

Curriculum Summary

Brynmill's 'I can achieve' Curriculum

Introduction

Curriculum design is an ongoing process of continuing improvement. A curriculum is everything we learn during:

- . **Lessons**
- . **Events**
- . **Routines**
- . **Learning outside the classroom and other places, for example when we go on a school trip**

At Brynmill Primary School, we recognise that we have both mandatory and statutory duties.

The Curriculum and Assessment (Wales) Act 2021 puts mandatory duties on schools - things they are legally required to do. Schools must also have 'due regard' to statutory guidance when carrying out their duties.

Curriculum for Wales 2022

Four Purposes Statutory	Ambitious, capable learners; Enterprising and creative contributors; Ethical, informed citizens & Healthy, confident individuals
Integral Skills Statutory	These underpin the four purposes. Creativity and Innovation; Critical Thinking and Problem Solving ; Personal Effectiveness; Planning and organising
Areas of Learning and Experience Statutory	LLC, Mathematics Science and Technology, Humanities, Health and Wellbeing & Expressive Arts
Curriculum Elements Mandatory	Religion, Values & Ethics; Relationships & Sexuality Education; Welsh & English
Cross-Curricular Skills Statutory	Literacy, Numeracy & Digital Competence
Statements of What Matters Statutory	27 across the 6 areas of learning and experience
Descriptions of Learning Statutory	Set out within each AoLE and organised into Progressions Steps (Suggested continuum stages/ages 5,8,11,14,16)
Principles of Progression Statutory	Set out in the progression code for each AoLE. General principles - Increasing breadth/depth of knowledge; Refinement/growing sophistication in using skills; Increasing effectiveness as a learner; Deepening understanding of ideas/disciplines; Making connections/transferring learning into new context
Cross Cutting Elements Statutory	Local, National and International Context; Careers and Work-Related Education; Human Rights (UNCRC) and Diversity

The headteacher and the Governing Body has jointly adopted our curriculum and assessment arrangements through ratification of policy and practice. It is continually kept under review through the school's self evaluation processes.

A collaborative approach to shaping our curriculum involves practitioners, learners, parents, carers, and the wider community. Feedback from key collaborators via, for example, AOLE Leads Forum, questionnaires, Pupil Voice Groups and Curriculum Design Events are integral to our ongoing curriculum review processes.

Areas of learning and experience



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and Communication



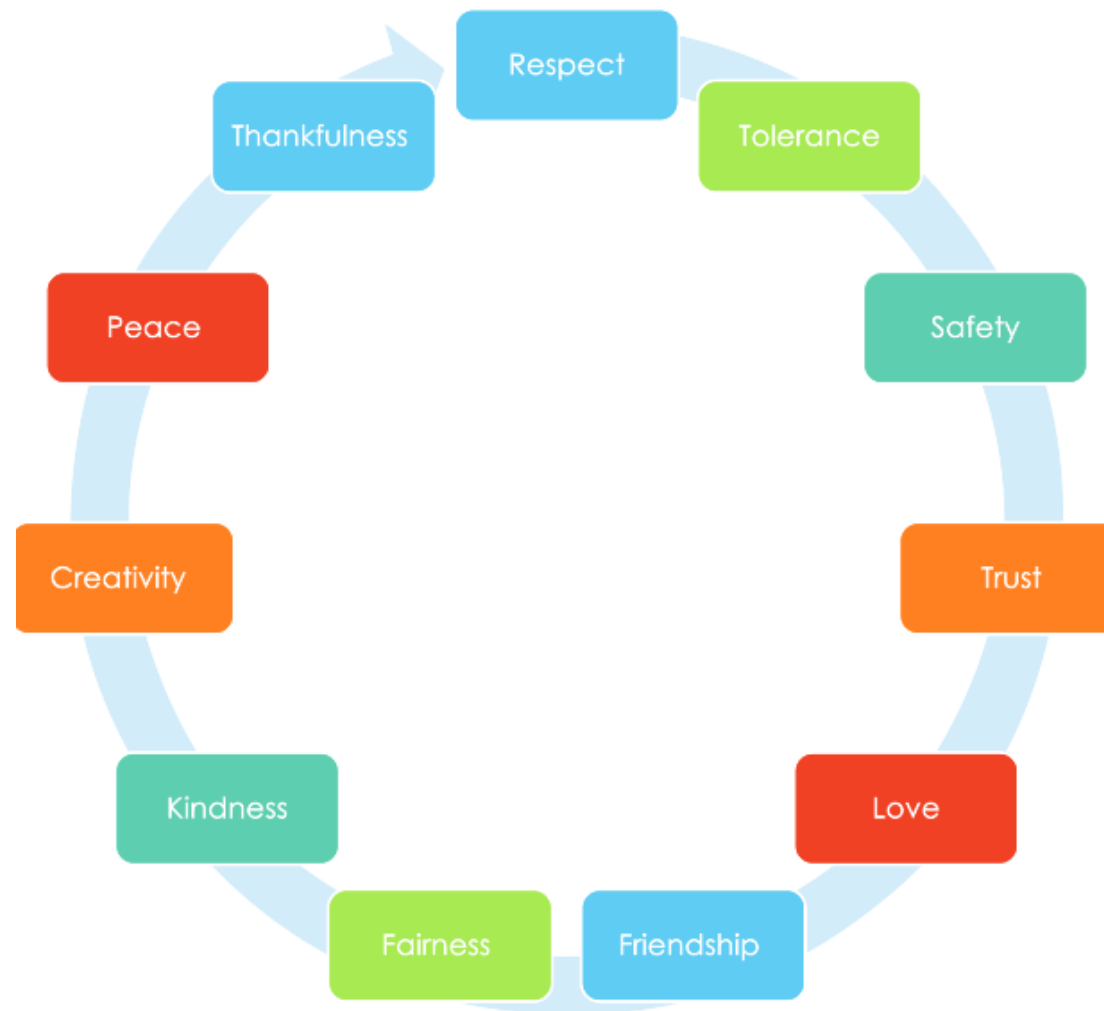
Mathematics and Numeracy



Science and Technology

We have developed our [Vision and the non-negotiables](#) for each of the 6 Area of Learning & Experiences, which provide an excellent touch stone and reference as part of our planning process.

Our school values are at the heart of our school's planning, policies, practice and ethos.



Our School Values compliment **The United Nations Convention on the Rights of the Child (UNCRC)**, As a **rights-respecting school** we not only teach about children's rights but also model rights and respect all relationships. Our belief in "**restorative approaches**" ensures that every child is listened to.

A Purpose Driven Curriculum

Our '**I can achieve**' curriculum is comprised of 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.

Everything we do supports our children in making progress towards the **four purposes**.

What is our I CAN ACHIEVE curriculum?

We want our **I CAN ACHIEVE Curriculum** to be everything learners will need to know about, understand, and know how to do so that they can take your place in the World as an:

			
AMBITIOUS , capable learners	ETHICAL , informed citizens	HEALTHY , confident individuals	ENTERPRISING , creative contributors
Ready to learn throughout our lives	Ready to be citizens of Wales and the World.	Ready to lead fulfilling lives as valued members of society.	Ready to play a full part in life and work.

The Four Purposes are underpinned by the integral skills.

Critical thinking and problem solving	Planning & Organisation	Creativity & Innovation	Personal effectiveness
Critical & logical processes to analyse and understanding situations; d	Implementing solutions, execution ideas and m		

Every pupil, no matter their age, is suitably planned for. We consider every pupil's ability, learner disposition and aptitude, including any additional learning needs.

We have developed "child friendly" learning mascots with their own superpowers aligned to the four purposes. These further support learners to their own success.

Welsh communication	Creativity Makes new things or thinks of new ideas.	Collaboration Works together to achieve a goal	Independence Takes responsibility of own learning.	Reflectiveness Thinks carefully about itself & others.	Resilience
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Super Cenhin goes to



- Speaks Welsh
- Thinks that Welsh is fun!
- Enjoys playing games in Welsh
- Teaches Welsh to his family.
- Encourages others to speak Welsh



Daisy Dog goes to



- Enjoys challenges.
- Tries different ways to solve problems.
- Takes risks.



Buzz Bee goes to



- Listens & communicates with others.
- Takes turns.
- Shares
- Agrees group actions.



Isha Iguana goes to



- Thinks
- Uses resources in the classroom.
- Asks friends for a helping hand.



Ozzy Owl goes to



- Thinks deeply.
- Thoughtful of others
- Identifies positives.
- Avoids repeating mistakes.



Rocky Raccoon goes to



- Does not give up, however tough things get.
- Recovers quickly.
- Adapts to new situations.
- Makes the best of a situation

<p>Be like Cenhinen, be an ambitious, capable learner who:</p> <ul style="list-style-type: none"> ❖ Are good at talking and listening to others in Welsh & English 	<p>Be like Daisy, be an ambitious, capable learner who:</p> <ul style="list-style-type: none"> ❖ Can ask questions and solve problems. ❖ Are willing to take risks to achieve my personal goals. ❖ Can use numbers that are all around us. ❖ Can show that they understand mathematical ideas. ❖ Can use computers and tablets to find out information. 	<p>Be like Buzz Bee, be an ambitious, capable learner who:</p> <ul style="list-style-type: none"> ❖ is good at talking and listening to others in English & in Welsh ❖ Can talk about their ideas and what they are learning about. ❖ Can learn collaboratively with confidence and perseverance. 	<p>Be like Isha Iguana, be an ambitious, capable learner who:</p> <ul style="list-style-type: none"> ❖ Can learn independently and collaboratively. 	<p>Be like Ozzy Owl, be an ambitious, capable learner who:</p> <ul style="list-style-type: none"> ❖ Are curious to learn new things. <ul style="list-style-type: none"> ○ ❖ Can find out about things and say what I think. 	<p>Be like Rocky Racoon, be an ambitious, capable learner who:</p> <ul style="list-style-type: none"> ❖ will always try best and won't give up. ❖ can learn with confidence and perseverance.
	<p>Be like Daisy, be an enterprising, *creative contributor who:</p>	<p>Be like Buzz Bee, be an enterprising, *creative contributor who:</p> <ul style="list-style-type: none"> ❖ Can work collaboratively 	<p>Be like Isha Iguana, be an enterprising, *creative contributor who:</p> <ul style="list-style-type: none"> ❖ Always will try new things. 		

	<ul style="list-style-type: none"> ❖ Can use their ideas to make and do ❖ Can persevere to solve problems. ❖ Can take measured risks. ❖ Can talk about my ideas and feelings. 	<ul style="list-style-type: none"> in a team with their friends. ❖ Lead and play different roles in teams. ❖ Give their time and energy for the benefit of others. ❖ Understand that we have roles within our community. 	<ul style="list-style-type: none"> ❖ Always will help their friends and accept help from their friends. 		
<p>Be like Cenhinen, be an ethical, informed citizens who:</p> <ul style="list-style-type: none"> ❖ Can talk about the world that they live in and people that are special to them 		<p>Be like Buzz Bee, be an ethical, informed citizens who:</p> <ul style="list-style-type: none"> ❖ Respect the rights of other people. ❖ Tries to listen to and be kind to others. 	<p>Be like Isha Iguana, be an ethical, informed citizen who:</p> <ul style="list-style-type: none"> ❖ Try to do their best to look after our planet. 	<p>Be like Ozzy Owl, be an ethical, informed citizens who:</p> <ul style="list-style-type: none"> ❖ Can share their thoughts and opinions. ❖ Can talk about things that I am interested in and important to me. ❖ Know their rights and the rights of others. ❖ I know that what I do can make 	

				somebody happy or sad.	
Be like Cenhhinen, be a healthy, confident individuals who: <ul style="list-style-type: none"> ❖ Know the difference between right and wrong / good and bad 	Be like Daisy, be a healthy, confident individuals who: <ul style="list-style-type: none"> ❖ Will try to keep their body fit and healthy. ❖ Will try to keep myself safe and manage risk. ❖ Will try to join in with singing, dancing, and speaking with my friends. ❖ Will try new things and won't give up. 	Be like Buzz Bee, be a healthy, confident individuals who: <ul style="list-style-type: none"> ❖ Keep their body fit and healthy playing active team games, ❖ Understand what makes a good friend & will try their best to be one. 		Be like Ozzy Owl, be a healthy, confident individuals who: <ul style="list-style-type: none"> ❖ Know the difference between right and wrong / good and bad. 	Be like Rocky Raccoon, be a healthy, confident individuals who: <ul style="list-style-type: none"> ❖ Can identify their own feelings and the feelings of their friends. ❖ Try to keep their own body fit and healthy. ❖ Don't give up easily.

Learning & Experiences

Across all Areas of Learning and Experience (AoLEs), the application of **numeracy, literacy and digital competency** is robustly planned for.

As part of short term planning (STP), teachers are expected to plan and deliver learning objectives pitched appropriately to the learners' needs. Lessons have success criteria (which also include numeracy, literacy and/or digital competency) to ensure the learners are aware of the particular skills they are looking to develop within that lesson. In addition to literacy,

numeracy and digital competence, teachers plan for the use of Everyday Welsh and opportunities to address **relationships and sexuality education** in line with the Curriculum for Wales

The curriculum elements **of Religion, Values and Ethics** are routinely addressed through Big Questions and are stage appropriate.

Relationships and Sexuality Education is appropriately and progressively taught using an agreed cluster plan. This is part of the school's health and well-being curriculum.

Our curriculum also incorporates, where appropriate, opportunities for learning and consideration of cross-cutting elements. These allow learners to:

- **consider local, national and international contexts**
- **develop understanding of relationships and sexuality education**
- **recognise, understand and promote human rights and diversity**
- **identify with careers and work-related experiences**

Planning & Assessing for Progression

BRYNMILL PRIMARY SCHOOL'S I CAN ACHIEVE LTP

<i>Anchored - does not change.</i>		
<u>Anchored Curriculum</u> (<u>Web view</u>)		
Four Purposes		
Drivers	Drivers	Drivers
Overarching theme	Overarching theme	Overarching theme
Anchored World religion cycle (1 or 2)	Anchored World religion cycle (1 or 2)	Anchored World religion cycle (1 or 2)
Right & Value of the Month		

Our planning has been designed to ensure vertical and horizontal progression. This means we consider both the depth of learning as well as the breadth, whilst ensuring we build upon prior knowledge.

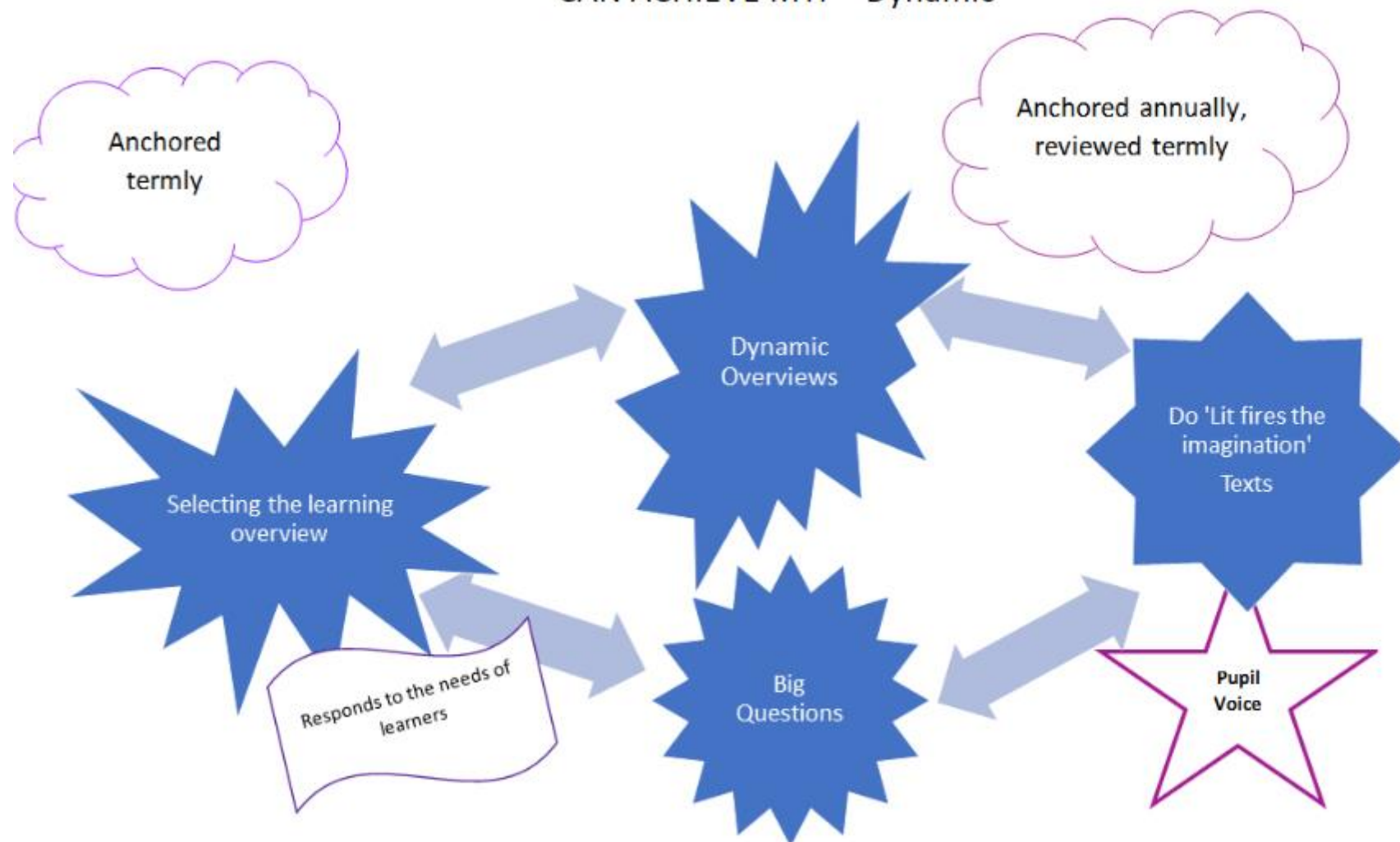
We work closely with our partner schools (Bishop Gore Partnership) to identify the **threads of learning** that make up each of the **27 statements of what matters (WM)**, often linking aspects of WMs where possible, & develop a "**Progression maps**"

This ensures that all learners receive equity of learning and experiences whilst in primary school, enabling Bishop Gore Comprehensive School to plan for learning that will secure further progress.

Our curriculum supports opportunities and experiences to develop the key concepts, knowledge and skills as described in the 27 statements of what matters. Our Dynamic Overviews allow teachers to select the learning threads, descriptions of learning (DoLs) within each progression step

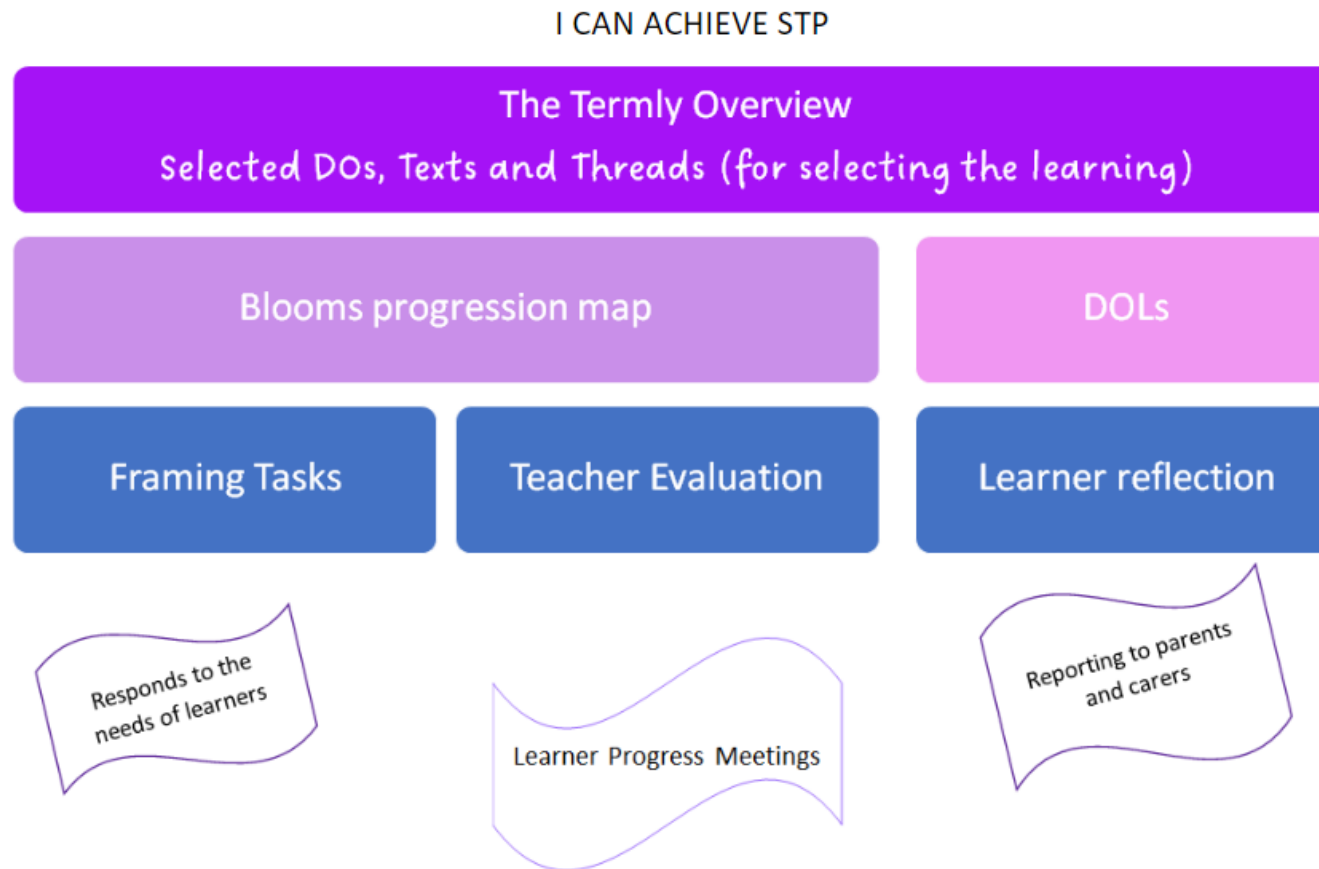
At Brynmill, we are working towards both an **Anchored and Dynamic Curriculum Approach** towards planning for and assessing learners progress. Our organizational structures, processes & procedures help us to plan and assess learner progress in such a way that we can keep true to our Curriculum Vision.

CAN ACHIEVE MTP - Dynamic



Our I CAN ACHEIVE planning model fits together and speaks to/ overlaps our Assessment of Learner Progress Model. They are codependent models

We want a planning model that can respond to the current needs of our learners . The systems/ processes we have developed for 'planning' and 'assessment of learner progress' should communicate with and influence each other.



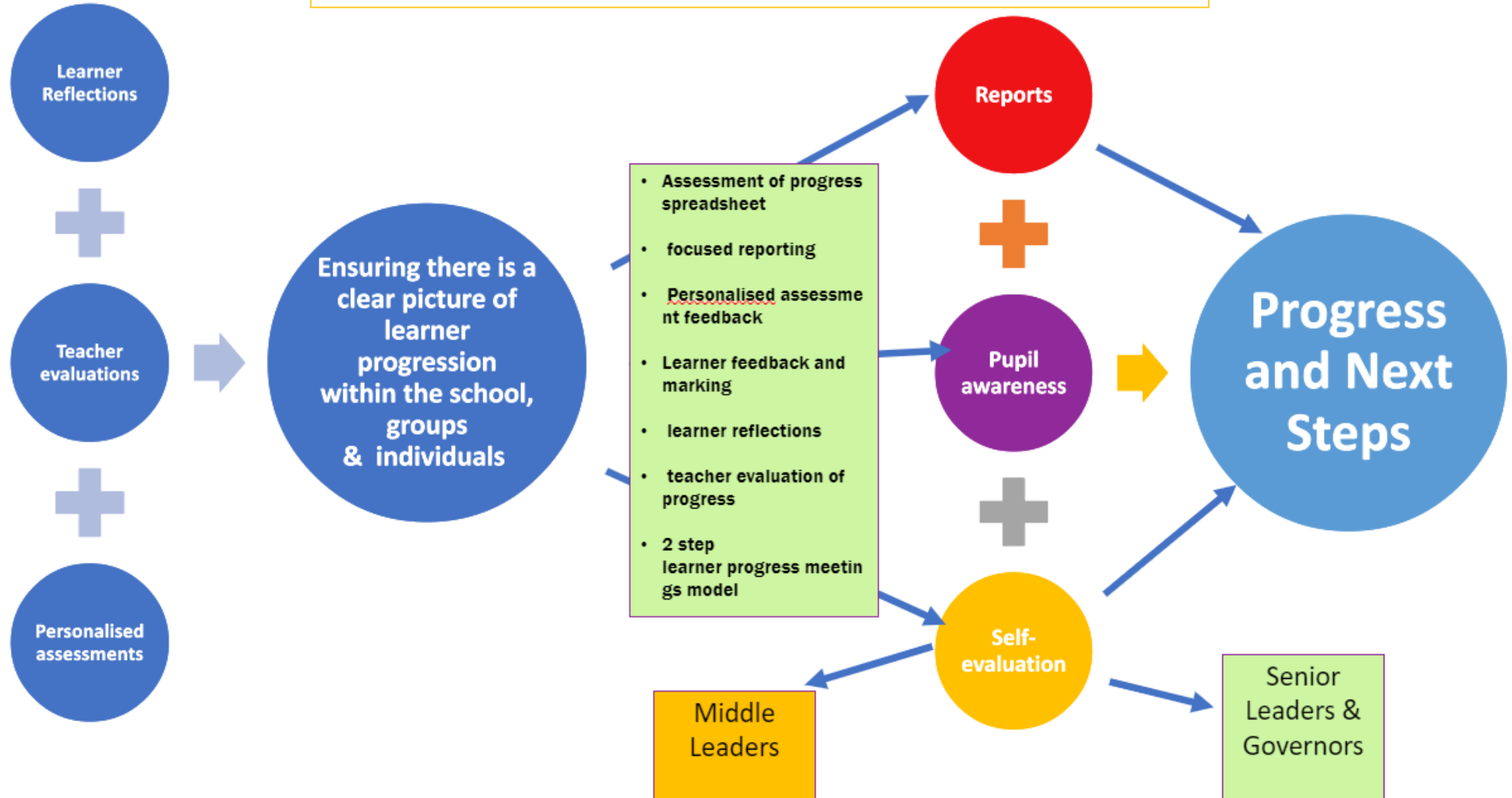
All parents and carers have access to the termly '**Curriculum Information to parents and carers**', which includes suggested ways that parents and carers can support their child's learning during the term.

As a school we have robust assessment arrangements in place. We draw upon **a range of information** to ensure every pupil is supported appropriately. We place huge value on the importance of "formative" and "in the moment" assessment which enables the staff to facilitate immediate progress. Parents receive regular information on their child's progress, and are given help to understand their next steps in learning.

Assessment of learner progress arrangements include: -

- ❖ On-entry assessment
- ❖ Day to day formative assessment
- ❖ Identifying, capturing and reflecting on learner progress over time
- ❖ Understanding group progress
- ❖ A shared understanding of the principles of progression
- ❖ Learner progress meetings
- ❖ Opportunities to plan and refine progression and assessment practices—in school and across cluster,
- ❖ personalised assessments
- ❖ parent/carers involvement

WIP Infographic of our assessment of learner progress model



Learning Together

We believe that every member of the school community, including pupils, staff and parents, are learners. Together we develop as a learning organisation, using information from [research](#), working with other schools, making strong links with local businesses and the using real world contexts to build a culture for improvement.

Mentally Healthy

There is a whole school approach to well-being enabling pupils to understand their own and others' emotions. This is in line with the Health and Well-Being AoLE, and is integrated throughout the school day, and throughout the curriculum itself.

Further Information

Our curriculum is under constant review. Please let us know your thoughts. Thank you.

Extra info

Name

Email

Message

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