

Blaengwrach Primary School



Curriculum Statement

L. Williams

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4/12/25

Date Adopted

R. Owen

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4/12/26

Review Date



Blaengwrach Primary School

Curriculum Statement

Article 29 – You have the right to an education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Senior leaders, staff, pupils, parents and carers at Blaengwrach Primary School have worked collaboratively to create a shared vision for the curriculum and are developing a shared understanding of progression. As a result of this, we will ensure that progress within our curriculum is appropriate for all learners across the curriculum. The importance of progression in an effective curriculum is vital so that learners can progress in all areas of the curriculum including cross-curricular skills and integral skills.

Staff and Governors at Blaengwrach Primary School are committed to developing a shared understanding of progression through:

- Teaching and learning activities
- Self-evaluation reports and monitoring
- Listening to learning activities
- Staff and governors' meetings
- Pupil progress meetings
- Parent/carers meetings
- Adds/INSET days

Our curriculum meets the required elements as set out in the national framework. It is focused on ensuring that pupils develop the four purposes as Ambitious Capable Learners; Enterprising Creative

Contributors; Ethical and Informed Citizens and Healthy Confident Individuals.

Our curriculum is broad and balanced, ensuring that pupils develop an integrated approach to learning making meaningful links across the six Areas of Learning and Experience. This enables learners to build connections across their learning and combine different experiences, knowledge and skills.

Concepts, topics, themes will change from school to school, but the curriculum consists of six AoLEs and experiences as well as the cross curricular skills of literacy, numeracy and digital competency.

Development of these skills is essential to apply learning confidently and independently across the curriculum.

Learners will develop an understanding of all What Matters statements as part of the school's curriculum. The process of exploring and revisiting these statements will enable our learners to grow deeper knowledge within their learning continuum and to progress to a more sophisticated understanding of the key knowledge, ideas and principles in each Area of Learning and Experience.

The curriculum at our school is progressive and will ensure pupils develop control and independence in the development of their literacy, numeracy and digital competency in addition to ensuring pupils engage with increasingly complex and sophisticated content to develop their knowledge, understanding and experiences through purposeful themes and real-life contexts.

Our curriculum is designed to promote a sense of belonging, not just in a physical and geographical sense, but also within the historical, cultural and social context which has shaped and continues to shape the community that our school is at the heart of. We aim to support our pupils to make sense of their own identities and those of others, in our community, Wales and the across the world.

At Blaengwrach Primary School our conceptual approach to teaching and learning will change over time to adapt and reflect the needs of our learners and changes in the society in which we live.

Learners progress within our curriculum by building on what they know and can do, by adding to and changing their knowledge, skills, capacities, dispositions and values, or by applying them in more complex situations. At Blaengwrach Primary School, we characterise learning progression as:

- developing the knowledge and skills specified in a planned curriculum, such as those in mathematics, science, or the arts;
- more broadly, developing the capacity to think about and explain what has been learned or apply this learning in new ways to other parts of the curriculum or to life outside school; and
- even more broadly, developing personal attributes for learning, such as ecological and cultural awareness, commitment, self-regulation, collaboration and independence.

Assessment at Blaengwrach Primary School enables learners to make progress by:

- Supporting individual learners to move forward with their learning on a day-to-day basis.
- Identifying, capturing and reflecting on individual learner progress over time.
- Considering group progress in order for staff to reflect on their practice.

Assessment at Blaengwrach Primary School focuses on identifying individual pupil's strengths, achievements and areas for improvement. This involves identifying pupils' next steps alongside learners to move their learning forward. We take time to understand how learners learn and not just what they have learned and can demonstrate.

Assessment for Learning strategies are used to support learners to develop their critical thinking and as a result develop the integral skills that are key to developing lifelong learners.

Formative and summative methods of assessment inform parents and carers of pupil progress through the pupil's Learning Journey in addition to the opportunity to meet with class teachers, 1:1 during the Autumn and Spring terms. Parents and carers are also given the opportunity to discuss their children's work with the pupils as part of regular open events.

Pupils in Years 2 to 6 undertake personalised assessments twice a year and this information is used as part of our wider assessment arrangements and are designed to help pupils, parents and teaching staff understand how learner's reading and numeracy skills are developing and their next steps in learning.

As a 3-16 continuum of learning, working collaboratively with our cluster of schools ensures the development of shared vision and aligning teaching and learning to support all pupils to realise the four purposes and make progress in and across each phase to aid transition.

Our curriculum will be reviewed by the Governing Body and school leaders annually to ensure that it meets the aims intended, monitoring the impact on pupil progress and their development of the four purposes as part of a planned self-evaluation and improvement process.