

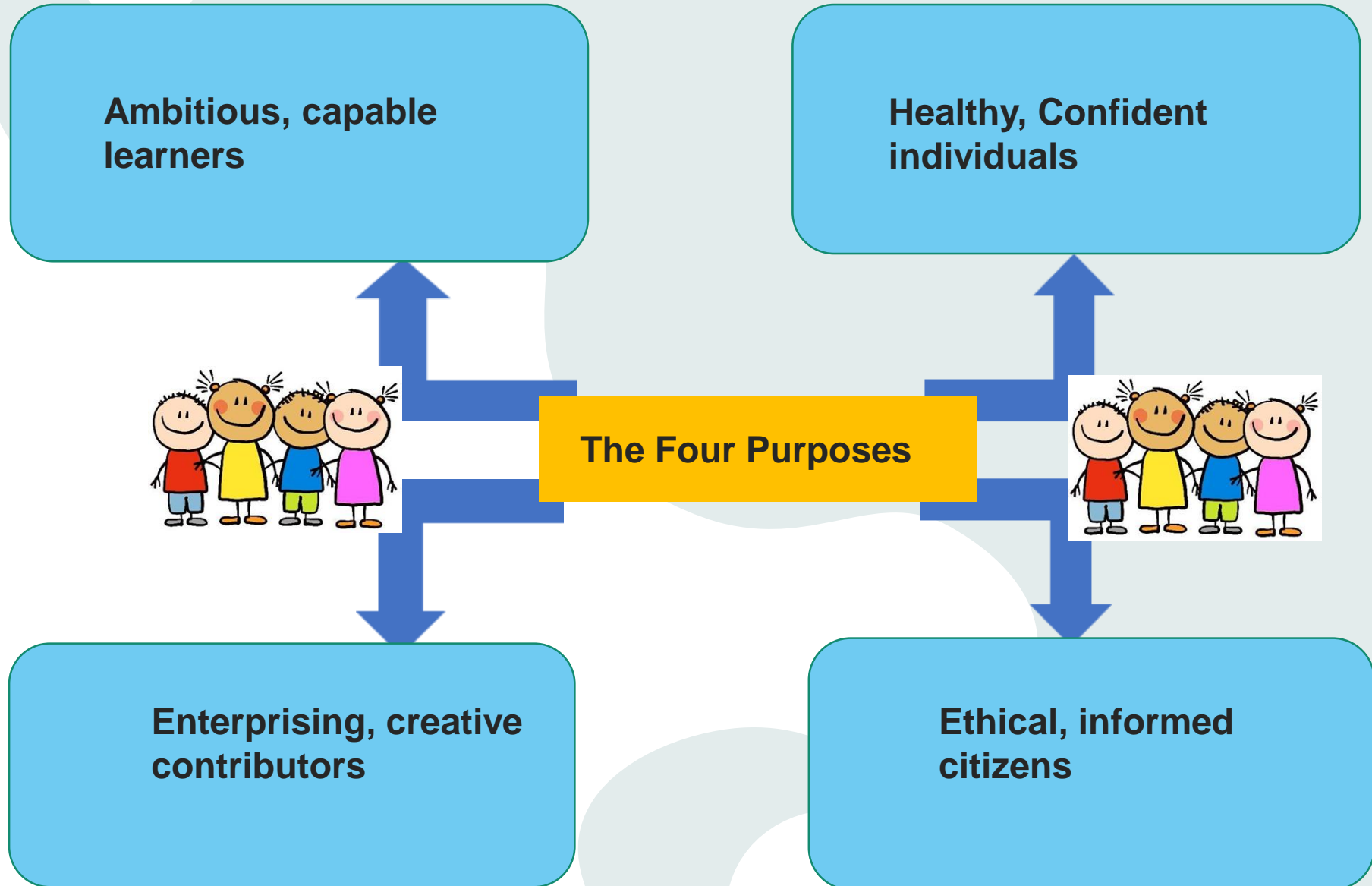
Llantrisant Primary School



Our Curriculum

School Vision

The four purposes are the starting point and aspiration for our school curriculum design. Ultimately, the aim of our school's curriculum is to support our learners to become:



School Vision

The school vision was developed in partnership with pupils, parents, governors and staff. The school held an INSET day with all staff to consider a draft version. Through questionnaires to the school community and meetings with Un Llais, a final draft was created in January 2022.



Llantrisant Primary school's vision is to promote a stimulating and challenging environment in which every child is encouraged to build resilience and to have: an eagerness to learn, respect for themselves and one another and to do so in the spirit of thoughtfulness and cooperation



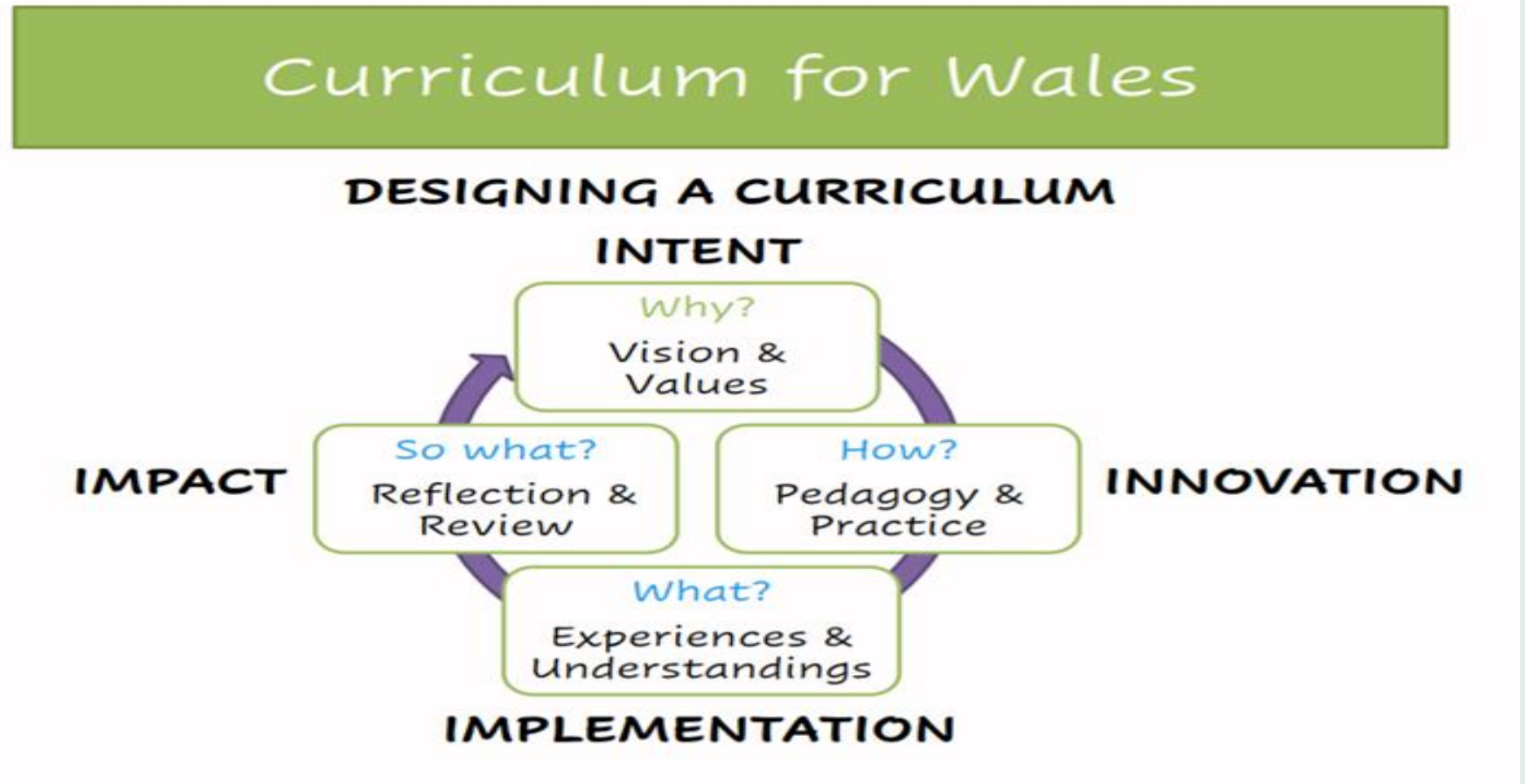
School Vision

At Llantrisant Primary we will ensure that these values, skills and experiences are interwoven throughout our curriculum.

VALUES	SKILLS	EXPERIENCES
<ul style="list-style-type: none">• Respect• Resilience• Inclusivity• Thoughtfulness• Cooperation• Aspiring	<ul style="list-style-type: none">• Good communicator and listener• Inquisitive• Independent• Good problem solver and critical thinker	<ul style="list-style-type: none">• Cultural visits• Work-related visitors• Residential• Visits to local places of interest• Entrepreneurial opportunities• Mindfulness• Visits to local places of worship• Charity awareness• Real life skills

Curriculum Design

Our new curriculum was developed in consultation with stakeholders to realise the vision, including staff engagement in professional learning, reading and research. All staff considered the learners needs and the school context related to the four purposes.



Curriculum Design

The school has designed and developed a curriculum that is suitable for all learners. It enables them to develop in the four purposes, and it gives due consideration to all the mandatory elements. It is broad and balanced and includes learning opportunities within and across all Areas of Learning and Experience. It encompasses the concepts in all the statements of what matters and provides appropriate progression in accord with the principles of progression. Close cluster working ensures progression along the 3-16 continuum as we develop a shared understanding of progression and transition planning.

Expressive Arts	Health & Well-being	Humanities	Languages, Literacy & Communication	Mathematics & Numeracy	Science & Technology
WM1 Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	WM1 Developing physical health and well-being has lifelong benefits.	WM1 Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	WM1 Languages connect us.	WM1 The number system is used to represent and compare relationships between numbers and quantities.	WM1 Being curious and searching for answers is essential to understanding and predicting phenomena.
WM2 Responding and reflecting, both as artist and audience, is a fundamental part of learning in the Expressive Arts.	WM2 How we process and respond to our experiences affects our mental and emotional well-being.	WM2 Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	WM2 Understanding languages is key to understanding the world around us.	WM2 Algebra uses the symbol systems to express the structure of relationships	WM2 Design thinking and engineering offer technical and creative ways to meet society's needs and wants.
WM3 Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	WM3 Our decision making impacts on the quality of our lives and the lives of others.	WM3 Our natural world is diverse and dynamic, influenced by processes and human actions.	WM3 Expressing ourselves through languages is key to communication.	WM3 Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	WM3 The world around us is full of living things which depend on each other for survival.
	WM4 How we engage with social influences shapes who we are and affects our health and well-being.	WM4 Human societies are complex and diverse, and are shaped by human actions and beliefs.	WM4 Literature fires imaginations and inspires creativity.	WM4 Statistics represent data, probability models chance, and both support informed inferences and decisions.	WM4 Matter and the way it behaves defines our universe and shapes our lives.
	WM5 Healthy relationships are fundamental to our well-being.	WM5 Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.			WM5 Forces and energy provide a foundation for understanding our universe.
	The 27 Statements of What Matters				WM6 Computation is the foundation for our digital world.

Curriculum Design

The school's curriculum aligns to the mandatory requirements of teaching Welsh, English, Relationships and Sexuality Education (RSE) and the cross-curricular skills of literacy, numeracy and digital competence. Further design and development is required with regard to Religion, Values and ethics (RVE) following the publication of the agreed syllabus.

Three Cross-curricular Responsibilities			
Literacy	Numeracy	Digital Competence	
Cross-cutting Themes			
Local, national and international context	Careers and work-related experiences	Relationships and sexuality education	Human rights education and diversity



Llantrisant Primary launch innovative new playground

LLANTRISANT Primary School have become the first school in Wales to launch a brand-new Inspired Playgrounds project. Inspired Playgrounds is a new initiative that creates a bespoke programme delivered by students in the school for the pupils. It offers the pupils a new way of blending physical activity, curriculum and social abilities which are all encompassed into a new avenue of learning whilst having fun.

The project will first and foremost raise activity levels within the school, but also create a team of sports leaders, give teachers access to a fantastic PE resource and raise the profile of leading active and healthy lifestyles within the school and wider area. Year 6 pupils have become mentors and role models and have been trained to deliver exciting new activities for other pupils. These activities include:

- Early Active Club
- Lessons
- After School Club
- Lunchtime Young Leader sessions
- Morning workout
- Social and emotional wellbeing groups

It is hoped that alongside getting pupils more active that this new initiative will also help to develop young leaders by building confidence and self-esteem. It is also a resource designed to support children with additional requirements and is extremely supportive of children that may need additional help. Many of the projects have been installed in special schools, with markings being developed that are wheelchair friendly and extremely supportive of children with autism.

All activity is monitored and evidence through data tracking which includes a 'i' leaderboard and a house competition to encourage participation.

The school has been fundraising so that they could implement this initiative and to help things along the Village Directory's Community Champions Sue Prior donated her prize to the school raffle to help reach the fundraising target - well done Sue!

The scheme was launched in September and Llantrisant Primary School students of all ages are having lots of fun working together to be more active.

To find out more about the Inspired Playgrounds visit: <http://www.inspiredplaygrounds.co.uk>



Curriculum Design

Our curriculum is designed to be creative, purposeful, contextualised and **connected**. We want to support our pupils through opportunities and experiences (both inside and outside of the classroom) to achieve above and beyond their expectations. We want to inspire and challenge them to realise their full potential in a world of opportunities to become lifelong learners.



TAKING ACTION

- How do the concepts relate to day to day life?
- How can I make adjustments to my life?

Pedagogy and Professional Learning

The school has considered pedagogy and developed professional learning and support focused on high quality teaching. All teachers have enquiries in their classrooms to explore strategies for modelling and scaffolding. This is informed by the philosophy of 'I Do, We Do, You Do' and training from credible sources.



Pedagogy and Professional Learning

The aim of our school curriculum is to provide our children with an engaging, exciting and empowering learning opportunities that focus on children developing their understanding of key concepts linked to real world problems. This type of learning involves conceptual understanding, open-ended inquiry and developing thinking skills. It is designed to recognise children's prior learning, provide first-hand rich experiences, allowing children to deepen their understanding and make connections in their learning.



Assessment and Progression

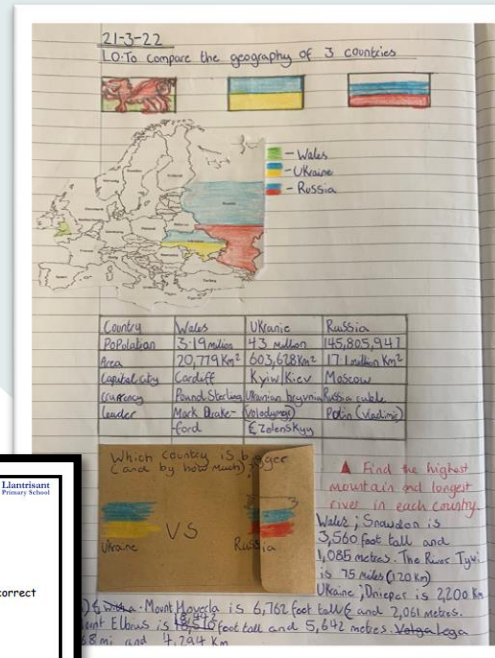
Assessment arrangements are informed by principles of progression. They are embedded in day-to-day practice through a variety of evidence informed assessment strategies, including self and peer assessment. Both summative and formative assessments are used to identify learners who require further support or challenge and provide rich-qualitative in formation to inform next steps in learning for individuals and groups of learners.

Link to:

[Supporting learner assessment and progression](#)



Marking Code - KS2	
SP	Spelling mistake
CL	Capital letter missing
O	Check for general mistake
-	Missing letter / word / space
//	Start new paragraph
~~~~	Does not make sense/to re-read and correct
LOA	Learning objective achieved
(I)	Work completed independently
(PW)	Work completed in a pair
(GW)	Work completed in a group
(PM)	Peer marked and initialled
(V)	Verbal feedback given
(AR)	Additional resources
(S)	Support given
▲	Additional challenge
Remember...green pen for corrections, comments and self/peer marking!	





# Implementation and Impact

The curriculum was agreed by the governing body on the 13th July 2022 and will be implemented in all year groups from September 2022. The school plans to publish this summary on the school website by 15th July 2022. We will inform parents and the wider school community through our usual communications e.g. School newsletter, Twitter and the school website. The school curriculum will be kept under review through the self-evaluation activities in the school's MER cycle. This includes learning walks, book looks, consultation with pupil, parents and staff through forums and questionnaires etc. Termly reports reviews are shared with the governing body. During the summer term 2023, the school plans a detailed review of the curriculum for refinement for September 2023.



The school ensures that it considers the impact on learners' mental health and emotional wellbeing in all curriculum decision making. The school has begun to use the framework on embedding a whole school approach to emotional and mental wellbeing, together with the PERMA and Growth Mindset strategies to support this.

All staff have participated in professional learning on UNCRC and have an awareness of UNCRPD. Un Llais continue to represent the pupil voice at the school and are developing a Pupil Wellbeing charter. All staff know and understand the importance of being an available adult to all pupils to ensure they continue to develop as healthy, confident individuals. The school continues to foster close partnerships with their cluster schools, regional consortia and the local authority to fulfill their duties.