



Holton Primary School - Nurture, Inspire & Flourish Together

Curriculum for Wales and our Flourish Curriculum: The BIG picture



What is Curriculum for Wales?

Curriculum for Wales is our new national curriculum. It is statutory for all Primary schools in Wales from September 2022, and all Secondary schools from September 2023. The curriculum is designed to work between two levels:

- **A National Framework** - determining the necessary knowledge, skills, experience and approaches to assessment for all schools.
- **A School Level Curriculum** (we will provisionally call this our Flourish curriculum) - school and cluster level curriculum built from the national framework, whilst also meeting local contextual needs i.e. learners, locality

Our curriculum must allow learners to work towards Wales' agreed Four Purposes and learn across six Areas of Learning & Experience:

What are the Four Purposes?

- *Ambitious, Capable learners;*
- *Ethical, Informed Citizens;*
- *Enterprising, Creative Contributors and*
- *Healthy, Confident Individuals*

What are the Six Areas of Learning & Experience?

- *Expressive Arts*
- *Health & Wellbeing*
- *Humanities*
- *Languages, Literacy & Communication*
- *Mathematics & Numeracy*
- *Science & Technology*



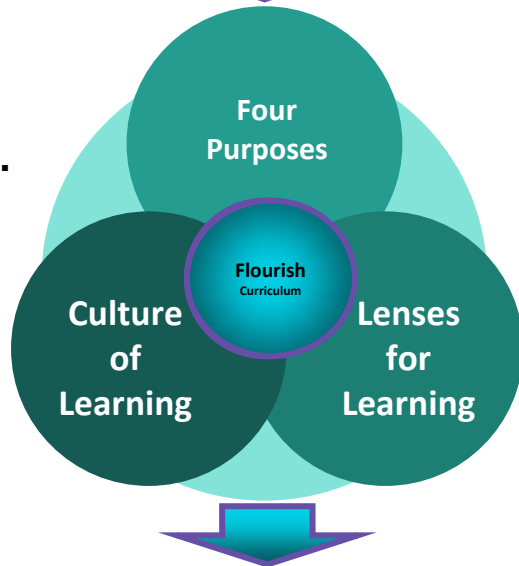
Our Flourish Curriculum:

Our Design & Development has evolved over the previous 2 years and has been an integral part of our school's professional learning and school improvement priorities. Along the way we have worked with learners, parents, staff and governors. We must now engage with all stakeholders from Autumn term 2022, in order for us to continue to develop and refine our curriculum and community opportunities.

A.

Vision

B.



C.

INQUIRY Planning

Progression &
Assessment

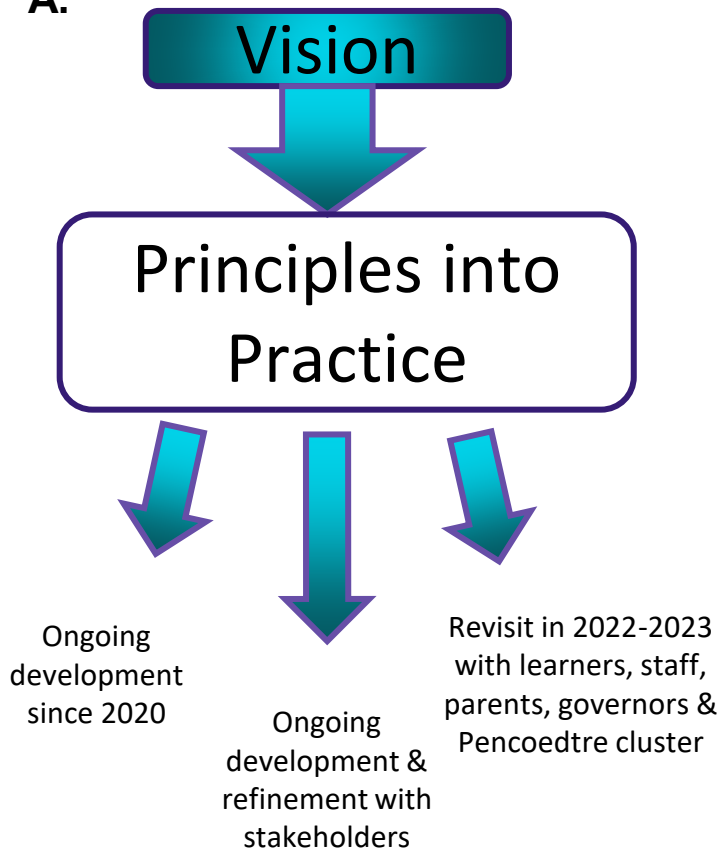
Plan Teach Assess

HPS Flourish Curriculum Components

Our curriculum is driven by our whole school vision for learning. It has four key components:

- **Four Purposes** - These are the national ambition, for all learners across Wales. In order to better understand how we can support our learners towards the four purposes, we have mapped out what these experiences should look like for our Holton learners, at the ages of 5, 8 & 11. We work very closely with Pencoedtre High School to ensure meaningful continuity.
- **Culture of Learning** - This has shaped our Flourish Curriculum and long term planning. It provides a consistent approach to our *Language of Learning*, *Expectations of Learning*, *Behaviours for Learning* and most importantly, our *Relationships for Learning*.
- **Lenses for Learning** - All our curriculum content is developed from the 6 Areas of Learning & Experience (AoLE) ie knowledge and skills. Our 4 *Lenses for Learning* at Holton Primary School shape our curriculum breadth, coverage & lifeworthy content. The lenses draw our curriculum content from the 6 AoLE and are the starting point for all our *Topic - Weekly* planning, teaching and assessment.
- **Wellbeing:** Our work to support learner, staff and family wellbeing is centred around our whole school approach to nurture, community & relationships. This is being developed on an ongoing basis with learners, staff, parents, governors and across our local Pencoedtre Cluster.

A.



Our Mission, Vision & Principles into Practice are at the heart of our daily life and are represented in our school mission statement and our three overarching school rules: -

Our Mission Statement... (Our Why)


Nurture, Inspire & Flourish Together

Our Vision... (Our How)

Holton Primary School has three vision principles that are the foundation for our strategic purpose and aspirations for the future. We are committed to:

- ❖ **Nurturing relationships through wellbeing and learning**
- ❖ **Inspiring a love of learning**
- ❖ **Creating the conditions for learners to flourish**

BE READY - BE RESPECTFUL - BE SAFE



Our Vision... (Our How) *As a community, we will support all children through*

❖ **Nurturing relationships through learning and wellbeing**

We are committed to developing strong relationships, working together as a team through trust, respect and support. We appreciate our similarities and take pride in the diversity of our community and the wider world.

❖ **Inspiring a love of learning**

We provide a meaningful and lifeworthy curriculum, where children are empowered to take increasing ownership of their learning. We work collaboratively, so that we may all flourish both as individuals and as part of a community.

❖ **Creating the conditions for learners to flourish**

We celebrate success, prioritising our *Culture for Learning* to develop resilient and respectful learners. We ensure that learners are supported through a safe, calm and purposeful environment.

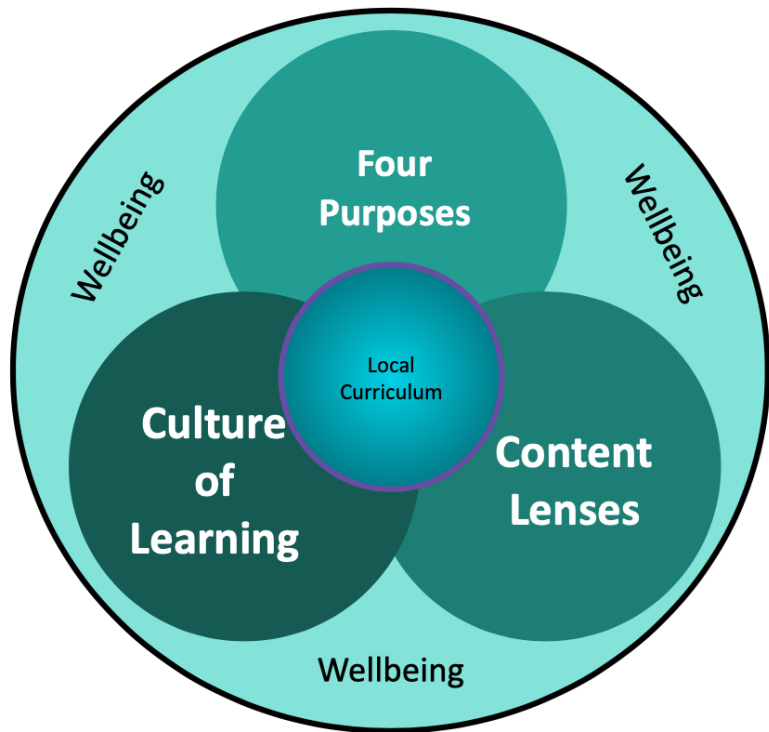


Principles into practice... (Our What) *Working together, providing opportunities and experiences to:*

1. provide an inspirational and meaningful curriculum, providing challenge and meeting the needs of all learners
1. encourage curiosity, interest and a sense of wonder in the world around us
1. teach children how to become increasingly independent and reflective learners
1. ensure learner voice and positive engagement underpin our needs and aspirations
1. nurture our children, staff and wider community, ensuring everyone is safe, valued and treated with respect
1. support each other and challenge ourselves to take risks, have self-belief and develop a passion for learning
1. create experiences and opportunities that develop children socially, emotionally, culturally and foster a sense of belonging
1. celebrate the achievements of children, staff and families, proud of our place in Holton, in Barry and Wales
1. value our unique differences, celebrate diversity and individuality

B.

Our Flourish Curriculum



Curriculum Design

In developing our vision for our curriculum, we considered what the four purposes mean for our learners and how our Flourish Curriculum will support learners to realise them.

Progression Step 1 (Nursery & Reception): There is a holistic and integrated approach to learning.

Progression Step 2 (Y1-3): Learners work at increasing depth between and within Areas of Learning Experiences. They begin to make connections in their learning.

Progression Step 3 (Y4-6): Learners identify how their learning relates to the What Matters Statements, both between and within Areas of Learning Experiences.

C.

Curriculum Planning - Planning for Learning Process

- As you have seen, the Four Purposes, our Lenses for Learning and our Culture for Learning drive our curriculum at Holton Primary School
- Learning will span across all four of our Lenses each year, eventually covering *all* of the curriculum content from the Lenses by the end of each Progression Step. As there are three progression steps in our school, all learners will visit the curriculum content three times in their learning journey at Holton Primary School. Each time, building upon their prior learning and moving from a local, through to a national and then finally a global perspective.
- We use our Lenses for Learning to plan and teach Topics, helping to us organise how we can best support learners development of knowledge, skills and experiences.
- Assessment of learning happens in different ways. These include
 - Termly Baseline Assessments
 - Annual Online Personalised Assessments (*national*)
 - Learner Progress Cycle
 - Ongoing formal and informal assessment during daily learning & teaching



TOPIC Planning

Progression &
Assessment

Plan Teach Assess



Progression through our Flourish Curriculum

PS1:

PS2:

PS3:



- Learners in Nursery and Reception cover the content in all Four Lenses.
- These are then revisited in Progression Step 2 (Y1, Y2 and Y3) and again in Progression Step 3 (Y4, Y5 and Y6).
- The depth and connections within learning increases as learners progress along the continuum, as does the perspective. Learners must begin their learning journey with a secure sense of self, before moving from a local, through to a national and then finally a global perspective.



The Four Purposes:

*We have articulated what we expect our learners,
at Holton, to be able to do at the ages of 5, 8 & 11
in order for us to confidently support their progress
towards the Four Purposes*

Progression towards the Four Purposes

Key Characteristics of the Four Purposes

Progression Step: _____

Essential Knowledge, Skills and Experiences

Working *within* each Progression Step we identified and recorded what we thought learners should be able to know and do, as they move towards the Four Purposes at the age of 16. We use these matrices to support:

- ❖ Our planning our topics
- ❖ Our professional understanding of the learners' development
- ❖ A consistent and progressive approach across the whole school



*Our Lenses for Learning:
These four lenses are developed from
the content identified as 'What
Matters' in Curriculum for Wales*



Lenses for Learning

Discovery, Creativity and Expression

- Reflecting on art & performance
- Communicate - moods, feelings, ideas
- Computational processes
- Forces and Energy
- Construction and Engineering
- Scientific breakthroughs

Cynefin, Community and Citizenship

- Cultural heritage, identities & values
- Welsh artists
- Politics - Wales (devolution) & UK
- Citizens of Llantwit, Vale & Wales, National and Global
- Changing landscapes
- Sustainability

Wellness

- Relationships - Communication and Respect
- Physical activity, games and sport
- Feelings, Emotions and Mental Health
- Human actions and Beliefs
- Keeping Safe & Well - Diseases & Viruses
- Living things

Diversity and Equality

- Cultural Heritage, Identity and Values
- Citizenship - Democracy & Alternatives
- Languages - Differences and Similarities
- Multiculturalism / Multilingualism
- Contribution to a Fair and Inclusive Society
- Care, Respect and Empathy

Lenses for Learning

- Our learners will move through this journey as they progress from Nursery to Y6

	Autumn	Spring	Summer
PS1- Self & Local Intra & Inter Personal A secure sense of self Loving & Respectful Relationships Holton Community Barry - Vale of Glamorgan	Wellness Diversity & Equality	Discovery, Creativity & Expression	Cynefin, Community & Citizenship
PS2 - National Societal Navigating disrupted & uncertain landscape - VUCA Authentic & Meaningful Democracy Wales - United Kingdom	Cynefin, Community & Citizenship	Wellness Diversity & Equality	Discovery, Creativity & Expression
PS3 -Global Live & Act Sustainably International Global Competences	Discovery, Creativity & Expression	Cynefin, Community & Citizenship	Wellness Diversity & Equality

Expectations for Learning

		PS 1 Learning Intentions	PS 2 Learning Intentions	PS 3 Learning Intentions
PROGRESSION STEP 1	Nursery (x 2yrs)	Expected		
	Reception	Expected		
PROGRESSION STEP 2	Y1	Above	Expected	
	Y2		Expected	
	Y3		Expected	
PROGRESSION STEP 3	Y4		Above	Expected
	Y5			Expected
	Y6			Expected
	Y7			Above

It is important to note that learning is planned in line with the expectations for each Progression Step. Progression steps relate to 3 years of learning, however, learners develop at different rates and some may be working outside of the expectations for their Progression Step.



*Our Culture of Learning:
Our work on these 8 elements forms the basis of our
development of learning & teaching, school policies and
school improvement planning.*

Building Relationships for learning
An environment for learning

Language of learning
Modelling learning

Expectations for learning

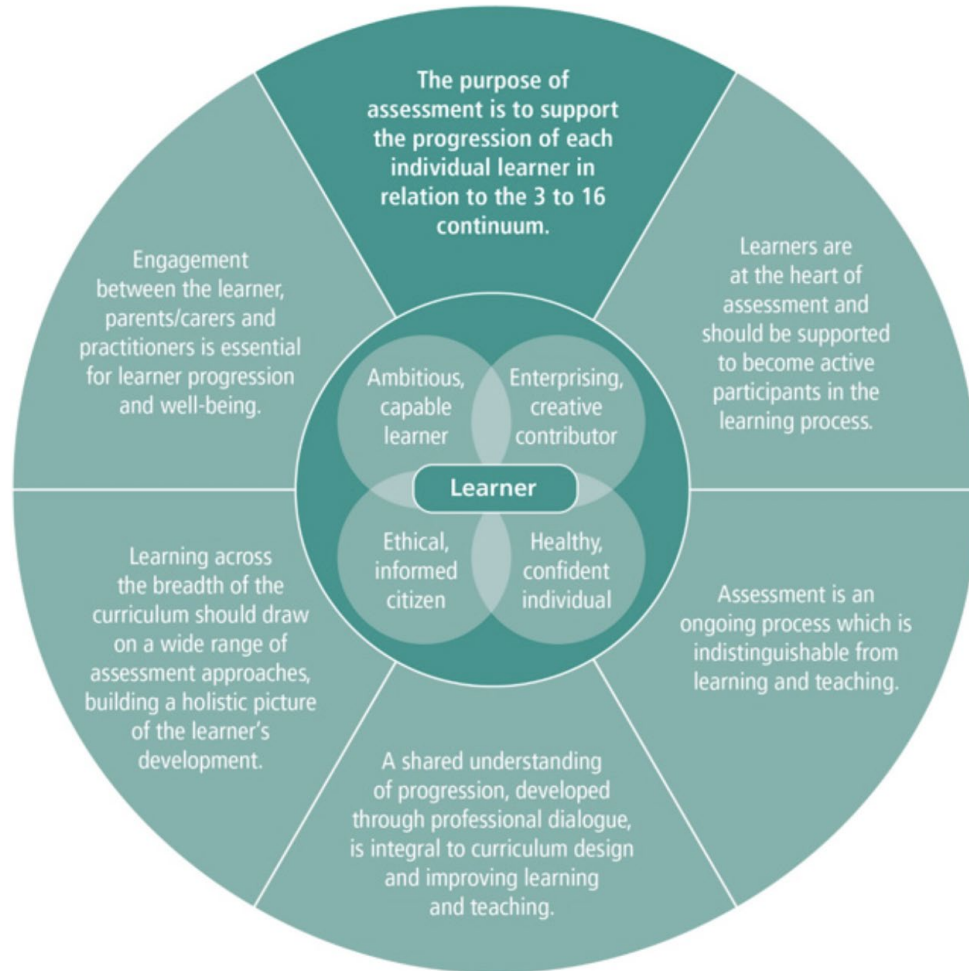
Opportunities for learning
Routines for learning

Time for learning





*Progression & Assessment:
The elements of the National Approach to Assessment
and Progression form the basis of our developing
approach to assessing and monitoring learner progress,
across*



The Purpose and Principles of Assessment

<https://hwb.gov.wales/curriculum-for-wales/assessment-arrangements/>

Assessment Strategy @ Holton Primary School

Why we assess?

To understanding learner progress & inform planning

To make a judgement



How we assess?

- ❖ Included in all Topic & Weekly planning
- ❖ In learning (*assidere*) - assessment for learning
- ❖ Monitoring progress - assessment of learning
- ❖ Identifying & recording learning - termly baseline cycle & learner progress cycle

- ❖ National
- ❖ Whole School (universal)
- ❖ Whole School (targeted in class, yr, PS)
- ❖ *Specialised (withdrawn & external)*

(see Holton Cycles of Assessment)

What it looks like @ HPS?

Learner

Self-Assessment
Learning Reflection and Refinement
Challenge selection

Learner/Learner

Peer to Peer feedback
Peer support groupings

Learner/Teacher

Assessment for Learning
Teacher Learner Reviews
Feedback & Marking

Teacher/Teacher

Prep, Plan & Assess

Teacher/Leader

Learner Progress Reviews
MER

Teacher/Parent/Learner

Reporting
Parent Learner Reviews

Our Cycles of Assessment

Universal:

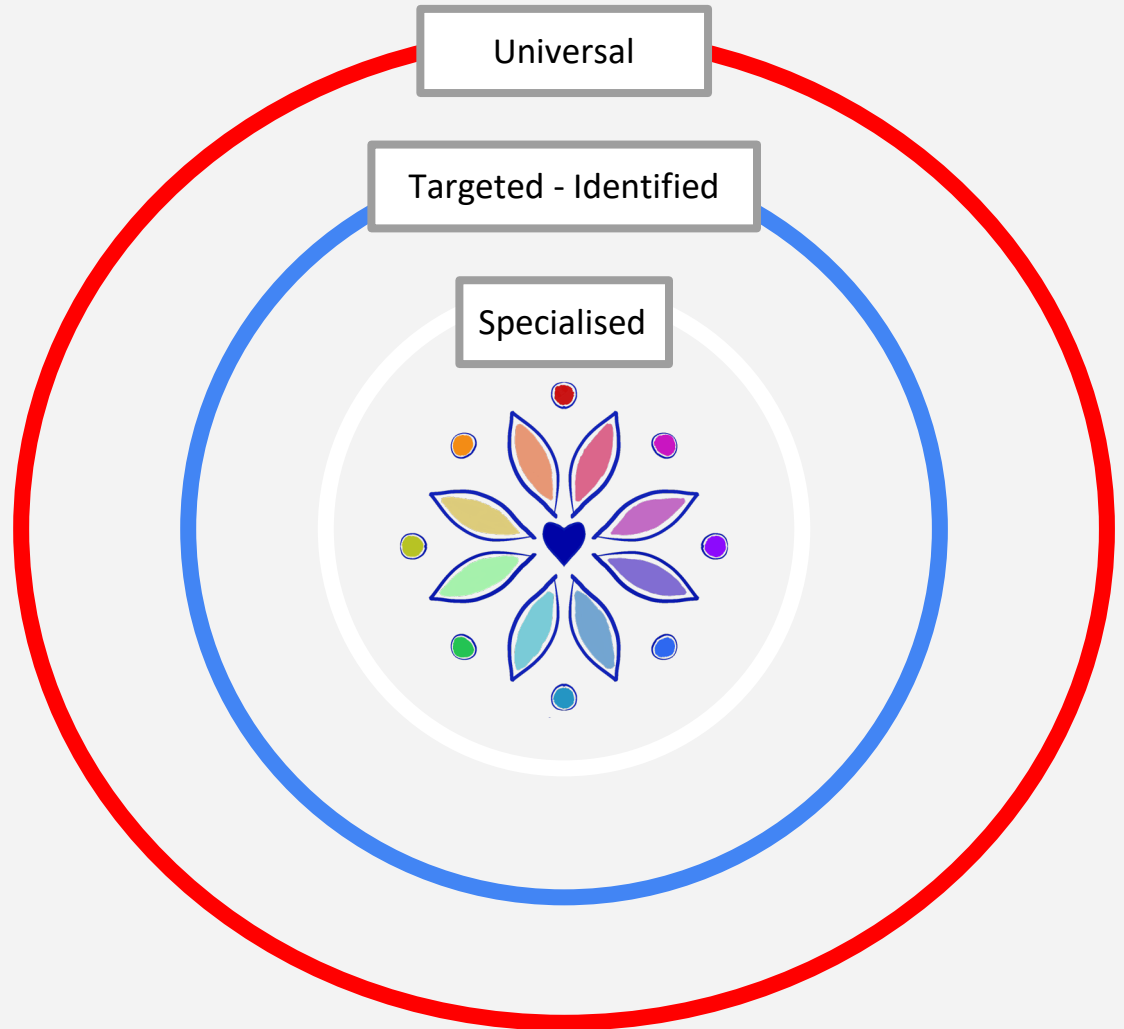
All children - On Entry & Termly baseline assessment of literacy, numeracy and wellbeing. This works alongside our Learner Progress Cycle

Targeted:

As an outcome of universal - specific learners identified for additional support and interventions in class and withdrawn, as appropriate.

Specialised:

Some teachers / learners will require support from specialised interventions and external agencies
(ALN, wellbeing, medical)



The Principles of Progression

‘Progression in learning is a process of developing and improving in skills and knowledge over time. This focuses on understanding what it means to make progress in a given Area or discipline and how learners should deepen and broaden their knowledge and understanding, skills and capacities, and attributes and dispositions. This is key to them embodying the four purposes and to progressing into different pathways beyond school’

Our Flourish Curriculum design provides opportunities for learners to develop along the learning continuum, through the four key components of the Four Purposes; Culture for Learning; Lenses for Learning; and Wellbeing. We understand how learners are making progress through both our Cycles of Assessment and our Learner Progress Cycles, which identify how our learners are:

1. Increasing in effectiveness
2. Increasing their breadth & depth of knowledge
3. Deepening their understanding of ideas, concepts and content
4. Refining and becoming more sophisticated in their use and application of skills
5. Making connections to the wider world and transferring their learning into new contexts