



St Chad's Primary School

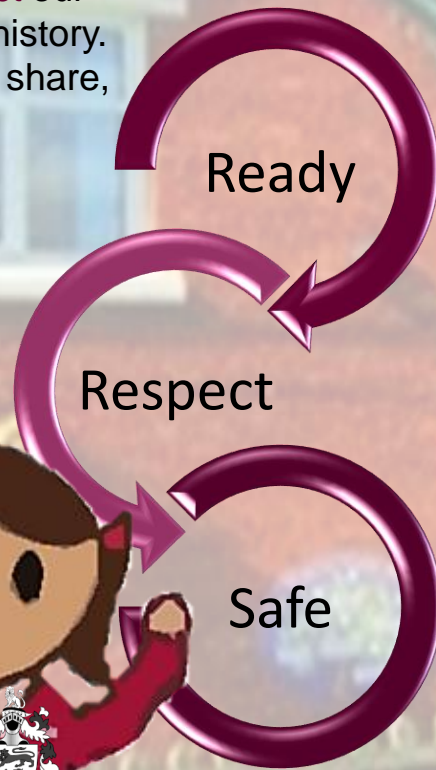
'Always Looking to the future'

Our Mission Statement

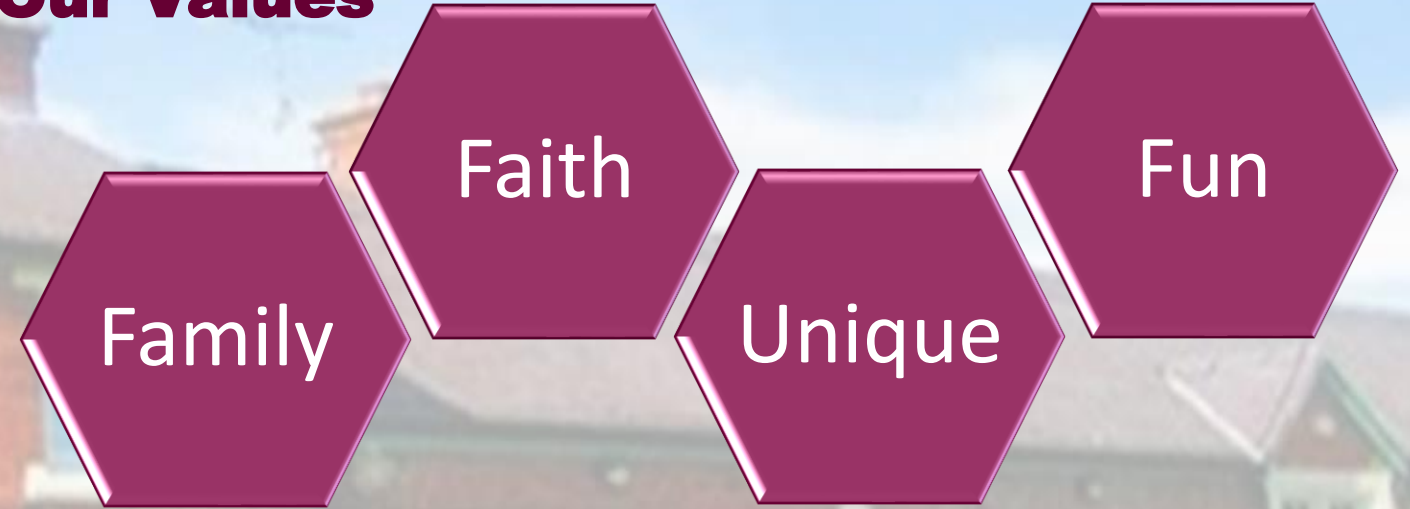
We **respect** God in worship and service, we **respect** ourselves in living and learning, we **respect** each other in friendship and care, we **respect** our community and our wealth of history. We are always **ready** to learn, share, serve and play.

We keep ourselves and each other **safe** and secure.

In faith and hope we are 'Always Looking to the Future'



Our Values



The Four Purposes



Ambitious, capable learners, ready to learn throughout their lives



Enterprising, creative contributors, ready to play a full part in life and work



Ethical, informed citizens of Wales and the world



Healthy, confident individuals, ready to lead fulfilling lives as valued members of society



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What it is like to be a child at St Chad's School

'We share'
Arthur Year 2

'We have a Christmas Tree and Bluebell walk- special to our school'
Lexie Year 6

'Our church is really special to us'
Ollie Year 5

We are kind to each other
Darcey Year 5

'We all have faith in one another that we can do it!
Felicity Year 3

'We have close links with the Church'
Jack Year 6

'Lots of exciting activities'
Enid Year 2

Faith

'Sports Day is a fun day!
Arthur Year 2

Fun

Unique

'We are in Hanmer- a kind, small village '
Arthur Year 2

'We have a very special Forest School'

'We take part in fun sports like tag rugby, basketball and football.'
Gethin Year 4

'We respect each other
Lexie Year 6

'We count on one another'
Jack Year 6

'We all care for each other and no one is left out'
Felicity Year 3

'We help out with the local community'
Gethin Year 4

'We work and play together'
Enid Year 2

'There are always new things to do and learn'
Lexie Year 6

Family





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Let's get started!

The world is changing. There are lots of new challenges that will need new technology and new ideas. The Welsh Government wants children to have the knowledge, skills and experiences you'll need to succeed. So the curriculum in St Chad's and every school in Wales is changing. Curriculum isn't just about what you learn. It's also about how you learn and the reasons why you learn.

Your school's new curriculum will be a journey of knowledge, skills and experiences.

It's designed
by teachers

They will plan the lessons and learning that will help you be ready for your future. They will collaborate with other schools.

It's built for
children

The new curriculum will support you through creative lessons that have real-life meaning. It will help you to reflect and think about what you've learnt and move forward.

It's made for a
fast-changing
world

The world is more connected so the subjects you learn will be more connected too. Knowledge is still really important, so the new curriculum will give you skills and opportunities to grow.



Llywodraeth Cymru
Welsh Government

**The following
slides/ pages will
show you what we
are embedding at
St Chad's.**

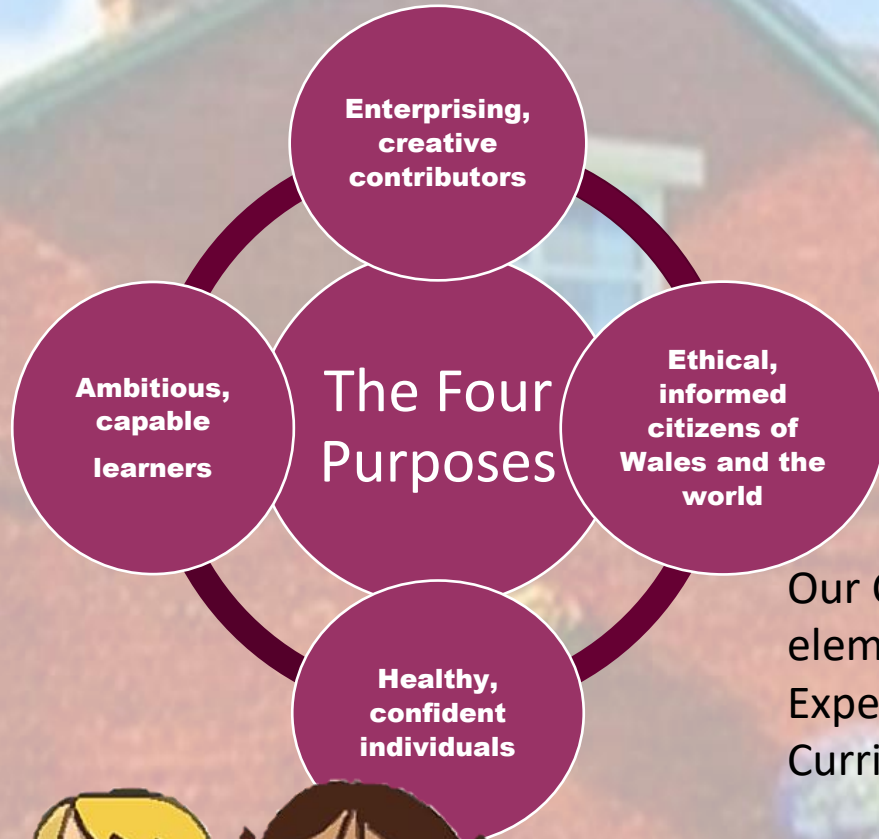




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What is the Curriculum?



The curriculum is at the 'heart' of St Chad's.

A school curriculum is a plan for-

- What they should learn
- How they should learn
- The reasons why they should learn.

Our Curriculum includes the required elements of the 6 Areas of Learning and Experience, The Four purposes and the Cross-Curricular skills.



Literacy

Numeracy

Digital Competence



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The Four Purposes

The Four Purposes are the heart of St Chad's curriculum. They underpin all aspects of our curriculum design, planning and teaching. Our vision and values as a school support the 4 purposes and we summarize below what they mean for us. Our learning experiences and teaching methods will always aim for this.



Ambitious, capable learners, ready to learn throughout their lives

- Set high standards for themselves
- Enjoy challenge and solve problems
- Develop knowledge and skills and apply them in different contexts
- Are able to discuss their learning confidently
- Are able to communicate effectively in English and Welsh
- Use mathematics and numeracy and digital technologies effectively



Enterprising, creative contributors, ready to play a full part in life and work

- Connect and apply their knowledge and skills to create ideas and products
- Think creatively to reframe and solve problems
- Identify and grasp opportunities and take measured risks
- Lead and play different roles in teams effectively and responsibly
- Express ideas and emotions through different media
- Give of their energy and skills so that other people will benefit



Ethical, informed citizens of Wales and the world

- Find, evaluate and use evidence in forming views
- Engage with contemporary issues based upon their knowledge and values
- Understand and exercise their human and democratic responsibilities and rights
- Understand and consider the impact of their actions when making choices and acting
- Are knowledgeable about their culture, community, society and the world, now and in the past
- Respect the needs and rights of others, as a member of a diverse society
- Show their commitment to the sustainability of the planet



Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

- Physical and mental health and safety
- Relationships based on respect and trust
- Personal values
- Skills and independence to deal with everyday life
- The ability to face and overcome challenges



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The Six Areas of Learning

There are six areas of learning and experience (AoLEs). Your children might not have lessons called these, but everything they learn will connect to these areas

Expressive Arts	Health and Well-Being	Maths and Numeracy	Science and Technology	Languages, Literacy and Communication	Humanities
<p>Exploring the arts so they learn to use their knowledge, skills and imagination to create.</p> <p>Learning to appreciate the arts and to reflect on their own work</p>	<p>Learning about healthy eating and healthy relationships.</p> <p>Learning to make good decisions and deal with influences.</p> <p>Learning how to look after their mental health and emotional well-being.</p>	<p>Understanding numbers.</p> <p>Using symbols in maths.</p> <p>Exploring shapes and measurement.</p> <p>Learning about statistics and probability.</p>	<p>Understanding the importance of science and technology.</p> <p>Learning about design and engineering, living things, matter, forces and energy, and how computers work</p>	<p>Learning about languages.</p> <p>Understanding and using Welsh, English and other international languages.</p> <p>Understanding and creating literature</p>	<p>Exploring history, geography, politics, religions, businesses, cultures and societies in Wales and around the world.</p>





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Cross- Curricular Skills

As Literacy, Numeracy and Digital Competence is a statutory requirement, at St Chad's we consistently emphasise the importance of them. Learners will be supported in gaining skills across all areas of learning and every opportunity will be taken to extend learners' skills and competence.

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graph LR; A[Literacy] --> B[Numeracy]; B --> C[Digital Competence]
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Literacy

Numeracy

Digital
Competence



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Planning our Curriculum- principles of planning

- We encourage children to take responsibility for their learning by making sure they are at the heart of our curriculum, involving them in all stages, from the planning, learning and reflecting.
- A combination of approaches to curriculum design is used in St Chad's School according to learner age and learning context.
- Elements of planning for direct teaching approaches will be used to learn and practice specific skills E.g. maths skills, phonics
- Learners are given the time to integrate approaches to practice and apply knowledge and skills and use them in different cross curricular context. E.g. draw elements of Maths, Language, Digital Competence and Humanities when researching and writing a report comparing weather in Wales and Italy. This lays a solid foundation for the next stages of their learning and means that they build on their learning and progress throughout their time here.
- Most of the learning experiences are based around a 'Big Question' (e.g. How do bodies work?) We build on previous knowledge and experiences to engage interest.



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Enriching our Curriculum

To ensure our Curriculum is inspiring to our children, we use a broad repertoire of non-negotiable approaches that enhances their personal development

- **Immersion Days** including workshops that enhance or inspire a topic, including Time capsule education, First Aid training, Technquest, Chemistry with Cabbages and AgriCation
- Weekly sessions in **Forest School** the children take part in a range of **outdoor learning**, Foundation Phase activities in the **local community**.
- We hold **Health and Well-being days** to support physical, mental and emotional health
- **Whole school projects**
- Entering the Welsh Heritage School Initiative project, holding a '**Wythnos Cymraeg**' Welsh Week and our annual **Eisteddfod** enables us to promote our **Welsh culture and heritage**
- **Real-life experiences**, creating authentic contexts such as entrepreneurial projects 'Growing £5'
- At the heart of these approaches is always the **Pupil voice** and that of their **families and the community** are important to us and also being flexible to follow different learning opportunities as they arise to make learning experiences relevant, interesting and timely. The elements below are extremely important to us and will be constantly implemented in our planning





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Teaching

At St Chad's we constantly inspire with our teaching by regularly reflecting, sharing and developing our teaching practices that are successful.



Teachers will be the facilitators of learning. Considering the needs, views and stages of learners they will design **fun**, **experiential**, **creative** and progressive experiences.

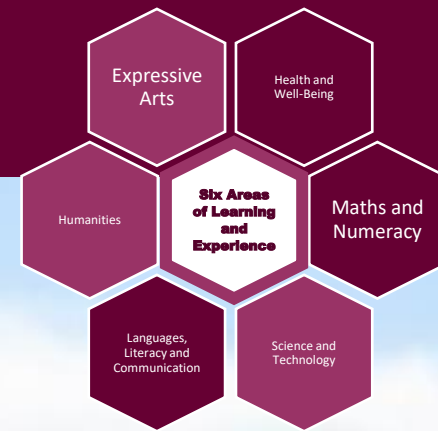
Teaching staff as the experts will coach the **in-depth** learning in an appropriate direction considering the views and ideas of learners.

Learners will influence the teaching by having the opportunities to work in ways that enhance their learning and also to present their work in their own unique personal way.



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What Matter Statements

- The What Matter Statements are a list of things that are important to learn for adult life.
- The What Matters Statements for each Area of Learning and Experience will be the basis of our planning for progression, depth and breadth of skills and knowledge and for learner progress.
- We use the Descriptions of Learning for each What Matters Statement to assess and plan for learners' progress.



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What Matter Statements

Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Languages, Literacy & Communication	Science and Technology
WMS1 Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals	WMS1 Developing physical health and well-being has lifelong benefits	WMS1 Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	WMS1 The number system is used to represent and compare relationships between numbers and quantities	WMS1 Languages connect us	WMS1 Being curious and searching for answers is essential to understanding and predicting phenomena
WMS2 Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts	WMS2 How we process and respond to our experiences affects our mental health and emotional well-being	WMS2 Events and human experiences are complex, and are perceived, interpreted and represented in different ways	WMS2 Algebra uses symbol systems to express the structure of mathematical relationship	WMS2 Understanding languages is key to understanding the world around us	WMS2 Design thinking and engineering offer technical and creative ways to meet society's needs and wants
WMS3 Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	WMS3 Our decision-making impacts on the quality of our own lives and the lives of others	WMS3 Our natural world is diverse and dynamic, influenced by processes and human actions	WMS3 Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world	WMS3 Expressing ourselves through languages is key to communications	WMS3 The world around us is full of living things which depend on each other for survival
	WMS4 How we engage with social influences shapes who we are, and affects our health and well-being	WMS4 Human societies are complex and diverse, and shaped by human actions and beliefs	WMS4 Statistics represent data, probability models chance, and both support informed inferences and decisions	WMS4 Literature fires imagination and inspires creativity	WMS4 Matter and the way it behaves defines our universe and shapes our lives
	WMS5 Healthy relationships are fundamental to our well-being	WMS5 Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action			WMS5 Forces and energy provide a foundation for understanding our universe
					WMS6 Computation is the foundation for our digital world



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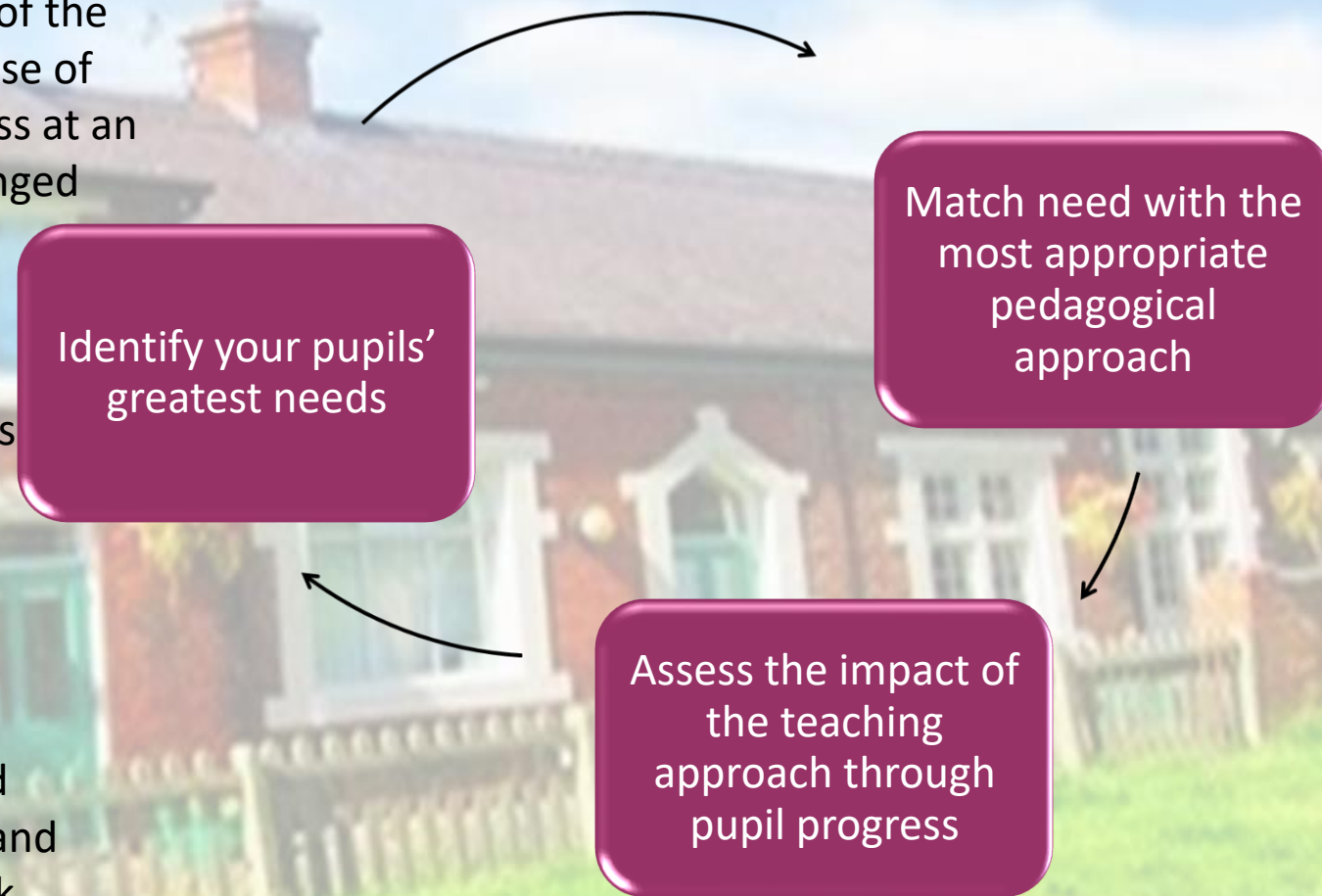
Assessment and Progression

Assessment is built into St Chad's curriculum and is a part of the everyday learning experience. We are clear that the purpose of assessment is to support each individual learner to progress at an appropriate pace, ensuring they are supported and challenged accordingly.

Assessment will-

- support individual learners on an ongoing, day-to-day basis
- identify, capture and reflect on individual learner progress over time
- understand group progress in order to reflect on practice

At St Chad's we use a planning and assessment tool called 'Building Blocks'. We upload our planning to the portal and highlight the What Matter statements, the four purposes and the literacy, numeracy and Digital Competency Framework. This gives us a clear of the progression of individuals.





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Progression

Principles of Progression

Increasing breath and depth of knowledge	Deepening understanding of the ideas and disciplines in the Areas	Refinement and growing sophistication in the use and application of skills	Making connections and transferring learning into new contexts	Increasing effectiveness
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Progression
Step 1

Nursery and
Reception

Progression
Step 2

Year 1,2 and
3

Progression
Step 3

Year 4, 5
and 6

- Progression steps are supported by the What Matter Statements in the Learning Areas and Experiences
- Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales
- There are 5 progression steps from 3-16.



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Religious Education

As a Church in Wales Voluntary Aided School with a religious character the Welsh Curriculum Religion, Values and Education is a statutory requirement for all learners from age 3 to 16.



At St Chad's we have designed our curriculum so that it provides for the RVE in accordance with the trust deeds of the school and with an agreed syllabus.



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Further Reading



Human rights and the United Nations Convention on the Rights of the Child



Curriculum for wales Hwb resources