



The Federation of Llanfoist Fawr and Llanvihangel Crucorney Primary Schools
Nurture to Believe; Inspire to Achieve



Our Curriculum Summary



Four Purposes

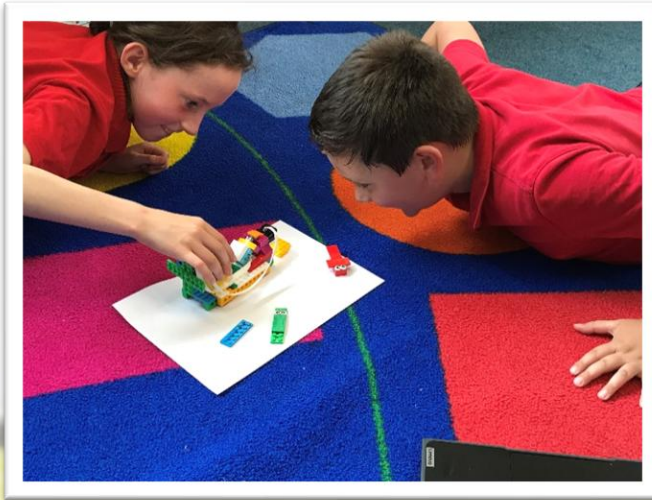
Literacy Framework

Numeracy Framework

Digital Competency Framework



Our Federation



Federation Vision

To create a happy, nurturing, inclusive, stimulating environment, where all children feel valued and inspired to develop a love of learning, helping them to achieve their full potential.



Federation Mission

To provide a secure and inviting environment that encourages children to become enterprising and creative contributors, who are ready to play a full part in life and work.

To deliver a broad and balanced curriculum that ensures we realise high standards of learning and teaching, which ignites children's passion to develop as ambitious, capable learners.

To help our children to become healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

To create stimulating schools that are at the centre of the community, teaching children to make ethical decisions, by helping them to become informed global citizens of Wales and the wider world.





Curriculum Summary

This summary will answer:

What will a child educated at the Federation be able to do?

What will a child experience?

This is the starting point of our new curriculum journey.

Curriculum for Wales

In September 2022, all primary schools will realise the new Curriculum for Wales. Each school has developed their own 'local' curriculum to meet the needs of the children in their school. Our curriculum has been designed by teachers in our Federation. It will provide your child with creative lessons and a focus on positive experiences, knowledge and skills. It will suit their individual needs, and help them reach their full potential. You can read more about the Curriculum for Wales Framework, which has guided our curriculum design here:



Our Curriculum

The town of Abergavenny, and its surrounding villages, is a culturally rich and beautiful Welsh area, surrounded by the Black Mountains and steeped in heritage. We want to celebrate that in our curriculum and Federation. We also want to broaden the horizons of all learners to be able to appreciate the diversity of the World and its history, as well as their place within it.



The Four Purposes

Ambitious, capable learners ... who are ready to learn throughout their lives, and who:

- set high standards for themselves
- enjoy challenge and solve problems
- develop knowledge and skills and apply them in different contexts
- are able to discuss their learning confidently
- Are able to communicate effectively in English and Welsh
- use mathematics and numeracy and digital technologies effectively

For example, our pupils review learning with their teacher on a termly basis, setting new targets for future learning based on prior learning experiences.

Enterprising, creative contributors ... who are willing to play a full part in life and work and who:

- think creatively
- apply their knowledge and skills to create, adapt and to solve problems
- identify and grasp opportunities
- are confident to take risks
- lead and work together in teams
- express ideas and emotions in different ways
- use their energy and skills for the benefit of others

For example, our pupils take regular opportunities to be creative through art, music and dance and make and sell products at the summer fayre.

The Curriculum for Wales Four Purposes are the heart and core of our curriculum



They underpin all aspects of our curriculum design, planning and teaching and are integral to our vision. Our learning experiences and teaching methods will always aim to fully develop these purposes.

Ethical, informed citizens ... who are ready to be citizens of Wales and the world, and who:

- make judgments and discuss issues based on their knowledge and values
- understand and exercise their responsibilities human rights
- understand and consider the impact of their actions
- know about their culture and community,
- know about society and the world in the present and past
- respect the needs and rights of others, as a member of a diverse society
- see that they have a role to play to ensure the planet's sustainability

For example, our pupils work within the community, are committed to sustainability, understand world issues and have a monthly focus to the UNCR.

Healthy, confident individuals ... willing to lead fulfilling lives as valued members of society, and who develop:

- physical and mental health and safety,
- relationships based on respect and trust personal values skills and independence to deal with everyday life
- the ability to face and overcome challenges

For example, our pupils have a daily focus on a variety of strategies which promote mental and physical wellbeing.



The Curriculum Design Process

What is the curriculum?

A school curriculum is everything a learner experiences in school. When designing the curriculum, the learners and whole Federation community were at the forefront. We carefully considered the following questions:

What do we teach?

How do we teach it?

Why do we teach it?



The Mandatory Elements of the Curriculum

- Coverage of the 'Statements of What Matters'
- Religion, Values and Ethics
- Relationships and Sexuality Education
- Cross-Curricular Skills and Themes

Knowledge, Skills and Experiences

Our curriculum design is based on the principle of providing an equitable knowledge and skills rich curriculum, which is adapted to the children's needs and provides opportunities for authentic experiences in and out of the classroom. This has been co-constructed through engagement with school leaders, staff, governors, cluster schools, parents and pupils.



Cynefin

Learners celebrate Cynefin, the Welsh language, culture and heritage throughout their work. The two week Eisteddfod period is a mid-year celebration of Cynefin.





The Curriculum Design Process



Our Curriculum Journey

Phase 1: We initially wrote our vision and mission involving all stakeholders.

Phase 2: After clarifying our principles and purpose, we discussed what learners should experience through their school journey. This involved surveying pupils, parents, staff and governors.

Phase 3: This allowed us to utilise the statements of what matters, principles of progression and descriptors of learning to create 'pillars' at each progression step for each AoLE. These are the key concepts, skills and knowledge that will be introduced, developed and mastered by pupils.

Phase 4: We supported learners to have a broad understanding of the Four Purposes and how these relate to their learning.

Phase 5: As staff, we created a rolling programme of topics allowing learners to revisit knowledge, concepts and skills learnt previously. These are logically organised for cohesion and opportunities to develop schema for children to take forward into new learning.

Phase 6: Learner progression and assessment is key to the Curriculum for Wales. We utilise various summative and formative assessments to ensure every learner makes appropriate progress. This also ensures accurate support and challenge for all.

Phase 7: Now the curriculum is ready, an important step will be to review and evaluate it regularly and make improvements where necessary.

Pupils will continue to have a strong voice in influencing their learning and teachers will consider pupils' needs and stages of learning to ensure exciting, challenging and progressive experiences across all the AoLEs.



Areas of Learning Experience

Health and Wellbeing	Languages, Literacy & Communication	Mathematics and Numeracy	Humanities	Expressive Arts	Science and Technology
Developing physical health and well-being has lifelong benefits	Languages connect us	The number system is used to represent and compare relationships between numbers and quantities	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals	Being curious and searching for answers is essential to understanding and predicting phenomena
How we process and respond to our experiences affects our mental health and emotional well-being	Understanding languages is key to understanding the world around us	Algebra uses symbol systems to express the structure of mathematical relationships	Events and human experiences are complex, and are perceived, interpreted and represented in different ways	Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts	Design thinking and engineering offer technical and creative ways to meet society's needs and wants
Our decision-making impacts on the quality of our own lives and the lives of others	Expressing ourselves through languages is key to communication	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world	Our natural world is diverse and dynamic, influenced by processes and human actions	Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	The world around us is full of living things which depend on each other for survival
How we engage with social influences shapes who we are, and affects our health and well-being	Literature fires imagination and inspires creativity	Statistics represent data, probability models chance, and both support informed inferences and decisions	Human societies are complex and diverse, and shaped by human actions and beliefs		Matter and the way it behaves defines our universe and shapes our lives
Healthy relationships are fundamental to our well-being			Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.		Forces and energy provide a foundation for understanding our universe Computation is the foundation for our digital world

- There are:**
- 6 Areas of Learning and Experience and their Statements of What Matters
 - Cross Curricular Skills and Responsibilities
 - 5 Cross-Cutting Themes

Statements Of What Matters

We have collated a broad range of experiences, knowledge and skills that are explored through a range of contexts, topics and activities selected in the process of curriculum design. We have AoLE Teams who have collaborated to fully understand and breakdown the 27 Statements of What Matters and help make links across the Areas of Learning and Experience as appropriate for all learners.

What does this mean for the Learners?

We support learners to engage in their learning with increasing depth and sophistication over a period of time, ensuring both breadth and depth of knowledge, skills and experience. We support learners to apply their learning in increasingly challenging contexts and allow for diversion, reinforcement and reflection as their understanding becomes more refined over time. This will ensure all learners continue to work towards realising the Four Purposes.

Cross Curricular Skills	Literacy	Numeracy	Digital competence
Cross-Cutting Themes	Relationships and sexuality education	Human Rights education and the United Nations Convention on the Rights of the Child (UNCRC)	Diversity Careers and work-related experience Local, National and International Context



Pillars of Progression

Our Pillars of Progression

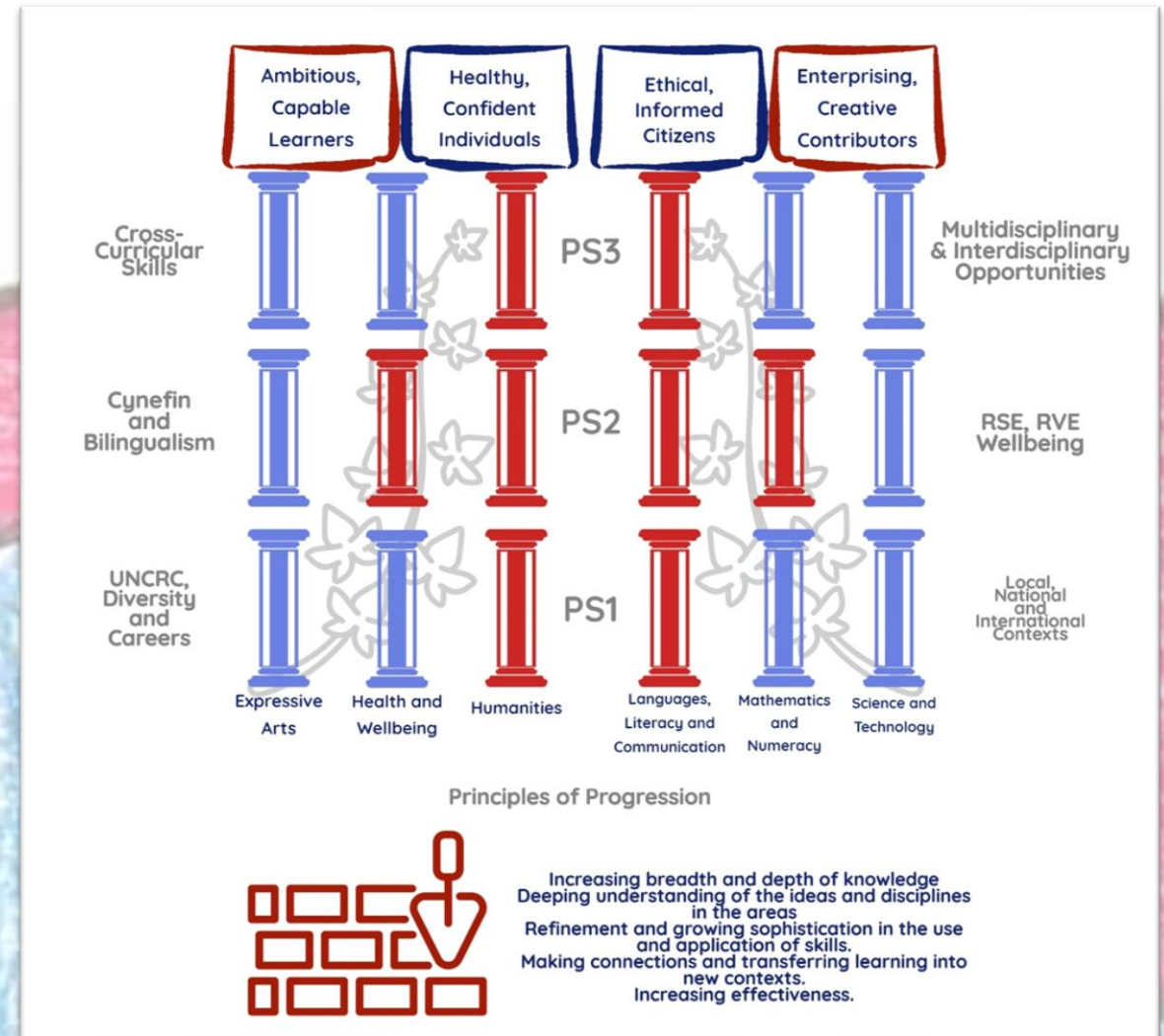
Our 'Pillar' documents have been created by staff, for staff. There is a document for each AoLE broken down into subject specific statements. The Pillars are used by teachers when planning their termly topics. They are a combination of the explicit knowledge, skills and key concepts at each progression step that we believe children need to move forward in their learning. They were compiled with reference to, and cross referenced with, Welsh Government guidance.

When teachers plan, they do so collaboratively with colleagues from other year groups. Using the Pillar documents helps to ensure a shared understanding of progression amongst all our staff.

Enjoying Learning

The most important thing for us in planning is to ensure that learners are engaged and enjoy their learning. We work hard to ensure that:

- Learning experiences are interesting and stimulating.
- Our teaching and working relationships with our learners inspire enthusiasm and enjoyment.
- Authentic contexts are provided to engage children and relate learning to the real world.





Pedagogy

Pillars of Pedagogy



Twelve Pedagogical Principles

We embrace the 'Twelve Pedagogical Principles' identified by Professor Graham Donaldson during his curriculum review and recognise their importance in underpinning good pedagogy and learning.

Our Pillars of Pedagogy

Our 'Pillars of Pedagogy' are firmly built upon the Twelve Pedagogical Principles. Excellent teaching is essential if we are to realise the Four Purposes. We ensure our learning environment is high quality for learners and practitioners. Teachers are individuals, but a consistency of ethos is of paramount importance to us across the Federation.

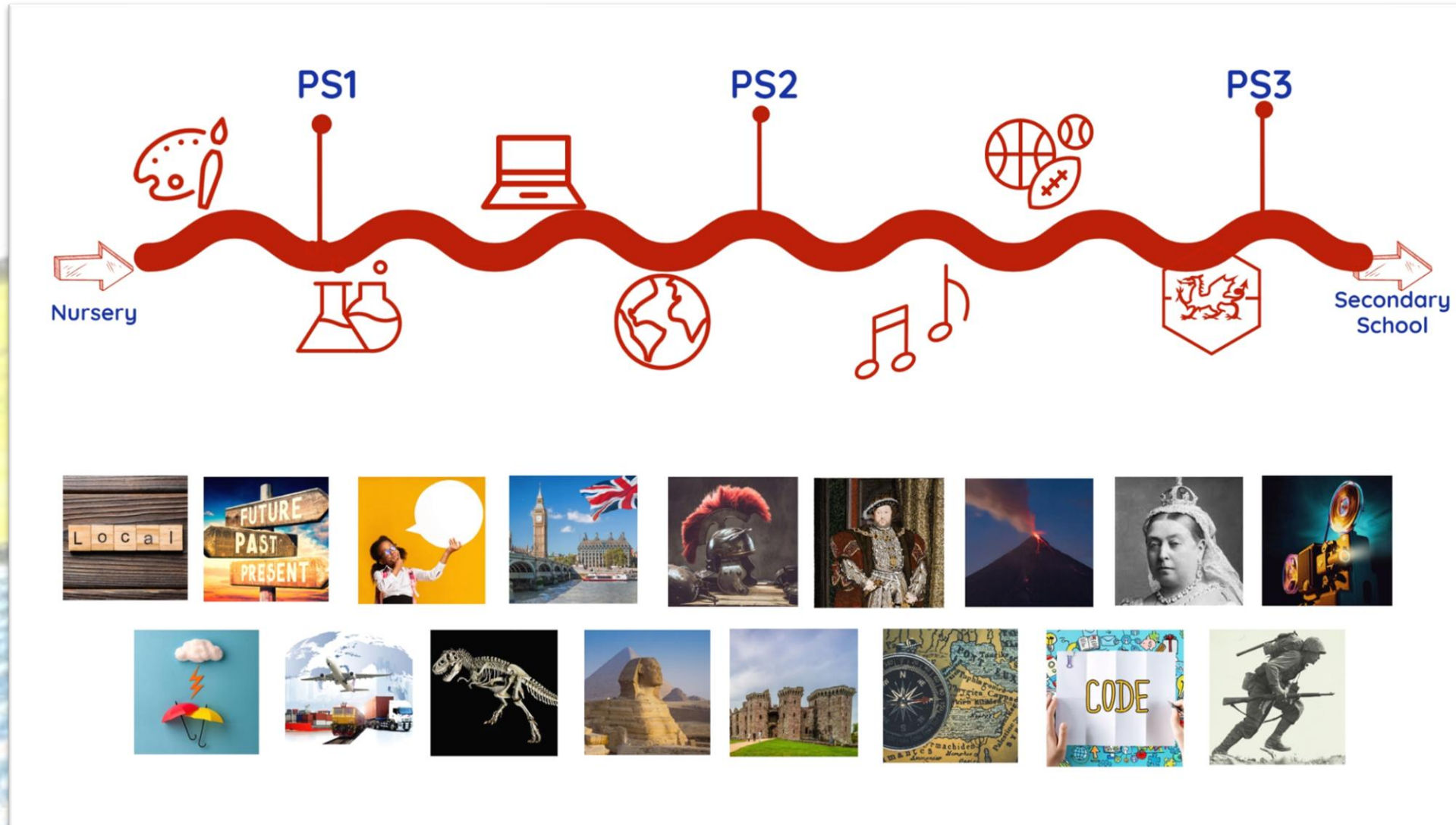
We aim for our teachers to be life long learners, innovative in their practice and teach in an atmosphere of mutual respect. We will use a wide range of pedagogical techniques to fit the moment and ensure learning continually takes place.

The school is a learning organisation and this means we stay abreast of current changes and the most effective, evidence based pedagogical approaches to teaching and learning.

Through this ethos, we aim for the taught curriculum to become the learnt curriculum.



Children's Curriculum Journey





Assessment

Progression

Progression in learning is at the centre of our curriculum. It has been designed to enable all learners to progress at an appropriate pace, ensuring they are supported and challenged accordingly. Curriculum content - what children learn and when - has been chosen with reference to the Principles of Progression, Statements of What Matters and Descriptions of Learning from each AoLE to ensure the curriculum supports learners' progression.

We constantly re-evaluate our current understanding of cognitive science theory and how new learning builds on what has already been learned and understood.

Assessment Arrangements

To monitor the attainment of learners, and ensure they are making progress along our curriculum, we undertake a variety of formative and summative assessment opportunities. Some of these are outlined in the table.

Assessment of:	Assessment strategies:	Purpose and possible actions:
Individual children (Short term – lesson to lesson, day to day and week to week)	Purposeful AFL Whole class feedback forms Quizzing/ retrieval practice WRM block tests On the spot marking and feedback Success Criteria Purposeful targets set for children	MAT pupils are appropriately challenged through enhanced learning opportunities. To ensure that majority of the class are ready to move on before they do. Closing the gap for disadvantaged learners Ensuring that intervention is timely and purposeful.
Individual children (Medium term – termly and yearly)	GL Assessments WG Assessments SWST Spelling test Phonics screening tests Comparative Judgement Update of whole phase bespoke school tracker	To ensure progress of individual children is comparative with peers, and national averages, previous assessments and age appropriate expectations. Intervention and/or referral to external agencies is timely.
Individual children (Long term – during their time in our schools)	Tracking WG progress graphs Update of whole phase bespoke school tracker Professional discussions to ensure a shared understanding between staff of progression	To ensure appropriate progression towards the Four Purposes for all children. To ensure individual children are accessing the curriculum as planned. To ensure our taught curriculum is becoming our learnt curriculum.
Cohort	Update of whole phase bespoke school tracker Professional discussions to ensure a shared understanding between staff of progression GL/WG Group Reports	To put support in place for any cohorts who are not meeting their targets.



Moving Forward...

Reviewing the Curriculum

We understand that the process of designing and implementing a Curriculum is one that is done so with an element of flexibility; understanding that as the world around us changes, so to do the skills and knowledge that we deliver to pupils. It is our aim as a Federation to continually revisit and revise our Curriculum to ensure that it remains fit for purpose, and constantly seeks to improve outcomes for all learners.

Our Curriculum will be reviewed termly by SLT to ensure that there is appropriate coverage of skills within the school, which will be part of our usual monitoring processes. Our Governing Body will also carry out an annual review (during the Summer Term) of our Curriculum to ensure it continues to meet the needs of the schools and that appropriate resourcing is in place to deliver the curriculum.

The process of reviewing the Curriculum will be supported by seeking the views of our learners, and based on feedback received from staff and parents at least once per year. Ongoing revision will play a key part as we refine and embed a Curriculum for all. We will also continue to work closely with other schools, settings, LA and institutions in ensuring that our Curriculum continues to be an effective tool for supporting the teaching and learning process within our schools.



Further Information

If you would like any further information about our Curriculum and approaches to teaching and learning, please feel free to visit our websites where further details about our Curriculum can be found.

<https://www.llanfoist.monmouthshire.sch.uk/>

<https://www.llanvihangel.wales/>

Alternatively, you are welcome to get in touch with us at school, where we will be happy to discuss our Curriculum with you.



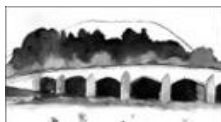
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Cluster Curriculum & Expectations

End of Year 6 Expectations							
Languages, Literacy and Communication							
I always use a capital letter for the start of a sentence, the pronoun I and names of people and places.	I always use the correct punctuation mark at the end of a sentence. (full stop, question mark or exclamation mark)	I can use apostrophes of contraction and possession correctly.	I can write in paragraphs. (Remember TIP TOP – new paragraph for every new: Time Person Topic Place)	I know and can use key vocabulary I learn the definitions of all key technical vocabulary for each topic in a subject. I always use the technical vocabulary in the correct context.	I use a variety of the three types of sentence in my writing: Simple: This sentence has five words Compound: It was a bright cold day in April, and the clocks were striking thirteen. Complex: The sun, although it was late afternoon, still shone brightly through the window.	Comma Splices Comma should NEVER be used to join two independent clauses (parts of a sentence that make sense on their own). Incorrect Example – Their lesson is very interesting. I never want it to end. Instead use either: 1. A FANBOYS conjunction (For/And/Nor/But/Or/Yet/So) 2. A semicolon if the ideas are linked 3. A full stop to make two separate sentences	I can spell subject specific vocabulary and common homophones correctly e.g. There/Their/They're
Mathematics and Numeracy							
I can read, write and order numbers up to 1 million and decimals to 2 places	I can use all four operation calculations and apply through BIDMAS (including instant recall of times tables up to 12x12)	I understand fractions, percentages and decimals and their equivalence	I can apply number knowledge to real life applications e.g measure, area and perimeter	I can convert and use metric and imperial measure	I can create and interpret different types of charts and graphs to represent information using mean, median and mode	I can read both analogue and digital clocks accurately and make calculations involving time	I can measure and classify angles
Health and Well-being							
I know what constitutes a healthy lifestyle regarding physical activity and nutrition.	I can explain links between lifestyle choices and physical and mental health.	I can recognise a full range of emotions in myself and others and know where to go for help.	I can make considered decisions for myself and collaboratively with others.	I can recognise that some decisions I make will have a long term impact on my life and the lives of others.	I can recognise the features of a healthy, safe relationships and the different ways people care for each other.	I can understand that there are differences within types of relationships and that relationships change over time.	I can interact positively with different groups of people in different situations

Science and Technology							
I can use relevant scientific vocabulary	I can use data and results to write an evidence-based conclusion	I can predict and hypothesise based on their knowledge	I can produce data sets that I can interrogate and produce forms of output	I have experience of coding in unplugged, digital and physical environments	I can design, make and evaluate a purposeful product in response to an authentic brief	I understand digital citizenship and the responsible use of AI.	
Expressive Arts							
I have had the opportunity to experiment with material, tools and techniques within art, dance, music, drama and digital media.	I can comment on the life, influences and works of several famous contributors to the expressive arts including artists composers, dancers and musicians and to share opinions	I can give and consider constructive feedback using technical vocabulary on my creative work and the work of other and reflect on it to make improvements.	I can create, and reflect on artwork using knowledge and experience of colour, line, tone, texture and multimedia	I can compose and perform dance and music including technically and culturally diverse styles	I have chosen and independently used appropriate digital software to complete tasks including freeze frame animation, script writing, filming and editing, movement, spoken language, mime and role play.	I have had opportunities to share my creative work in formal and non-formal contexts to a range of different audiences	
Humanities							
I can ask questions about people and places in the past and present and use primary and secondary evidence to find answers. (Consider reliability)	I can use timelines and the language of chronology, such as century, decade and era, to order events and show my understanding of different periods of time.	I can describe how and why aspects of society change over time, and what effects those changes have	I can identify and describe human and physical geographical features and understand how these may change.	I can describe what makes places distinctive and use maps including 8-point compass points and 4 figure grid references	I can explain beliefs, practices and lifestyles of the major world religions. I am aware that not holding religious beliefs is equally valid.	I can suggest positive, fair and sustainable ways to make a difference to my community and the wider world	I can explain how peoples' wants, needs and rights lead to fairness, equality or injustice and suggest ways to make things fairer. I can explain what it means to be anti-racist.

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