



Croesyceiliog School Curriculum for Wales summary September 2022



Croesyceiliog School's Curriculum for Wales (CfW) summary for September 2022 outlines how we have worked closely with all stakeholders so we are ready to implement the curriculum for year 7, September 2022. This is the start of what will be an exciting journey for our students, as we embark on the new curriculum, taking advantage of the opportunities this brings.

Our school vision

Summer 2020, Croesyceiliog School staff worked collaboratively with Professor Mick Waters to co-construct a new school vision for Croesyceiliog School. There was a strong focus on the Curriculum for Wales (CfW) using this to inform our thinking around teaching, learning and curriculum design. We also utilised three words previously established at the school as they reflected aspects of the CfW; these were Learning, Respect and Ambition. Initially teaching staff and then all staff engaged in the co-construction of the vision. Students were then introduced to the vision and engaged with this in September 2020. Furthermore, through school newsletters, parents and guardians were kept informed of its development.

The vision was built on by the whole school community, and our 'Learning Manifesto' was established that set out the key learning behaviours expected of the whole community, staff, students and parents. In addition, our 'Learning Manifesto' set out the shared understanding and expectations with regard to high quality teaching and learning. This work was the starting point for the realisation of the CfW at our school.

Our learning vision is:

'At Croesyceiliog School, we strive to provide enriching and engaging learning opportunities, in and out of the classroom, to develop the skills, knowledge and attributes needed to lead successful lives. We learn together to become kind citizens that respect others and make positive choices. Our ambition is to ignite a passion for lifelong learning.'

The development of our Croesyceiliog School and Croesyceiliog cluster Curriculum for Wales

Working with staff and students

Following on from the development of our 'Learning Manifesto' the staff created our Peer Enquiry Cycle. The Peer Enquiry Cycle, which has two aspects, was the tool by which we drove forward the teaching and learning approaches required for the CfW, these are called the twelve pedagogical approaches. The two aspects are:

Aspect 1. Ongoing whole school self-evaluation of teaching and learning that includes learning walks (observation of learning), learner product scrutiny and listening to learners. This process provides the school with detailed information on the range and quality of learning experiences in our classrooms, promotion of the four purposes and how our teaching and learning is changing in line with the expectations of the CfW. It also provides excellent feedback from the students on how they learn best.

Aspect 2. Teacher led peer enquiry into an aspect of teaching and learning staff wish to improve. These enquiries are quality assured to make sure they were are line with the CfW and the expected twelve pedagogical approaches.

Building on our 'Learning Manifesto', in the summer term 2021 we set aside the school timetable and allowed each faculty to work collaboratively on extended learning opportunities, 'Curriculum for Wales' days. Evaluation of these days included asking students what they thought of the learning activities. This informed our early planning for realising the new curriculum.

One of the outcomes of our 'Curriculum for Wales' days and 'Peer Enquiry Cycle' was that faculties started to work more closely together, planning and trialling small units of work.

Throughout this time the school has used listening to learners activities to judge our progress towards implementation and also change our curriculum and teaching and learning approaches in response.

The one strand that has run through all our planning for the CfW is our 'Learning Manifesto'. The document sets out clearly the behaviours expected at Croesyceiliog School...

We seek Learning	<p>We understand learning happens everywhere and is preparation for the future.</p> <p>Our curriculum develops the four core purposes and actively encourages, motivates and develops the talents of everyone in school.</p> <p>We expect our learners to be collaborative, curious and questioning.</p> <p>We value literacy, numeracy and digital competency and understand how they underpin our subject knowledge and skills.</p> <p>We plan experiences that delight, foster curiosity, awe and wonder.</p> <p>We understand that failure is part of the learning journey.</p> <p>We develop resilience and independence in our learning.</p>
We expect Respect	<p>Relationships are based on mutual respect, empathy and warmth.</p> <p>We value our place within our community, as Welsh citizens and as global citizens.</p> <p>Our community has a sense of belonging and pride.</p> <p>We enjoy working with others, problem solving and questioning.</p> <p>We model respectful and safe behaviours.</p>
We applaud Ambition	<p>We recognise hard work and sustained effort and understand that this leads to achievement.</p> <p>We believe in the potential of all our learners.</p> <p>We enjoy challenge and are ambitious of others and ourselves.</p> <p>We expect everyone in our community to have consistent high expectations.</p> <p>We inspire each other with our actions and words.</p> <p>We will have a distinctive and shared ethos of achievement.</p>

The 'Learning Manifesto' also provides all teachers and leaders clear expectations on:

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| ✓ Learning and the curriculum | ✓ Relationships |
| ✓ Pedagogy (teaching and learning) | ✓ Learning environment |
| ✓ Questioning | ✓ Student entitlement to learning experiences |
| ✓ Assessment for learning | ✓ Quality assurance and self-evaluation |
| ✓ Literacy across the curriculum | |

There has been a planned programme of support for leaders and teachers as they got to grips with the Curriculum for Wales.

The Covid-19 pandemic did curtail some of our in school activities to develop the CfW. However, through this period of adversity we developed a high quality online learning provision. In the summer 2021 all staff undertook an 'Educational Renewal' reflection activity. We considered the period of educational disruption we had been through, considered how we taught prior to the pandemic and also looked to the future. One resounding feature all staff wanted to retain was how we had integrated technology into our learning.

Our planning has taken a graduated approach, reviewing and refining, so that the CfW is now well developed at Croesy, with high level planning in place for years 7 through to 9. More detailed planning is now being completed for year 7 September 2022.

Working with our Governing Body (GB)

Through Headteacher's Reports to the full GB and more detailed reports to the Teaching and Learning GB sub-committee we have kept our governors well informed of progress towards realisation of the CfW. In May 2022, the

GB approved the school's decision to implement the new curriculum from September 2022. This was an informed decision by our GB as they have been involved in key aspects of the school's work. Including:

- ✓ Link governors who work closely with senior and middle leaders on particular aspects of the school's work. Those roles linked to the CfW include teaching and learning and curriculum development.
- ✓ Engagement in our Peer Enquiry Cycle where they have looked at learner work alongside the staff of the school and spoken with students about their learning.

Working with our primary schools

Croesy has a purposeful partnership with its cluster primary schools, all are strongly committed to developing a made in Croesyceiliog curriculum, in particular a more detailed years 5 to 8 curriculum. Our collective aim is that all students make a smooth transition from year 6 into year 7.

The cluster have routinely undertaken joint cluster INSET, curriculum projects and ALN projects, these include:

- ✓ Ongoing joint INSET activities whereby staff from both schools have created and consolidated high-level progression framework plans;
- ✓ Each half term the Cluster Professional Learning Leads share the most up to date training activities and key messages from the Welsh Government for the realisation of the CfW;
- ✓ Developing a shared understanding of CfW at transition, year 6 into 7; this has included learner voice activities, learner product scrutiny and a learner/ teacher panel;
- ✓ Literacy, language and communications leads from each school are working together this summer to further develop our curriculum from 3-19;
- ✓ Development of a Voice 21 (oracy) project where teachers from all schools are creating an action plan to develop a shared understanding of learner expectations and progression in line with the CfW;
- ✓ All schools have shared best practice on using Accelerated Reader.

Working with other secondary schools

A formal partnership with Croesyceiliog School and King Henry VIII School (KHS) was established in March 2020. This partnership, working alongside a 'high achieving' school, has been instrumental in our school making progress towards the realisation of the CfW. Excellent relationships were established between both senior leaders for teaching and learning, leading to the creation of an outstanding culture of sharing. Over time this has been of mutual benefit to both schools, allowing them to make significant progress in planning for the CfW but also allowed each school to retain their own uniqueness, aligned to their ethos and culture.

This year, Croesy senior leaders have also become part of an informal network of secondary schools, including KHS, St Albans Caerleon and Stanwell. This has been a useful forum to share best practice with regard to implementation of the CfW.

Working with our local community

As we emerge from the pandemic we wish to extend links with our community to enhance the learning experiences of our students. We currently work with Torfaen Youth Service and Inspire to Achieve; however we recognise this is an area of growth in the future.

Working with parents and carers

The school has strong links with parents and carers through parents' evenings, parental engagement activities, Head teacher (HT) open door session and parent and carer surveys. These activities have provided useful feedback on the quality of our overall educational provision, particularly through the Covid-19 pandemic. All information from parents and carers is used to inform our planning including that of the CfW. School newsletters have also been used to share our progress towards implementation of the CfW with parents and the local community.

This summer we are to hold our first parental engagement CfW engagement evening on 13 July 2022. All parents and carers of students who will enter our year 7 in September have been invited. This event will be one of many as we

share with parents and carers what they can expect in terms of learning experiences for their child, but also how we will inform them of their child's progress.

How our Croesyceiliog School and Croesyceiliog curriculum meets the required elements set out in the national framework, starting from the four purposes.

Our curriculum at Croesyceiliog School is everything a learner experiences at our school in pursuit of the [four purposes](#). When designing our curriculum, we have kept the needs of our learners at the forefront of our minds. We carefully considered what we teach, how we teach and why we teach it? In addition, we have thought carefully how we can further extend learning out of the classroom making the most of our extensive grounds and our local community.

Through our careful planning, and using our best practice that we have developed over a number of years, we will secure learning and teaching that offers appropriate progression for every student, is suitable for each student's age, ability and aptitude and takes account if a student has an identified Additional Learning Need (ALN) or are More Able and Talented (MAT).

What is the Curriculum for Wales?

This [short video](#) provides an overarching explanation of the Curriculum for Wales and what is changing in Welsh Education. Alongside this a parents' and carers' information sheet can be found [here](#).

At Croesy, using national guidance working collaboratively across the Croesyceiliog cluster and listening to feedback from staff and students, we have created our new curriculum. We have made sure this curriculum secures a broad and balanced learning and teaching experience for each student.

Through **our curriculum**, we will enable and expect a students to become:

- ✓ ambitious, capable learners, ready to learn throughout their life;
- ✓ enterprising, creative contributors, ready to play a full part in life and work;
- ✓ ethical, informed citizens, ready to take part in Wales and the world, and;
- ✓ healthy, confident individuals, ready to lead a fulfilling life as a valued members of society.

Students will experience and develop **cross curricular skills**, these are:

- ✓ literacy
- ✓ numeracy
- ✓ digital competence

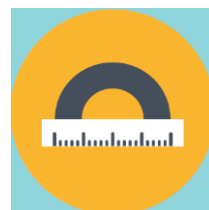
Learning at Croesy will be organised into six **Areas of Learning Experience (AoLE)**; these will be taught through and across subject disciplines.



In **Expressive Arts**, students will explore art, dance, drama, film and digital media and music to develop their creative, artistic and performance skills.



In **Humanities** students will learn about the world, society and events in the past and present. They'll explore the challenges and opportunities that face us, and what ethical action we can take to safeguard the world and its people in the future



In **Mathematics and Numeracy**, students will develop their understanding of numbers and use symbols in maths. They'll explore shapes and measurement and learn about statistics and probability.



Health and Well-being is about looking after student physical and mental health including emotional well-being. Students will learn about healthy eating **and** how to make good decisions, deal with influences and develop healthy relationships.



In **Languages, Literacy and Communication**, students will learn about languages. They'll understand and use Welsh, English and other languages. They'll study and create literature, and communicate in spoken, written or visual ways. This could include poetry, drama and film.



In **Science and Technology** students will learn about biology, chemistry, physics, computer science and design and technology. They'll learn about design and engineering, living things, matter, forces and energy, and how computers work.

To support delivery of the CfW our school is organised into these AoLEs and each one is led by a Director. These are leaders of teaching and learning.

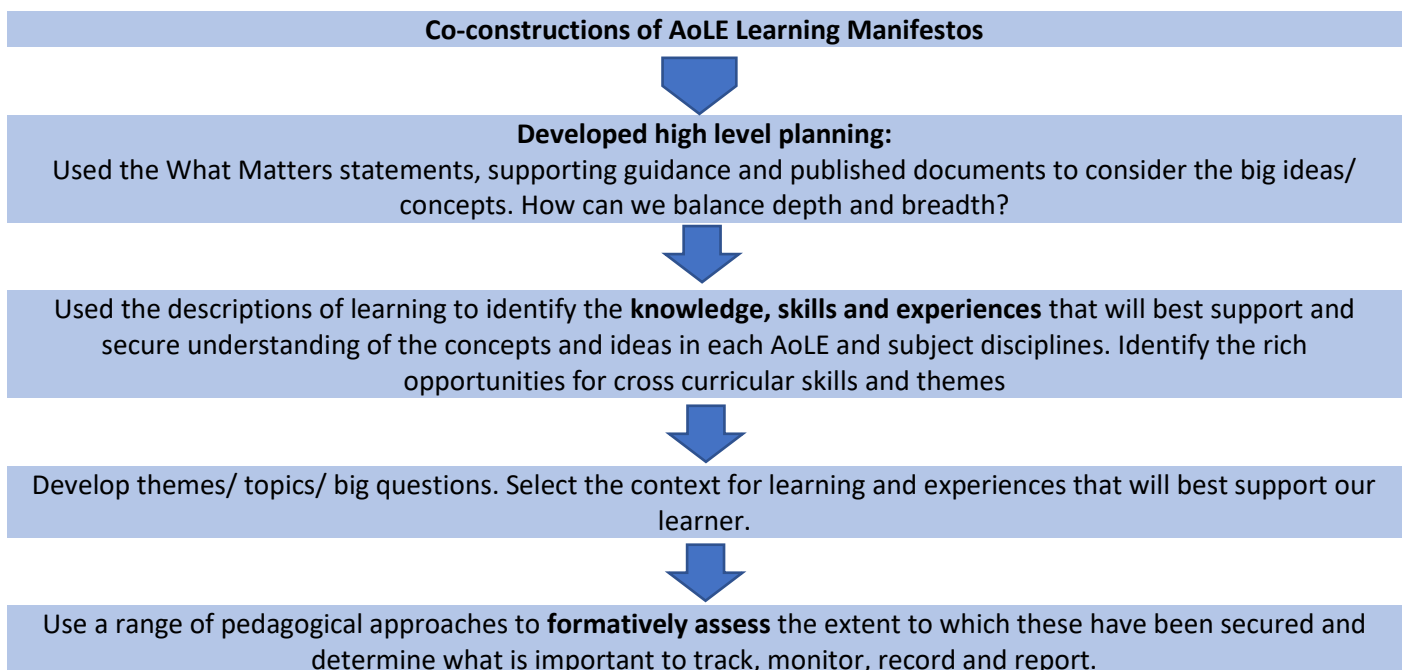
As we have planned our Croesy curriculum we have thought carefully about the **cross cutting themes** of:

- ✓ human rights
- ✓ diversity and respecting differences
- ✓ experiences and skills for careers and the workplace
- ✓ learning about local, national and international contexts
- ✓ developmentally appropriate relationships and sexuality education.

Our teachers and leaders, using our high levels planning documents, have already mapped where these cross cutting themes occur naturally. As our curriculum develops, year on year, we will refine our approaches. The breadth and depth of topics covered will increase overtime as students mature and are ready to tackle more complex issues.

The school is also reviewing its provision for Religion, Values and Ethics (RVE) and Relationship and Sexuality Education (RSE) in line with revised Welsh Government guidance.

Each AoLE led by their Director have planned for the CfW in the following way:



As part of our ongoing whole school and subject self-evaluation students will provide feedback on their learning. We shall make adaptations and refine our curriculum approaches continually.

Information on how the school is approaching learning progression and its arrangements for assessment

Croesyceiliog School's current overarching vision and Learning Manifesto, and marking, assessment and feedback approaches provide a sound base for the introduction of the Curriculum for Wales. Our assessment approaches in school already provide regular diagnostic verbal and written feedback to students, allowing them to identify the next steps in their learning so they make progress.

As part of our development of the Curriculum for Wales all AoLEs and subjects have considered carefully the 'Descriptions of Learning' alongside the 'What Matters' statements. The purpose of these descriptions of learning is to provide guidance on the direction and pace of learning. In line with the CfW Progression Code our teachers and leaders across all AoLEs and subject disciplines have ensured the five principles of progression are considered carefully in planning our curriculum. These principles are:

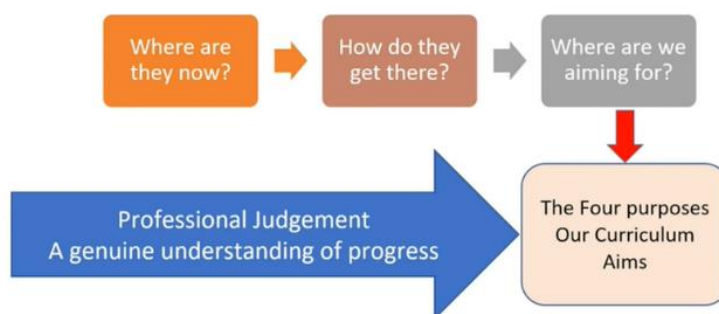
- ✓ Increasing effectiveness as learners
- ✓ Increasing breadth and depth of knowledge
- ✓ Deepening understanding of the ideas and disciplines within and across areas of learning experience
- ✓ Refinement and growing sophistication in the use and application of skills
- ✓ Making connections and transferring learning into new contexts

Using the descriptions of learning and the five progression principles we continue to develop a wide range of assessment approaches that will determine whether and how progress is being made. Specific assessment approaches will depend on the knowledge, skills and experiences being developed and on the needs of learners.

How do students learn to develop.....?	How to assess?
Knowledge? Read, be shown, find out, study, be told, ask someone else, listen	Ask
Skills? Watch, be instructed, have a go, exercise, practise, use in context	Show
Understanding? Discuss, wonder, think, manipulate, meet in different contexts	Apply

Using the information above as a starting point, teachers and leaders are designing assessment activities that are an integral part of the learning experience. Learner outcomes from assessments will allow teachers to identify, for every student, the next steps they need to take to make progress towards not only knowledge, skills and experiences but also the four purposes. This method of assessment is known as assessment for learning.

Assessment For Learning



Each AoLE and subject disciplines will come together on a regular basis to look at student work, checking on the progress made by individual students, groups of learners and year groups. This will also be an opportunity to have professional discussions on progress towards the descriptions of learning. We intend to do this with our primary schools as well as we continue to develop our made in Croesyceiliog curriculum. Finally, we also intend to work with other secondary schools.

Where we identify a student needs some support with a particular aspect of learning we will provide interventions to address this, these are:

- ✓ Additional support within the lesson
- ✓ A literacy, numeracy or emotional support intervention out of class
- ✓ Wellbeing mentoring

Out of class interventions are normally for a time limited period; however once completed these students are tracked carefully to ensure they continue to make progress in their learning.

Informing parents and carers of their child's progress

The school will inform parents and carers in a number of ways about their child's progress, for year 7 in September these are:

- ✓ A meeting with the child's form tutors and a parents' and carers' evening
- ✓ An interim report that will include information on their child's attitude to learning and progress towards the four purposes
- ✓ A full written report by their child's teachers that identifies next steps for their learning
- ✓ Outcomes in National Procedural, Reasoning and Reading Tests, progress assessments in English, maths and science tests and the Pupil Attitude to Self and School (PASS) survey
- ✓ Progress in reading through the Accelerated Reader programme

As we are introducing the CfW this year there will be additional information events for year 7 parents and carers to explain in more detail how we are going to inform them about their child's progress.

How the curriculum will be kept under review, including the process for feedback and on-going revision.

The school will continually review the implementation of the CfW through using our on-going whole school self-evaluation for teaching and learning, our Peer Enquiry Cycle and meetings with senior leaders. Furthermore, it is expected AoLEs will review their planning on a regular basis using learner voice, and moderate learner work, as we establish a common understanding of learner progression ensuring we meet the needs of all learners.

In addition, the school undertakes on going evaluation towards School Development Plan (SDP) priorities. Progress towards SDP priorities and implementation of the CfW will be reported to the GB through:

- ✓ regular HT reports to the full GB
- ✓ reports on the implementation to the Teaching and Learning GB sub-committee
- ✓ Link governor activities

Through parental and carer engagement events and surveys, we shall also ask for parental and carer feedback on our CfW approaches and the learning experience of their child. As our curriculum design progresses we shall continue to work closely with our partner primary schools, other secondary schools and the local community so our curriculum reflects the area we serve.

This curriculum summary will be revised on a termly basis and then as implementation of the CfW progresses on an annual basis.