

Curriculum for Wales *and our* ***ACE Curriculum****: The BIG picture*

What is Curriculum for Wales?

Curriculum for Wales is our new national curriculum. It is statutory for all Primary schools in Wales from September 2022, and all Secondary schools from September 2023. The curriculum is designed to work between two levels:

- **A National Framework** - determining the necessary knowledge, skills, experience and approaches to assessment for all schools.
- **A School Level Curriculum** *(at Y Ddraig, this is known as our ACE curriculum)* - school and cluster level curriculum built from the national framework, whilst also meeting local contextual needs i.e. learners, locality

Our curriculum must allow learners to work towards Wales' agreed Four Purposes and learn across six Areas of Learning & Experience:

What are the Four Purposes?

- *Ambitious, Capable learners;*
- *Ethical, Informed Citizens;*
- *Enterprising, Creative Contributors and*
- *Healthy, Confident Individuals*

What are the Six Areas of Learning & Experience?

- *Expressive Arts*
- *Health & Wellbeing*
- *Humanities*
- *Languages, Literacy & Communication*
- *Mathematics & Numeracy*
- *Science & Technology*



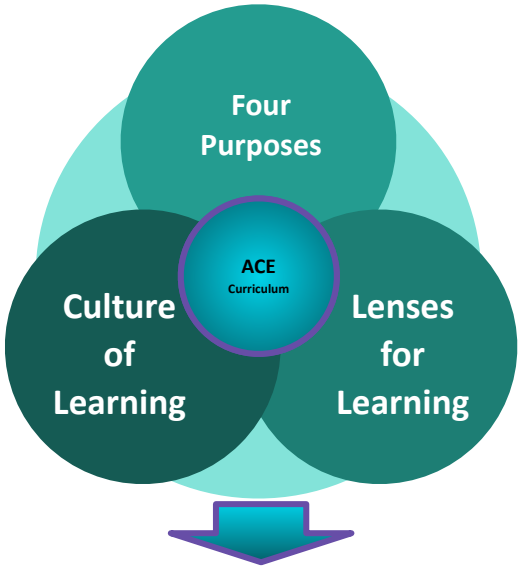
Our ACE Curriculum:

Our Design & Development has evolved over the previous 4 years and has been an integral part of our school's professional learning and school improvement priorities. Along the way we have worked with learners, parents, staff and governors. We will continue to engage with all stakeholders each term, from Autumn term 2022.

YYD ACE Curriculum Components

Our ACE curriculum is driven by our whole school vision for learning.
It has four key components:

1. Vision

2. 

3. Inquiry Planning
   Progression & Assessment
   Plan Teach Assess

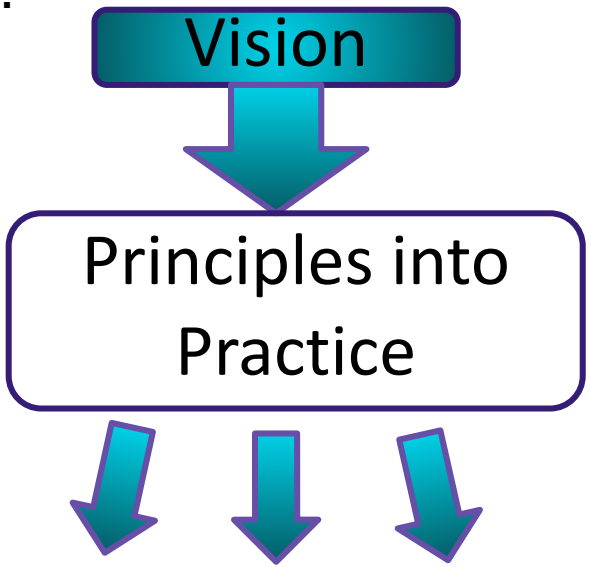
- ***Four Purposes*** - These are the national ambition, for all learners across Wales. In order to better understand how we can support our learners towards the four purposes, we have mapped out what this should look like for our learners at the ages of 5, 8 & 11.

- ***Culture of Learning*** **-** This has shaped our ACE Curriculum and long term planning. It provides a consistent approach to Language, Expectations and Relationships and supports our classroom practices, at Ysgol y Ddraig.

- ***Lenses* for Learning** - All our curriculum content developed from the 6 Areas of Learning & Experience ie knowledge and skills. Our 4 *Lenses,* at Y Ddraig, ensure curriculum breadth, coverage & life worthy content. The lenses draw our content from the 6 Areas of Learning & Experience and are the starting point for our *Topic* and *Weekly* planning, teaching and assessment.

- ***Wellbeing:*** Our work to support learner, staff and family wellbeing is centred around our whole school approach to relationships. This is being developed on

1.



Developed over two years

Consultation with learners and parents (pre-Covid)

Revisit in Autumn 2022 with learners, staff, parents and governors.

Our Vision

Our Principles into Practice are at the heart of our daily life and are represented in our school motto and our three overarching school rules: -

Achieve, Challenge, Enjoy (ACE)

Cyflawni, Herio, Mwynhau

Be Safe - Be Responsible- Be Respectful

Our Vision Principles (Our Why) - *As a team, we will support all children to*

- **Achieve** through high aspirations, high expectations and respect for all
- **Challenge** through a curriculum that is inclusive, relevant and engaging
- **Enjoy** learning together, in becoming independent, mindful and active citizens

Our 10 Principles into Practice* (Our How) - *Working together, providing opportunities and experiences to:*

1. Build upon our high expectations of all children's learning and behaviour.
2. Ensure well-being is at the forefront of developing resilient, responsible, empathetic and respectful children - who feel valued, listened-to, respected and appreciated.
3. Provide an inclusive learning environment, which is happy, safe, secure and supportive.
4. Ensure that children develop their understanding of the UNC Rights of the Child, alongside opportunities to put this into practice.
5. Provide independent and critical thinking opportunities to support children as inquiring and reflective learners, with increasing agency.
6. Enable our children to become literate, numerate and digitally competent lifelong learners.
7. Appreciate, maintain and strengthen the value of positive relationships between children, staff, families and our community.
8. Encourage a climate of success by celebrating the perseverance, efforts and achievements of all children both inside and outside school.
9. Promote the positive social, emotional, moral and spiritual development of children, preparing them for time in our school and beyond.
10. Celebrate our heritage and culture - locally and nationally - whilst developing greater understanding and respect towards all others.

*Developed over two year in consultation with staff, learners, parents, governors (pre-covid). Re-visited annually.

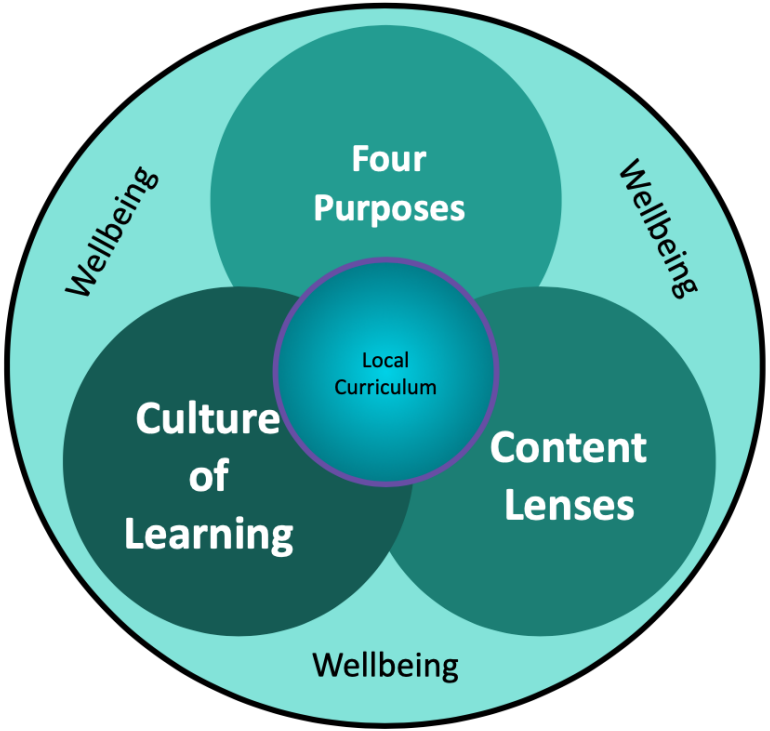
These Principles into Practice are at the heart of our daily life and are represented in our school mission statement and our three overarching school rules: -

Achieve, Challenge, Enjoy (ACE)

Cyflawni, Herio, Mwynhau

Be Safe - Be Responsible- Be Respectful

2. Our ACE Curriculum



Curriculum Design

In developing our vision for our curriculum, we considered what the four purposes mean for our learners and how our ACE curriculum will support learners to realise them.

Progression Step 1 (*Nursery & Reception****):*** There is a holistic and integrated approach to learning.

Progression Step 2 (*Y1-3****):*** Learners work at increasing depth between and within Areas of Learning Experiences. They begin to make connections in their learning.

Progression Step 3 (*Y4-6****):*** Learners identify how their learning relates to the What Matters Statements, both between and within Areas of Learning Experiences.

link to Curriculum design and the four purposes

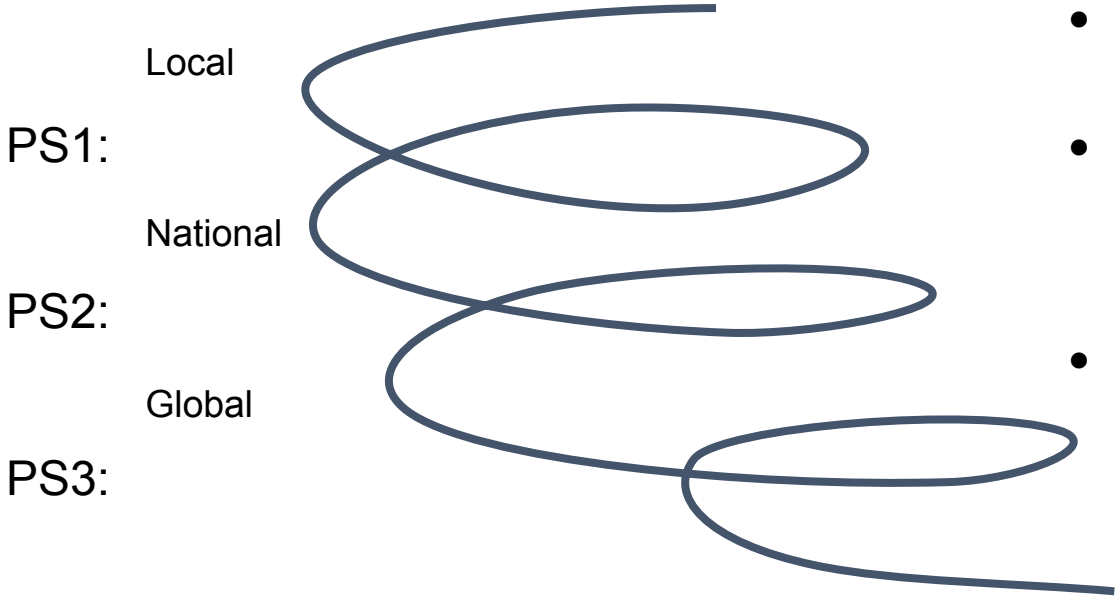
3.
Curriculum Planning -
Planning for Learning Process

- As you have seen, the Four Purposes, our Lenses for Learning and our Culture for Learning drive our curriculum at Ysgol y Ddraig
- Learning will span across all four of our Lenses each year, eventually covering *all* of the curriculum content from the Lenses by the end of each Progression Step. As there are three progression steps in our school, all learners will visit the curriculum content three times in their journey at Y Ddraig. Each time, building upon their prior learning and moving from a local, through to a national and then finally a global perspective.
- We use our Lenses to plan and teach Topics, helping to us organise how we can best support learners development of knowledge, skills and experiences.
- Assessment of learning happens in different ways. These include

- Termly Baseline Assessments
- Annual Online Personalised Assessments (*national*)
- Learner Progress Cycle
- Ongoing formal and informal assessment during daily learning & teaching



Progression through our ACE Curriculum



- Learners in Nursery and Reception cover the content in all Four Lenses.
- These are then revisited in Progression Step 2 (Y1, Y2 and Y3) and again in Progression Step 3 (Y4, Y5 and Y6).
- The depth and connections within learning increases as learners progress along the continuum, as does the perspective. Learning moves from a local, to a national and finally a global perspective as children make their way from Nursery to Y6.



The Four Purposes:
We have articulated what we expect our learners, at Y Ddraig, to be able to do at the ages of 5, 8 & 11 in order for us to confidently support their progress towards the Four Purposes

Progression towards the Four Purposes

Key Characteristics of the Four Purposes	Progression Step: _____ Essential Knowledge, Skills and Experiences

Work *within* each Progression Step we identified and recorded what we thought learners should be able to know and do, as they move towards the Four Purposes at the age of 16. We use these matrices to support:

- Our planning our topics
- Our professional understanding of the learners' development
- A consistent and progressive approach across the whole school



Our Lenses for Learning:
These four lenses are developed from the content identified as 'What Matters' in Curriculum for Wales

Lenses for Learning

Discovery, Creativity and Expression

- Reflecting on art & performance
- Communicate - moods, feelings, ideas
- Computational processes
- Forces and Energy
- Construction and Engineering
- Scientific breakthroughs

Cynefin, Community and Citizenship

- Cultural heritage, identities & values
- Welsh artists
- Politics - Wales (devolution) & UK
- Citizens of Llantwit, Vale & Wales, National and Global
- Changing landscapes
- Sustainability

Wellness

- Relationships - Communication and Respect
- Physical activity, games and sport
- Feelings, Emotions and Mental Health
- Human actions and Beliefs
- Keeping Safe & Well - Diseases & Viruses
- Living things

Diversity and Equality

- Cultural Heritage, Identity and Values
- Citizenship - Democracy & Alternatives
- Languages - Differences and Similarities
- Multiculturalism / Multilingualism
- Contribution to a Fair and Inclusive Society
- Care, Respect and Empathy



Lenses for Learning

- Our learners will move through this journey as they progress from Nursery to Y6

	Autumn	Spring	Summer
PS1 **Local**	• **Cynefin, Community & Citizenship** • **Diversity & Equality**	• **Discovery, Creativity & Expression**	• **Wellness**
PS2 **National**	• **Cynefin, Community & Citizenship** • **Diversity & Equality**	• **Discovery, Creativity & Expression**	• **Wellness**
PS3 **Global**	• **Cynefin, Community & Citizenship** • **Diversity & Equality**	• **Discovery, Creativity & Expression**	• **Wellness**



Our Culture of Learning:
Our extensive work on these 8 elements forms the basis of our development of learning & teaching, school policies and school improvement planning.

Building Relationships for learning

An environment for learning

Language of learning

Modelling learning

Expectations for learning

Opportunities for learning

Routines for learning

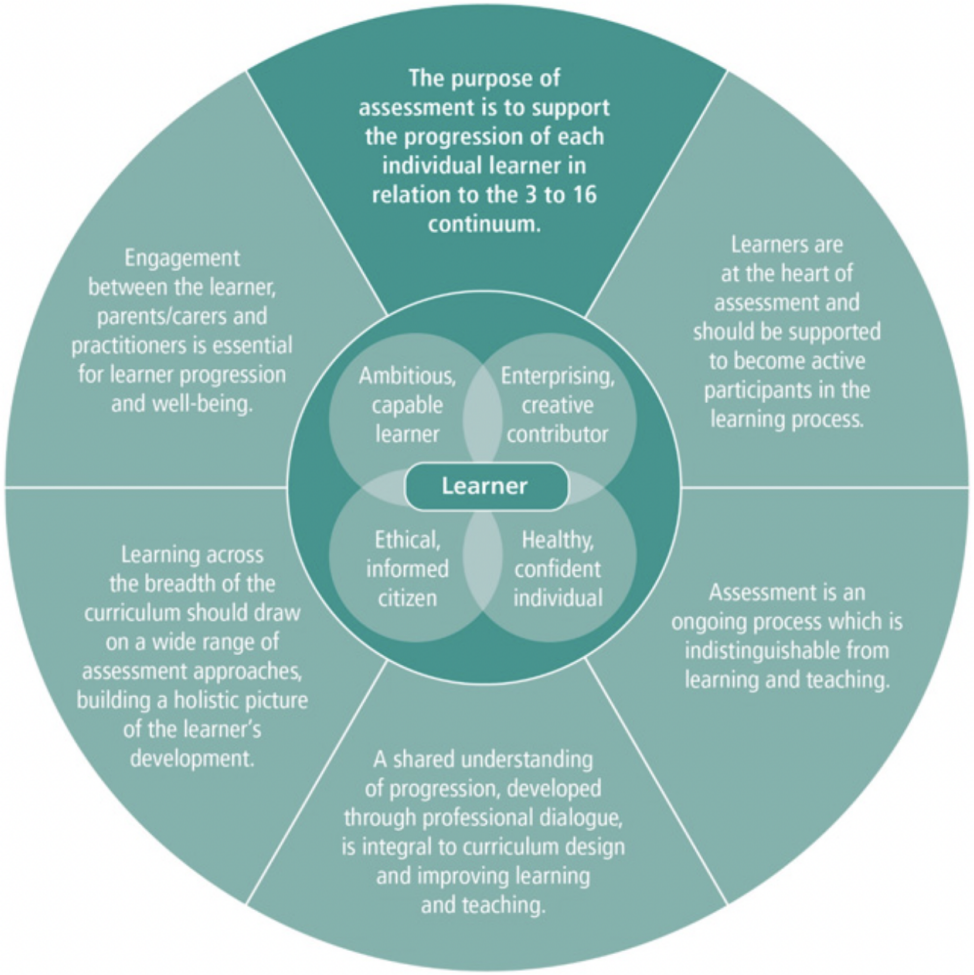
Time for learning

The Learning Partnership Wales, 2017



Progression & Assessment:
The elements of the National Approach to Assessment and Progression form the basis of our developing approach to assessing and monitoring learner progress, across

The Purpose and Principles of Assessment



YSGOL Y DDRAIG

ACHIEVE, CHALLENGE, ENJOY

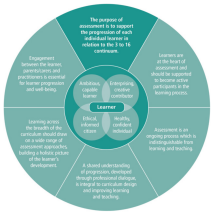
https://hwb.gov.wales/curriculum-for-wales/assessment-arrangements/

Assessment Strategy @ Y Ddraig

Why we assess?

To understanding learner progress & inform planning

To make a judgement



How we assess?

- Included in all Topic & Weekly planning
- In learning (*assidere*) - assessment for learning
- Monitoring progress - assessment of learning
- Identifying & recording learning - termly baseline cycle & learner progress cycle

- National
- Whole School (universal)
- Whole School (targeted in class, yr, PS)
- *Specialised (withdrawn & external)*

(see Y Ddraig Cycles of Assessment)

What it looks like @ Y Ddraig?

Learner
Self-Assessment
Learning Reflection and Refinement
Challenge selection

Learner/Learner
Peer to Peer feedback
Peer support groupings

Learner/Teacher
Assessment for Learning
Teacher Learner Reviews
Feedback & Marking

Teacher/Teacher
Prep, Plan & Assess

Teacher/Leader
Learner Progress Reviews
MER

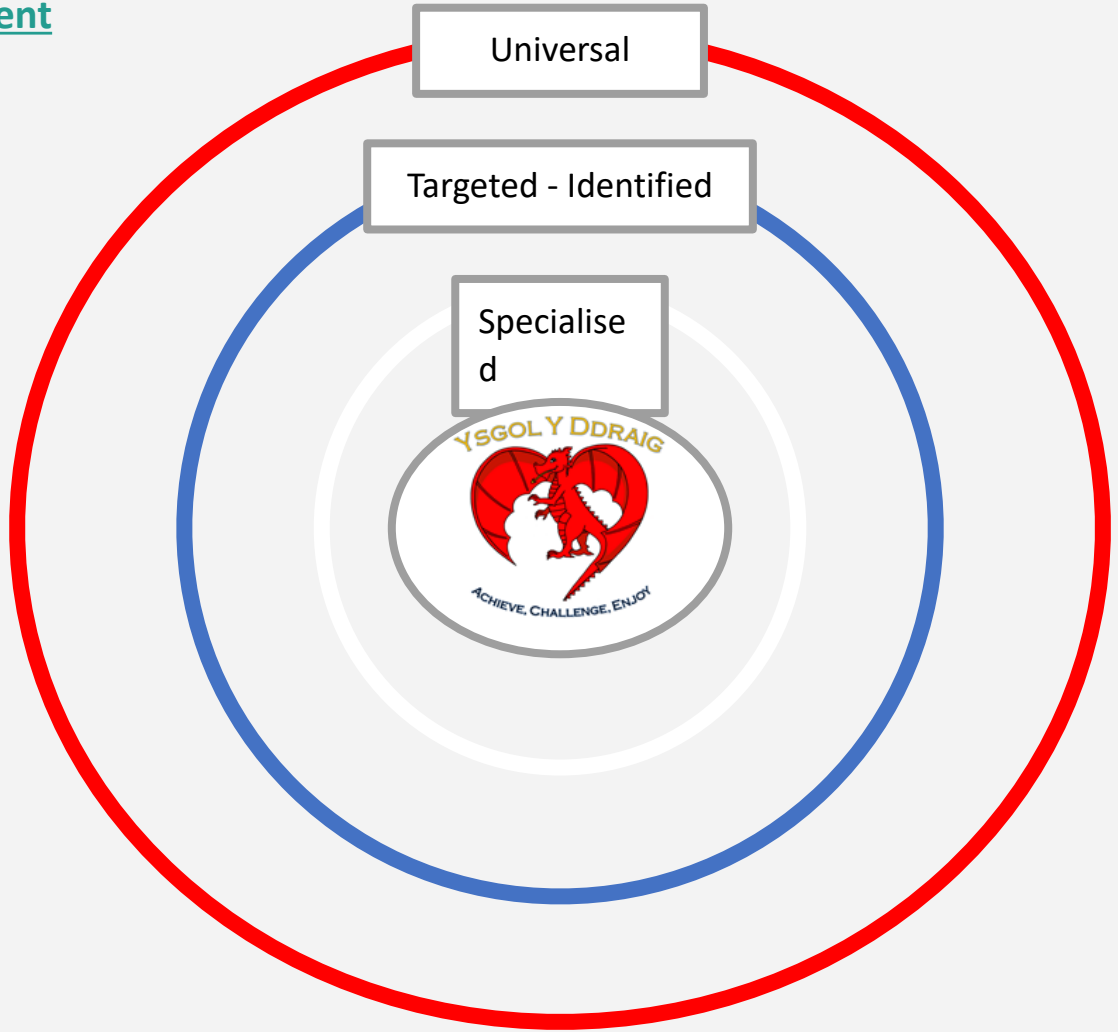
Teacher/Parent/Learner
Reporting
Parent Learner Reviews

The Purpose and Principles of Assessment

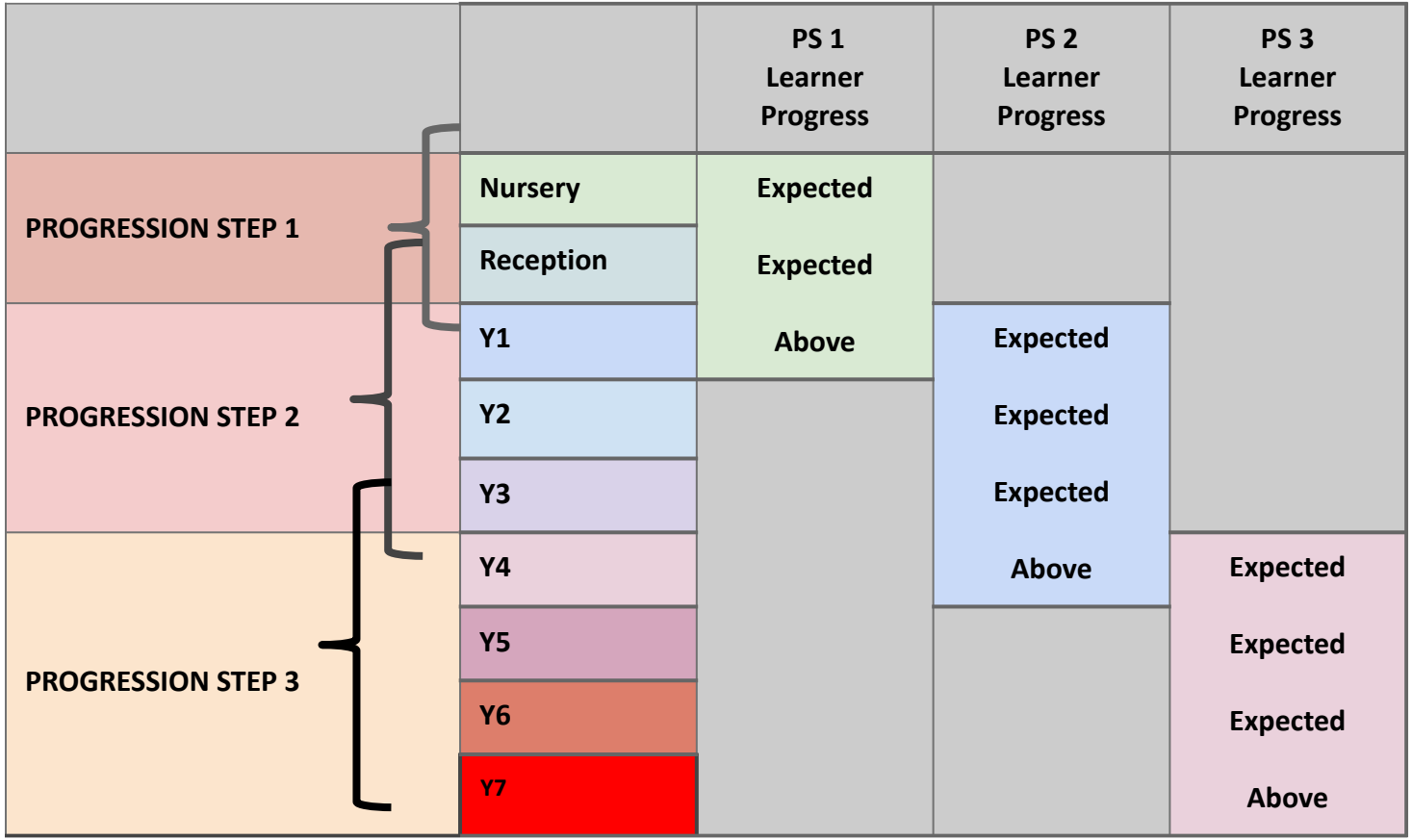
Universal:
All children - On Entry & Termly baseline assessment of literacy, numeracy and wellbeing. This works alongside our Learner Progress Cycle

Targeted:
As an outcome of universal - specific learners identified for additional support and interventions in class and withdrawn, as appropriate.

Specialised:
Some teachers / learners will require support from specialised interventions and external agencies
(ALN, wellbeing, medical)



Expectations for Learner Progress



It is important to note that learners will make progress