



The Eveswell and Somerton Schools Partnership

Ambitious for all



Inspire, Achieve, Respect
Ysbrydoli, Llwyddo, Parchu

Respectful, Safe, Successful
Parchus, Diogel, Llwyddiannus



Our Visions and Values

Our Vision

We aim to prepare our pupils for life in the world beyond their local community – to promote self-esteem, respectful attitudes and a confident and enthusiastic approach to new experiences. We aim to promote positive values and a sense of right and wrong which will form the basis of pupils' future decisions.

We aim to create a happy, secure learning environment in which we all can learn and thrive as positive members of our school community.



What is it like to be a child in our schools?



What experiences will children have?



What is important at Eveswell and Somerton Primary Schools?



What does 'curriculum' mean to Eveswell and Somerton Primary Schools?

At Eveswell and Somerton primary schools, we are designing a curriculum (what we will teach and everything we do) that will inspire and stimulate our pupils to achieve success. They will develop their skills, knowledge and abilities across areas of learning and experience that will be meaningful and of interest to them. Pupils will be involved fully in considering how they learn, why they need to learn it and what matters to them.



Our Values	Behaviours
Collaboration	We work together and play together successfully
Respect	We treat everyone fairly
Aspiration	We are capable and ambitious
Curiosity	We are ready to learn
Difference and diversity	We celebrate everyone as an individual
Inspiration	We are interested, creative and enthusiastic
Safety	We keep everyone safe
Positivity	We show gratitude
Life- long learning and achievement	We try our best and know how to learn



Our 'new curriculum' journey so far...

Pupils

- New curriculum ideas and developments were shared in assemblies and through pupil participation groups
- Pupils designed their own illustrations to represent each of the Four Purposes
- Pupils broke down each of the Four Purposes and identified key words to help their understanding of each purpose and how this might 'look' in their everyday lives
- Pupils helped devise self-assessment tools in books and classroom environment to incorporate language of the Four Purposes and What Matters Statements
- Pupils considered the 'key concepts' and big ideas from What Matters Statements and created art work and maps to exemplify what they feel is important for them to learn and progress
- Pupils contributed to planning their own topics and experiences
- Pupils shared their 'I wonder...' questions at the start and throughout topics to guide teaching and learning and evaluated projects once completed to reflect on their strengths and areas for improvement
- Pupils took part in 'Individual Progress Meetings' sharing their views and identifying their targets

Governors

- Presentations linked to new curriculum at each Governing Body Meeting by senior leaders, teachers and pupils
- Governor attendance at training/ inset days
- Governors consulted in key questions of curriculum design and contributions included in our school values, behaviours, vision and the ongoing design of our curriculum



Parents

- Parent voice group established to discuss aspects of new curriculum and what is important to parents
- Parent surveys completed asking families to share what matters to them in relation to experiences, skills, values and well-being
- Parent workshops linked to Four Purposes
- Family engagement programmes linked to the experiences identified as important for our learners e.g Digital Learning, sewing, physical activity, cooking
- Parents informed of new curriculum updates regularly via newsletter, during parent consultations and via Parent Voice group
- 'Blended Learning' shared weekly detailing learning and experiences taking place in school and how to support this at home

Staff

- Eveswell Primary School was a pioneer school for Literacy Languages & Communication & Professional Learning
- 2 members of SLT joined pioneer group and fed back weekly to staff
- All essential components of the Curriculum for Wales Framework shared-staff worked to identify how we could ensure their involvement as we designed our curriculum
- Staff considered our values and behaviours-what is important to us and what will drive our vision? What makes our school unique and what are the key factors we agree reflect our school and community?
- Medium Term and Short-Term planning adapted to support key components of new curriculum
- Whole school projects launched to support understanding of and exemplify progression
- Individual Pupil Progress Meetings set up to discuss progress with learners and decide 'next steps' for learning
- Pupil Progress Meetings established with Senior Leaders to report on overall progress of year group, performance of boys/ girls/ EAL/ALN/FSM and establish ways forward to ensure progression
- Ongoing staff training sessions linked to pedagogy

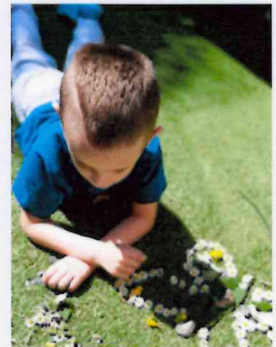
Wider Community

- Professional learning with cluster schools
- Involvement in community based programmes e.g Whole School Approach to Wellbeing, Dementia Friendly Schools, Healthy Schools, Newport Live, Nurture UK, Young Carers, HAPPEN Network
- Strengthening links within our community to share our values-visits to Iqra Mosque, St. John's Church, local parks, community members visiting school to teach skills such as sewing and gardening

Planning

At Eveswell and Somerton we want our children to be enthusiastic and eager to learn with a desire to take on new challenges and not be afraid of making mistakes. When planning, practitioners aim to create learning experiences that are stimulating and enjoyable for our children, that inspire them to be the best they can be and provide a purpose and passion for learning. Most of the learning experiences in our school are derived from a half-termly theme e.g 'Dinosaurs', Homes and Habitats and are structured around the children's 'I wonder...' questions and their interests and enquiries. Pupil voice and that of their families and community is very important to us and we are therefore flexible to follow different learning opportunities as they arise recognising the value this can have.

We also believe that pupils' readiness to learn is key and are proud of the developments we have made in ensuring that Health & Wellbeing is at the centre of our school. We welcome the equal emphasis of all Areas of Learning and Experience and assess and plan for pupils' health and wellbeing needs in the same way that we do for other disciplines. Our school will continue to develop its expertise in this area as a 'Nurture School' 'Healthy School' 'Eco School' and through our 'Young Carers' Awards. We will also continue to plan for interventions for those pupils requiring additional support as well as continuing to plan for a wide-range of extra-curricular activities such as Football, Well-being Wednesday, Science Club and Choir.



The Four Purposes

The Four Purposes are a starting point and aspiration for each child in Wales and underpin all aspects of our Curriculum design. Our learning experiences and teaching methods aim to inspire and excite children to become lifelong learners with high aspirations. Eveswell and Somerton Primary Schools want our children to be ambitious, creative, ethical, healthy individuals with their own vision for the future. We have included below a summary of each of the Four purposes and the skills that are integral to achieve these.

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



Creativity
&
Innovation

Enterprising, creative contributors ... who 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



Critical
thinking &
Problem
Solving

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



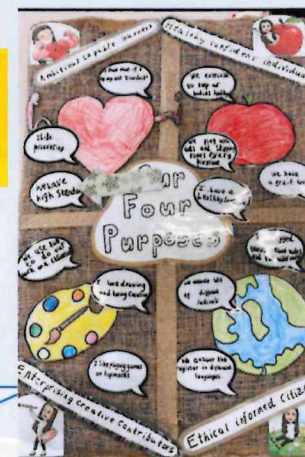
Personal
effectiveness

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



Planning &
Organising



Areas of Learning and Experiences (AoLE)

When planning at Eveswell and Somerton Primary Schools topics are selected based on the high quality, rich, broad learning experiences they can offer learners, as well as considering pupils' interests, culture and community. Learners are given time to acquire, practise and apply their knowledge and skills across all Areas of Learning and Experiences (AoLEs) that are outlined below.

The Expressive Arts	Health & Wellbeing	Humanities	Mathematics & Numeracy	Languages, Literacy & Communication	Science & Technology
Disciplines developed in this area: Art, music, dance, drama & digital media	Disciplines developed in this area: Physical health & development, mental health, emotional & social wellbeing	Disciplines developed in this area: Geography, History, Religion, Values and Ethics, Business Studies, Social Studies, Economics, Philosophy	Includes 5 interdisciplinary competences: 1. Conceptual Understanding 2. Communication using symbols 3. Fluency 4. Logical reasoning 5. Strategic competence	Disciplines developed in this area: Welsh, English, International Languages, Literature	Disciplines developed in this area: Biology, Chemistry, Computer Science, Design and Technology, Physics

What Matters?

Each area of learning and experience has 'What Matters Statements' which inform us of the 'big ideas' and key concepts. These form the basis of our planning for progression, depth and breadth of skills, knowledge and understanding to ensure our pupils fulfill all aspects of the Four Purposes.

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

Cross-Curricular Skills

Literacy, Numeracy and Digital Competence is a statutory responsibility across all Areas of Learning and Experience. We fully realise the importance of ensuring our learners digital competence in order to prepare them for future life and work. We therefore pay close attention to this when planning learning experiences and when planning for learners' progress. We will plan plenty of opportunities for them to acquire, practice and apply these important skills and to embed them.

We plan for the development of the cross-curricular skills within and across the Areas of Learning and Experience using the revised national frameworks

Statutory elements of the curriculum

- Religion, Values & Ethics
- Education, Relationships & Sexuality
- Welsh
- English

Our schools plan to secure the mandatory aspects of the curriculum when planning

We include and extend these themes across the curriculum

Local, National and International Context

Diversity

Relationships & Sexuality Education (RSE)

Cross-cutting Themes

Careers & work-related experience

Human Rights education and the United Nations Convention on the Rights of the Child (UNCRC)

Teaching

12 Pedagogical Principles-these principles exemplify excellent teaching and learning and underpin the method and practice of our teaching and the implementation of our curriculum.

1. Focus on achieving the Four Purposes	2. Challenge learners and emphasise the importance of continuous effort. Convey high, achievable expectations	3. Use a range of teaching methods	4. Develop problem solving skills, creative skills and the ability to think creatively.
5. Building on prior knowledge and experience. Engage interest.	6. Creating authentic contexts	7. Implementing formative assessment principles	8. Extend with and across the Areas of Learning
9. Reinforcing and practicing cross-curricular skills - literacy, numeracy and digital competence	10. Develop learners to take increased responsibility for their own learning and to develop as independent learners.	11. Promote social and emotional development and positive relationships	12. Promote collaboration



What does teaching and learning look like at Eveswell and Somerton Primary Schools?



THE future
OF THE
World IS IN
MY classroom
TODAY.



Assessment & Progression

At Eveswell and Somerton Primary Schools we place progression at the heart of our curriculum, recognising that learners will develop at different paces and should be supported to achieve their full potential. We believe that it is essential that learners understand and celebrate their strengths as well as being able to identify how they can improve and have the values instilled in them to be able to achieve this.

We use the Descriptors of Learning for each What Matters Statement (<https://hwb.gov.wales/curriculum-for-wales/science-and-technology/descriptions-of-learning/>) to assess and plan for learners' progress. These broadly correspond to expectations at age 5, 8, 11, 14 and 16 and are designed to sustain learning over a period of time giving the opportunity to experience content that provides both breadth and depth of learning. While these descriptions of learning articulate *how* learners should make progress in learning around the specific statements of what matters, the Principles of Progression inform us of the broader principles of what progression means in the Area as a whole.



Principles of Progression

Increasing breadth and depth of knowledge	Deepening understanding of the ideas and disciplines in the Areas	Refinement and growing sophistication in the use and application of skills	Making connections and transferring learning into new contexts	Increasing effectiveness
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Our school fulfils the Curriculum's Assessment Purposes as follows: -

1. Support individual learners on a daily basis

High quality formative assessment strategies such as observation, discussion, questioning, listening, reflecting and reviewing pupil work provides learners and practitioners with an excellent understanding of attainment and next steps to progress.

2. Identifying, capturing and reflecting on individual learner progress over time

Practitioners are given specific and regular periods of time to hold 'Individual Pupil Progress Meetings' where pupils attend with their books and discuss the progress they have made as well as identifying targets for improvement. Senior leaders also meet regularly with practitioners to discuss individual pupils progress as well as the progress of groups of learners in order to plan for further progress and facilitate any transfer/ transition between classes and schools. Whole school projects are developed in a range of AoLEs to exemplify progression across the school and promote effective professional dialogue around the What Matters Statements and Progression Steps. Formative use is made of national and standardised tests as required during these discussions. Regular discussions are held with parents/ carers and outside agencies, where necessary, to discuss pupil progress.



Communicating and engaging with parents/ carers

We communicate effectively with parents/ carers on an ongoing basis to foster positive relationships and to create a strong home, school partnership that enables us to work together. We recognise how crucial parental engagement is to ensure all our pupils achieve their full potential and are excited to have relaunched parent workshops and engagement programmes across the school. We have developed and implemented effective means of communicating with parents and carers through a variety of means to include digital platforms such as Seesaw, Google Classroom, Email, Text, as well as paper letters where necessary and regular face to face discussions.



Our ongoing journey

At Eveswell and Somerton we are regularly reviewing all aspects of our curriculum design to ensure continual improvement and consistently high standards of teaching and learning. We will continue to involve all stakeholders in this process to ensure we design and deliver a curriculum that has our children, their families and our community at its centre.



Next Steps

We will explore progression in different AoLEs in depth together

We will work with our cluster to understand progression in readiness for transition