



Learning, Teaching & Curriculum Policy

Nurture, Inspire and Flourish Together

Contents:

1. Our Flourish Curriculum.....	3
Curriculum for Wales.....	3
Mission...(Our Why):.....	4
Vision...(Our How):.....	4
Principle Into Practice...(Our What):.....	5
Our 'Flourish Curriculum' Components.....	6
2. Learning & Teaching.....	7
Effective Learning & Teaching.....	8
Lenses for Learning.....	13
Learner Capacities.....	15
Metacognition.....	15
Cross Curricular Learning.....	15
Curriculum Enrichment Experiences.....	16
Health and Well-being.....	16
Bilingualism.....	17
Cross-cutting themes.....	17
Additional Learning Needs.....	19
3. Assessment and Progression.....	22
Daily Assessments.....	22
Feedback and Marking.....	23
Learner Progress Cycle.....	23
Monitoring, Evaluation and Review.....	25
Progression.....	26

1. Our Flourish Curriculum

At Holton Primary School, we are committed to ensuring our curriculum supports learner progress towards realising the four purposes by developing the skills, knowledge and experiences outlined in Curriculum for Wales 2022 and the Areas of Learning and Experience.

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 (Our Flourish Curriculum) - school and cluster level curriculum built from the national framework, whilst also meeting local contextual needs i.e. learners, locality

What are the Four Purposes?



What are the six Areas of Learning & Experience?



Our design and development has evolved over the previous 3 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 continue to engage with all stakeholders in order for us to further develop and refine our curriculum and community opportunities.

Mission... (Our Why):

Nurture, Inspire and Flourish Together

Vision... (Our How):

As a learning community, all staff will support our learners by:

Nurturing relationships through learning and wellbeing

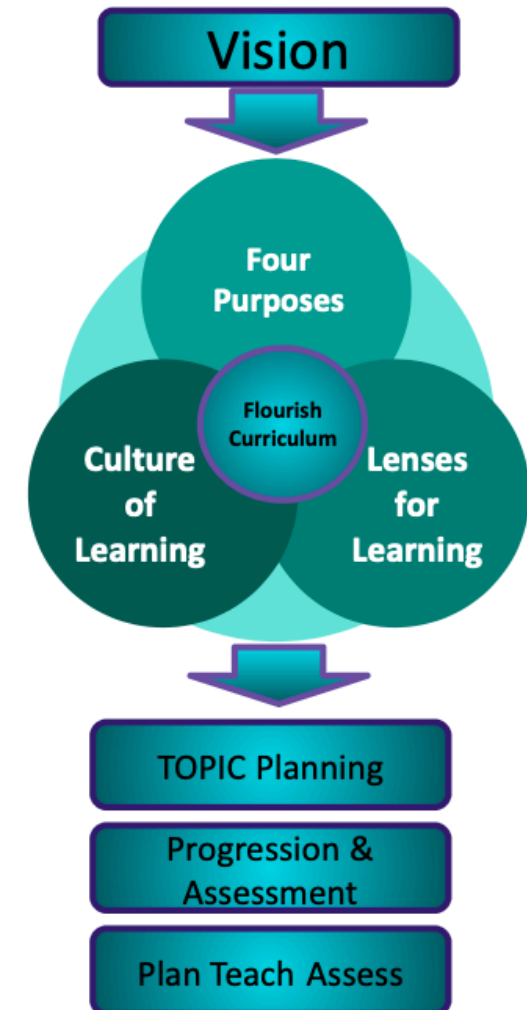
We are committed to developing strong relationships, working together as a team through trust, respect and support. We appreciate our similarities and take pride in the diversity of our community and the wider world.

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.



Principle Into Practice...(Our What):

At Holton Primary School we work as a community, delivering opportunities and experiences to:

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

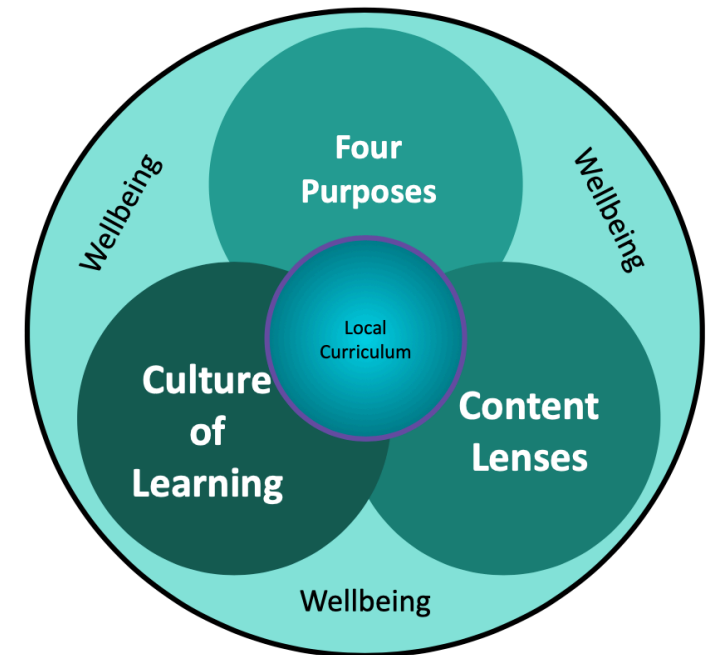
Our Mission, Vision & Principles into Practice are at the heart of our daily life and are represented in our school mission statement and our three overarching school rules:

Be Safe - Be Responsible - Be Respectful

Our '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 the other primary schools within the cluster and 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, Relationships for Learning, Environment for Learning, Modelling of Learning, Opportunities for Learning, Routines for Learning and Time for Learning*. These 8 Cultures of Learning ensure that the learning is meaningful for learners, deepening their conceptual understanding, expanding their knowledge and refining and extending their repertoire of skills.
- **Lenses for Learning** - All our curriculum content is developed from the Areas of Learning & Experience (AoLE) i.e. knowledge and skills. Our four *Lenses for Learning* at Holton Primary School shape our curriculum breadth, coverage & lifeworthy content. The lenses draw our curriculum content from the 6 AoLEs 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.



2. Learning & Teaching

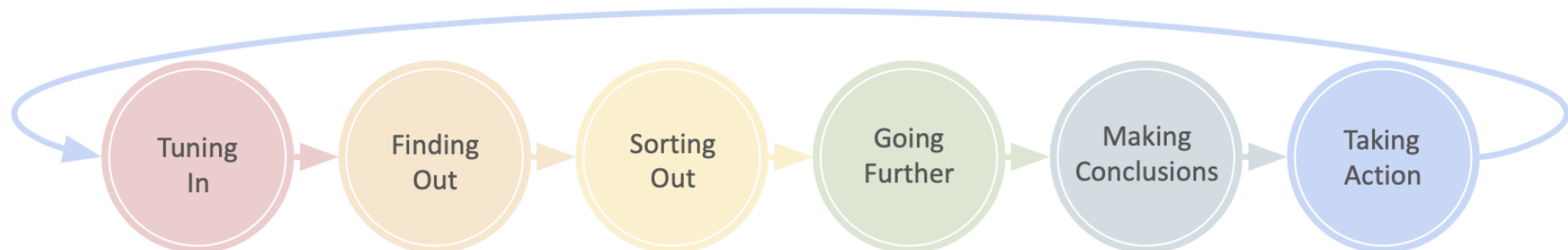
In developing the vision for our curriculum, we have considered what the four purposes mean for our learners and how our Flourish Curriculum will support learners to realise them. We use a range of pedagogical approaches that support and promote the pedagogical principles within the Curriculum for Wales. At Holton Primary, staff use their professional judgement when considering the most suitable pedagogical approach, depending on context of the learning, the stages of learning and the learning environment.

Progression Step 1 (Nur & Rec): There is a holistic and integrated approach to all learning. Where appropriate, following our Lenses for Learning and taking opportunities to explore the world around us.

Progression Step 2 (Y1-3): Learners work at increasing depth between and within Areas of Learning Experiences (AoLE). They begin to make connections through our four Lenses for Learning - four key themes that we have determined are important for our learners to make sense of the world.

Progression Step 3 (Y4-6): Learners identify how their learning relates to the What Matters Statements, seeking to make connections and apply their learning across different contexts and scale.

At Holton Primary we teach daily language and mathematics sessions discretely through the use of Read Write Inc. Phonics (Reception - Year 1), Read Write Inc. Literacy and Language (Years 2 - 6) and Maths - No Problem! Opportunities to transfer these skills throughout the curriculum are provided through the use of the Literacy and Numeracy Framework and our Lenses for Learning. Teachers at Holton Primary School deliver themes of learning throughout the Lenses for Learning using a learner influenced Inquiry-based Learning approach. Each inquiry follows, but is not limited, the following cycle:



Effective Learning & Teaching

The Role of the Learner and Effective Learning

Learners work towards the schools aims by:

- Being ready to learn
- Following the School rules being 'Be Safe, Be Responsible, Be Respectful'
- Taking a growing responsibility for their own learning
- Taking care of resources and being responsible for their own possessions

We acknowledge that people learn in a range of ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them.

We offer opportunities for children to learn through:

- Group work;
- Pair work;
- Independent work;
- Whole class work;

We encourage children:

- To take responsibility and be leaders for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn (Assessment for Learning – (AfL).
- To identify what they know, build on previous knowledge and to decide what they would like to know and how they can find the answers.
- To challenge their learning, identify strengths and areas for development and support children to set personal 'next step' targets.
- To know that mistakes are part of learning and can be overcome by developing skills of perseverance and resilience,
- Recognise and celebrate their own and the achievements of others

Differentiation

Effective use of differentiation can give children the best possible chance of learning. It is a means of meeting and challenging the different learning needs in a group or class.

We must plan for a variety of differentiated approaches for all of our children. And this must be evident in learning and teaching. We can also consider children's needs in terms of readiness and interests.

Differentiation is NOT:

- New
- Just another way to group children
- Expecting less of struggling learners
- Engaging in extension activities

Differentiation is learning for all.

The Role of the Adults and Effective Teaching *(To be further developed on our Self-Evaluation INSET day.)*

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. Excellent teaching ensures children are motivated and purposefully engaged, which secures children's good progress in learning. Staff at Holton focus on building on children's skills, knowledge, attitudes, values and understanding of the curriculum so they reach the highest level of personal achievement.

Teachers ensure learning and teaching include the following 'Essential Elements of Learning and Teaching', which have been categorised under the Cultures of Learning to ensure learning is as meaningful and as effective as possible. These are considered during planning, implemented in our delivery and evaluated through our assessment and progression strategies.

Through direct instruction, inquiry-based learning, whole class or group/independent activities, effective lessons include:

Time for Learning:

- Children involved and 'doing' as soon as possible (with a short introduction as appropriate)

Modelling of Learning:

- Regular checks to show level of understanding
- Thinking and learning is made visible

Language of Learning:

- AfL strategies
- Effective questioning

Routines for Learning:

- Activation of prior learning
- Thinking routines
- Plenary to establish: what they now know, what they want to know and the next steps in learning

Environment for Learning:

- Engaging, authentic and purposeful learning tasks

Relationships for Learning:

- Differentiation – informed by Learner Teacher Review meetings to ensure support and challenge is appropriate
- Inclusive representation

Expectations of Learning:

- Shared learning objectives
- Split-screen learning to develop Learner Capacities
- Use of success criteria, (when appropriate generated by the children)

Opportunities for Learning:

- Flexibility during a lesson to meet the needs of learners
- Development of key skills (Literacy, Numeracy, ICT and Thinking Skills) Curriculum 20018 / Cross-Curricular skills (Literacy, Numeracy and Digital Competence Framework [DCF]) Curriculum 2021

Teachers, in addition to providing the Essential Elements of Learning and Teaching:

- Follow the expectations outlined in the Professional Standards for Teaching and Learning
- Reflect on the standards to identify strengths and weaknesses in their practice and plan their professional development accordingly
- Follow the expectations outlined in this policy
- Promote and establish positive working relationships with children and staff
- Deploy Learning Support Assistants and volunteers effectively

Learning Support Assistants (LSAs) are involved in supporting the teachers in planning, delivering the Essential Elements of Learning and Teaching, and evaluating the curriculum depending on their role and the year group in which they teach.

Support staff are employed in a number of roles across the school, supporting effective learning and teaching. The level of support for the class teacher is planned to take into account the following areas:

- Follow the expectations outlined in the Professional Standards for Assisting Teaching
- Pupils' educational needs (including support programmes for Additional Learning Needs [ALN] and Planning Preparation and Assessment (PPA) cover - Higher Level Teaching Assistants [HLTAs].
- Promote and establish positive working relationships with children and staff

Classroom Organisation

Staff should provide a stimulating and well organised learning environment by ensuring:

- There is a range of appropriate and accessible resources available
- Learners' independence is encouraged and classrooms are inclusive
- Safe areas are provided that can support children to take controlled risks
- Displays are of a good quality and instrumental in celebrating children's work and importantly, providing a learning tool that can be referenced and aid learning
- There are clearly established and consistent classroom routines.
- Visual timetables are clearly displayed and inform pupils in order to facilitate preparation.
- Rules rewards and consequences are followed

The Role of the Parent/Carer in Learning

Parents and Carers have a fundamental role in helping children to learn through:

- Attending a Meet the Teacher session at the start of every school year which outlines the Lenses for Learning and concepts to be covered
- Supporting curriculum guidelines/guidance e.g. skills taught through the Literacy and Numeracy Framework (LNF) and Digital Competence Framework (DCF).
- Reading and acting on the weekly NIFTY newsletters
- Accessing the school's X (formerly Twitter) feed and the School website
- Attending Parent Teacher Review meetings
- Reading and acting on a child's termly written report
- Being parent/carer/grandparent volunteers in School to support learning e.g. reading, craft activities, multicultural representation
- Ensuring that their child has the best attendance record possible.
- Ensuring that their child is equipped for School with the correct uniform and PE kit.
- Informing the School if there are matters outside of school that are likely to affect their child in school.
- Promoting good behaviour at School.
- Promoting a positive attitude towards School and learning in general.
- Endorsing the Acceptable Internet Use Statement
- Be given opportunities to give their views on all aspects of School life through parental questionnaires.

The Role of the Governor in Learning and Teaching

Governors monitor and review the School policies including Learning and Teaching/, and Curriculum.

Governors:

- Ensure that School buildings and premises are best used to support successful learning and teaching.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.
- Ensure that staff development and performance management policies promote good quality teaching.
- Monitor the effectiveness of the School's Learning and Teaching Policy through the School self-review processes. These include reports from: the Headteacher, Leadership Team, leaders of the Lenses for Learning and the Curriculum Sub-Committee.

Lenses for Learning

Our Lenses lead our inquiry learning and draw content from the 6 Areas of Learning and Experience, the concepts that form the What Matter statements within them and additionally, 12 key concepts that have been developed in conjunction with our cluster schools. We have developed four Lenses for Learning:

Discovery, Creativity and Expression

This lens encourages learners to explore their innate curiosity, ignite their imagination, and encourage confidence for innovation. This ensures a dynamic learning environment where learners are empowered to express their individual voices, ideas, and perspectives, cultivating a generation of creative and confident individuals ready to contribute meaningfully to society.

Cynefin, Community and Citizenship

This lens will provide the opportunity to experience and explore the learner's connection with their environment and heritage as well as the wider world. They should develop a sense of responsibility and be able to contribute in a positive way towards their local and global community.

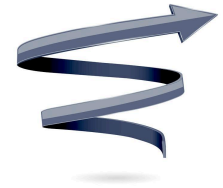
Wellness

This lens will provide the opportunity to prioritise the holistic development of students, fostering physical, mental, and emotional well-being, promoting healthy lifestyle choices, and providing tools and strategies for self-care, resilience, and balance, thus nurturing learners who are better equipped to thrive academically and personally.

Diversity and Equality

This lens will provide opportunities for the learners to engage with a wide range of perspectives, cultures, and experiences, fostering empathy, understanding, and respect among all students, while ensuring equitable access to resources and opportunities, enabling each learner to thrive and achieve their full potential regardless of their background or circumstances.

Learners in Progression Step 1 (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.



	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

Learner Capacities

Collaboration

Communication

Resilience

Curiosity

Self-Awareness

Effort

Alongside providing opportunities for learners at Holton Primary School to develop skills and knowledge we also focus on developing behaviours and attitudes through our Learner Capacities, which have been developed around the Four Purposes and the Integral Skills that underpin them. In pursuit of developing lifelong learners, class teachers use the split-screen learning approach to develop at least one of the Learner Capacities during every lesson or learning opportunity. The aim of the Learner Capacities are to develop learner's knowledge of their learning and be aware of their own development including setting themselves targets to achieve across their time in school. Every term, learners engage in planning their own learning by participating in discussions about their current progress, with regard to each Learner Capacity, and identifying the support needed to achieve future goals.

Metacognition

Teachers and Learning Support Assistants at Holton Primary School promote higher-order thinking skills in the classroom by regularly providing opportunities for learners to engage with metacognitive processes and consideration of thinking routines. By working towards becoming a Thinking School we are cultivating a culture of critical thinking, creativity, and problem-solving among students, enabling them to approach learning with a deeper understanding and independent thought. This leads to more engaging and interactive lessons, where students are actively involved in the learning process and encouraged to explore ideas from multiple perspectives.

By implementing this approach we are aiming to enhance collaboration and communication among students, as they learn to express their thoughts and listen to others' viewpoints respectfully. This contributes to the development of social and emotional skills, such as empathy and teamwork, which we believe are essential for success both inside and outside the classroom.

Cross Curricular Learning

Knowledge, skills and experiences within literacy, numeracy and digital competence are central with regard to planning learning at Holton Primary School. We use the Literacy and Numeracy Framework, and the Digital Competency Frameworks as curriculum planning tools to ensure all teachers plan for appropriate levels of challenge and support as they embed literacy, numeracy and digital competency skills in their teaching.

Curriculum Enrichment Experiences

At Holton Primary School we aim to enhance our curriculum offer through a range of enrichment experiences and opportunities:

- Bi-weekly Inquiry Days
- Pupil Voice Groups
- School Council
- Governor Development Days
- Local Community Engagement
- Cluster Projects
- Cluster Sports Tournaments
- School trips including residentials
- A range of visitors
- Extra-curricular activities
- Opportunities to perform
- Performances of Understanding

Health and Well-being

The Health and Well-being Area of Learning and Experience provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. These components are weaved into all of our Lenses for Learning, which allow us to support learners with understanding and appreciating how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.

At Holton, we believe in creating the appropriate conditions and learning environments that allow all children to flourish. To ensure we are able to provide these conditions it is vital that we have a daily understanding of the children's mental health and well-being. We gain these important insights during our nurture breakfast sessions that are available to all children as soon as they arrive at school. These sessions form part of our whole school approach alongside the Jigsaw PSHE programme, which addresses topics such as mental health, relationships, healthy lifestyles, and emotional literacy, all of which are essential components of promoting holistic well-being among children. By incorporating interactive and age-appropriate activities, Jigsaw PSHE helps our learners develop essential life skills, resilience, and empathy, contributing to their overall health and well-being.

Bilingualism

Our learners are prompted to use the Welsh language across all subjects, following instructions and engaging with teachers in an age-appropriate manner. They are also encouraged to interact in Welsh with their peers, fostering a natural integration of the language throughout the day. Holton Primary is actively pursuing accreditation through the WG-funded Siarter Iaith scheme, focused on promoting Welsh, cultivating a Welsh cultural ethos, and enhancing students' social use of the language. Additionally, Helpwr Heddiw sessions are integrated into our curriculum.

Cross-cutting themes

Holton Primary has designed a curriculum which incorporates, where appropriate, opportunities for learning and consideration of cross-cutting elements. These allow learners to:

- consider local, national and international contexts

- develop understanding of relationships and sexuality education, human rights education, diversity, and careers and work-related experiences

Relationships and sexuality education (RSE)

Relationships and sexuality education (RSE) is a mandatory requirement in the Curriculum for Wales framework for all learners from ages 3 to 16. RSE has a positive and empowering role in learners' education and plays a vital role in supporting them to realise the four purposes as part of a whole-school approach. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE.

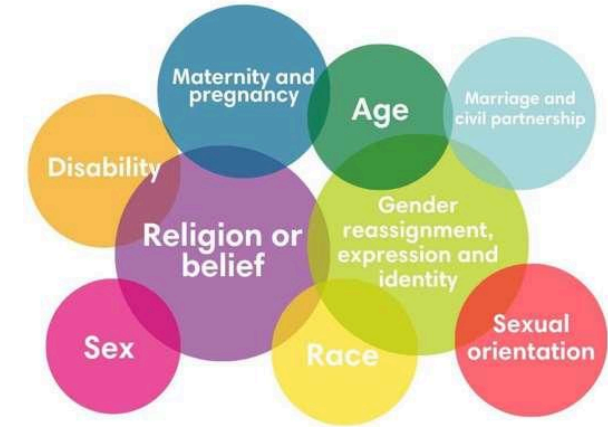
Human rights

The Curriculum and Assessment (Wales) Act 2021 (the Act) provides that schools and settings must promote knowledge and understanding of the two conventions (United Nations Convention on the Rights of the Child (UNCRC) and the United Nations Convention of the Rights of Persons with Disabilities (UNCRPD) among those who provide learning and teaching in respect of their school or setting's curriculum. This means, for example, that school leaders must make sure that practitioners and other school staff providing learning and teaching gain knowledge and understanding of human rights, as set out by these two conventions.

Equal Opportunities & Diversity

In designing a curriculum, we have incorporated opportunities for learners to:

- develop empathy and compassion for others
- celebrate diverse backgrounds, values and characteristics
- develop their own values and sense of identity
- develop understanding of people with different beliefs and perspectives
- challenge stereotypes
- all adults and children at Holton have the right to be treated equally, regardless of religion or belief, sex, race, sexual orientation, marriage and civil partnership, age, maternity and pregnancy, disability and gender reassignment



Through our curriculum, we will foster a deep appreciation and recognition of different cultures and heritages. In order to promote equality and the inclusion of all ethnic groups, our diverse curriculum represents traditions, customs and beliefs from outside the school community as well as within. During their time at Holton, children will be immersed in a curriculum which teaches the achievements of all cultures and celebrates the richness of the multicultural world that we live in.

Upon leaving Holton, children will:

Think:

- Racism is wrong, understand why it is wrong and know what they can do to fight it
- Learning about a wide range of peoples, histories and cultures is important

Feel:

- That Holton values all members of the community - we celebrate our similarities, differences and diversity
- Inspired to make the world a fairer and better place

Do:

- Treat others respectfully and openly, and embrace diversity
- Think critically about the world, ask questions and strive to learn more
- Be well prepared, informed citizens who are passionate about social justice

Careers and work-related experiences

Our curriculum should enable learners to gain experiences related to work and careers, developing knowledge of the breadth of opportunities available to them throughout their lives.

Local, national and international contexts

The local, national and international contexts provide key perspectives for learners and are of particular importance in supporting learners to realise the four purposes. They help learners make sense of the skills and knowledge they are developing by making connections with surroundings, experiences and events they may be more familiar with.

Additional Learning Needs

Why

Holton Primary School is dedicated to recognising and fostering the abilities of all our learners, aiming to create the best learning environment. We prioritise early identification and support for learners with additional learning needs (ALN), ensuring they have access to a comprehensive curriculum and the necessary support to achieve. Staff are aware of the procedures for identifying and supporting ALN learners, and the school collaborates with families to address and support each learner's needs. Progress is tracked and evaluated using Edukey Provision Mapping, Learner Progress Reviews, and assessment data. Staff expertise is continually enhanced through professional learning opportunities.

How We Implement

At Holton Primary School, we have implemented a school-wide approach to Additional Learning Needs (ALN) with a focus on early identification and tailored support. Our graduated approach to ALN includes a 'Provision Map' detailing our universal, extended and additional learning provision.

Universal Provision:

- Available to all pupils, it includes differentiated curriculum options in class, small groups, or individually, and wellbeing support. This may also include visual support within the classroom.

Termly learner progress meetings with the ALNCo alongside termly school assessment data identifies learners needing further extended provision.

Extended Provision:

- For learners needing more support, small group interventions are provided by LSAs.
 - Interventions include Catch up Literacy and Numeracy, Precision Teaching, Lego Therapy, ELSA, Speech and Language Links, Wellcomm, and Rainbow and Rapid Readers.
 - All interventions are recorded and monitored using Edukey, with progress reviewed termly by LSAs and analysed by the ALNCo.

What We Review

If limited progress is made through our graduated approach of universal and extended provision, an Individual Development Plan (IDP) may be required. The IDP, developed collaboratively by the child, family, and professionals, outlines the child's learning barriers and the necessary Additional Learning Provision (ALP). It specifies strategies and interventions beyond typical age-appropriate support.

IDP Development and Maintenance:

- Documents the ALN and required ALP.
- Created with input from professionals, the child, and family.
- Maintained by the school if progress is adequate; otherwise, it may be managed by the Local Authority for severe or complex needs.

Monitoring, Evaluating and Review:

Termly school assessments, learner progress reviews, and Edukey progress reviews provide qualitative and quantitative data, which is recorded on an assessment tracker and used to inform and monitor extended provision. Intervention LSAs review the provision and share this information with the ALNCo. If limited progress is made, the ALNCo meets with class teachers to discuss the learner's progress in the classroom and may implement another intervention with a different strategy. If progress remains limited, the ALNCo will seek further advice from families and external agencies. If the learner makes significant progress, they will stop accessing the extended provision, but their progress will continue to be closely monitored through learner progress meetings.

MER CYCLE

Autumn

- Summer assessment data/ learner progress reviews to inform Autumn Interventions
- Speech/Language Links full assessment Rec/Y3
- Universal provision and learning environment walk
- Intervention learning walk
- Attainment progress – comparison of data Autumn – previous summer
- Edukey progress review of interventions by LSA's
- Edukey reports – costing/review outcome

Spring

- Autumn assessment data/learner progress reviews to inform Spring Interventions
- Planning and book look – focus on ALN learners
- Class LSA intervention – SWOT analysis
- ALP specific environment learning walk
- Edukey progress review of interventions by LSA's
- Attainment progress - comparison of data Spring – previous Autumn
- Edukey reports – costing/review outcome

Summer

- Spring assessment data/learner progress reviews to inform Summer Interventions
- Universal provision and learning environment walk
- Moderation – what were the findings in relation to ALN from moderation and scrutiny process – what were the changes etc.
- Edukey progress review of interventions by LSA's
- Attainment progress - comparison of data Summer – previous Spring
- Edukey reports – costing/review outcome

3. Assessment and Progression

Assessment at Holton aims to facilitate the progression of each learner along the 3 to 16 continuum, with learners being central to the process and encouraged to actively engage in their learning journey. It's viewed as an ongoing part of learning and teaching, intertwined with both processes. The Flourish Curriculum utilises various assessment methods, including processes that involve engagement between the learner, parent/carer and practitioner, which helps to form a comprehensive view of the learner's progression and well-being. The implementation of these assessment strategies enable the staff at Holton to respond to individual needs of the full range of learners within their classrooms.

Cycles of Assessment

Universal:

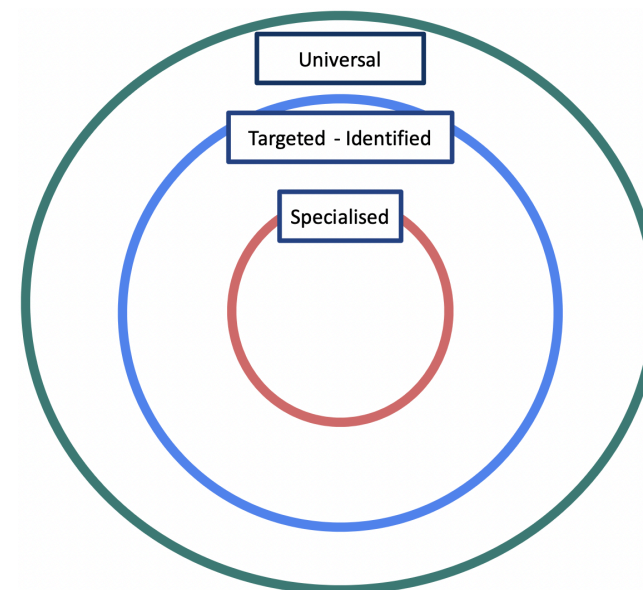
All children - On Entry & Termly baseline assessment of literacy, numeracy and wellbeing. This works alongside our Learner Progress Cycle

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).



Daily Assessments

Assessment is an ongoing process within daily learning and teaching. Levels of attainment are continuously determined through outcomes of everyday learning activities that are planned against the Descriptions of Learning and our Flourish Curriculum, which incorporates appropriate levels of differentiation and the Principles of Progression outlined in Curriculum for Wales. The skills within the Cross-curricular subjects, the Literacy and Numeracy Framework and Digital Competence Framework, are also used as a measure for learner outcomes during day to day learning and teaching. Embedded Assessment for Learning strategies including, self-assessment, peer assessment, observations, purposeful dialogues and effective feedback and marking inform future learning, appropriate challenge and identifies support needed.

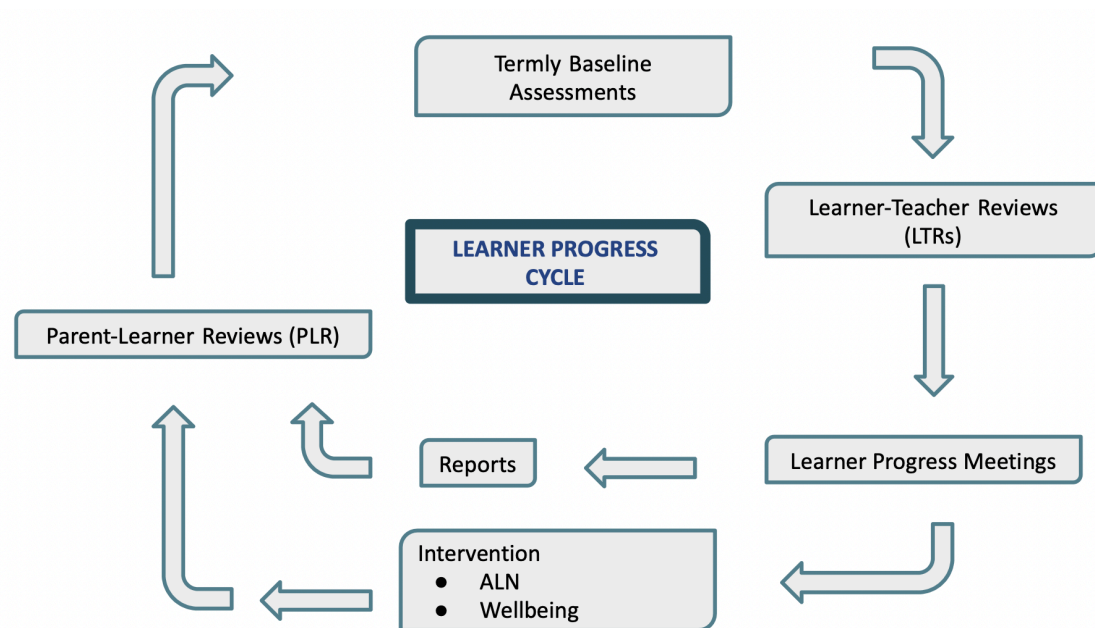
Feedback and Marking

At Holton Primary School, marking and feedback is central to our planning and learning and in ensuring every child makes progress. Marking and feedback must support and challenge each child and focus upon moving the learning forward. Marking and feedback should contribute to developing an understanding of each child, through identifying their strengths, the ways in which they learn and their areas for development.

See the [Marking and Feedback Policy](#).

Learner Progress Cycle

At Holton, it is our view that assessment should assist staff in recognising the progress made by each learner, documenting these as needed, to grasp their development over time and through various means, thus promoting continuous progression. Our Learner Progress Cycle incorporates a number of processes starting with on entry and termly assessments - focussing on Literacy, Mathematics and Numeracy and Well-being.



Termly Baseline Assessments

Progression Step:	PS1	PS2 and PS3
Required Assessments:	<p>Nur:</p> <ul style="list-style-type: none"> ● Foundation Phase Profile <p>Rec:</p> <ul style="list-style-type: none"> ● Foundation Phase Profile ● RWI Assessments ● Writing Assessment ● Non-Verbal (Summer term) 	<ul style="list-style-type: none"> ● Home Spelling ● Salford Reading and Comprehension ● Writing Assessments ● RWI ● Maths No Problem Assessments ● Non-Verbal (Summer term) ● National Tests (Year 2 and above) ● ELSA (Year 3 and above) ● SELFIE (Year 2 and above)

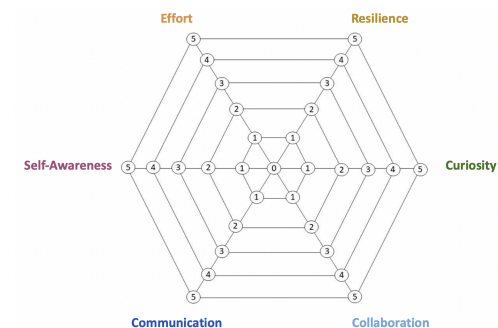
Learner Teacher Reviews

Following the baseline assessments, the Learner Teacher Reviews take place, which involve dialogue between the teachers and learners and self-reflections centering around the children's personal development towards the Four purposes and our Learner Capacities, their challenges and the next steps in their learning.

Learner Teacher Review

Name:	Year: 4	Class:4W
Date:	Learner & Teacher Reflections:	The challenges in my learning are:
Summer	<p>A good learner at Holton is...</p> <p>What are the strengths in your learning? What are the areas where I am making good progress?</p> <p>What progress have you made in developing your skills (Lit, Num, Digital)? What do you need to do next to improve?</p> <p>How could school and home support you with your learning?</p>	The next steps in my learning are:

Flourish Formula Self-reflection



Learner Progress Meetings

The attainment achieved and progress displayed during daily assessments, termly baseline assessments and the Learner Teacher Reviews are discussed through professional dialogues between the teachers and Senior Leadership in the Learner Progress Meetings. The progress of learners as individuals and across the school will provide a big picture, informing future learning, the placement of interventions, provision, additional support or challenge that may be required.

Reporting and Parent Learner Reviews

The information gained as a result of the Learner Progress Cycle is communicated and shared with parents/carers at the end of every term through the use of written reports. Teachers report on the progress made throughout the term and the learner's target moving forward for Language, Literacy and Communication, Mathematics and Numeracy, Cymraeg and Digital Competence. Other areas of learning reported on include the skills, knowledge and experiences the learner has developed through the terms Lens for Learning and also the progress made towards the six Learner Capacities. To promote purposeful engagement, Parent Learner Review meetings are offered to parents and carers as an opportunity to discuss their children's achievements, learning and any targets that can be supported at home.

Monitoring, Evaluation and Review

At Holton Primary School we use our Monitoring, Evaluation and Review cycle, which aligns with the XLence Standards Monitoring Framework, to ascertain if various learner groups are achieving anticipated outcomes. The MER cycle also serves as a tool to pinpoint strengths and areas needing enhancement in both the school curriculum and day-to-day practices, while also evaluating how effectively individual learners' needs have been addressed.

To gain an understanding of where our strengths and opportunities for development lie we utilise a number of monitoring processes, such as, listening to learners, learning walks, work sampling, looking at planning and observations through our Collaborative Approach to Improving Practice.

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'

Curriculum for Wales 2022, WG

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:

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

This policy was created in February 2024

This policy was presented and accepted by the Governing Body in.....

All staff were made aware of this policy in....

This policy will be reviewed in February 2025