom environments allow learning to continue and be enhanced.

Learner Initiated Learning : Learners share their wonderings and questions at the beginning of each learning theme to inspire and influence the learning journey.



Progression & Assessment

We plan our curriculum using the Statements of What Matters and the Descriptions of Learning. These descriptions are broadly linked to the 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 to assess the learners ability, but instead used as a tool to consider during the planning process, enabling all learners to make progress. Each child's learning is bespoke to them, working and challenging within each progression step when they are developmentally ready. Our Assessment Strategy and Assessment Calendar work in unison, demonstrating our shared understanding of assessment at Gilvern Primary School.

Assessment is part of your child's every day learning. Together with the teachers and teaching assistants in their classroom they will gain a deeper understanding of their next steps in learning and develop as learner. There will be a blend of formative and summative assessments. This will focus on ensuring that all pupils understand where they are and what they need to do next in order to progress. The blend also includes a transition to online Personalised Assessments from National Tests.

Formative assessment

is to monitoring of learning to provide ongoing feedback to improve learning and teaching.



When assessing learners' progression, using a range of assessment methods, practitioners will develop a holistic picture of the learner - their strengths, areas for improvement and the support and challenge needed to take their learning forward

Summative assessment

is to evaluate student learning comparing it against a standard or benchmark.