

Over the last few years despite the challenges of Covid, Nottage along with all schools in Wales have been forging a vision and plan for the New Curriculum. As a school we have asked ourselves...

What should we teach and why?

How should we teach it?

How will this support our learners to realise the four purposes?

This now forms an ongoing conversation for the whole school and beyond, we hope to develop further our ethos of engaging with parents/carers/families and the wider community, including business, higher education and schools.

Our curriculum is informed by our values and ethos, as well as by what surrounds us, the beautiful location of Porthcawl and its diverse community. Alongside this we recognise the need to retain an approach that is consistent with the learning set out in national guidance, the importance with working with our cluster schools and comprehensive.

As a team we also consider how assessment will support this vision for our children's curriculum and how it will support their learning. We understand this is a vital part of the process. How we monitor progress and support all our children has helped provide the rationale of what experiences, knowledge and skills will help learners to develop at Nottage and why.

Our curriculum vision:

- contributes to learners' realisation of the four purposes and acquisition of the integral skills which underpin them
- supports the development of their learners' sense of identity in Wales
- is broad and balanced
- is appropriate for their learners, with regards to their age, ability and aptitude
- enables appropriate progression for all learners along the continuum of learning
- incorporates opportunities for the application of mandatory cross-curricular skills
- incorporates assessment for learners' progression
- draws on learner voice and responds to learners' needs, experiences and fulfils curriculum requirements

The four purposes have been the starting point in our curriculum design. We aim to create a real curriculum for real and real purposeful learning, ultimately, the aim of the new curriculum is to support its learners to become:

The four purposes and the skills integral to the four purposes

The four purposes are underpinned by integral skills which should be developed within a wide range of learning and teaching. At the heart of these skills is the importance of learners using their learning across a range of contexts, including financial, cultural and social. These are...

- 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

All our children and young people will be supported to develop as:

Ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

and are ready to learn throughout their lives

enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- 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

and are ready to play a full part in life and work

ethical, informed citizens who:

- 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

and are ready to be citizens of Wales and the world

healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

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Areas of learning

All our staff work in teams to explore, develop and implement the areas of learning. We will share more details of these in September following further engagement days where staff plan and share good practice.

Expressive Arts

Health and Wellbeing

Humanities

Language, Literacy and Communication

Mathematics and Numeracy

Science and Technology

Cross curricular skills

The mandatory cross-curricular skills of literacy, numeracy and digital competence are essential for learners to be able to access knowledge. They enable learners to access the breadth of a school's curriculum and the wealth of opportunities it offers, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling learners to adapt and thrive in the modern world.

Learners must be given opportunities across the curriculum 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

It is more effective when the whole school is involved and engaged in order to embed these skills across the curriculum rather than individuals teaching skills in isolation and this is another way you may see children taught differently.

Progression

A successful curriculum, supported by effective teaching and learning enables learners to make meaningful progress.

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 of learning and how learners should deepen and broaden their knowledge and understanding. This is key to them embodying the four purposes and to progressing into different pathways beyond school.

As well as the overarching principles, principles of progression are also described in the context of each Area in the new curriculum. Progression will also not only be reflected in the areas of learning, but in the integral and cross curricular skills of the four core purposes. We recognise that though the four purposes do not explicitly refer to progression, they should inform the planning of all learning experiences within the Curriculum for Wales, which brings together content, pedagogical approaches and assessment practices to challenge and support learners. Assessment in Nottage will focus on identifying each individual learner's strengths, achievements, areas for improvement and, if relevant, any barriers to learning. This understanding should be used by the practitioner, in discussion with the learner, to ascertain the next steps required to move learning forward, including

any additional challenge or support required. We aim to achieve this by embedding assessment into practice in a way that engages the learner and makes it indistinguishable from learning and teaching. This approach allows us to respond to the individual needs of the full range of learners within their classroom and learning environment on an ongoing basis.

Supporting learners to make progress is a fundamental driver of the Curriculum for Wales. Progression is reflected in the statements of what matters, the descriptions of learning for each of these statements and is also the primary purpose of assessment. Understanding how learners progress is critical to learning and teaching and should inform curriculum design, classroom planning and assessment.

We cannot discuss the New Curriculum at Nottage without pedagogy. Effective pedagogy is paramount to supporting progression. The pedagogical principles are:

- a. maintains a consistent focus on the overall purposes of the curriculum
- b. challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
- c. means employing a blend of approaches including direct teaching
- d. means employing a blend of approaches including those that promote problem-solving, creative and critical thinking
- e. sets tasks and selects resources that build on previous knowledge and experience and engage interest
- f. creates authentic contexts for learning
- g. means employing assessment for learning principles
- h. ranges within and across Areas
- i. regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them
- j. encourages learners to take increasing responsibility for their own learning
- k. supports social and emotional development and positive relationships
- l. encourages collaboration

We also understand that while the twelve pedagogical principles apply to all curriculum design, particular attention should be paid to the following key features, which are essential for this period of learning:

- play and play-based learning
- being outdoors
- observation
- authentic and purposeful learning

When designing a curriculum, the practitioner's knowledge and understanding of child development is essential. The focus of teaching and learning should include the traditional areas of child development, expressed here as the following five developmental pathways:

- belonging
- communication
- exploration
- physical development
- well-being

Our curriculum, will be a curriculum for all. It will raise the aspirations for all learners. It will reflect how all learners will be supported to realise the four purposes and to progress. thinking, knowledge and skills develop over time.