



## Caerau Curriculum Summary Version 1: July 2022

*Our school vision was created over a period of six months in consultation with stakeholders. The school held an INSET day with all staff and 2 afternoon sessions with governors to consider a draft vision. Through meetings with all the pupils and online meeting and Microsoft forms with parents a final draft was created.*



### School Vision

*"Learning for Life"*

*(High Standards, Solid Foundations)*



### Core Values

*Learning, Respect, Wellbeing, Compassion, Independence*

### Our Mission Statement

*Caerau Primary School is a caring community where we aim to promote a culture where every child and adult feels valued, respected and listened to. We promote learning in all aspects of school life through teamwork, collaboration and shared responsibility.*



*This was shared for feedback with the school community and local community through a variety of media including our social media accounts. Our school vision was launched in June 2021 and underpins all areas of school life.*

*Our curriculum enables us to realise our vision. As part of curriculum design:*

- Our Senior Leadership Team and teachers undertook reading and research and attended professional learning on curriculum.*
- Our whole staff team agreed key features of our school context, pupils and community to inform the approaches and experiences best suited for the needs of all learners at our school and considering the four purposes.*
- Through surveys, all governors, staff, parents and pupils were asked to consider what all pupils should know and be able to do, and which values they should develop during their time at the school.*
- All staff worked together to identify the required changes to our current cultures, provision and practices.*
- Teachers have worked with staff from the cluster schools to support one another in planning our curriculum, ensuring progression along the 3-16 continuum.*
- All learners engage in discussions at the beginning and end of learning themes, giving learners a voice in what and how they learn.*
- The school regularly shares information with parents/careers on the curriculum and ways they can support their child within and outside of the school environment.*
- The school collaborates and consults with a range of providers from the local and wider community on providing learners with distinct and enriching experiences including related to religion, values and ethics (RVE).*

*Our school curriculum is suitable for all learners and will enable them to realise the four purposes. It takes account of and responds to the unique opportunities and challenges that present themselves to individuals and groups of learners in our school.*

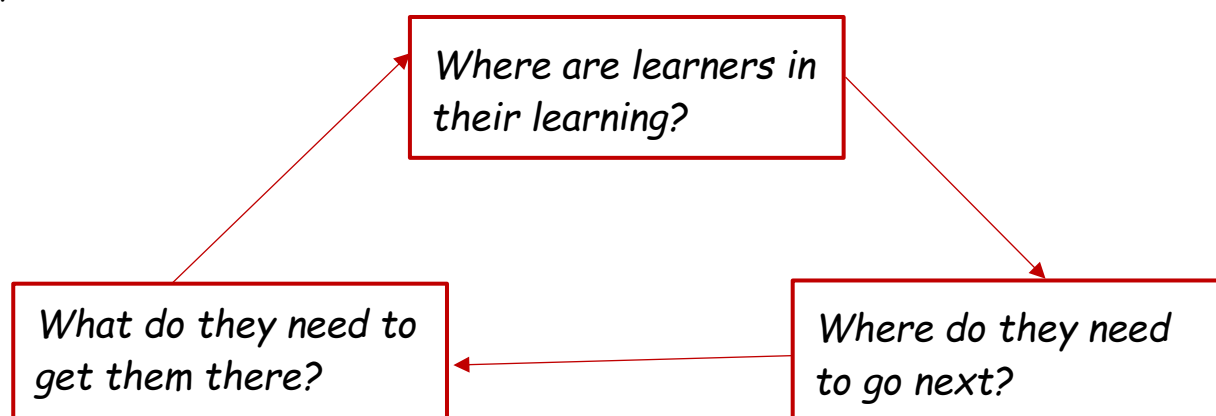
*Our school curriculum is broad and balanced and includes learning opportunities within and across all of the Areas of learning and experience (AOLE). We have ensured that governors have been fully involved in the development of each of the AOLEs and are a key part of the teams.*

*The Caerau Primary Curriculum incorporates the concepts in all of the statements of what matters and provides appropriate progression in agreement*

*with the principles of progression. It also brings into line to the mandatory requirements of teaching Welsh, English and Religion, Values and Ethics (RVE). The mandatory elements of Relationship and Sexuality Education (RSE) and the cross curricular skills of literacy, numeracy and digital competence are embedded throughout the curriculum.*

*We believe progression and assessment is fundamental to ensuring we achieve our school vision. Our school curriculum is supported by the mandatory principles of progression which describe what it means for learners to progress and the capacities and behaviours our staff will seek to support, regardless of a learners' stage of development.*

*Our assessment arrangements are informed by these principles of progression. We use a variety of evidence informed assessment strategies to enable each individual learner to make progress at an appropriate pace - Stage not age. We ensure our processes identify learners who require further support or challenge and provide purposeful data for us to inform next steps in learning for individuals and groups of learners. Our assessment arrangements ensure active engagement between learners and teachers and is based on ongoing reflecting of:*



*Our school curriculum will be kept under review to ensure that it is meeting the needs of our learners and ... our school vision. Throughout the year there will be a variety of self-evaluation activities to inform our understanding of the effectiveness of our curriculum and the required revision. We will have a rigorous process of Monitoring, evaluation and review cycle. This will ensure that progress is made in all areas. We will work within our school, across the cluster and in partnership with governors, the regional consortia, the local*

authority, to further develop a shared understanding of progression and to ensure a high-quality 3-16 continuum of learning for all.

### Overview of MER Schedule

Month	Activity
September	Assessments completed: <ul style="list-style-type: none"> <li>• Salford Reading &amp; Comprehension</li> <li>• RWI (then 5 weekly)</li> <li>• White Rose Maths</li> </ul>
October	Book Look and L2L <ul style="list-style-type: none"> <li>• Presentation and Learning Journey</li> </ul> Learning Walk <ul style="list-style-type: none"> <li>• Pupil engagement,</li> <li>• Outdoor Learning and</li> <li>• Attitudes to Learning</li> </ul> Assessment <ul style="list-style-type: none"> <li>• WG tests</li> </ul>
November	Book Look and L2L <ul style="list-style-type: none"> <li>• Assessment for Learning</li> </ul> Learning Walk <ul style="list-style-type: none"> <li>• Pupils' Independence</li> </ul>
December	AOLE Teams <ul style="list-style-type: none"> <li>• Coverage and standards.</li> </ul>
January	Learning Walk, Book Look and L2L <ul style="list-style-type: none"> <li>• Assessment for Learning (building on November).</li> </ul>
February	Learning Walk, Book Look and L2L <ul style="list-style-type: none"> <li>• Independence and Outdoor Learning</li> </ul>
March	Assessments completed: <ul style="list-style-type: none"> <li>• Salford Reading &amp; Comprehension</li> </ul> AOLE Teams <ul style="list-style-type: none"> <li>• Coverage and standards.</li> </ul>
April / May	Assessment <ul style="list-style-type: none"> <li>• WG tests</li> </ul> Learning Walk, Book Look and L2L <ul style="list-style-type: none"> <li>• AfL and Outdoor Learning</li> </ul>

June	Book Look and L2L <ul style="list-style-type: none"><li>• Overview of literacy, numeracy and DCF standards</li></ul> SDP Targets for following year.
July	

Things to consider for specific evaluation:

1. Progress of vulnerable learners.
2. Welsh
3. Modern Foreign Language
4. Group Guided Reading
5. Oracy