Llantarnam Community Primary School

Nurture, Inspire, Achieve – To be the best we can be

Curriculum for Learning

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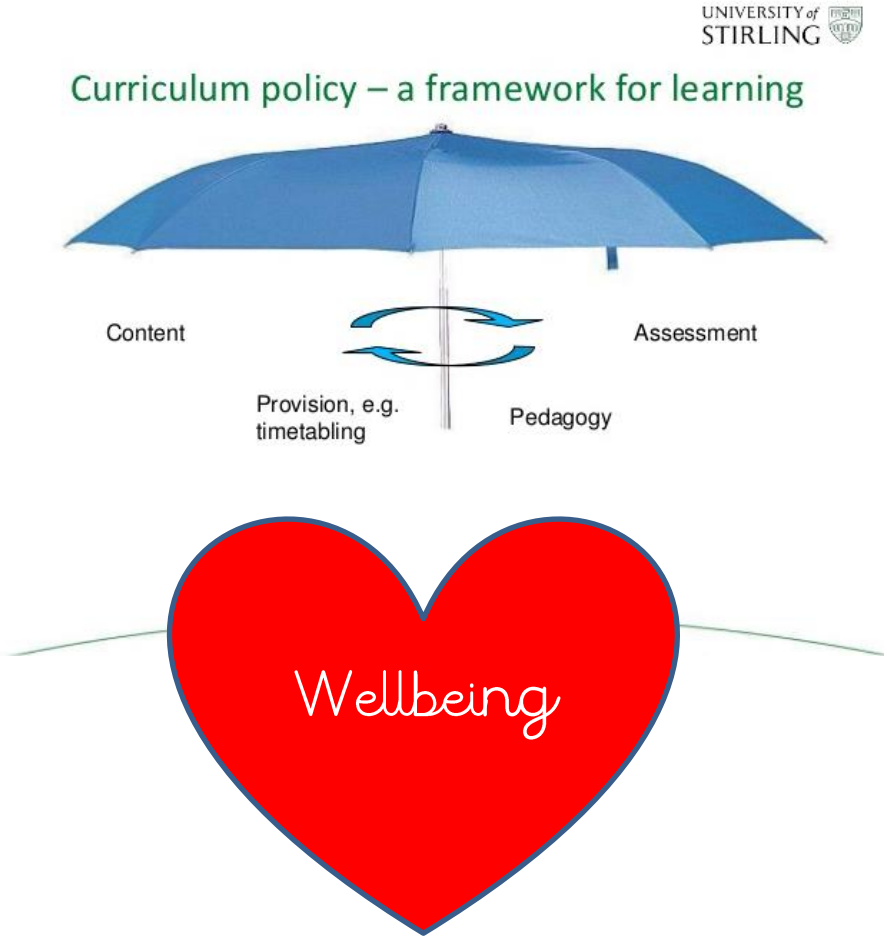
Curriculum for Learning Definition

Our vision, aim, ethos and culture we create and embrace

What we teach? How we teach ?/ Learners Learn How we assess?



School Vision & Aims

Nurture, Inspire, Achieve – To be the best we can be

Aims

We will develop and practice our literacy, numeracy and technology skills needed throughout our lives

We learn in a secure and exciting school

We feel happy, safe and confident with our friends and teachers.

We learn to understand and celebrate differences and appreciate that we are all equal in our multicultural society and world.

We aim for all children to be:-

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 lead fulfilling lives as valued members of society.

We are becoming adventurous, imaginative learners who seek challenge

Working with our community inspires us to learn new things

We know and respect our Rights

We are proud to live in Wales and embrace all that is Welsh

We learn to make lifestyle choices to enjoy a happy, healthy and active life.

Our parents and teachers work together to help us learn at home and school using online platforms.

Nurture, Inspire, Achieve

–

To be the best we can be

Nurture

–

At Llantarnam Community Primary School caring and looking after each other and ensuring wellbeing is central is at the core of all we do.

Inspire

–

enthuse all our pupils and our staff with the love and desire for lifelong learning

Achieve

–

the embodiment of our aims, The Four Purposes

To be the best we can be – always striving for the best

Ambitious, capable learners

Who are ready to learn throughout their lives

Ambitious - *having or showing a strong desire and determination to succeed.*

Capable - *having the ability, fitness, or quality necessary to do or achieve a specified thing able to achieve efficiently whatever one has to do; competent.*

We will develop and practice our literacy, numeracy and technology	Our parents and teachers work together to help us learn at home and school using online	We are becoming adventurous, imaginative learners who seek challenge

We have a Growth mindset – a can do attitude, where we believe and promote 'the sky is the limit'. All are capable of achieving great things in learning day to day and in life. 'Can do' – may not know or understand right now, but can given the a growth mindset, opportunities, excellent teaching and the right support underpinned by a culture where we all make mistakes and get things wrong along the journey and that's okay and part of the process.

We support the learners to develop perseverance, resilience, determination and self-belief.

We celebrate, praise and reward facing and rising to challenges where this leads to success or further effort and support.

Pupils have opportunities to go it alone with challenges through Time to Shine in lower and middle phases and Challenge Time in upper phase.

Through rich authentic themes and special times and events cross curricular learning linked to real life enable links and connections across AoLE's and core responsibilities enable the learners to make connections and transfer and apply learning (relating experiences, knowledge and skills) in different contexts.

Questioning is key to learning, problem solving secures learning and develops independence and resilience.
We encourage learners to ask questions and problem solve in all contexts.
Questions through pupil voice lead the direction of theme learning in school and at home.
Inquiry questions and problem solving lead the achievement of intended learning through facilitation and the development of various skills for example scientific investigation skills and mathematical reasoning skills.

Speaking and Listening skill development and practice in English and Welsh are interwoven throughout the curriculum and daily life at school, as well as taught incidentally and or intensively through intervention as required.

Through effective use of Assessment for Learning strategies particularly questioning and self and peer reflection and evaluation learners are continuously provided with opportunities to reflect on and explain their thinking, learning and understanding.

Number is taught directly through Big Maths CLIC and applied through Numeracy, Reasoning and across the curriculum mainly through wider maths, including the interpretation of data and maths concepts.

Our provision for technology is excellent and effectively used where appropriate across all areas to support the achievement of and record evidence of learning. Technology to communicate is also used effectively throughout the life of the school.

Facilitated learning through enquiry questions, problem solving and time to shines and time to challenge enables the development of research and supported by AFL the analysis of learning achieved.

Enterprising, Creative Contributors

Who are ready to play a full part in life and work.

Enterprising -having or showing initiative and resourcefulness.

Creative- relating to or involving the use of the imagination or original ideas to create something.

Working with our community inspires us to learn new things

We learn in a secure and exciting school

Our rich authentic theme learning enable our learners to connect and apply knowledge and skills to develop ideas and create products and express their ideas and emotions through different media.

Facilitated learning through questioning, problem solving, investigating and independent challenges leads to opportunities to think creatively, identify and take opportunities and take measured risks.

Our culture where making mistakes is an important part of the learning journey supports the learners to feel confident to take measured risks and the promotion of supporting each other's learning provides opportunities to challenge the ability to explain learning and our culture where we all help each other.

In classes and the life of the school our pupils are given opportunities to take on roles and responsibilities.

Ethical, Informed Citizens

Who are ready to be citizens of wales and the world.

Ethical - relating to moral principles or the branch of knowledge dealing with these.

Informed - having or showing knowledge of a subject or situation.

We learn to understand and celebrate differences and appreciate that we are all equal in our multicultural society and world.

We are proud to live in Wales and embrace all that is . . . . .

We know and respect our Rights

Our rich, authentic real-life themes, special events, days and focused weeks build in contemporary issues which build knowledge and values and alongside take opportunities to use events and situations that occur incidentally to build pupils experience, knowledge and skills. These support the pupils to evaluate, form views, develop an understanding and be able to understand and exercise their human and democratic rights, consider their choices and actions and the impact of these and build values.

We celebrate and respect differences and openly welcome the opportunity to learn about and from each other within our diverse society.

We take incidental as well as planned and structured opportunities to learn about our past and modern-day community and culture and Welsh language as well as cultures around the world.

And the ways we need to work together and independently to support the sustainability of our planet.

Healthy, confident individuals
who lead fulfilling lives as valued members of society.

Healthy - in a good physical or mental condition; in good health.
Confident - feeling or showing confidence in oneself or one's abilities or qualities feeling or showing certainty about something.

We learn to make lifestyle choices to enjoy a happy, healthy and active life.

We feel happy, safe and confident with our friends and teachers.

Our Relationships policy underpinned by the teaching of values in particular trust and mutual respect is the core to supporting wellbeing and all we do.
The wider teaching of values, spiritual and ethical beliefs through our every day life and work of school, incidentally as part of our Personal, social, emotional development / Wellbeing and Religious Education through theme and assemblies.

Our three tiers for wellbeing provision and teaching build mental, emotional wellbeing developing confidence, resilience and empathy as well as enabling pupils to develop the ability to manage their lives as independently as appropriate to their level of development.
Physical activity and the promotion and teaching and healthy lifestyles are built into everyday life as well-structured teaching and learning development, this includes the impact of diet and exercise on physical and mental health, and how to keep safe and well which supports the ability to take measured decisions and manage risks
Our culture of facing rising to challenges, its okay if we don't succeed gives the pupils the confidence to participate in performance

School Development Council - Developing Characters and stories which embrace 4 purposes

Foxy

Kermit

Professor Hoot

McNut

Oreo

Floppy

Sonic

Llantarnam Community Primary School

NURTURE- INSPIRE- ACHIEVE
TO BE THE BEST WE CAN BE

Pupil voice

Effective learning provision

Cluster collaboration

Effective learning provision

Independent learning- time to shine, time to challenge & fly free

Authentic themes

Problem solving

Facilitation of teaching and learning

ALN

Enabaling the FOUR PURPOSES

Deepening learning

Across six areas of learning experiences

Eco-Schools

Dysgu am Awtistiaeth
Learning about Autism
AwtistiaethCymru.org | AutismWales.org

Green Flag Award

Cymraeg Campus

Rights Respecting School UNICEF

Curriculum Content and Design

What we teach?

What matters

Embedding the 4 purposes- central to the curriculum

6 AoLEs

Descriptors of learning

Pupil Voice

THEMES

Llantarnam Essentials – knowledge of skills and

Cross Curricular AoLE

Literacy, Numeracy and Digital competence

Focus weeks, Special Times & Events

Healthy, Confident Individuals

Ambitious, Capable Learners

Vision and aspiration to enable the Four Purposes for every child.

Enterprising, Creative contributors

Ethical, Informed Citizens

Structured and consistent provision

Greater Community Support

Siarad Cymraeg
Incidental & formal daily

CLIC

3 tiers of Wellbeing

Physical & Health

RWI phonics & Spelling

Big Talk – Big Write

Guided Reading -English & Welsh

Handwriting – Letterjoins & Presentation

Numeracy & Wider maths through theme

3 tiers of Maths and Numeracy

IT skill development

Science Through investigation

Assessment

The level of teaching and learning and next steps

Expressive Arts	Health & Wellbeing	Humanities	LLC	Maths & Numeracy	Science & Technology

Effective areas of provision to support teaching and learning across all AoLEs

Progression steps
1 >>2 >>3 >> 4 >>5

Healthy, Confident Individuals

Ambitious, Capable Learners

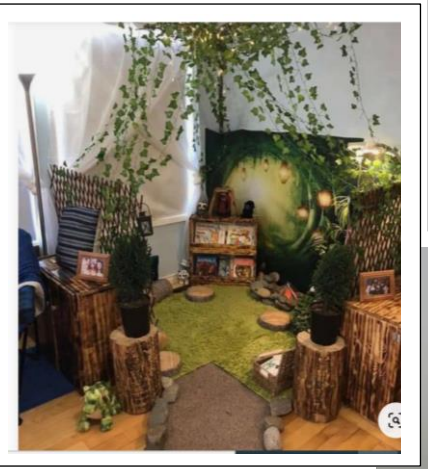
Vision and aspiration to enable the Four Purposes for every child.

Enterprising, Creative contributors

Ethical, Informed Citizens

ALN

Groups of Learners



Assessment For Learning

Using summative assessments formatively

Deepening learning- building on previous learning

Pedagogy

How we teach

Nurture, Inspire, Achieve- Be the Best we

Ambitious, Capable Learners

Healthy, Confident Individuals

Llantarnam Community Primary School

Vision and aspiration to enable the Four Purposes for every child.

Ethical, Informed Citizens

Enterprising, Creative contributors

Class Management

Relationships

Praise and reward

Marking to feed forward

Marking for assessment

Marking to celebrate

Class organisation

Groupings, ability, mixed, friendship.

Sessions, transitions, timing

Pace, timing, Flexible timetable Brain breaks Registration tasks

Teaching Strategies

Independent teacher led, Facilitated

Multi-sensory Developing critical thinking.

Fly free

Time to shine

Time to challenge

Curriculum Content and Design

Assessment

Pedagogy

What we teach?

The level of teaching and learning and next steps

How we teach

Essentials

Embedding the 4 purposes – central to the curriculum

Progression steps

Using summative assessments formatively

Assessment For Learning

Class Management

Relationships

Praise and reward

Marking to feed forward

Marking for assessment

Marking to celebrate

6 AoLEs

What matters

Descriptors of learning

Cross Curricular AoLE

Literacy, Numeracy and Digital competence

Focus weeks, Special Times & Events

Pupil Voice

THEMES

Healthy, Confident Individuals

Ambitious, Capable Learners

Enterprising, Creative contributors

Ethical, Informed Citizens

Class organisation

Groupings, ability, mixed, friendship.

Sessions, transitions, timing

Pace, timing, Flexible timetable Brain breaks Registration tasks

Wellbeing

Structured and consistent provision

Teaching Strategies

Differentiation

3 tiers of Wellbeing

Physical

In doors

Out doors

Learning Environments

Learning Areas

Learning Walls

Resources

ALN

Independent teacher led, Facilitated

Multi-sensory Developing critical thinking,

RWI phonics & Spelling

3 tiers of Maths and Numeracy
CLIC , Numeracy
& Wider maths through theme

Big Talk – Big Write

Guided Reading -English & Welsh

Welsh
Incidental & formal daily

Handwriting – Letterjoins & Presentation

IT skill development

Science through investigation

Universal Provision

Groups of Learners

Time to shine

I time

Fly free

Wellbeing

We are a Rights Respecting School

All classes create a class

3

A Culture of-

Wellbeing, Inclusion, Equity & Equality

Please also refer to our Relationships Policy, Strategic Equality Policy, Accessibility Policy, Anti-Bullying Policy and Charter, Collective worship, Respect and Resilient Audit and ALN policy

Effective relationships based on trust and respect are fundamental to any success with learning

If a child does not feel happy and safe – they will not be able to learn

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Nurture, Inspire, Achieve – To be the best we can be

Relationships Policy

We are a Rights Respecting School.

We teach children their rights and to respect them

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Happy Healthy Safe

Month	Children's Right	SEAL /Jigsaw
January	To the best possible health (Article 24)	Going for Goals
February	To join in, including children with disabilities. (Article 15, Article 23)	Dreams & Goals
March	To be proud of your identity (Article 30, Article 7)	Good to be me Healthy Me
April	Everyone should know about children's rights (Article 42)	Relationships
May	To a good standard of living (Article 27)	Relationships
June	To have your say and be listened to (Article 12, Article 13)	Changes
July	To relax and play (Article 31)	Changing Me
August		
September	To an education, to learn (Article 28)	New Beginnings
October	To be the best you can be (Article 29)	Being me in my world
November	To be safe from harm and be treated with kindness (Article 19, Article 2)	Say no to Bullying Celebrating Difference
December	To follow your own religion (Article 14)	Getting on and Falling out

Provision for Effective Relationships

1 – Pupils whose emotional and social development is within the average range for their age therefore our class charters / Good to be Green and rewards support them to operate successfully. These pupils have and are not experiencing the effects of trauma

Relationships

Positive Relationships

Praise & Rewards

Two Hands Approach

Hand One

Provides warmth and nurture, and allows children appropriate autonomy matched to their developmental age

Hand Two

Provides structure and boundaries

(Dan Hughes)

Rules – Promises

Establish Expectations

Signal, pause, insist

Positive Framing

Rehearse Routines

Rewards

Consequences

2, At times some pupils who have been successful personally, socially, emetically and academically with our main strategies experience challenge which leads them to need the strategies we provide outlined in 3. Often this is a short-term requirement but at times this becomes part of their long term provision.

3, - Supporting children with difficulties with emotional regulation / personal, social and emotional development challenges – result of trauma or a ALN

Show empathy to the child

Situation and feelings

Tell yourself:- they are doing this because they are operating in hyper arousal which makes it hard to regulate themselves.

This leads to toxic stress which leads their brain to working mainly in survival mode making it extremely hard to reason and even listen attentively.

If they are not operating in toxic stress WINE / PACE may be effective

W – wonder

I – imagine

N – notice

E - empathise

I'm sorry you are upset

When beginning to regulate / regulated / making a good choice demonstrate empathy to how they felt /feel using

P - playfulness

A – acceptance

C – curiosity

E – empathy

=

Firm on behaviour
Gentle on child

Two Hands Approach

Hand One

Provides warmth and nurture, and allows children appropriate autonomy matched to their developmental age

Hand Two

Provides structure and boundaries

(Dan Hughes)

Avoid giving attention to the behaviour as much as possible – praise others / move others

Impossible to ignore –

Language- No Thank you (never say please)

Redirect – give choices

Follow Positive handling Plan

&

Risk Assessment

Firm on the behaviour – not excepting

Safety of pupils and staff put first

We have - 3 tiers of Wellbeing Provision –

1 -incidental and continuous provision, 2 – teaching personal, social and emotional development at class level, 3 – bespoke provision

Llantarnam Community Primary School

Nurture, Inspire, Achieve – To be the best we can be

Wellbeing is at the centre of and permeates all areas of the life and work of the school

Incidental Wellbeing

Incidental wellbeing is the promotion of wellbeing by all stakeholders at all times.

Brain breaks

We have regular brain breaks throughout the day. **Brain breaks** are an important part of learning. They are small mental **breaks** designed to help students focus and attend. They typically get students moving and allow blood and oxygen to flow to the **brain**. These **breaks** allow students a small reset in the day and enhance energy and relaxation. At Llantarnam Community Primary School, we have a range of brain breaks:

Art of brilliance resource

art of brilliance 'inspiring people'

Mindfulness

Yoga

Circle time

Warm greetings at the doors

Pool Noddle Drumming

Teaching Wellbeing to the Class

Personal, Emotional and Social Skills

For planned activities as well as developing impendence for learners.

Blwch teimlo'n dda

Curriculum for Wales

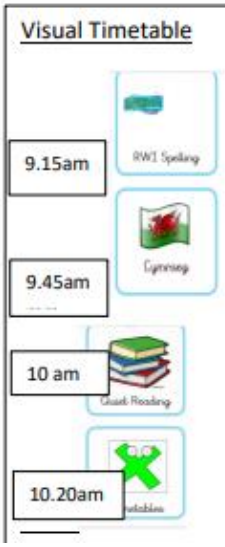
HEALTH AND WELL-BEING

SEAL

Rights respecting school

Trauma Informed School

Visual Timetable



Mindfulness in nature resource

https://spark.adobe.com/page/CCB07XmPlimLb/

ACE Awareness

Ace in the classroom

Targeted Wellbeing

Targeted wellbeing can support with the provision of universal provision or bespoke to provide for individual needs and development

Enhanced transition Y6 N/R

One page profiles IDPs

Wellbeing Interventions

Kindness in the Community Dynamic intervention support

Academic interventions – accelerated learning

Caring Canines

TIS strategies and self-regulation tools

Nurture Provision

Motional/ Boxall Profile

Equity

To provide every pupil with the very best opportunities to be the best they can be often requires additional or enhanced provision for some pupils.

Provision to provide equity:-

- Intervention programmes for core skill development
- Nurture
- Family Engagement
- Partnership working – Kindness in the community
- PTA – uniform recycling
- Links with outside agencies to support families and pupils

Equality & Inclusion

All pupils are provided with the same opportunities, curriculum and provision and where required additional resources and differentiated provision through our universal provision or where required to provide for individual needs through our targeted provision to ensure all pupils needs are met and all are provided with equal opportunities and curriculum.

Universal provision – provision provided often on an individual, group or class level to ensure all pupils needs are met and all can access all opportunities and all aspects of our curriculum.

Targeted Provision – additional provision within the mainstream setting or outside to provide equity and or provide for and support individual needs to achieve equality and inclusion.

Curriculum Content - What we teach?

Curriculum for Wales –

A Culture and Whole school approach

Four purposes – planning – teaching content - Themes

Core Skills / Cross Curricular Skills

We plan from and to the four purposes of learning covering learning from across the **six AoLEs, What Matters** and using the **descriptors of learning** to pitch level and depth of **learning experiences, knowledge and skills.**

Rich authentic whole school themes incorporating purposeful real-life contexts as well as learning through special events days and weeks enabling a **Cross-Curricular** (AoLE) approach building in the practice and development of literacy, numeracy and digital competence.

(see planning formats below)

Llantarnam Essentials

Support consistency and progressive practice in relation to core skill development – personal, social, emotional development, speaking & listening, reading and writing in English and Mathematics.

(see 6, Bringing together What we teach? How we teach? and How we assess – through our essentials)

Pupils Leading Learning

Engaging our pupils by capitalising and building on their interests (as well as how they love to learn – see pedagogy) is fundamental to our curriculum.

Through choosing broad authentic themes we immerse the pupils to deepen their experiences, knowledge and skills before engaging them in sharing where they would like to take the learning. Teachers in phase teams plan these areas of learning ensuring they are providing the coverage and breadth of experiences, knowledge and skills, across all AoLEs and the descriptors of learning at the appropriate level, allowing and enabling depth of practice and learning as well as appropriate progression.

5. Planning

Long Term Planning – Rich Authentic Themes

Terms	Celebrations / Events and other important teaching topics	Right of the month		2019-20	2020-21	2021-22
Autumn	SEAL – New Beginnings Getting on and Falling out National poetry Day Armistice Bonfire Nights Anti-bullying week	Sep	To an education, to learn	Antient World	Happiness	Destruction and Construction
		Oct	To be treated equally			
		Nov	Not to be bullied			
		Dec	To be treated with respect			
	Christmas					
Spring	SEAL – Going for Goals Good to be Me St Dwynwen's Day Eisteddfod World Book Day Easter	Jan	To have your say and be listened to	Mythical, Magical, Wales	Underground	Tails (tales), Wings & Things
		Feb	To join in			
		March	To be happy			
Summer	SEAL – Relationships Changes Sports Day Transition / Leavers	April	Not to be lonely	Destinations / In the News	If I could change.....	Eye Spy (Take one picture)
		May	To feel wanted / To be treated kindly			
		June	To be safe			
		July	To be special			

Planning 2022-23

Long Term

1. Cluster Curriculum Documents for each AoLE
2. Rolling Programme of Rich Authentic Themes - whole school and or phase
3. Annual Special Days, Events and Weeks
4. Tracking curriculum experiences, knowledge, and skills across AoLEs – what Matters and Descriptors of Learning through Theme Learning
5. Tracking curriculum experiences, knowledge, and skills across AoLEs – what Matters and Descriptors of Learning through Special Days, Events & Weeks
6. Tracking coverage of LLC and Maths & Numeracy
7. Tracking coverage of Literacy, Numeracy & Digital Competence

Medium Term

Power point or Slides – termly Themes, Special Days, Events and Weeks

1. Theme – Immersion learning activities
   - Immersion Homework
   - Pupil Voice
   - Planning from and to the Four Purposes and coverage of AoLEs
   - Teaching tools
2. Special Days, Events and Weeks - Planning from and to the Four Purposes and coverage of AoLEs
3. Termly Overview (weekly organisation for special events, days, weeks and theme)

Short Term

Power point or Slides – to support pedagogy

1, Maths CLIC (number and calculation focused with the inclusion of wider maths (shape, space & measure) and reasoning
2, Maths Reasoning
3, Genre focused Big Write (including the breath of all English skills – S&L, Reading and Writing)
4, Theme (including cross AoLE learning and Cross Curricular Responsibilities)
5, Special Days, Events and Weeks (including cross AoLE learning and Cross Curricular Responsibilities)
6, continuous provision planning – time to fly / I time
7, enhanced /independent learning planning – time to shine / challenge time

Class Learning Journey Books feed planning

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Class Learning Journey Book Contents	
Class Info Page 1 Teacher / Class Name/ Year Group/s / Academic Year	
Weekly / Daily	
1	Daily timetable
2	Learning objectives & **assessment notes**
3	Teaching and learning evaluations
4	Next steps

How we teach? Pedagogy

Blended Approach

Direct teaching, Facilitated Learning, Independent Learning

All teaching and learning is driven by and underpinned by assessment for learning

Teaching caters for all learning styles by being multi-sensory

Timetabling is flexible.

Learning sessions are varied in length. Longer learning sessions are chunked – interspersed by wellbeing brain breaks.

Class Management is centred on our :-

Relationships policy, supported by Class charters outlining the children's Rights and the Promises they make to show respect for their rights and rewards and consequences

Class Organisation is varied and driven by the intended learning experiences, knowledge and skills.

Effective Learning environment support all types of teaching and learning across all AoLE's

To support continued pedagogical development, we evaluate and work to develop across the

12 PEDOGOGICAL PRINCIPLES

1. Focuses on the 4 purposes of the curriculum.	2. Challenges pupils to sustain their efforts to reach high but achievable targets.	3. Employs a broad repertoire of teaching approaches.
4. Promotes problem solving, creative and critical thinking.	5. Builds on previous knowledge and experience and engages pupils' interest.	6. Creates authentic contexts for learning.
7. Employs assessment for learning principles.	8. Makes connections within and across Areas of Learning and Experience.	9. Reinforces Cross-curriculum responsibilities including literacy, numeracy and digital competence.
10. Encourages pupils to take ownership of their own learning.	11. Supports social and emotional development and positive relationships.	12. Encourages collaboration.

Class Learning Journey evaluations and assessments inform and guide pedagogy

Class Learning Journey Book Contents	
Class Info Page 1 Teacher / Class Name/ Year Group/s / Academic Year	
Weekly / Daily	
1	Daily timetable
2	Learning objectives & **assessment notes**
3	Teaching and learning evaluations
4	Next steps

Timetabling

- Where needed timetabling operates across a phase
- Timetabling learning sessions is flexible as much as possible (this means that one learning session could run across a morning, day or whatever suits the learning required)
- We believe that we all like to know what is happening and when and for some of learners with specific needs this is paramount. Therefore, all classes have a share a visual timetable daily.

Daily visual timetable

- For some of our pupils a now and next timetable is required and used consistently.
- Staff also record their daily timetables in their Learning Journey Books – to support their evaluation and assessment notes and other members of staff who may need to step in and take over at short notice

Developing Capable, Independent Learners

Lower and Middle Phase

Time to Shine – facilitated enhanced provision

Time to Fly – access to broad and balanced continuous provision

Time to Fly

hedfan yn rhydd

Time to Shine

amser i ddisgleirio

Upper Phase

i Time / time to challenge

Supporting Pedagogy

Llantarnam Community Primary School

Nurture, Inspire, Achieve – To be the best we can be

Learning and Teaching Recipe

What?	Why?	How?
Planning		
Planning – what? Stemmed from The 4 Purposes Subject knowledge, challenge and expectation AFL	To ensure appropriate standards and age appropriate. Experiences are provided Knowledge, Skills are acquired We need to be clear what the children are learning, experiencing or practicing We need to be clear about the requirements to be successful	Using curriculum orders - AoLE's, What Matters and descriptors of Learning, pupil voice and Authentic Theme LNF/DCF – application through other subjects THINKING ~ metacognition Nod To be successful Child friendly Concise & clear Practice makes Perfect
Planning – How?	To ensure pupils are engaged and are provided with appropriate support Ensure learners are provided with enough support to	Facilitation / Timings / Groupings Multi-sensory / use of resources (including staff) Questioning
Differentiation Challenge and Expectations	Removes the barriers to learning Supports Equity	Tools to support achievement of the same outcomes – achievement for all. Consider Universal specific and targeted provision
All day, everyday		
Relationships, Wellbeing and Behaviour for Learning *Behaviour for learning and wellbeing* *Learner Participation*	To ensure all children are:- Comfortable, Happy, Confident To ensure:- Engagement, Enthusiasm and Effort All pupils are:-Ready, Able &Want to LEARN	Know and adhere to the agreed class charter Listen attentively Engage with class, group, pair and individually Daily and visual time table used Complete all tasks with effort and enthusiasm Assertive discipline/GTBG/Dojo's and stickers Feel confident and happy to engage knowing it is okay to make mistakes and get things wrong.
During teaching and Learning sessions		
AFL Assessment for Learning *Assessment*	The pupils know:- What they are learning How well they are doing along the way? What they have learnt The next steps in learning	Sharing new learning, new development in learning, Practicing Learning- at the best time Revised & revisited throughout and beyond lessons Nod To be successful Questioning Self and Peer assessment mini and or final plenaries Formative Feedback

Pedagogical skills PACE	To keep the learning on track, the pupils engaged	Chunked learning, quick transitions, movement and variety Brain Breaks and Daily Active 5 Flexible timetable
siarad cymraeg	To support development of BILINGUIALISM	Teacher/TA and pupil use of incidental and conversational welsh. Use of Helpur Heddiw
Dynamically assessing, evaluating and adjusting as the learning session/s go		
And finally where do you need to go next		

What are we Learning?

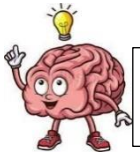
- We are learning to.....

- To achieve the learning we must.....

Sometimes we just need to practice

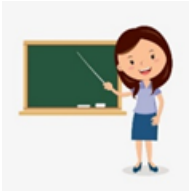
Practice makes Perfect

If you get stuck or are finding learning hard.....



1- Brain

2- Buddy



3- Boss

How are we doing along the learning journey?

Do we understand how to continue the learning journey independently, with a partner or group?

When considering how successful we are being or we have been:-

Our teachers will ask questions to check how well we are doing.

Our teachers will give us feedback

Our teachers will ask questions to help move our learning forward

Use purple pencil or pen

to mark, assess or edit and improve our own or others work

Successful Circle

Supportive Square

Tricky Triangle

WWW….

EBI…….

Dw i.n……achos……

Llantarnam Community Primary School

Nurture, Inspire, Achieve – To be the best we can be

Essentials - Effective Learning Environments

All Learning Environments
Welcoming and Attractive

- Tidy and uncluttered
- Organised & Labelled by the pupils (in Welsh where appropriate)
- Familiar to and accessed by the pupils
- Maximum use of outside learning areas.
- Letterjoins font
- Relevant Rights displayed throughout the environments
- Varied learning environments

Provision /Areas & Resources for Independent Learning

All Phases

- Indoors and Outdoors
- Reading - English and Cutch
- Writing / mark making / including handwriting
- Role play
- Games including board games
- Maths (as phase list)
- LLC English and Welsh (as phase lists)
- Physical (blue buckets)

Phase Specific

Lower Phase

- Home and theme role play
- Sand and water
- Construction – large and small
- Creative – art, music, drama
- Small world
- Investigation tough tray

Middle Phase

- Sand or water
- Construction
- Creative
- Investigation

Upper Phase

- Time to challenge / Challenge time – (include construction / investigation boxes)

Interactive Displays / Working Walls

- Working Maths – blue felt- links to CLIC / Reasoning approaches (RUCSAC)

Generic Nods – displayed in the classroom / learning areas

- Working literacy LLC English – Genre & Features. V COP WAGOLL
  LLC Welsh – Focus language patterns / phase of the week
  lower phase phonetic alphabet / V COP
- Theme board – Hessian
- Pupil voice central and displayed so it can be referred to / checked off throughout.
  split into 4 purposes / with AoLE reference
  where learning displayed – cross curricular skills identified
  learning detective comments
- Relationships – Class Charter / Good to be Green / Take 5
- Additional teaching and learning supports – RWI freezes / speed charts / blue pockets
  Letterjoins – formation / joins
  Take 5
  Presentation
  Marking
  Sharing Learning
  E safety
  Ymadrodd Yr Wythnos / Helpur Heddiw job descriptions

Celebrating Learning Displays

Around the school

- Displays celebrate learning crossing AOLE's and including pictures and pupils work.
- Where possible appropriate LNF/DCF skills and welsh phrases and questions
- Relevant Rights of the Child identified

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Effective Pedagogy for Teaching (ETLF made bespoke)

Name:	
BEHAVIOUR FOR LEARNING AND WELLBEING	Teachers:- ➢ Have established effective relationships and safe conditions for learning at all times. ➢ Employ effective strategies to ensure pupils' wellbeing, including universal provision. ➢ Established and reinforce clear boundaries and expectations following the schools Relationships policy based on UNCRC and Good to be Green ➢ Consistently apply strategies for managing and improving behaviour. ➢ Establish clear routines and practices to develop pupils' independence and responsibility. Learners ➢ Pupil thrive in a positive atmosphere with successful relationships have been established with clear trust and respect and contribute to a safe positive learning environment ➢ Accept and respond positively to Good to be Green system & associated rewards. ➢ Respond positively to instructions and requests. ➢ Contribute to a safe, positive learning environment. ➢ Enable others to learn and thrive in an atmosphere of trust and respect. ➢ Are ready to learn and allow learning to proceed without interruption or disruption. ➢ Are confident, self-assured learners. ➢ Understand how to keep themselves safe. ➢ Can make informed choices about their physical, emotional and mental wellbeing.
PROGRESS AND STANDARDS	Teachers:- ➢ Pitch the level of learning appropriately to the class / groups / individual pupils ➢ Show an understanding of the expected standards and progress are for pupils at all levels. ➢ Plan learning so that it extends learners' capacity incrementally and builds upon previous knowledge and understanding ➢ Provide opportunities for pupils to apply previously taught literacy, numeracy, digital competency and thinking skills at the appropriate level. Pupils:- ➢ Learning evidences expected / good progress (within sessions / over time) ➢ All learners (including vulnerable groups such as ALN, EAL/NTE, LAC, FSM) learn well and make progress from their starting point. ➢ Demonstrate skills, knowledge and understanding appropriate to their age and ability. ➢ Develop and apply literacy, numeracy, digital competency and thinking skills.
Assessment, Reviews and Evaluation	Teacher:- ➢ Uses AFL essentials and other supporting strategies to plan and share appropriate learning objectives and success criteria, (set challenging and appropriate targets for pupils.) ➢ Ask appropriate questions throughout to check for understanding, progress and achievement of learning ➢ *Check understanding and intervene where necessary.* ➢ *Listen to, observe and question groups and individuals to reshape tasks, develop vocabulary and deepen understanding.* ➢ Provide formative feedback – orally and in written form to move learning forward. ➢ Support the learner to be able to understand the requirements and achievements – through effective self and peer assessment. Learners:- ➢ Reflect on their behaviours and their contribution to development in learning. ➢ Reflect, evaluate and celebrate their progress and achievements in learning at appropriate level. ➢ Develop assessment skills of self and peer assessment, respond to feedback – orally or written ➢ Play a part in target setting and show commitment to reaching targets (where age appropriate). ➢ With support understanding their next steps in learning and what they need to do to make further progress.
LEARNER PARTICIPATION	Teachers ➢ Give real value to learners' opinions. ➢ Where appropriate give learners a voice in planning learning activities and identifying success criteria. ➢ Develop learners' skills in assessing their own and others' learning outcomes. ➢ Use groups in problem solving activities which require collaboration, cooperation and participation from all. ➢ Build a classroom community through informal dialogue or more formal meetings to discuss issues. ➢ Ensure all learners have the same chance to participate. ➢ Discuss issues which help or hinder learning with individuals and groups and take action accordingly. Learners ➢ Understand that their views are valued and taken seriously.

	➢ Know how to and support themselves with their learning ➢ Show enhanced self-esteem and motivation, develop personal, social and organisational skills, and become familiar with group and democratic processes. ➢ Develop leadership skills. ➢ Have and say and work together with peers and adults as partners to ensure that their school provides the best possible learning environment for all.
SUBJECT KNOWLEDGE, CHALLENGE, EXPECTATIONS AND DIFFERENTIATION	Teachers ➢ Use incidental welsh consistently and effectively and encourage the development of conversational welsh ➢ Have consistently high expectations of all pupils. ➢ Have secure, up to date, subject knowledge. ➢ Act consistently as good learning models. ➢ Plan learning based on prior skills and knowledge ➢ Plan and set challenging tasks for all pupils, matched to their ability, which encourage the application of learned skills in new situations. ➢ Provide learning which interests, stimulates and challenges pupils to persevere and achieve. ➢ Provide learning experiences which develop independence, confidence and self-esteem. ➢ Use targeted support and intervention effectively. ➢ Provide and use appropriate resources, including latest technologies to promote effective learning. ➢ Use questioning effectively. ➢ Promote self-motivation and resilience in solving challenging problems. Learners ➢ Respond positively to high expectations and have high expectations of themselves. ➢ Produce work of a high standard given previous skills, knowledge and understanding. ➢ Enjoy challenge in learning and the opportunity to apply newly learned skills and develop new ones. ➢ Recognise the need for, and respond to, support when appropriate to cement their learning or to move their learning on. ➢ Make best use of all resources, including adult help, to aid and extend their learning. ➢ Are motivated, willing and ready to learn. ➢ Work productively and demonstrate resilience and perseverance. ➢ Collaborate and cooperate with other learners. ➢ Understand that sustained effort is needed to bring about sustained success in their learning.
THE LEARNING ENVIRONMENT	Teachers ensure: - ➢ Llantarnam Essentials for effective learning environment established ➢ Learners use the environment consistently and to support and extend their learning. ➢ Provision/areas and Resources are available and accessible to support learning effectively within planned learning activities ➢ Four purposes and AoLEs are evident throughout the learning environment ➢ The environment scaffolds, supports and develops learning. ➢ Clear and consistent routines and practices are established Learners - ➢ Understand and use Llantarnam essentials, working walls and provision/areas and resources for independent learning. ➢ Understand and follow agreed routines and practices within the setting. ➢ Play a role in developing and managing the environment. ➢ Show respect for the environment in their treatment and care of resources and materials. ➢ Identify, analyse and reflect on their ability to develop their own learning. ➢ Articulate the way their own organisational skills are developing to ensure they take growing responsibility for their own learning. ➢ Use the support tools to support their development of welsh language and culture
CREATING AUTHENTIC LEARNING	Teachers ➢ Provide learning experiences which develop creativity and confidence. ➢ Encourage learners to use their capabilities to the full and demonstrate ambition. ➢ Demonstrate relevant knowledge of subject pedagogies and disciplines. ➢ Use a range of blended teaching strategies to generate high levels of enthusiasm and engagement and bring learning to life. ➢ Use a range of varied and appropriate environments to make learning experiences real and authentic for all learners. ➢ Ensures authentic learning experiences embed and extend learning through application of concepts and skills. ➢ Provides experiences which build on and extend previous knowledge and understanding. ➢ Use cross curricular themes to build learners' knowledge and understanding of inter-subject links. ➢ Use Welsh frequently in informal and formal situations in a wide range of contexts. Learners:- ➢ Show readiness and enthusiasm for learning. ➢ Are ambitious for themselves and recognise the need to persevere to produce the best outcome. ➢ Show creativity in individual and group learning. ➢ Are able to work as part of a team, demonstrating ethical behaviours. ➢ Recognise and develop their knowledge of similarities and differences in subject language and disciplines.

	➢ Can articulate learning within specific subjects and make connections with other subject areas. ➢ Respond to and initiate the use of Welsh language in a range of contexts.

7

Assessment, Feedback and Marking & Pupils Targets

Assessment is an intrinsic thread through all pedagogy.

Assessment for Learning is the core to our pedagogy

Through effective planning of appropriate learning objectives, sharing and assessing and evaluating against them with our pupils throughout the learning process we know what each pupil has learnt and what they need to learn next.

Our AFL musts provides agreed effective strategies and our Assessment for Learning at Llantarnam document provides greater variety and breadth of strategies teachers use when appropriate.

Using effective AFL strategies staff feedback to pupils and involve pupils in this process continuously throughout learning sessions.

We also use marking to feedforward, to celebrate and assess achievement in learning where appropriate.

Pupils are provided with individual target in core areas of learning.

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Class Book Contents	
Class Info Page 1 Teacher / Class Name/ Year Group/s / Academic Year	
Weekly / Daily	
1	Daily timetable
2	Learning objectives & **assessment notes**
3	Teaching and learning evaluations
4	Next steps

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AFL musts

Sharing Learning	At an appropriate point in the lesson the pupils will know the Nod / Learning Ladybird ..... And know / be involved in setting the success criteria using To be successful..... Success Spider says.....
Developing Thinking	Think – pair share Questioning (not direct teaching) – to predict, explore Starting the teaching with a problem to hook the learners in Numeracy – reasoning in a real life context Investigations – Big Questions – science
Questioning	Questions we must use – What have you learnt? How will you be successful? How will you learn.....? What do you need to do next? • No hands up / basketball / phone a friend or ask the audience • Lolly pop sticks • Multiple choice • Plenary / mini-plenaries / mini-whiteboards • Statements not questions • Children creating and asking the questions
Self and peer assessment	• Oral or written • stars and wishes • Against SC • Edit work – purple pencil/pens • 1 tick / double tick • Choose swap choose • Observer – feedback • Self-marking - • assessment – Dw i'n_____ achos_____. Tricky Triangle - Supportive Square - Successful Circle

	• Pupils leading the plenary • WWW. / EBI
Formative Feedback	*It is not just teacher marking* Ongoing feedback throughout the lesson and between lessons Mini-plenaries Final plenary - -Pupils given time to reflect on/action feedback Next session - *But it can be marking if pupils have time to action and reflect*
For more strategies refer to - Assessment for Learning Llantarnam Document	

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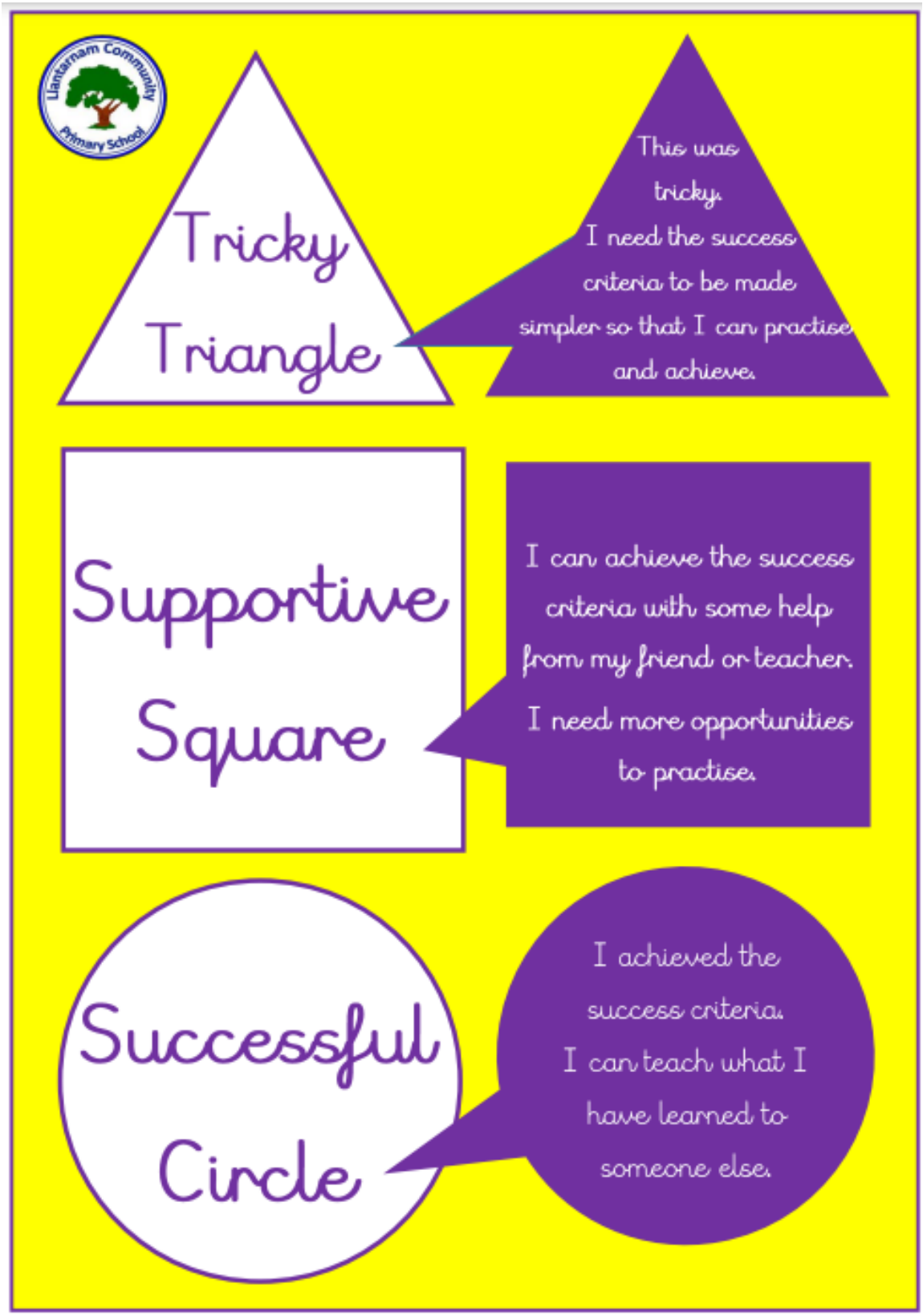
Assessment for Learning Strategies Llantarnam

Questioning	
Strategies for all ages/phases	• Thinking time - Increasing waiting time – for answers • **Children formulating and using questioning throughout lessons** Answering children's question with a question • Choice of answers A,b,c,d • No-hands-up • Think –pair share • Talking partners • Poker face • Random Partners • Statements – which provoke questions
Lower Phase	• Responding to teachers questions appropriately. • Teacher extending range and open ended questions to increase details • Begin to learn to read and use in turn – Who, what, when, where, why -how? • Hot seating teacher in role
Middle Phase	• Teacher extending range and open ended questions to increase details • Secure understanding and use of – Who, what, when, where, why, how? • Phone a friend / ask the audience • Hot seating – teacher in role – to children in role • Big Questions – We ask Big Fat Juicy Questions • Post it walls – with structure/guidance –question starters / question trees • Collaborating in formulating questions 'GOOD QUESTIONS' • Quescusssion
Upper Phase	• Collaborating in formulating questions 'GOOD QUESTIONS' • Post it walls/question trees • Basketball not ping pong • Learners sets questions • QuADS • Quescussion • Source square x – suitable for lower KS2

Activities for Peer and Self-Assessment	
Strategies useful at all levels	• Mind-mapping • Clouds • Talk partners
Lower Phase	• Thumbs up –down • Self and peer celebration sentences e.g. I am proud of you because_____ I am proud of myself because _____ • (1 star and wish) tickled pink/green for growth / star/wish
Middle Phase	• Thumbs up-down – traffic lights • KWL grids – knowledge harvest • Peer feedback – against success criteria • 1 star and a wish / tickled pink – green for growth - for star and wish • Reflection Triangles
Upper Phase	• Lily-pads • Peer –feedback /marking against success criteria (2 stars and a wish) • PMI diagrams • Post it challenge • Reflection triangles • Self-marking / - (needs to be planned across y1-6 progressively) • Triangles • 2 stars and a wish • Traffic lights • Caterpillar • Exam question analysis • Exemplars • Graphic organiser to monitor progress • KWHL –grids • Questionnaire • Learning Logs • Peer marking against success criteria • Stepping stones • PMI diagrams • Post it challenge

Formative Feedback Activities	
Strategies for all phases/ages	• Adhere to school marking policy ensuring children recognise and understand codes and follow 'Close the Gap' marking principles at appropriate level for individuals – Feedback Sandwich' and 'Close the Gap Prompts' • Mini – plenaries – formal feedback (alongside personal and peer reflection) throughout the lesson – Instant feedback – relating to the LI/SC • Mini-white boards • Exploring mistakes /wrong answers
Lower Phase	• Re-cap and teacher summary of previous achievements and new targets to work towards shared at the start of each group based activity • Instant feedback - learners responding to and act upon feedback throughout all group activities • Marking to success criteria • Next step – teacher led •
Middle phase	• Allow Time – Reflection on Feedback – reflect on marking / read comments, respond in appropriate format • MKO – more knowledgeable other • Next step – mainly teacher led / with children offering suggestions • Self-marking highly structured / temporary comments - purple pencil/pens • Wrong answers collected and used • 2 stars and a wish • Review of summative tests
Upper Phase	• Allow Time – Reflection on Feedback – reflect on marking/comments and respond by correcting /answering questions set • MKO – more knowledgeable other • Next step – peer led with teacher guidance • Peer marking/ temporary comments • Self- marking – against SC • Wrong answers collected and used • 2 stars and a wish • Review of summative tests

	• Reflection triangle • Self-marking • Success Book **Tell me what / how you've learned – using specific skills**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Tricky Triangle
This was tricky.
I need the success criteria to be made simpler so that I can practise and achieve.
Supportive Square
I can achieve the success criteria with some help from my friend or teacher.
I need more opportunities to practise.
Successful Circle
I achieved the success criteria.
I can teach what I have learned to someone else.

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We mark to celebrate learning, assess learning or feedback to move learning forward. Pupils will be involved in this process whilst learning through self and peer assessment and marking

Formative Marking Code

Pupils tick and fix with purple pencils /pens

★	★ something good act on my wish Lower & Middle Phases
WWW EBI	WWW – what worked well EBI – Even better if – Upper Phase
✓	Good work Da iawn
✓✓	Excellent work
.	Further work needed
_	Error / or something missing – please check e.g. spelling, punctuation or wrong answer
//	New paragraph

I	S	G	B
Independent	Supported	Group	Buddy

Celebrating Learning

Gwaith Bendigedig	Excellent work
Gweddol	Ok
Gwaith da	Good work
Gwaith da iawn	Very good work
Gwaith taclus -	Neat work
Da	Good
Bendigedig	Excellent
Taclus	Neat
Ffantastig	Fantastic
Gwaith ffantasig	Fantastic work
Gwych	Excellent
Ardder Gwaith cywir	Correct work
Gwaith arbennig	Excellent work
chog	Brilliant
Ymdrech arbennig	Excellent effort
Gwaith diddorol	Interesting work

8

Bringing together the What we teach?, How we teach? and How we assess?

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Llantarnam Essentials

Wellbeing & PSED	Three Tiers of Wellbeing ➢ **Incidental,** Daily life in class and school – Take 5, class gathering, check ins, wellbeing boxes,, reflection and calm arras,, brain breaks and calm time, circle time, nurture activities to hand, ACE awareness ➢ **Focused Teaching-** as part of Health & Wellbeing AoLE personal, social & emotional development,- SEAL, Growing Up, circle time ➢ **Targeted/ Bespoke** – Nurture – DEN, check ins, therapy, groups focused wellbeing work
Physical	➢ Daily active brain breaks – daily mile, yoga, Joe Wicks, Pop See Ko, just dance, ➢ Upper Phase 2 PE per week / lower & Middle Phase built into fly free & time to shine / 1 formal session
Pupil voice	➢ Pupils leading learning – Theme ➢ Pupil involvement in organising learning areas, creating charters and taking on roles. ➢ Monitors - Digital Leaders, Helpur Heddiw, Library Monitors, Buddies ➢ Pupil voice groups – Rights Respecting School council, Eco Council, Sports Council, Criw Cymraeg and Super Ambassadors, JRSOs ➢ Pupils as Learning Detectives
Curriculum for Wales Content What we teach?	➢ Four Purposes at heart and final aim for all content, teaching and learning ➢ Cross Curricular AoLEs, What Matters, Descriptors of Learning from appropriate progression step. ➢ Built in Cross Curricular Responsibilities- Literacy, Numeracy & DC ➢ Broad Themes – real life, pertinent, purposeful ➢ Mid-term Phase Planning -Immersion -Pupil Voice Guides Planning ➢ Exit event involving parents – Celebration of Learning

	➢ Short term week/two weeks -Broad - LL/Nod's - / with specific SC
Curriculum for Wales Pedagogy How we teach? & Different ways to learn Developing independent, resilient, adaptable learners	➢ 12 Pedagogical Principles ➢ AFL leads and is embedded in all planning, teaching and learning – Pupils know what they are learning, how to be successful, how well they have achieved and next steps – Sharing Learning, Ongoing teacher assessment -Observation, Questioning, Marking, feedback Pupils – self and peer assessment, marking and feedback ➢ Daily visual Flexible Timetables and Learning Session ➢ Blend – of direct and facilitated teaching, ➢ Guided, supported and independent learning (Time to shine / fly free / projects/challenges? ➢ Digital Platforms (seesaw, Google Classroom IXL) central to a blended approach ➢ Multi-Sensory, Pupil organisation, Pace, Timing, Resources, ➢ Varied learning environments- outdoor / Forest Schools
Structured Provision Consistency & Progressive practice	➢ Maths – Big Maths – 3 sessions per week Separate Numeracy – reasoning / real life contexts learning as well as built into theme. (a least 10 learning opportunities a term) Wider maths – shape, space, measure & data handling – taught through theme ➢ Genre teaching leads English- incorporating, oral language, reading and writing activities, daily VCOP culminating in a Big Write ➢ IT skills development ➢ Guided reading (Welsh Guiding phase rotation) / Home school Reading ➢ Daily Collective worship ➢ Rota of registration tasks – Maths, Spelling, Welsh, ➢ Welsh lesson Lower Phase 10 mins, middle -15 mins, Upper Phase 20 mins per day. Plus formal learning sessions ➢ Taught and practiced handwriting with all classes having handwriting stations
Presentation Feel proud of our work All work is our best work	➢ Presentation rules visible and shared ➢ Every piece of work /evidence of learning dated ➢ Underlining (with a ruler), diagrams, illustrations and colouring in pencil ➢ Date, title then Nod/ LL and SC to the left of page - *letterjoins* ➢ Rub out or line through pen errors ➢ Use all space – miss a line under finished work, draw a line, miss another then start. ➢ One number per square

	➢ Teach and guide presentation in Log Dysgu
Assessment	➢ TAITH 360- AFL / LNF/DCF – planned, tracked and assessed ➢ Baselines – N&R – AI ➢ National Tests – AI and Su2 ➢ Wellbeing Survey – universal / Motional - bespoke ➢ Happy Handwriting – beginning of each term ➢ Welsh oral language assessment / English oral language assessment - termly ➢ Benchmarking / AL – twice a year – September and May ➢ RWI termly /(half termly if required) ➢ Big Write – September, November, February, May ➢ Big Maths – Beat That CLI& LI – weekly/ fortnightly ➢ SWST - September and June
Marking **Make it purposeful**	<u>To Celebrate, Feedback or Assess</u> ➢ Celebratory - sticker/stamps/Welsh ➢ Pupils have time to review and respond to feedback ➢ Teachers mark in green ➢ Pupils self/peer mark/edit in purple ➢ Star and wish/target / WWW/EBI ➢ Consistent marking codes as per policy ➢ Marking codes taught and displayed in classroom ➢ Support/supply teachers initial Dw I'n (gwyrdd, oren, coch) achos ..... (once a week in maths, English & topic) Once a term in relation to topic - Tro Nesaf..... Dw I'n ddim yn hoffi ..... Dw I'n gallu.....
Learning Environment A well organised environment helps learning	➢ Tidy and organised- ➢ Resources labelled (by pupils in welsh where appropriate) ➢ Working Maths, literacy – (VCOP/WAGOLL), Welsh walls (bocs Bendigedig) Theme – including pupil voice within four purposes. ➢ Must areas/accessible resources – Reading – English & Welsh Handwriting & Spelling, maths ➢ Optional areas varied to support learning- creative, investigation, small world, role play, physical, writing ➢ Maximum use of outside learning areas. ➢ Varied learning environments

Policy on a Page & AoLE support material booklet for essentials and Core Structured Provision are provided for all staff.	
LLC English	Speaking and listening
	Reading
	Writing / Big Write
LLC Welsh	Including – Speaking & Listening, Reading and Writing
Maths & Numeracy	Number, Calculation, shape, space, measure, data handling & reasoning
Science	Learning through investigation
Technology	IT, digital competence & Design Technology - TASC

9

Tracking and Measuring progress

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Tracking and Measuring Progress

External Measures Standardised expectations

Baseline (FP Profile) – Routes to learning – Progression Steps 1- 2-3

Principles of Progression		
Expressive Arts, LLC Health and Wellbeing Science & technology	Humanities	Mathematics and Numeracy
Increasing effectiveness as a learner	Increasing effectiveness as a learner	Conceptual understanding
Increasing breadth and depth of knowledge	Increasing breadth and depth of knowledge	Communication using symbols
Deepening understanding of the ideas & disciplines within areas of learning & experience	Deepening understanding of the ideas & disciplines within areas of learning & experience	Fluency
Refining & growing sophistication in the use and application of skills	Refining & growing sophistication in the use and application of skills	Logical reasoning
Making connections and transferring learning into new contexts	Making connections and transferring learning into new contexts	Strategic competence
	Increasing effectiveness as a learner	

Principles of Progression for each AOLE

	Health & Wellbeing	LLC	Expressive Arts	Science & Technology	Humanities	Maths & Numeracy
Increasing effectiveness as a learner	Learners progress by developing their independence and agency in matters relating to health and well-being: resulting in a growing responsibility for their own health and well-being. Support from peers and supporting adults is an important enabler of progress and as learners progress in an aspect of well-being, progression includes developing the capacity to recognise when help is needed, and where and how to seek that support. Increasing effectiveness also means increasing self-	As they move along the continuum of learning, learners will build on basic linguistic skills to develop a capability that enables them to overcome a range of communicative challenges successfully. These include, for example: asking increasingly sophisticated questions finding information independently making evaluative and critical judgements about the ideas and viewpoints and the means of	Progression is demonstrated in moving from doing something with support towards autonomy and sophistication. Progression is likely to grow out of gradual use and re-use of known skills, but could also, on occasion, present as a big qualitative jump. As learners make progress they increasingly evaluate	Problem-solving and design tend to be iterative; the development of skills-related resilience and self-efficacy become important to enable learning through a 'trial and improve' approach. Through this learners develop their application of skills, as well as resilience as they understand the benefit of failure in this Area to discover new ways of doing things. Over time there is an increased independence in learning, including interdependence in peer group	As learners make progress within this Area, they will be asking increasingly sophisticated enquiry questions. They will show a greater independence in finding suitable information, making informed predictions and hypotheses, and making judgments	Conceptual understanding Mathematical concepts and ideas should be built on, deepened and connected as learners experience increasingly complex mathematical ideas. Learners demonstrate conceptual understanding through being able to explain and express concepts, find examples (or non-examples) and by being able to represent a

		regulation: recognising their feelings and adopting strategies to respond to these in a healthy way. As learners develop progression in effectiveness will include a developing ability to make, justify and evaluate decisions across the range of statements of what matters.	communication in what they hear, read, and view using language effectively to convey their own ideas and viewpoints on various topics. They will develop the language skills necessary to discuss and evaluate their learning in languages.	and create more and more sophisticated creative work independently and with increased collaboration with others. They gain greater confidence by being able to explore, experience, interpret, create and respond through the expressive arts' disciplines within a safe environment. Their evaluation of their own and others' work reflects a developing understanding of process as well as product, and resilience in receiving, and persistence in acting upon feedback.	learning. Learners should develop an awareness of their increasing sophistication of understanding and an ability to regulate their own thinking	including about reliability and utility. They will also become more able to effectively work with others, especially, but not limited to, taking part in social action.	concept in different ways, flowing between different representations including verbal, concrete, visual, digital and abstract. An increasing breadth of knowledge is achieved through the learners being introduced to new mathematical concepts. Depth of knowledge is achieved through learners being able to represent, connect and apply a concept in different ways and in different situations. The concepts that learners are introduced to will become increasingly complex, and understanding the way in which concepts connect will contribute to a growing understanding of the ideas within this Area. An understanding of how mathematical concepts underpin learning help learners make connections and transfer learning into new contexts
	Increasing breadth and depth of knowledge	Progression will mean learners developing an increasingly sophisticated understanding of the fundamental concepts outlined in the statements of what matters and of a range of aspects, topics and issues relating to their health and well-being and that of others. Progression will require learners to revisit aspects, topics and issues, developing knowledge at a deeper level. Learners' knowledge of these aspects also progresses from the concrete to the abstract: understanding consequences, implications and underlying	Progression in this Area is represented as a coherent continuum. The learner grows holistically in their understanding and purposeful use of languages, literacy and communication when listening and reading, when speaking and writing and when interacting and mediating in a wide range of contexts. Learners develop an increasingly sophisticated understanding of linguistic concepts that support the more conscious and self-aware development of skills to communicate effectively	Learners demonstrate progression in the Expressive Arts Area of Learning and Experience (Area) by exploring, experiencing and creating increasingly complex meaning. Linking new learning to existing knowledge develops an increased sophistication of conceptual understanding. Moreover, learners	Progression in the Science and Technology Area of Learning and Experience (Area) is demonstrated by learners exploring and experiencing increasingly complex ideas and concepts that sit within the statements of what matters. Knowledge moves through exploration from a personal understanding of the world to an abstract view that enables learners to conceptualise and justify their understandings. Progression of learning is not linear but cyclical with learners revisiting existing knowledge, linking	Progression in the Humanities Area is demonstrated by learners engaging with an increasing breadth and depth of knowledge and underlying concepts. Learners increasingly develop the capacity to organise and make links across	Communication using symbols Learners should understand that the symbols they are using are abstract representations and should develop greater flexibility with the application and manipulation of an increasing range of symbols, understanding the conventions of the symbols they are using. The introduction and application of a new concept will involve

		principles. This progression supports learners to develop conceptual knowledge and critical understanding in a range of aspects of health and well-being and personal behaviour.	through speech, writing, gestures, images or other media. They also progress in their breadth and depth of conceptual knowledge by encountering ideas in languages and literature, initially in more personal and local contexts and moving as they progress to connect with more complex communications in a multilingual world. Learners thus acquire a gradually more nuanced understanding of different viewpoints and increasing command of the skills needed to interpret, evaluate, articulate and respond to differing perspectives.	learn and refine different types of knowledge and skills including the techniques, processes and skills required to create and interpret in each field of the arts. Additionally, the integral skills of creativity; synthesis; critical thinking; and understanding of social and cultural contexts are crucial to this Area.	this with their new learning, and adjusting schema in light of new discovery.	propositional knowledge, to identify and develop more powerful concepts related to the area of study, and to make supported judgements in more complex contexts. Learners connect new ideas and information to knowledge acquired from previous learning from within and outside school and use it to build an increasingly clear and coherent understanding of the world around them.	developing an understanding of how symbols or expressions are abstract representations that succinctly describe a range of situations, thus contributing to a growing understanding of the nature of mathematics. The introduction of new symbols will add to the breadth of knowledge and the communication with symbols will contribute to refinement and growing sophistication in the use and application of skills
	Deepening understanding of the ideas & disciplines within areas of learning & experience	As learners progress, they develop an appreciation of the significance of a range of aspects of their health and well-being that are contained within the statements of what matters and what can influence these aspects. Viewing different aspects and topics related to health and well-being through the lens of different statements of what matters. As such, progression means learners developing an increasing understanding of how the statements of what	Progression in this Area is a continuum of increasingly complex engagement with ideas and communicative purposes and of development of language awareness. These are demonstrated in: responding to communications when listening, reading, or receiving language in other ways producing them when speaking and writing or through other means of communication.	Progression is demonstrated through the continuing development of the knowledge, skills and capacities required to appreciate, create, explore, respond and reflect both within specific disciplines and in combinations of disciplines. In the early stages, learning is characterised by a growing curiosity for	Progression in this Area includes the development of a deep understanding of the learning expressed within all the statements of what matters within the Area and the complex relationships and connections which exist between them. Investigative skills and domain specific knowledge which are developed within the context of one statement of what matters can be applied in others. Iterative approaches to problem-solving from	Progression within this Area is demonstrated in the early stages as learners experience holistic approaches to exploring the world around them and are supported in shaping an understanding of themselves in the world. Learners	Fluency As learners experience, understand and effectively apply increasingly complex concepts and relationships, fluency in remembering facts, relationships and techniques should grow, meaning that facts, relationships and techniques learned previously should become firmly

		matters interlink and being able to apply these in exploring and understanding a variety of topics and issues.	Drawing on a learner's whole linguistic repertoire – however uneven that may be – enables them to progress in all languages. Understanding linguistic concepts in the language of instruction, for example, can be applied to learning a new language, which facilitates progression in that language as well as improving understanding of the way in which their own languages work. While learners may be at different points of progression in different languages, a focus on plurilingualism allows them to call upon their knowledge of a number of languages to make sense of a spoken or written text, whatever their command of that language, and to increasingly understand and learn from the relationships between different languages.	being creative and innovative by exploring with a range of resources and materials in various domains. Combining disciplines occurs purposefully but remains organic. As learning progresses, learners become increasingly aware of the expressive arts' disciplines and their key features, including (though not necessarily limited to) art, dance, drama, film and digital media, and music. Learners make links in the creative process across the disciplines to explore, create, interpret and respond.	computer science and design and technology can also be beneficial to all sciences. Early stage learning will be typified by a holistic approach to asking questions and exploring the world around the learner, with increasing specialisation at later stages.	will move on to more focused awareness of the lives of others, in their own social context, elsewhere in the world and in different eras. As they move through the continuum of learning, learners have an increased understanding of the defining features of the constituent disciplines (including history; geography; religion, values and ethics; business studies and social studies) and how these can be brought together to provide different lenses through which to view issues and address questions or problems.	established, memorable and usable. Development of fluency and accuracy reflects the refinement and a growing sophistication in the use and application of skills.
	Refining & growing sophistication in the use and application of skills	Progression means learners developing their confidence, motivation competence in a skill, developing increasing accuracy and proficiency. Progression in health and well-being occurs across a wide range of skills, including: physical, emotional,	Progression in the refinement and sophistication of skills moves from literal and simple communicative purpose to more abstract, inferred or implied and nuanced levels of meaning with more complex purposes. Oral language precedes and underpins pre-literacy skills.	Levels of control, accuracy and fluency in using a range of arts' skills will grow as learners progress. For example, in early stage learning this might be characterised by using	Investigation, exploration, analysis, problem-solving, and design are key skills required as learners work along the continuum of learning in this Area. As a learner makes progress, there is increasing sophistication in the way in which they apply	As learners experience, understand and apply increasingly complex concepts, they show an increasing accuracy and fluency in using	Logical reasoning As learners experience increasingly complex concepts, they should also develop an understanding of the relationships

		psychological and social skills. This will also include more practical skills that also support learners in their health and well-being. The development of many skills will rely, to some extent on learners' wider developmental milestones. This is reflected in descriptions of learning: earlier progression focuses on learners developing awareness of a range of skills and later progression supports increasing accuracy, complexity and proficiency in those skills.	Learners gradually develop greater awareness of language and more sophistication in using this awareness to achieve intended purposes in interpreting and producing communications in speech or writing or through other means. For younger learners the acquisition of language follows the same sequence as for older learners, although the speed at which it does so can vary considerably. As learners experience, engage with, understand and apply increasingly complex ideas and language awareness, accuracy and fluency in using communication skills grow. Progression in this Area is also seen in the production of language. As learners become more accomplished, they can adapt and manipulate language to communicate effectively to a range of different audiences. This allows learners to form and develop strong relationships and the confidence to use their voice in society. Second language learners may use formulaic language with few mistakes initially and, as they progress and when being more ambitious and spontaneous in their use of language, they may appear to make more mistakes. This intrinsic part of successful language learning leads to becoming more fluent and accurate language users. Second language or bilingual learners may not necessarily show the same pattern of linguistic progression as first language learners.	simple body movements in composing a dance and identifying fundamental aspects such as speed, direction and levels when evaluating one's own work and the work of others. At a more advanced stage of progress, learners might create and evaluate the success of interaction among various aspects of movement in a complex choreographed dance. As they progress, learners continually develop in depth and refine with a growing sophistication these key arts' skills in different disciplines and/or in interdisciplinary activity.	prior learning in this Area, explore and investigate problems and the resulting formulation of creative solutions. There is a refinement and increasing accuracy in what learners are able to do and produce both in the physical and digital environments.	a variety of skills identified in the descriptions of learning and statements of what matters. As they progress, learners will be continually refining and developing a growing sophistication of key disciplinary skills, including those relating to enquiry such as framing questions and using evidence to construct and support an answer, and relating that to representation and interpretation of enquiry results. Progression in this Area is demonstrated through an ability to work with an increasing number and sophistication of sources of information, and a growing understanding of how to resolve contradictory or conflicting accounts	between and within these concepts. They should apply logical reasoning about these relationships and be able to justify and prove them. Justifications and proof should become increasingly abstract, moving from verbal explanations, visual or concrete representations to abstract representations involving symbols and conventions. Refinement and growing sophistication in the use and application of skills will be demonstrated through the application of increasingly sophisticated logical reasoning. The development of an understanding of relationships between mathematical concepts and the development of justifications and proofs, leads to a growing understanding of the nature of mathematics and helps learners make connections and transfer learning into new contexts. The development of justifications and proof help support the increasing effectiveness of learners.
	Making connections	As learners progress, they develop connections between aspects of health and well-being and a wide	Progression in this Area has a significant inter-relationship with the learning in all other areas. The	Progression in this Area has a significant inter-relationship with the	As learners progress across the continuum they will increasingly be able to make links between	As learners make progress within	Strategic competence Learners should become increasingly independent

		and transferring learning into new contexts	range of topics and issues. This is underpinned by a deepening understanding of the statements of what matters, recognising the underlying common themes and principles between different issues, both within the Area and within learning in other Areas. As learners progress, the variety, complexity and nuance of the contexts they consider increases, in line with their needs, experiences and wider development. Across the continuum of learning, a critical step for learners in health and well-being is transferring understanding from their own well-being to that of others; becoming more socially responsible. Progression means learners developing an appreciation and regard for the needs of others and the impact of decisions, actions and circumstances on them. The development of empathy, care and respect for others is critical to this. As learners become more socially responsible, they progress from primarily considering themselves, to considering others, both in their own relationships with others and in wider local, national and international contexts, developing the capacity of advocacy on behalf of themselves and of others.	learner moves forward along the progression continuum partly through exposure to rich challenges and resources offered by other Areas. The thinking needed to understand and to communicate all learning is closely related to that which enables learners to develop receptive, interpretive and expressive language skills. They progress in the languages, literacy and communication set out in this Area alongside the development of disciplinary literacy in the other curriculum Areas. The ability to transfer existing knowledge and skills into new contexts is an integral part of progression in this Area. This includes the social and cultural aspects of language. As learners develop an understanding of additional languages, patterns of language use are identified, adapted and applied in new contexts. Modes of communication are adapted for different audiences, and to different disciplinary contexts. Skills in learners' first and second languages enable learning in subsequent languages. As learners progress, they will be able to make links within and between ways of communicating, making good choices about effective methods of communication.	learning in all other areas. The learner moves forward along the progression continuum partly through exposure to rich challenges and resources offered by other Areas. The thinking needed to understand and to communicate all learning is closely related to that which enables learners to develop receptive, interpretive and expressive language skills. They progress in the languages, literacy and communication set out in this Area alongside the development of disciplinary literacy in the other curriculum Areas. The ability to transfer existing knowledge and skills into new contexts is an integral part of progression in this Area. This includes the social and cultural aspects of language. As learners develop an understanding of additional languages, patterns of language use are identified, adapted and applied in new contexts. Modes of communication are adapted for different audiences, and to different disciplinary contexts. Skills in learners' first and second languages enable learning in subsequent languages.	current learning and other experiences and knowledge developed within and beyond this Area. This will include making links with knowledge and experiences from outside the school environment. Problems within science and technology involve ethical or moral dilemmas and it is an increased understanding in the way in which these dilemmas are or even should be approached which will signify progression. Learners will develop the capacity to apply their learning in science and technology to inform their thinking and action beyond the classroom.	this Area, they will be asking increasingly sophisticated enquiry questions. They will show a greater independence in finding suitable information, making informed predictions and hypotheses, and making judgments including about reliability and utility. They will also become more able to effectively work with others, especially, but not limited to, taking part in social action.	in recognising and applying the underlying mathematical structures and ideas within a problem, in order to develop strategies to be able to solve them. Recognising mathematical structure within a problem and formulating problems mathematically in order to be able to solve them relies on an understanding of the ideas and disciplines within areas of learning and experience alongside a depth of knowledge. It also supports making connections and transferring learning into new contexts and developing increasing effectiveness as a learner. The recognition of the power of mathematics in enabling the representation of situations should lead to a growing appreciation of the usefulness of mathematics.	

				As learners progress, they will be able to make links within and between ways of communicating, making good choices about effective methods of communication.			
	Health & Wellbeing	LLC	Expressive Arts	Science & Technology	Humanities	Maths & Numeracy	

Internal summative progress measures used formatively

Taith

AoLE	LLC				Maths and Numeracy					Technology	Health and Wellbeing
Subject	English			Welsh	Number & calculations		Wider maths	Reasoning		IT and Digital Competence	Personal, social and emotional
Strand	Oracy	Reading	Writing	Oracy							
Progress Measure	Class task Oracy skills ladder	RWI Reading Skills AR - Star	Big Write Handwriting Spelling	Language patterns	CLIC Learn its	Personalised assessments	SAFE ?	?	Personalised assessments		Class/age level activity /observations feed skills ladder
When	Termly	RWI – end of term Reading Skills – weekly guided AR - termly	Big Write Handwriting Spelling	Termly	weekly	Autumn & Summer term			Autumn & Summer term		Termly

Pupil Progress meetings – Termly

Group / Individual Pupil Targets

Areas of learning Focus	Targets	When?
English oral language		
RWI / Fresh Start	Individual / Group	Termly

	Reading Skills	Group – skills ladders	Weekly	
	Accelerated Reader ZPD Star	 Indiviudal quizes Individual	 Daily and or weekly Termly	
	Big Write	Individual	Any extended writing piece	
	Handwriting	Individual	Any writing piece	
	Spelling – SWST / RWI	Individual / Group RWI spelling	Termly	
	CLIC	Individual	Weekly / tracker updated termly	
	Learn its	Individual	weekly	
	Welsh oracy	?	Termly	

Achievement of Learning objective /success criteria

Knowing what they are learning.

Including targets

How well they are doing along the way

What are the next steps

Being clear about the learning and how to be successful

Questioning

Formative Feedback including marking to feedforward

Self and Peer Assessment

10

Distance Learning and Gwaith Catref

Throughout the pandemic distance learning developed immensely and since a full return to schools the strategies have been brought together :-
As our Distance and Blended Learning Policy, should we required any further sustained distance/home learning periods.
As effective pedagogy within the classroom and to support the development of facilitated and independent learning
As part of our Gwaith Catref policy.

Using Google Classroom as our main platform, asynchronous and synchronous teaching is used to enable learning.
Pupils within middle and upper phase regularly work on Google platforms and upload their evidence of learning onto their Google Classroom.
All Gwaith Catref is shared, and evidence of learning uploaded to the pupils Google Classroom.

Gwaith Catref is posted twice a term.
The first shares the theme, special events, days and weeks and asks pupils and parents to explore and share the pupils interests.
Following pupil voice staff plan and post 10 cross AoLE learning tasks linked to the theme. Pupils are asked to complete at least 5 throughout the term. At the end of the term each class holds a sharing and celebration of Gwaith Catref afternoon.

Extra-Curricular & Learning with our community

When able we offer a wide range of extra-curricular clubs from sports, fitness to gardening, cooking, games, and construction.

Pupils in upper phase, particularly year 6 lead clubs for younger pupils.

Continuous Cycle of evaluation, development and improvement and continuous professional learning and development through Developing Excellence Model

Model for developing excellence updated 2022-23 School Monitoring and Evaluation		
Activity	Focus	When
Use of Professional Standards / PLP for Performance Management and Professional Development	Follow PM Policy Staff use standards as part of their personal development work.	Autumn set objectives Spring Review Progress Summer evaluate achievement
Viewing Evidence of Learning Books / digital platforms	Progress Standards Differentiation Coverage Progress AFL/ Marking	Staff meetings Cluster work and events
SDP leadership responsibility and teamwork	SDP Area leads Rapid Action Task Time	Ongoing through professional learning and leadership release. End of term and as required time to monitor and evaluate.
Sharing Good Practice	Pedagogical developments – identified from T&L reviews SDP related	Planed as part of SDP Rapid Action Plans Dynamically following professional learning / teaching and learning reviews.
Termly Teaching and Learning reviews Use of bespoke ETLF	Use of observations, viewing video evidence of teaching and learning, learning walks, evaluation of evidence of learning and listening to learners Two areas of ETLF SDP Llantarnam essentials	Two-three weeks identified each term. SMT/SLT spend ½ day undertaking the review with a member of staff.
Llantarnam essentials	Regular review – update SLT Regular review with staff	Revision and Reinforcement first training day of the year and revision as required when monitored and evaluated by area leads at the end of every term.
Renamed – Professional Learning Teams / pairs ETLF	SDP focus or General Pedagogical Development Use of observations, viewing video evidence of teaching and learning, learning walks, evaluation of evidence of learning, listening to learners, professional discussions.	Termly. Each group allocated ½ -1 day with a specific focus linked to school development. Outcomes feeds sharing of best practice and or further school development priorities.
Phase Teams Planning and teaching	Termly Theme Planning – PPA teacher and phase teachers Planned immersion activities /days/weeks Pupil Voice – built on to produced theme planning	Phases are provided with staff meeting time to plan immersion – learning activities and homework. On completion of the work staff are given another meeting to plan the rest of the themes learning based on Pupil Voice.
Professional Learning Enquiry teams	Annual enquiry based on SDP priorities/ pedagogical developments	Teams are provided with at least 1 day per term to devise question and then plan and undertake the research and evaluate outcomes.

Development of Leadership	New TLR's /ALN status SLT national accredited course Middle Leader development New core/AoLE leads Ongoing whole school training and development as required in line with SDP / National Developments alongside focused individual professional development.	All staff are introduced to the wealth of regional, national, cluster and school based professional development opportunities at the beginning of the academic year. This is further explored during performance management.
SLO- School as a Learning Organisation	Evaluate results and build actions into SDP	Annual survey analysed, shared with staff and priorities built into SDP action1
Governor with Phase Staff SDP meetings	Monitor and Evaluate SDP plan into actions within the classrooms To hold staff and head teacher accountable for school improvement actions Meeting 1 – awareness and plan for actions Meeting 2 – actions and impact	Autumn 2 meeting 1 Governors meet with Phase teachers with focus on plans for implementing and or working on the school development priorities within classes. Support required is also a focus. Summer 2 meeting 2 Governors meet with phase teachers to discuss progress classes and phases have made in relation to school development and next steps.
Governors – School Improvement and Performance Committee Stakeholder surveys – parents, staff and pupils	Monitor and evaluate school improvement and wider school processes and policies	Committee meets once every half term. Part of the committee's work is to create, roll out analyse and agree actions to follow from stakeholder surveys.