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| <p>Engagement</p> | <ul style="list-style-type: none"> • Information of how practitioners, learners, parents, carers and wider community have been engaged to inform the curriculum development. | <p>At the start of the process we involved our school community in forming and strengthening our vision. We posed questions such as what was important to us, what works well, what do we need to achieve and used this to create a mission and vision that reflected the Nottage ethos.</p> <p>Staff have all the had the opportunity to work collaboratively in teams across progression steps and Areas of Experience and Learning. Support has been given for staff to attend meetings, training, conferences and access materials to develop their understanding and therefore implementation of the CfW</p> <p>Staff are able to lead their own enquiries, trial an idea/concept/pedagogical principle and feedback on its effectiveness</p> <p>Nottage has engaged with CSC, benefitting from working several staff as well as the cluster, culminating in a whole cluster curriculum design day, facilitated by CSC</p> <p>Following a targeted, whole school planning/ curriculum design/ discovery INSET day, the Governing body will visit the school to agree the curriculum through immersion in the environment and seeing how teachers teach and learners learn.</p> <p>We have shared further information on the curriculum at Nottage with families and include feedback in our first draft and its publication during face to face meetings, including a Q and A session.</p> |
| <p>Curriculum</p> | <ul style="list-style-type: none"> • how the curriculum meets the required elements of the Curriculum for Wales, starting with the four purposes. | <p>We audited or practice to ensure we are planning for the statutory and required elements of the curriculum.</p> <p>Four purposes are used as the starting point and underpins the whole school curriculum.</p> <p>We ask what are we doing to ensure:</p> |

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| | | <p>ambitious, capable learners, ready to learn throughout their lives</p> <p>enterprising, creative contributors, ready to play a full part in life and work</p> <p>ethical, informed citizens of Wales and the world</p> <p>healthy, confident individuals, ready to lead fulfilling lives as valued members of society. These then guide the process of curriculum and assessment design across the school.</p> <p>We are currently at the next stage in our curriculum design where we ensure the four purposes remain integral to skills which should be developed within a wide range of learning and teaching.</p> <p>We also recognise the vital and mandatory cross-curricular skills of literacy, numeracy and digital competence which are essential for learners to be able to access knowledge and skills and apply them across the curriculum.</p> <p>We provide children with opportunities to develop listening, reading, speaking and writing skills be able to use numbers and solve problems in real-life situations be confident users of a range of technologies to help them function and communicate effectively and make sense of the world</p> |
| <p>Progression</p> | <ul style="list-style-type: none"> • Information on how the school is approaching learning progression and its arrangements for assessment. | <p>Our curriculum is underpinned by the mandatory principles of progression.</p> <p>How we approach assessment is derived from why we use assessment, we a variety of strategies to understand how we are enabling all children to realise the four purposes.</p> <p>We observe learning and teaching We continually assess as part of our school day We listen to learners We foster dialogue with families We look at evidence from whatever source is appropriate We support learners to be at the heart of their own progression (we are developing portfolios where pupils will gather their own examples, recognise and discuss their</p> |

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| | | <p>own progress, articulate their strengths, aspirations and ways forward.</p> <p>We are creating a spreadsheet that will enhance the ALN spreadsheet by identifying pupils who need support and matching them with interventions and signposting staff where appropriate</p> <p>We have reached non negotiable statements with cluster school to ensure continuity for transition.</p> |
| <p>Review of curriculum</p> | <p>How the curriculum will be kept under review, including the process for feedback and ongoing revision.</p> | <p>We recognise our curriculum is a live document, through reflection, assessment MER cycle, reporting to governors and parents, by sharing and seeking out quality practice, by listening to pupils and the school community, by continuing professional development and learning we will develop and grow our curriculum provision.</p> <p>Autumn term-Listening to learners with examples of work Spring term-Sharing of good practice and monitoring whole school PM targets Summer term-learning observations and learning walks</p> |