

Howardian
Primary School
Curriculum Summary
Summer 2022



A curriculum for Wales ~ A curriculum for Howardian

At Howardian Primary School we have high expectations for our children and we place their wellbeing at the centre of our philosophy for learning. We are a 'Rights Respecting School', and have achieved our Gold Award. Children's rights are at the centre of all that we do in school.



We support our pupils in developing confidence and patience, tolerance and perseverance, as they develop into happy and successful citizens of the future. We work hard to encourage each child to achieve their potential and we nurture the artists and musicians, scientists, technicians and sporting achievers of the future, by striving to achieve high standards in all areas of the curriculum.



A curriculum for Wales ~ A curriculum for Howardian

Our success starts with the children and the families we serve, extending to all adults who work for our school. We encourage our pupils to be confident learners who believe in themselves, recognising and harnessing the support of their parents and teachers. We operate an 'Open Door' Policy. We welcome parents into school to express any worries or concerns they may have or to share their child's successes outside of school. We have a simple mantra – we want the children to come to school with a smile on their face and go home after a hard day's learning with that smile intact! We seek, wherever possible, to involve you as parents in the life and work of the school and to keep you well informed about your child's progress.



Governors share a vision and a clear alignment of values, beliefs and attitudes. Staff at school are all immensely capable people, willing and able to take responsibility, demonstrating their own leadership across every year group. Teachers, teaching assistants and support staff work together, seeking a culture of equality, which is evident in every classroom creating a climate of learning, supportive relationships and a stimulating learning environment. We will continue to build and develop this over the forthcoming years

Our 'Why?'

A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it. (Welsh Government, 2020).

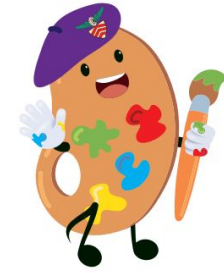
It is our responsibility that the children of our school realise the four purposes through everything they encounter at Howardian Primary this is inclusive of teaching, learning, experiences, opportunities, care, support and guidance.



Healthy
Hamza



Ambitious
Alisha



Creative
Cai



Ethical
Eleri



Our Vision at Howardian Primary



Exploring together, learning forever - Archwilio gyda'n gilydd, dysgu am byth

Our children are at the heart of our vision. We are passionate that through their learning experiences they become...

Ambitious, Capable learners
who are ready to learn throughout their lives.

- Inspired
- Resilient
- Lifelong Learners
- Problem Solvers
- Growth Mindset
- Independent
- Challenged
- Excited about Learning
- Prepared for the Future

Healthy, Confident individuals
who are ready to lead fulfilling lives as valued members of society.

- Happy
- Respectful
- Healthy in Body & Mind
- Have Good Relationships
- Social
- Nurtured
- Safe
- Expressive
- Celebrated

Ethical, Informed citizens
who are ready to be citizens of Wales and the world.

- Inclusive
- Celebrate Diversity
- Cultured
- Equal
- Curious
- Proud to be Welsh
- Aware
- Global Citizens
- Part of a Community

Enterprising, Creative contributors
who are ready to play a full part in life and work.

- Creative
- Inquisitive
- Collaborative
- Responsible
- Flexible
- Adaptable
- Responsive to Others
- Sharing Ideas

School Senedd

Criw Cymraeg

Rights Respecting Group (UNRC)

Eco Committee

Active Journey Crew

Digital Leaders

THRIVE

How our curriculum meets the required elements of the Curriculum for Wales

Our school curriculum is designed for all learners at our school to ensure that they become each of the four purposes:













- *Ambitious, Capable Learners*
- *Ethical, Informed Citizens*
- *Healthy, Confident Individuals*
- *Enterprising, Creative Contributors*

Our school curriculum is broad and balanced ensuring high quality teaching and learning experiences across each of the 6 Areas of Learning Experience. Our curriculum seeks to include the concepts in all of the 27 statements of what matters and is progressive throughout the school as learners move progression step one, two and three. We ensure assessment and the principles of progression are central to our curriculum. The curriculum at our school also aligns to the mandatory requirement of teaching Welsh, English and Religion Values and ethics. The mandatory elements of Relationship and Sexuality Education (RSE) and the cross curricular skills of literacy, numeracy and digital competence are embedded throughout our curriculum. We give much consideration of these elements to be a clear part of our curriculum when designing, developing and refining our curriculum

Curriculum for Wales at Howardian Primary


This is HOW we do it!


At Howardian, the Curriculum that our learners experience is designed with these key elements at its heart:

Expressive Arts	Languages, Literacy & Communication	Maths & Numeracy	Science & Technology	Health & Wellbeing	Humanities
INDEPENDENCE  We use Missions and Cool Challenges to enhance thinking skills, independence and creativity.	INNOVATION  We take responsible risks, think outside the box & collaborate to innovate our themes, pedagogy and learning experiences.	21st CENTURY LEARNING  We use technology to support, enhance and progress learning.			
INCLUSIVITY  We are responsive to our individual learners' needs, talents, diverse backgrounds and interests.	EXPERIENCES  Our curriculum provides exciting, immersive & varied experiences to support the development of skills & acquisition of knowledge.	PROGRESSION  We provide a progressive curriculum driven by high standards and ongoing assessment.			
OUTDOOR LEARNING  We seek and explore opportunities to take learning outdoors.	EXPERTISE  We engage with our local and wider community to provide our learners with stimulating visitors and educational visits.	CROSS AOLE LEARNING  Our teaching and learning is thematic with meaningful and relevant links within and across the 6 AoLEs.			
ENGAGEMENT  We plan for and provide authentic and purposeful learning experiences in our curriculum.	CO-CONSTRUCTION  We use pupil, parent/carer, teacher and stakeholder voice to inform the design and planning of our curriculum.	REFLECTION  We reflect, and review with pupils, staff, parents/carers and stakeholders to continue improving our teaching, learning and curriculum.			
<input checked="" type="checkbox"/> Four Purposes	<input checked="" type="checkbox"/> What Matters Statements	<input checked="" type="checkbox"/> Cross Curricular Skills	<input checked="" type="checkbox"/> Cross Cutting Themes	<input checked="" type="checkbox"/> Descriptions of Learning	

Assessment & Progression


Teachers AND learners are involved in continuous assessment of learning, assessment for learning and assessment IN learning.


 We assess and monitor learner progression using a range of assessment tools and strategies.

 We plan for progressive learning through the progression steps across all AoLEs, using the principles of progression.

Action Research & Innovation

Teachers take part in action research linked to the 12 pedagogical principles to enhance and improve teaching and learning.

 We consult experts, collaborate within and across other schools and share our findings.

 Through action research we aim to be innovative and progressive, embracing new ideas and developing them across the school for greater impact.

Cross Cutting Themes

Local, National & International Contexts

Diversity

UNCRC

Careers & the World of Work

Cross-curricular skills

Relationships & Sexuality Education

Sketchnotes by Beth @ www.workwithtech.com @workwithtech

How have practitioners, learners, parents, carers and wider community have been engaged to inform the curriculum development?

Our school vision was created at the start of journey towards curriculum for Wales. Through dedicated INSET time with all staff our vision has been developed and refined. Our vision has been created with children at the heart and with their input through discussions with children in class formally and informally and through input from our school Senedd. Our vision has been illustrated and shared with parents, carers and the wider school community through our website, emails and letters to stakeholders and our social media accounts. With our vision at the centre, we are working towards a designing and developing our own bespoke curriculum. Our staff have been engaged in a range of professional learning to support them in their roles with regard to curriculum design. Our staff have worked with our agreed design principles that reflect our learners and our school; when designing elements of the curriculum. Through regular reports and meetings governors have been kept informed of our work regarding the curriculum; and through questionnaires, governors, staff, parents and pupils were asked to consider what they feel learners should learn, why they should learn in and how they should learn it.

As a staff we have sought to review, change and innovate some of our provision and practices to reflect the ethos of our curriculum and our vision. AOLE teams and leads have attended consortia led professional learning and been involved in opportunities to develop their knowledge of curriculum design. Pupil voice is used at the start and throughout every term that they experience to provide learners with an opportunity share their ideas and thoughts about what they learn and how they learn. We provide parents and carers with overviews of what their children are learning on our school website, where they can also access a range of information on our approach to curriculum design. Our school works closely with the wider community to enhance our teaching and learning experiences for the children and to provide staff with high quality professional learning opportunities on a range of topics that support the design of the curriculum, their pedagogy and understanding of the elements of the curriculum.

How we are approaching learning progression and our arrangements for assessment

Children and staff are involved in continuous self, peer and teacher assessment of learning to ensure high quality feedback and feed-forward.

Listening to learners

Cluster assessment working party

Nursery & Reception Entry Baseline

Continually Monitor, Review & share Progress

Transition into Year 7

Assessment of learning
Assessment for learning
Assessment in learning

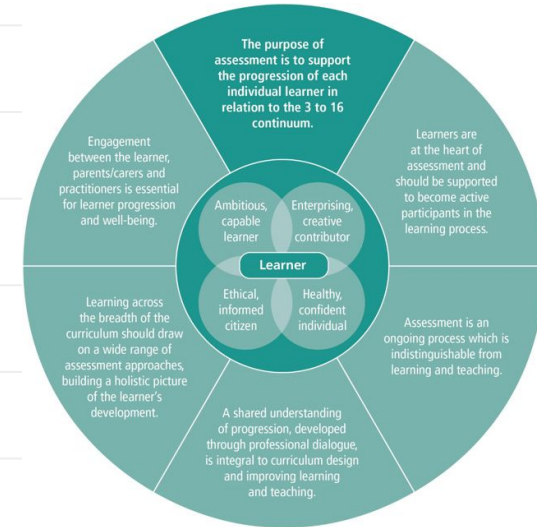
- Ongoing whole school tracking system - summative assessments
- Termly pupil progress meetings
 - Interventions
 - X2 Parents evenings
- Individual, personal targets
- End of year annual reports
- WG Personalised Assessments

Planning and delivering learning experiences that support every learner to make progress.

How we are approaching learning progression and our arrangements for assessment

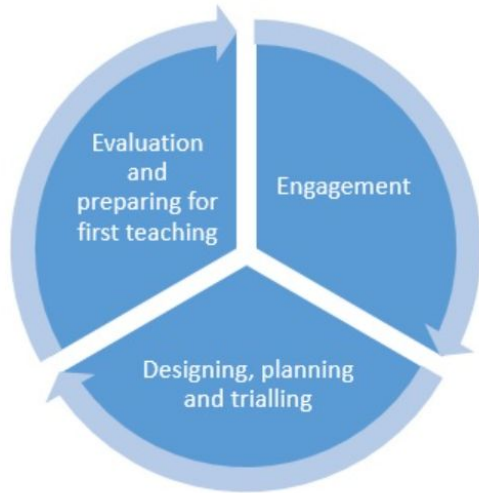
We understand how crucial progression and assessment in order for learners to reach their full potential, realise the four purposes and to have high quality teaching and learning experiences. We utilise the principles of progression when designing our curriculum and to ensure learners increase in personal effectiveness, develop their depth and breadth of concepts, deepen their understanding of ideas and disciplines, refine and grow in the sophistication of their skills and make connections, transferring learning to new contexts.

We utilise a wide range of tools, strategies and approaches for assessment in order to monitor and reflect on learner progression. Assessment takes place, summatively, formatively and in live learning sessions with the children - assessment in learning. Teachers, support staff and learners work together identify and celebrate what a learner can do, to identify what learner needs to do next and discuss how they can continue to achieve. We use tailored interventions to support those learners who we identify as needing extra support in order to progress and reach the level appropriate for their age and stage, regularly tracking and monitoring their progress.



How will our curriculum be kept under review?

Iterative process of curriculum design



Our school curriculum will be kept under regular review to ensure that it is a curriculum suitable for all of our learners in that it is reflective of our learners needs', backgrounds and abilities.

Throughout the year we will undertake a range of self evaluation and monitoring activities to reflect upon our curriculum; celebrating what is working well and considering what may need to be reviewed and changed. We will work with a range of stakeholders within our school, across other schools and with wider stakeholders such as governors, parents, carers and consortia to ensure rigorous reflection of our curriculum. This will happen in line with our self evaluation and monitoring cycle and calendar as well as during allocated INSET time to discuss with colleagues as we continue to improve the curriculum at our school.

Version 1 - Adopted from Summer 2022
Approved by Governing Body- 19th July 2022