



'Our curriculum' 2022 and beyond

Summary overview for parents and carers September 2022

“Working Together, Learning Forever”

Introduction - Putting pupils at the heart of the process and the 4 core purposes

Section 1 – Vision and aims

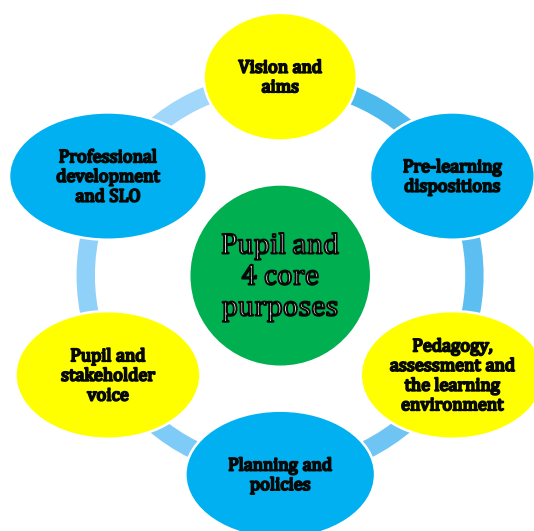
Section 2 - Pre-learning dispositions – understanding yourself

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Introduction

All schools in Wales will follow a new curriculum from September 2022. The curriculum focuses on 4 core purposes and is organised under 6 Areas of Learning and Experience. This documents sets out how we will organise this at Burlais.

At Burlais everything we do is focused towards the four purposes of the curriculum – the starting point and aspiration for every child and young person in Wales. The four core purposes 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.*

The areas of learning and experience

The following six areas of learning and experience form the basis for organisation of 'our curriculum'.

- *Expressive Arts.*
- *Health and Well-being.*
- *Humanities.*
- *Languages, Literacy and Communication.*
- *Mathematics and Numeracy.*
- *Science and Technology.*

Mandatory curriculum elements

The following are mandatory curriculum elements.

- *Religion, values and ethics.*
- *Relationships and sexuality education (RSE).*
- *Welsh.*
- *English.*

Skills integral to the four purposes

The four purposes are also underpinned by integral skills which will be developed within a wide range of learning and teaching. At the heart of these skills is the importance of learners recognising, using and creating different types of value. In this context, value means worth and importance in a range of contexts, including financial, cultural, social and learning value.

These skills are noted below.

Creativity and innovation

Learners will be given space to be curious and inquisitive, and to generate many ideas. They will be supported to link and connect disparate experiences, knowledge and skills, and see, explore and justify

alternative solutions. They will be able to identify opportunities and communicate their strategies. This will support learners to create different types of value.

Critical thinking and problem-solving

Learners will be supported to ask meaningful questions, and to evaluate information, evidence and situations. They will be able to analyse and justify possible solutions, recognising potential issues and problems. Learners will become objective in their decision-making, identifying and developing arguments. They will be able to propose solutions which generate different types of value.

Personal effectiveness

Learners will develop emotional intelligence and awareness, becoming confident and independent. They will have opportunities to lead debate and discussions, becoming aware of the social, cultural, ethical and legal implications of their arguments. They will be able to evaluate their learning and mistakes, identifying areas for development. They will become responsible and reliable, being able to identify and recognise different types of value and then use that value.

Planning and organising

Where developmentally appropriate, learners will be able to set goals, make decisions and monitor interim results. They will be able to reflect and adapt, as well as manage time, people and resources. They will be able to check for accuracy and be able create different types of value.

The development of these skills allows learners to work across disciplines, providing them with opportunities for both synthesis and analysis. There is particular potential for innovation in making and using connections between different disciplines and Areas.

When developing these skills, learners will:

- *develop an appreciation of sustainable development and the challenges facing humanity*
- *develop awareness of emerging technological advances*
- *be supported and challenged so that they are prepared to confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success*
- *be afforded the space to generate creative ideas and to critically evaluate alternatives – in an ever-changing world, flexibility and the ability to develop more ideas will enable learners to consider a wider range of alternative solutions when things change*
- *build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure*
- *learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.*

Cross-curricular skills

The mandatory cross-curricular skills of literacy, numeracy and digital competence are essential to all learning and the ability to unlock knowledge. They enable learners to access the breadth of 'our 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 need to be adaptable, capable of learning new skills throughout life and equipped to cope with new life scenarios.

'Our curriculum' enables learners to develop competence and capability in these skills and, where there are opportunities, to extend and apply them across all Areas. Developing these skills is therefore essential in 'our curriculum'.

Learners will 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.*

Rather than planning for these skills separately, all staff are involved and engaged to embed these skills across the curriculum.

The cross-curricular skills frameworks

Refined versions of the National Literacy and Numeracy Framework and the Digital Competence Framework sit alongside and align with 'our curriculum'. They provide supporting guidance for all practitioners, across all Areas, to ensure opportunities for the development of these mandatory skills.

Progression

Progression in learning is a process of increasing sophistication, rather than covering a growing body of content. This is individual to each learner. It requires space for diversion, reinforcement and reflection as a learner's thinking develops over time to new levels.

While there may be particular threshold concepts that represent a significant shift in a learner's understanding, these are not linked to specific ages, nor will they happen at the same time in different areas for individual learners.

Learners with additional learning needs (ALN) will progress at a rate individual to the learner and this may not correlate with the broad two to three year progression step. Pace of progression will be evaluated by the professionals working with learners with ALN.

Supporting learners to make progress is a fundamental driver of 'our curriculum'. This 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 has informed our curriculum design, classroom planning and assessment.

Principles of progression

The principles of progression below articulate the national expectations for learners' progress throughout the continuum of learning.

Five principles of progression underpin progression across all Areas. The principles are as follows.

1. Increasing breadth and depth of knowledge

Learners need to acquire both breadth and depth of knowledge.

2. Deepening understanding of the ideas and disciplines within the Areas

Holistic approaches are particularly important to learning in early steps as learners engage with the world around them.

3. Refinement and growing sophistication in the use and application of skills

Learners need to develop a range of skills including: physical, communication, cognitive and Area specific skills.

4. Making connections and transferring learning into new contexts

Learners should make connections with increasing independence; across learning within an Area, between Areas, and with their experiences outside of school.

5. Increasing effectiveness

As learners progress, they should become increasingly effective. This includes increasingly successful approaches to self-evaluation, identification of their next steps in learning and more effective means of self-regulation.

‘Our curriculum’ is a curriculum in Wales and for Wales

‘Our curriculum’ reflects Wales, its cultural heritage and diversity, its languages and the values, histories and traditions of its communities and all of its people.

Instilling learners with passion and pride in themselves, their communities and their country is central to the four purposes. Learners will be grounded in an understanding of the identities, landscapes and histories that come together to form their cynefin. This will not only allow them to develop a strong sense of their own identity and well-being, but to develop an understanding of others’ identities and make connections with people, places and histories elsewhere in Wales and across the world.

It is important for this to be inclusive and to draw on the experiences, perspectives and cultural heritage of contemporary Wales. Confidence in their identities helps learners appreciate the contribution they and others can make within their different communities and to develop and explore their responses to local, national and global matters.

It also helps them to explore, make connections and develop understanding within a diverse society. This also recognises that Wales, like any other society, is not a uniform entity, but encompasses a range of values, perspectives, cultures and histories: that includes everybody who lives in Wales. This cynefin is not simply local but provides a foundation for a national and international citizenship.

‘Our curriculum’ also reflects our bilingual nation. All learners will have appropriate pathways for learning Welsh and English to enable them to develop the confidence to use both languages in everyday life. Opportunities to use Welsh within and beyond the classroom (including on digital platforms) support learners to use Welsh confidently and appreciate its usefulness to communication in a bilingual Wales. Being (at the least) bilingual is not only a communication skill. Access to both languages helps unlock Wales’s rich and unique literatures, geography, democracy, history and culture. To have knowledge, experience and an understanding of these supports learners to be active and successful citizens in contemporary Wales.

Developing learners’ comfort and ability to work in two languages also provides a strong foundation for learners to engage with different languages they encounter and develop learning in other

languages as they progress. We ensure rich language environments for all learners and reading, listening, speaking and writing across the curriculum is developmentally appropriate.

A curriculum accessible to all

'Our curriculum' will raise the aspirations for all learners. It will consider how all learners will be supported to realise the four purposes and to progress. This is essential for our learners to play an active part in our community and wider society, and to thrive in an increasingly complex world.

We have been aware of the needs and circumstances of all our learners when designing 'our curriculum', considering equity of opportunity when putting into place support and interventions or making reasonable adjustments.

'Our curriculum' has been developed to be inclusive of all learners, including those with additional learning needs (ALN). Learners will progress along the same continuum of learning within each Area from ages 3 to 11. However, the pace at which they progress along the continuum may differ – allowing for a diversion, repetition and reflection as each learner's thinking, knowledge and skills develop over time.

We acknowledge the importance of professional development for staff with responsibility for and who work with learners with ALN. There are regular opportunities for collaboration between schools, relevant agencies and wider professionals when designing 'our curriculum'.

'Our curriculum' will also provide stretch and challenge for more able and talented learners and enable them to progress along the continuum of learning at a pace appropriate to them.

A critical part of raising aspirations for all learners and addressing different gaps in attainment is ensuring that all learners are supported to realise the four purposes through a broad and balanced curriculum with the national framework. This includes gaps influenced by different socio-economic backgrounds but may be far wider. This is supported by provision which responds to the specific needs and circumstances of learners. In particular, we consider what specific experiences, knowledge and skills learners may need that they would otherwise not have opportunity to benefit from. Understanding group progress is also an important focus for us to ensure that our curriculum raises standards and helps raise achievement for all. It is not about external reporting, but is about us understanding what we need to know about our learners, and which other agencies we need to work with, in order for them all to maximise their potential and identifying specific challenge and support which particular groups might need.

UNCRC

As a L1 Rights Respecting School, 'our curriculum' provides pupils with opportunities to:

- learn about human rights: the acquisition of knowledge and skills about human rights, and the sources of those rights*
- learn through human rights: the development of values, attitudes and behaviours that reflect human rights values*
- learn for human rights: the motivation of social action and empowerment of active citizenship to advance respect for the rights of all.*

Section 1

Vision and aims

School motto:

Working Together, Learning Forever'

- Focus to be placed on teamwork at all levels, a sense of community, citizens for the 21st Century, empathy, respect and life -long learning enthusiasm and skills

School mission statement:

"We aim to provide a happy, caring, consistent and inclusive environment where all pupils feel safe, secure and valued to be the best that they can be. We want our children to develop a positive attitude to and lead their own learning whilst enjoying rich learning experiences. We expect pupils to become increasingly independent and confident whilst showing empathy and respect to others and become ethical and informed citizens of our local community, Wales and the world."

School aims

All our children 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

and **are ready to lead fulfilling lives as valued members of society**

Staff and pupil contributions which underpin our vision, aims and values

What are our constants?	What is important to us?
Safety	To provide a broad and balanced curriculum with rich, real life learning experiences
Security	
Consistency	Wellbeing and every child and adult feels valued
Guidance	
Routines	To develop excellent relationships with pupils, parents and the wider community
Nurture	To support pupils and parents
Respect, manners & equality	Creativity
High expectations and aspirations	Listening to our learners
Celebration and praise	Developing confidence and a 'can do' attitude
Warmth	
Stability	Developing a sense of belonging
Friendship	Being professional
Fairness	Learning is fun
Leadership at all levels	Effective communication at all levels
Fun	Positivity
Aspirations	Meeting individual needs
Pride in ourselves and our school	Confidentiality
Belief	
Team work	

AN INSPIRED AND PASSIONATE TEACHER AT BURLAIS PRIMARY



Works collaboratively
and respectfully with
colleagues

Has high expectations,
knows and challenges
their pupils



Creates a high trust
environment

Allows for pupils to
contribute to and take
responsibility for their
own learning



Manages the learning
environment

Gives accurate
feedback at the
appropriate level



Explains things in a
way that pupils
understand

Uses a range of
teaching and learning
strategies



Welcomes errors and
encourages resilience

Helps pupils see what
progress looks like

Works well with all
stakeholders

Uses real life contexts
for learning



THE 10 MINDFRAMES FOR TEACHERS AND PUPILS AT BURLAIS

TEACHER		PUPIL	HOW WE ACHIEVE THIS
I am an evaluator of my impact on pupil learning.	Are our practices bringing out the best in all our pupils?	I am an evaluator of my learning.	Success criteria created with children Peer assessment Talk partners Self- assessment Editing Explaining thinking and methods Discussing learning in everyday scenarios
I see assessment as feedback to me.	Are we using assessment information to progress pupil achievement and to help us plan the next teaching steps?	I give feedback to my teachers and receive it from them and my peers to help my learning progress	Evaluation of planning Feed forward questions Peer assessment Random dojo Talk partners Questioning APK Instant feedback
I collaborate with others about my concepts of progress and impact.	Are we isolated teachers, or do we work with other teachers and our pupils about what we mean by progress and impact?	I collaborate with my peers about what I mean by progress and success in learning. I am an assessment capable learner.	Work as teams within year groups/progression steps Discussion between teacher and TA about learning taking place and assessment

I am a change agent and believe all pupils can learn.	Are school leaders establishing a climate that creates a high sense of teacher self-efficacy, so that teachers can work together as change agents, knowing they are truly significant in every pupil's life?	I have a high sense of self-efficacy.	Growth mindset Pointing out and understanding blocks Having high expectations of the children and ourselves Developing a sense of pride in their work Celebration and sharing of work – with peers and parents for collaborative learning and building relationships Being open to take constructive criticism as adults
I strive for challenge.	Do we encourage a mindset in which mistakes are an essential feature in learning? Do teachers and pupils strive to be in the learning zone rather than the comfort zone?	I enjoy and seek challenging tasks.	Growth mindset Independent learning Chilli challenges (appropriate and guide the children) Getting children to recognise their potential Enhanced provision Missions APK Celebrate mistakes
I give and help pupils understand feedback and I interpret and act on feedback to me.	I not only give feedback to pupils, I help them understand and act on this feedback, and I continually seek feedback from my pupils to help me plan future teaching.	I know how to give, receive and use feedback about my learning.	Verbal feedback - instant during lessons Feedforward questions Questioning EPIC Reflection time Evaluations of lessons by staff and using it to move the learning on
I talk about learning and not about teaching.	Are we discussing the learning more than the teaching or vice versa?	I talk about what I am learning and not what I am doing.	Modelling what learning is Share LO Success criteria

			Link to real life situations and experiences
I engage in as much dialogue as monologue.	Do we listen to pupils or do we continue with what we want to say? Can I create discussions with and among pupils?	I value the different social and cognitive pairings in lessons and learn from the dialogue I have with peers.	Talk partners Questioning techniques Open ended tasks to encourage collaboration and discussion Debates
I explicitly inform pupils what successful impact looks like from the outset.	I show pupils near the start of lessons what success looks like. I often work with them to understand what this success means and provide feedback of how they are moving towards it.	I use personal bests to understand how far I am from meeting the success criteria of the lesson.	Success criteria WAGOLL/WABOLL Modelling Build on previous learning and targets Mini plenaries Feed forward
I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others.	I build safe and fair environments so that students can make errors, learn from theirs and others' mistakes, and move into the challenge zone of learning.	I feel valued, respected, liked and listened to by my teachers. I offer them the same courtesy.	Consistency Fairness Class rules Systems and routines Understanding the individual Valuing mistakes School values/rights Ownership and responsibility Security, removal of fear Positivity
I focus on learning and the language of learning.	Are we discussing the learning more than the teaching or vice versa? Do we have a common language about learning via learning dispositions, learning intentions and success criteria?	I talk about what I am learning, not what I am doing.	Success criteria Plenary and reflections at end of lessons – what 3 things have you learnt today? What facts have blown your mind? Identifying real life opportunities and making the links explicit. EPIC, KWL

Section 2 – Pre-learning dispositions, understanding yourself

Before our pupils even begin to engage with the learning opportunities offered, there are a number of pre-learning dispositions we need to be aware of. Ensuring that all of our learners understand how the brain works and that sometimes the learning process can be ‘hijacked’ by feelings we may have is extremely important at Burlais. There are a number of ways that we teach our pupils to regulate their application to learning and interactions with themselves and others. **At Burlais we focus on two major approaches.**

1. Chimp Management

This method of managing the ‘Chimp’ brain pioneered by Professor Steve Peters forms a major part of our work. Whole school training has been undertaken with Professor Peters’ team and a whole school approach to ‘Chimp Management’ has been introduced. Our whole school, consistent approach aims to help and teach our pupils to:

- Communicate effectively
- Manage conflicts
- Create environments and cultures that enhance performance
- Get the best out of themselves
- Manage the developing mind
- Manage their emotions and behaviours



Top 10 Tips for Managing the Chimp

- 1. Smile like you mean it**
- 2. Say sorry, if you need to**
- 3. Talk about your feelings**
- 4. Ask for help**
- 5. Be kind**
- 6. Show good manners**
- 7. Accept when 'no means no'**
- 8. Do what you have to**
- 9. Try new things**
- 10. Learn to share**

2. Trauma Informed Classrooms

The second major basis for our work on pre-learning dispositions is understanding the effect of trauma on our brains. Many of our pupils may have experienced multiple Adverse Childhood Experiences (ACE's) which affect how their brain develops, their learning in the classroom and their relationships with others. This is something that we are aware of and strategies are used to support our learners.

Our work aims to support learners to:

- Develop the skills needed for meaningful relationships
- Manage dysregulation
- Self-regulate
- Manage transitions during the day
- Engage appropriately with others
- Make the correct choices in life

Section 3 – The way we teach (pedagogy), assessment and the learning environment

The way we teach is at the heart of ‘our curriculum’. In designing our curriculum, we have considered the approaches we will need to employ to support learners in realising the four purposes. will recognise the integral role of the learning environment in supporting effective learning.

The pedagogical principles

‘Our curriculum’ is underpinned by twelve pedagogical principles, which state that good learning and teaching:

1. maintains a consistent focus on the overall purposes of the curriculum
 2. challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
 3. means employing a blend of approaches including direct teaching
 4. means employing a blend of approaches including those that promote problem-solving, creative and critical thinking
 5. sets tasks and selects resources that build on previous knowledge and experience and engage interest
 6. creates authentic contexts for learning
 7. means employing assessment for learning principles
 8. ranges within and across Areas
 9. regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them
 10. encourages learners to take increasing responsibility for their own learning
 11. supports social and emotional development and positive relationships
 12. encourages collaboration.
- highly effective communication skills.

The learning environment is a key enabler for 'our curriculum'. It will:

- encourage learners to be independent, to have a say in their own learning and to take increasing responsibility for it
- include all learners
- allow learners of all ages to experience authentic learning opportunities both indoors and outdoors
- enable learners to apply, use, consolidate and extend skills
- be secure and safe.

To support this, we will:

- form positive and respectful relationships with learners and support good relationships between peers
- respond to all learners
- plan engaging and developmentally appropriate learning opportunities informed by regular observation and ongoing assessment of learning and the learner's stage of development
- prompt learners to think about and reflect upon their learning in order to extend thinking and make connections
- challenge learners and have high expectations
- actively engage with parents, carers and the wider community as partners in learning
- be reflective and seek to engage in ongoing professional learning.

Early progression steps

The twelve pedagogical principles describe good pedagogy for all the early stages of learners' development. While it is relevant for all learners, pedagogy for the early progression steps will prioritise:

- the holistic development of cognitive, social, emotional and physical skills
- learning through extended periods of play or recreation and open-ended exploration both indoors and outdoors
- learners initiating, choosing and directing their own learning, along with sensitive interactions from adults who elicit learning from learner-led play or recreation and exploration
- the planning of an environment that can support experiential and schematic learning
- opportunities for physical movement which underpin learning in all Areas

- practitioners who, while respecting learners' interests, seek to introduce and stimulate new opportunities for knowledge and understanding
- a strong focus on early language acquisition
- learning through first-hand, practical and authentic experiences
- a high-quality learning environment which provides opportunities to move freely between continuous, enhanced and focused activities, located indoors and outdoors.

Assessment

Assessment is an integral part of the learning process, with practitioners working with learners to help identify their strengths, areas for development and next steps in learning. Our assessment principles are:

- The purpose of assessment is to support the progression of each individual learner in relation to the 3 to 16 continuum.
- Learners are at the heart of assessment and should be supported to become active participants in the learning process.
- Assessment is an ongoing process which is indistinguishable from learning and teaching.
- A shared understanding of progression, developed through professional dialogue, is integral to curriculum design and improving learning and teaching.
- Learning across the breadth of the curriculum should draw on a wide range of assessment approaches, building a holistic picture of the learner's development.
- Engagement between the learners, their parents/carers and practitioners is essential for progression and well-being.

The overarching purpose of assessment is to support every learner to make progress. When planning and delivering learning experiences, we are clear about the specific role of each assessment being undertaken and what the understanding gained from assessment will be used for and why. In this respect, there are three main roles played by assessment in supporting learner progression.

Supporting individual learners on an ongoing, day to day basis

Assessment will focus on identifying each individual learner's strengths, achievements, areas for improvement and, if relevant, any barriers to learning. This understanding is 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. This should be achieved by embedding assessment into practice in a way that engages the learner and makes it indistinguishable from learning and teaching. This allows the practitioner to respond to the individual needs of the full range of learners within their classroom on an ongoing basis.

Identifying, capturing and reflecting on individual learner progress over time

Assessment will support practitioners in identifying the progress being made by an individual learner, recording this where appropriate, to understand their journey over different periods of time and in a variety of ways, in order to ensure there is progression. This includes developing an understanding of how a learner has learned, as well as what they have learned and are able to demonstrate. Reflecting on a learner's progress over time will enable practitioners to provide feedback and help plan their future learning, including any interventions, additional support or challenge which may be required. This will include both immediate next steps and longer-term objectives and goals that the learner will work towards to help keep them moving forward in their learning. It will also be used as a basis for communicating and engaging with parents/carers.

Understanding group progress in order to reflect on practice

Assessment will also enable us to understand whether different groups of learners are making expected progress. This will be used to identify strengths and areas for improvement in both the school curriculum and daily practice, including consideration of how the needs of learners as individuals have been met.

Policy for ensuring feedback and marking are effective and manageable at Burlais

Feedback and marking should:

- Be immediate, specific and kind
- Further the learning
- Involve pupils fully
- Be based on our agreed policy and marking code
- Acknowledge all work somehow
- Have space for improvements

Feedback and marking should not:

- Lead to an unmanageable workload for teachers
- Impact on work/life balance
- Be written when children cannot read it
- Be written for any other audiences other than the child
- Be a routine expectation that next steps or targets be written in pupils' books – this should only be done when appropriate

Strategies we use

- Ongoing questioning
- Visualiser stops
- Self/peer feedback
- Peer coaching
- Marking

From the beginning of lessons teachers at Burlais will:

- Ask probing questions of individuals
- Intervene based on observations
- Respond to problems
- On- going questioning – tell me more, tell me what you have done, tell me what you are going to do first, what do you mean by? Why do you think.....? Give me an example of what you mean, can you develop that? So how is this one better than that one?

During independent learning teachers at Burlais will:

- Circulate and walkabout before responding, then.....
- Make a decision for the best feedback
- Peer coaching
- Teacher and one child
- Teacher and group
- Pupil as teacher
- Whole class stop to clarify/explain/change direction
- Modelling via visualiser stops

- Self and cooperative improvements **(Share, don't swap. Author holds the pen and has the last word)**
- Written next steps using a 'think bubble' but only if it deepens and furthers learning. Response time will need to be planned for and marking codes used. The question should be asked. Does the comment go back into and improve the work? If it doesn't it is ineffective and is a waste of teacher and pupil time.



Section 4 – Policies and Planning

There have been constant revisions to our schemes of work from 2011 onwards. The DCF and LNF are fully incorporated into daily work. A Common format and procedure for involving pupils in the planning process was produced in 2021/22. Leader responsibilities have been changed to AoLE teams.

During the Autumn term of 2021 we asked ourselves and answered - what do we want pupils to learn? How will we use local resources? How does our curriculum sit local to globally? This involved the views of pupils, staff, parents and Governors.

We asked ourselves, why are pupils here? What do we need to provide for them? What would our pupils not otherwise acquire? We identified what we needed to build on and what we needed to keep/improve.

'Our Curriculum 2022' is content structured as narrative over time, it is the story of a learner from when they enter to when they leave. Some will run faster than others. Every step is important and we don't just focus on the final straight. What have identified the logical sequences that lead up to the progression statements.

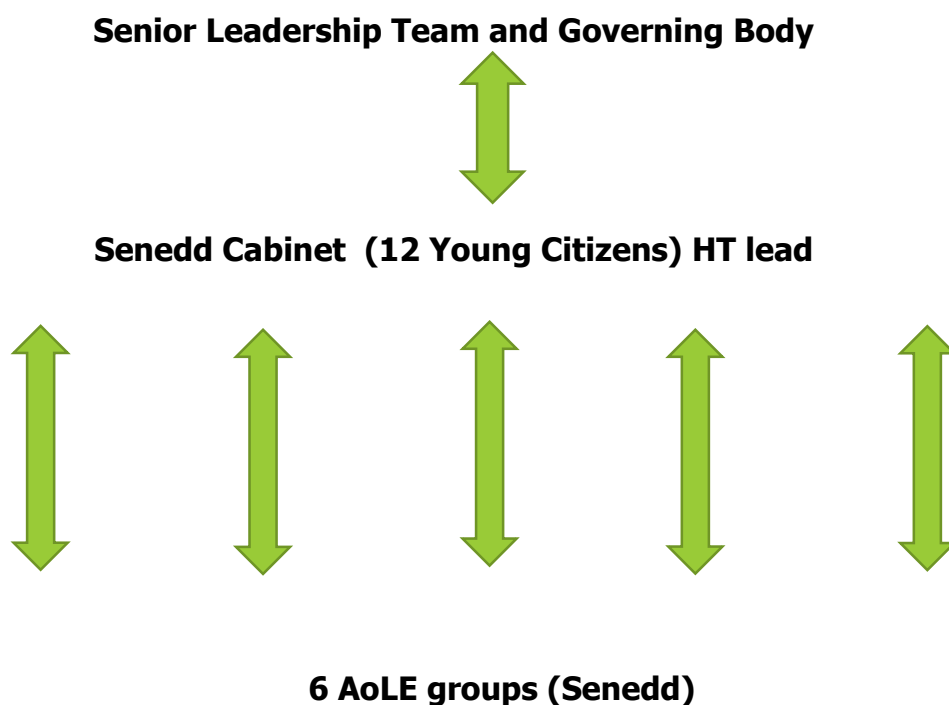


Section 5 – Pupil and stakeholder voice

A Common agreement on involving pupils in the planning process was introduced in Autumn 2021. Pupil voice groups were set up for each AoLE in 2021 with an allocated Governor. New curriculum awareness raising events for parents and governors have been undertaken.

Each AoLe has its own pupil voice group which contributes to the development of 'Our Curriculum 2022'

Pupil voice organisation January 2022



- 6 AoLE groups (Senedd)**
- 1. M&N** – Yrs 2, 3, 4, 5, 6
 - 2. LLC (Language Buddies/Criw Cymraeg)** – Yrs 2, 3, 4, 5, 6
 - 3. H & WB (Burlais Ambassadors)** – Yrs 2, 3, 4, 5, 6
 - 4. S & T** – Yrs 2, 3, 4, 5, 6
 - 5. Exp Arts** – Yrs 2, 3, 4, 5, 6

6. Humanities – Yrs 2, 3, 4, 5, 6

7.

Appointment process for Senedd Cabinet (Young Citizens)

- Young Citizens - 2 members from each AoLE groups chosen by AoLE leader

General duties for all AoLE groups

- Meet half termly after school (in lieu of ADDS) before the last week of every term
- Produce a termly report for Governors
- Monitor and evaluate success of after school clubs
- Evaluate how well their area is being promoted and identify ways forward
- New Curriculum

Specific duties for AoLE groups

M & N	<ul style="list-style-type: none">• Organise classes and events for parents and clubs for pupils
LLC	<ul style="list-style-type: none">• Organise classes and events for parents and clubs for pupils• Provide language support for new arrivals• Criw Cymraeg – arrange St. Davids Day/Shwmae Day
HWB	<ul style="list-style-type: none">• Provide emotional support for other pupils• Organise fundraising and other events• Behaviour
S & T	<ul style="list-style-type: none">• Organise classes and events for parents and clubs for pupils• Support other pupils and teachers with digital issues• Organise, evaluate and review online safety
Ex Arts	<ul style="list-style-type: none">• Organise classes and events for parents and clubs for pupils• Displays

Humanities	<ul style="list-style-type: none"> • Organise classes and events for parents and clubs for pupils • Organise a whole school approach to sustainable living. • Displays
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Young Citizens

- Meet at the end of each term with the HT and Chair of Governors
- Provide feedback from their AoLE group
- Provide input into the self-evaluation and school improvement processes
- Review the school improvement plan
- Meet with stakeholders e.g. local councillors, the police etc. to discuss community issues

Section 6 – Professional development and Schools as Learning Organisations (SLO's)

The professional development of all staff is at the heart of developing 'Our Curriculum 2022'.