



Curriculum Summary

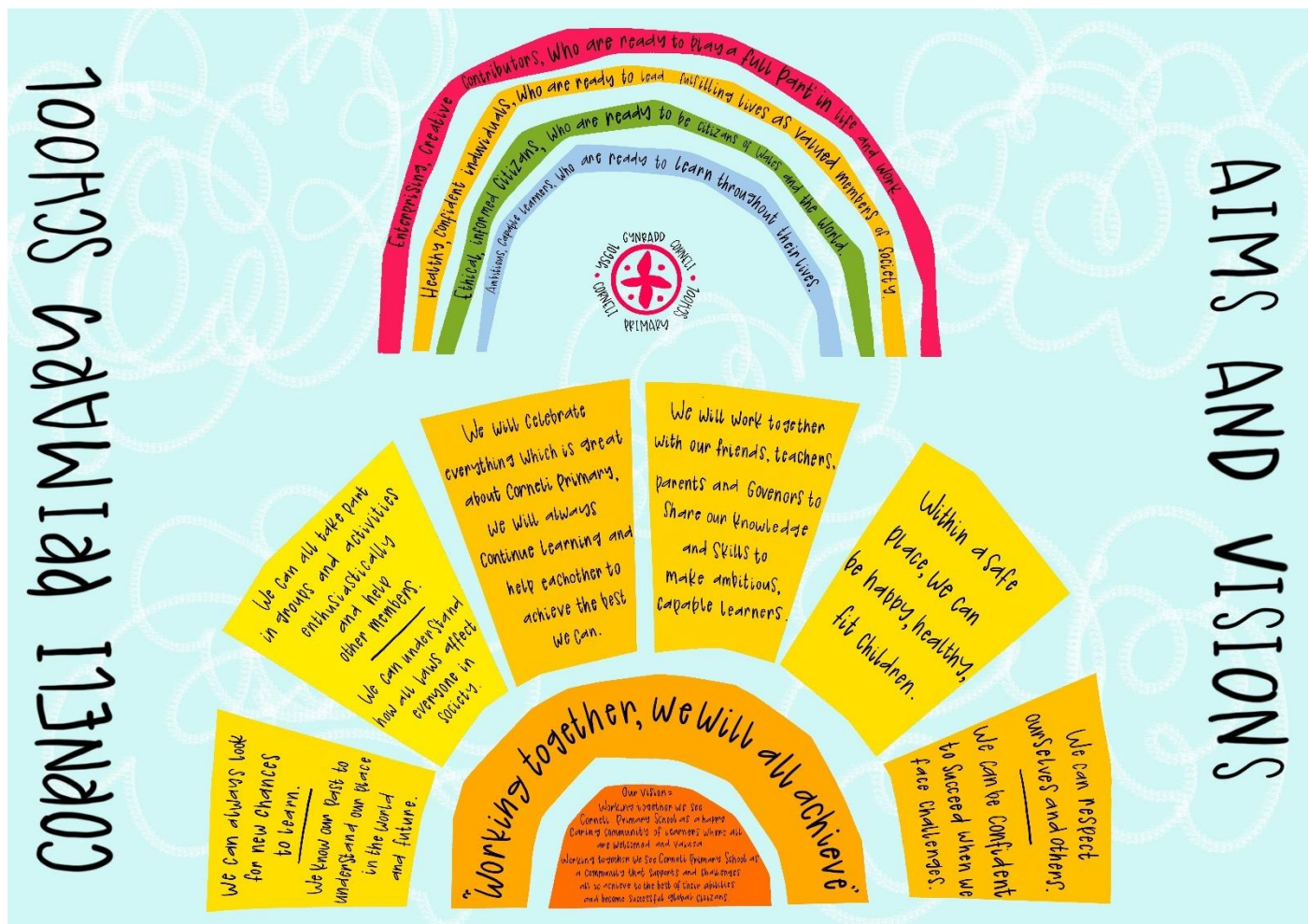
Corneli Primary School



'Working together we will all achieve'

Our Vision and the New Curriculum

Pupils, Governors and staff worked collaboratively over a term to consider the Welsh Government 'Four Core Purposes for Education' and what our Aims and Vision should be at Corneli Primary. The ideas agreed formed our published Aims and Vision Document in 2019 which we celebrate in the School.



'Working together we see Corneli Primary School as a happy, caring community of learners where all are welcomed and valued.'

'Working together we see Corneli Primary School as a community that supports and challenges all to achieve to the best of their abilities and become successful global citizens.'

Further stakeholder and community engagement

Our Corneli Primary Curriculum enables us to realise our vision.

As part of Curriculum Design:-

- Teaching staff have undertaken reading and research on high quality teaching and learning and the Pedagogical Principles
- Staff have agreed key features of our school context, community to determine what approaches and experiences are best suited for the needs of all learners. Practitioners identified needed changes to our current practice and provision which has led to 'My Community', 'My Country', 'My World' being central to our learning
- Parents and Governors have been engaged through surveys, to gain opinions on the type of learning that pupils experience in Corneli Primary
- Senior Leaders have shared with Governors their overview of each Area Of Learning and Experience for Corneli Primary to enhance Governor knowledge and understanding and share opinion
- Teachers have worked with Cluster colleagues to develop commonality in Areas Of Learning and Experience through Central South Consortium guidance and fed back to colleagues
- Teachers have accessed Central South Consortium Areas Of learning and Experience Meetings and fed back to colleagues.
- The School has communicated with parents about the New Curriculum and its implementation through Newsletters and Communication channel updates.
- Pupils have been engaged through surveys to consider their learning and influence the new Corneli Curriculum
- Pupils have been engaged, through the School Council, to develop the Vision for the New Corneli Curriculum

Meeting the required elements set out in the national framework

(Please see our Corneli Primary Curriculum Design Overview Document)

- Our New Corneli Curriculum is planned to be broad and balanced and suitably differentiated for pupils of all primary age groups and abilities
- Our New Corneli Curriculum includes learning opportunities within and across all of the Areas of learning and experience.
- Our New Corneli Curriculum encompasses the concepts in all of the statements of what matters
- Our New Corneli Curriculum provides appropriate progression in accord with the principles of progression.
- Our New Corneli Curriculum will align to the mandatory requirements of teaching Welsh, English and Religion, Values and Ethics (RVE).
- Our New Corneli Curriculum will ensure that 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.

- Our New Corneli Curriculum enables learners to develop the skills in the way described in the four purposes.

These skills are:

1. integral skills
2. creativity and innovation
3. critical thinking and problem solving
4. personal effectiveness
5. planning and organising

Approaches to learning progression and arrangements for assessment

(We believe progression and assessment is fundamental

to ensuring we achieve our school vision.)

Our curriculum provides for appropriate progression and accord with the principles of progression set out in the 'Progression Code' through the application of the following:

- increasing breadth and depth of knowledge;
- deepening understanding of the ideas and disciplines within the Areas;
- refinement and growing sophistication in the use and application of skills;
- making connection and transferring learning into new contexts;
- increasing effectiveness

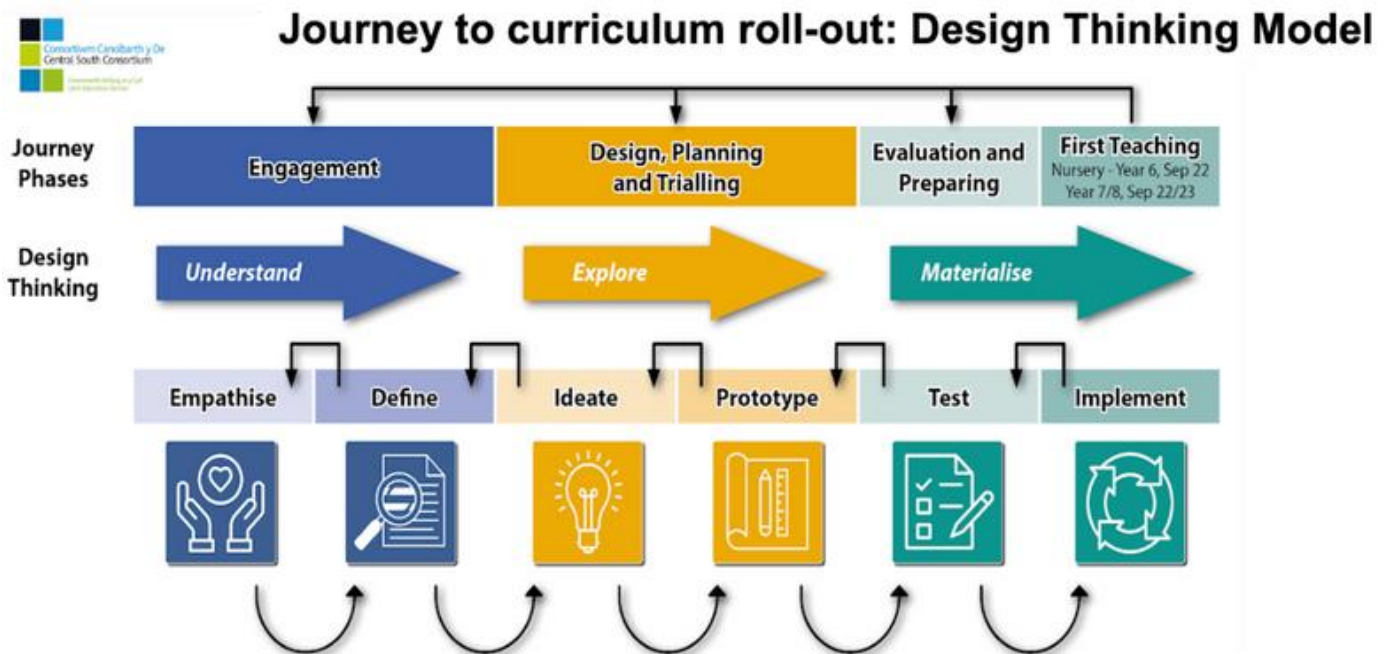
Our New Corneli Curriculum is supported by effective learning and teaching that enables learners to make progress. Throughout the curriculum design process, our staff have focused on developing a shared understanding of progression and use the pedagogical principles to select effective pedagogical approaches to support progression for all learners.

We ensure progression through the regular assessment which includes:

- On entry assessment arrangements initially based on the Welsh Government Foundation Phase Profile
- Assessment for Learning undertaken in learning sessions and marking within learning activities
- Personalised assessments
- Fortnightly CLIC assessment
- RWI six weekly assessment
- Termly reading and spelling assessments
- Taith360 pupil tracking
- Literacy interventions including Wellcomm
- Numeracy interventions including Nippers

- Wellbeing interventions including Thrive

Review, feedback and ongoing revision of the curriculum



In order that our New Corneli Curriculum is effective, and enables learners to make progress through the continuum, we use the 'Design Thinking Model' provided by Central South Consortium to support our evaluation processes. This ensures that the curriculum is never 'finished' and is continually in review with changes being made to support learning and teaching and the needs of our learners.

Curriculum review is a large part of our School Improvement Plan and following monitoring and evaluation exercises, including pupil and staff feedback, the New Corneli Curriculum is adapted and revised for short and long term purposes.

We will work within school, across the cluster and in partnership with governors, Consortia and LA, to develop a shared understanding of progression and to plan for transition for learners between schools. This understanding will then form the basis of our judgements on the effectiveness of our curriculum and will lead to suitable further regular revisions of the curriculum.