



# Pear Tree Federation : Tongwynlais & Coryton Primary Schools



## Curriculum 2022 Summary



### How we have developed our curriculum

- Curriculum 2022 has been developed over a number of years beginning with the publication of the Donaldson Report in 2015. Since that time, we have worked hard to create a curriculum that is relevant, engaging and aspirational for all our pupils in the Pear Tree Federation.
- All the schools' community including staff; pupils; parents/ carers and governors; 'cluster' schools and the regional consortia curriculum support team have all been involved in the design of our curriculum model.
- During the pandemic, we continued to engage with our stakeholders to ensure that everyone had the opportunity to have a 'voice' in developing the 'how, why and what' we teach.
- We have used the most up-to-date educational research and thinking to inform our curriculum design process and all staff have had professional learning to support the implementation of the new Curriculum for Wales.
- We have now developed a strong, consistent and creative approach to teaching and learning across the Federation, and this is key to the delivery of our new curriculum.

### How our curriculum meets the four purposes

- Our core business is to ensure that every learning experience and activity we provide in school enables all pupils to make progress in those ways described by the four purposes. This includes the wider curriculum, such as extra-curricular activities and assemblies, as well as our 'offer' for after-school clubs and activities.
- The curriculum is broad and balanced. The starting point for any planning is always the 'purpose' of the planned learning and how an activity or experience will enable pupils to develop in one or more of the ways outlined by the four purposes.
- Our curriculum covers all 6 'Areas of Learning and Experience' and our teachers plan flexibly to meet the needs of the pupils in their classes to meet the four purposes. It is a blend of teachers' planning for learning but also includes a strong element of pupils' own ideas and interests as part of the planning process.
- Each 'Area' may be delivered separately or in a more 'blended', contextual way depending on the learning intentions. Planning encompasses all those key concepts and ideas as set out in the national curricula documents. It also includes the important cross-cutting themes of Relationships and Sexuality Education; Diversity; Religion, Values and Ethics as well as those cross-curricular skills of literacy, numeracy and digital competence.

### How the curriculum will be kept under review; the process for feedback and ongoing revision

- Our curriculum vision and design have already been trialled, regularly adjusted, and reviewed ahead of September 22. Moving forward, this process of self-evaluation, and the continuous monitoring and review of the curriculum will remain very important. It will ensure that we improve over time, and that our curriculum 'offer' meets the learning and wellbeing needs of all our school community.
- We will also continue to involve all our stakeholders in this process to ensure that we know how well we are doing, and importantly, what we do to further improve. We will then use this information to inform our decision-making in how we develop future school improvement plans. We will also let everyone know what we are doing to improve by sharing our development plans.

We will listen carefully to our stakeholders ensure that: our curriculum meets the needs of all pupils and our school community; secures good progress over time and ensures that all pupils experience a curriculum that enables them to develop in the ways described in the four purposes.

### How we approach progression & arrangements for assessment

- Our comprehensive arrangements for assessment ensure that we know all our pupils very well. Careful planning ensures that assessment for learning supports good progress over time, so that all pupils can develop, strengthen and deepen knowledge, skills and conceptual understanding in a progressive, continuous way that is relevant to them.
- When pupils make good progress and are ready to take on move on there is suitable pace and challenge in the curriculum to move pupils forward in their learning. If assessment shows that the pace of progress is potentially slower, and that certain concepts or skills are found to be more challenging, teachers will give careful consideration as to how best support and differentiate the curriculum to meet the learning needs of pupils.
- Sometimes, assessment of pupils' progress identifies that they may need additional support to ensure that progress is continuous over time and specialist support programs will help pupils to achieve this.
- On a day-to-day level, assessment of pupil progress will include a range of assessment approaches. Across the school year, the progress of groups and classes, may also be assessed using specific 'measures' that give teachers a 'snapshot', for example, with reading or number skills using the online personalised assessments. Both these approaches contribute to the holistic picture of pupils' progress over time and which is shared with parents and carers.

