CADOXTON PRIMARY A CURRICULUM PIONEER SCHOOL



QUALIFIED FOR LIFE A curriculum for Wales a curriculum for life October 2015



WHY SUCCESSFUL FUTURES?

Now more than ever, young people need to be adaptable to change, capable of learning new skills throughout life and equipped to cope with new life scenarios.

Advances in technology and globalisation have transformed the way we live and work. These changes have profound implications for what, and how, children and young people need to learn.

Schools and teachers need more <u>*flexibility*</u> to respond to this environment, using a new curriculum which will promote <u>high achievement</u> and <u>engage</u> the interest of all children and young people to help them reach their potential.

The new curriculum will bring this about by making learning more <u>experience-based</u>, the assessment of progress more <u>developmental</u>, and by giving teachers the <u>flexibility</u> to deliver in more creative ways that suit the learners they teach. – Welsh Government 2016

TIME FOR CHANGE?

A new curriculum for Wales

THE CADOXTON CURRICULUM







TIMELINE.....



2015 - 2016: Pioneer Network established **2015 - 2018:** Design and development phase of the new curriculum **September 2016:** Digital Competence Framework available January 2017: Strand 1 reports published and made available to schools. January 2017 - July 2017: Strand 2 development- Scope and boundaries. September 2017 – June 2018 – Strand 3 development **2017 - 2021:** Practical support to schools to prepare for the new curriculum

2021 – In place in all schools across Wales

FOUR PURPOSES

- Healthy, Confident Individuals
- Enterprising, Creative • Contributors
- Ambitious, Capable Learners •
- Ethical, Informed citizens •

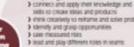


ambitious, capable learners who:

-) sex chemiselves high standards and seek and enjoy chaterige
- > are building up a body of knowledge and have me skills to connect and apply that knowledge in
- different consides > are questioning and enjoy solving problems
- > can communicate effectively in different forms
- and seeings, using boxh Weish and English
- > can explain the libras and concepts they are learning about > can use tumber effectively in different coneixis
-) understand how to interpret data and apply
- mainimatical concepts.) use digital technologies creatively to communicate, find
- and analysis intermation
- > undertake research and evoluate critically what they find and are ready to learn throughout their lives.

healthy, confident individuals who

- 3 have secure values and are esublishing their spiritual and extremi benefs. 3 are building their menual and emotional well-being by developing confidence, restlence and emplany 3 scoly incluiedge about the impact of dies and exercise on physical and mencal health in their daily lives. \$ know how to find the information and support to keep sale and well. 3 take pait in physical activity > take measured decisions about illestyle and tranuce fisk 3 have the confidence to parscipate in performance 3 form positive relationships based upon trust and PLAUS REPORT
- 3 face and overcome chalenge 3 have the skills and knowledge to manage everyday
- We as independently as they can and are ready to lead fulfilling lives at valued members of society
 - - ethical, informed chizens who: 3 find, evaluate and use evidence in forming views
 - 3 engage with contemporary asses based upon their knowledge and takes.
 - > understand and exercise their fluman and
 - comoctalic responsibilities and rights 3 understand and consider the impact of their actions
 - when making choices and acting
 - 3 are knowledgeable about their culture, community, sockey and the world, now and in the pass
 - 3 tespect 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 chizens of Wales and the world.



- > least and play different roles in examp attocsivity and responsibly > express losss and emotions through different media
- pecipie will benefit
- > inink creaklely to reitame and solve problems > Identify and grasp opportunities 3 give of their energy and skills so that other

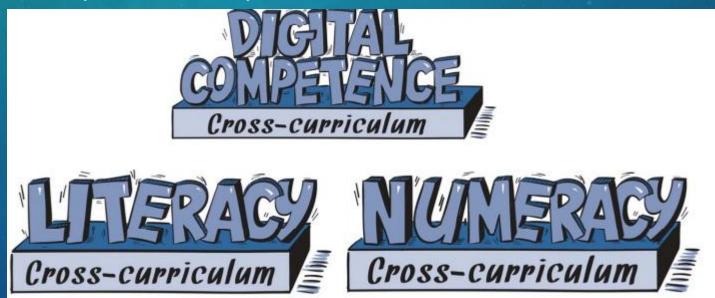
enverprising, creative contributors who:

and are ready to play a full part to ble and work.



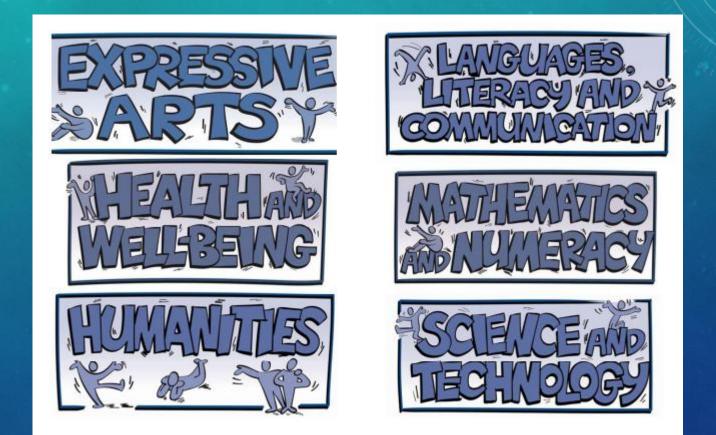
CROSS-CURRICULUM RESPONSIBILITIES.....

Priority has already been given to Literacy and Numeracy (LNF) but with the change in world we live in there is a conclusion that digital competency is increasingly fundamental to learning and life and should have similar status to that of Literacy and Numeracy.



SIX AREAS OF LEARNING AND EXPERIENCE.....





OUR PIONEER JOURNEY!







STRAND 1 – MARCH 16-DEC 16

Role of the

learner

Learning

environment

ANNEX B - Enrichment and Experiences general principles Four Purposes +Think creatively when plannning and delivering rich, pupil centred, learning experiences. +Ensure safeguarding within experiences *Work with colleagues and partners to identify experiences that will Role of the meet multiple cross disciplinary outcomes teacher •Utilise a range of pedagogical approaches Develop partnerships - e.g.school-school, local community & industry "Pupil voice' must include decision making and should not be tokenistic +Bring fun beck in to learning Activities need to help raise aspirations, ignite interests, stimulate passions and increase confidence. Activities should embrace local heritage and culture Nature of +Experiences need to address content (subject) and skills (team work) activities +Suest speakers drawn from local community, parents, employers etc. +Should include: culture, science, sport, enterprise, volunteering. diversity, HE/FE, clubs & groups, history & heritage . The pupil needs to be at the centre of the curriculum +All pupils must have access to rich learning experiences in the school day regardless of socio-econmic background, learner ability or geographic location Inclusion Recognise that not all children and young people learn successfully in and Equity the same way, at the same rate, or in the same environment. •Barriers preventing access to experiences (language, IT etc) must be addressed · Pupil voice' must include decision making and should not be tokenistic

•Be curious, open-minded, willing to accept mistakes and high levels of challenge . Work collaboratively with fellow pupils and teachers +Have a role in planning learning experiences +Give feedback on learning

•The learning environment can be totally flaxible (physical, virtual and social) so long as it's safe and relevant to learning outcomes .Maximise use of on-site facilities (gerden, kitchen, library etc) +Utilise local surroundings - parks, shops, sites of interest, swimming pool .Pupil's work needs to be celebrated and displayed whenever possible (physical and digital)

.Embrace local heritage and culture

Six Areas of Learning and Experience



STRAND 2 JAN 17 – JUNE 18





OUR ROLE AND WHAT WE'VE DONE.....

- Trial and error!
- INSETs Whole school, Teachers, Governors
- Audit of Cadoxton Four Purposes
- Medium term planning in September for Autumn term linked to four purposes.
- Tracking coverage of the 4 purposes in planning.
- Immersion Days and children leading their learning linked to four purposes.
- All staff in a team led by SLT (re-alignment of staff)- PLC's
- Developing PM linked to 12 pedagogical principles –Coaching model.
- Setting up 'Donaldson Champion Network across Barry' 7 months in and changing all the time – Impact! (More to follow).
- All school governors signed up to a Senedd / Action group leading developments in school with the children.
- Using mapping of four purposes Staff and Children.



IMMERSION DAYS AND ENRICHMENT

- Experiences What do children know?
- Trial and error again!! Development and learning journey.
- Enrichment Fridays How are we going to embed these into everyday practice?
- Children leading learning.
- Excitement and engagement Motivate and inspire.





Heart and Liver Dissection with KS2



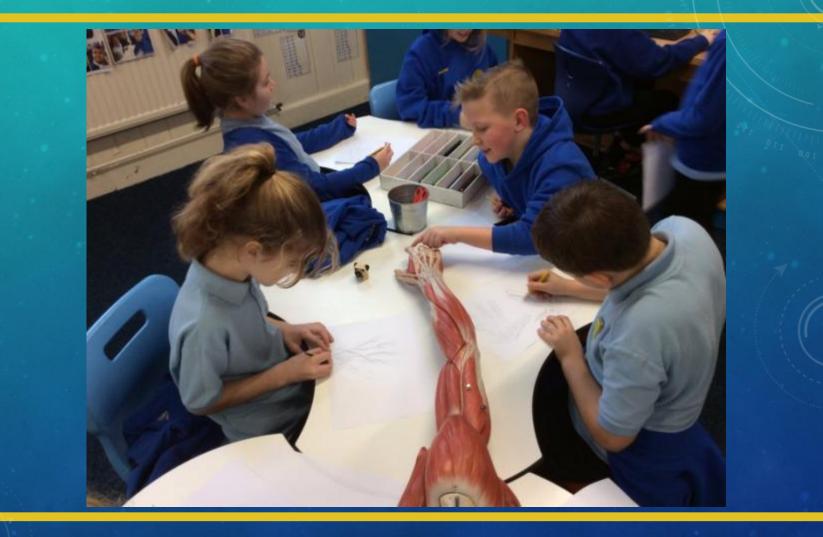
























ENRICHMENT AT CADOXTON







PROJECT BASED LEARNING AND PUPIL VOICE

- Enterprise projects in each year group Tracking 4 purposes and LNF.
- Action Groups Year 2 -6 week every two weeks. Mission statement and action plan developed in September.
- Planning with teachers after 'Immersion Days' What we know and what we want to find out – meet with SLT.
- Weekly pupil voice recorded in floor books.
- Experiences!!









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Giving ______ feedback

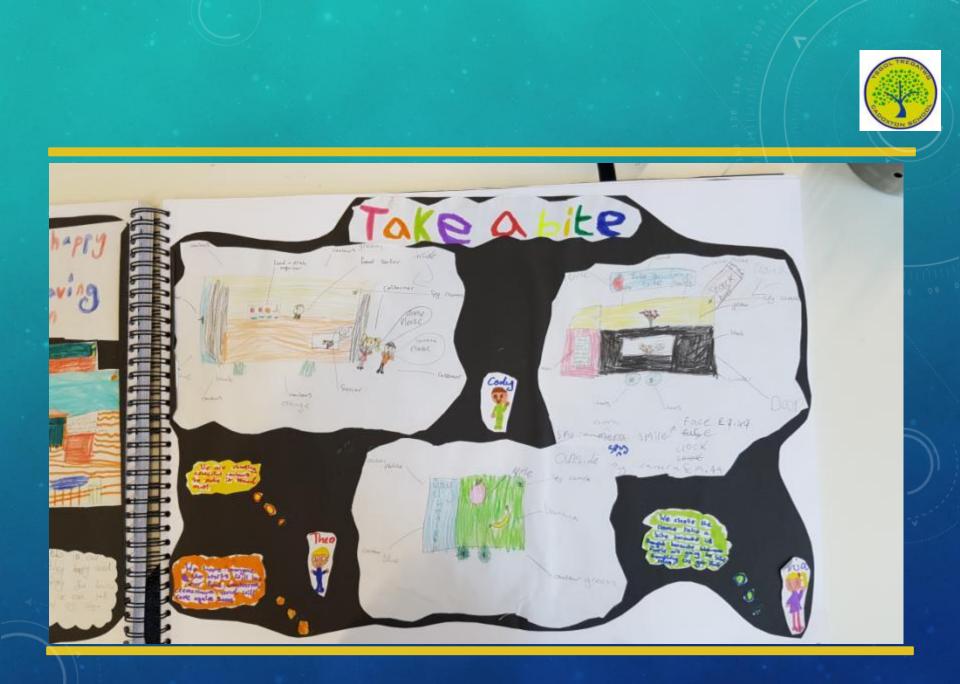
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LINKED TO PARENTAL ENGAGEMENT







happiness day















WORKING WITH BUSINESSES AND CREATING PARTNERSHIPS





DONALDSON CHAMPION NETWORK:

- Monthly meetings 13 schools 12 Primary and 1 Secondary.
- Support and resources for INSETs and Governor's meetings.
- Creating action plans S>M>L.
- Mapping of the four purposes.
- Feedback from Strand 1 > Input into strand 2.
- Professional conversations.
- Impact- 'Back at the ranch!'
- Health and Wellbeing across the school.
- Champions now leading tailor-made.



NEXT STEPS FOR US:

- Every class a nurture class
- Roles and responsibilities for practitioners
- Roles and responsibilities across the curriculum
- Barry and Cadoxton Pledge
- AOLE Teams linked to SDP/SIP
- Further development of Senedd / Action Groups