

Colcot Primary School

Curriculum Design



It has been a long journey - we started in 2015 with the introduction of the Successful Futures document written by Professor Graham Donaldson.

Successful Futures

Independent Review of Curriculum and Assessment Arrangements in Wales

Professor Graham Donaldson CB
February 2015



During this time we have...



Asked questions of each other and of others.



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Had a few light bulb moments.



Completed a lot of research.



Reflected on practise and refined our way of doing things.

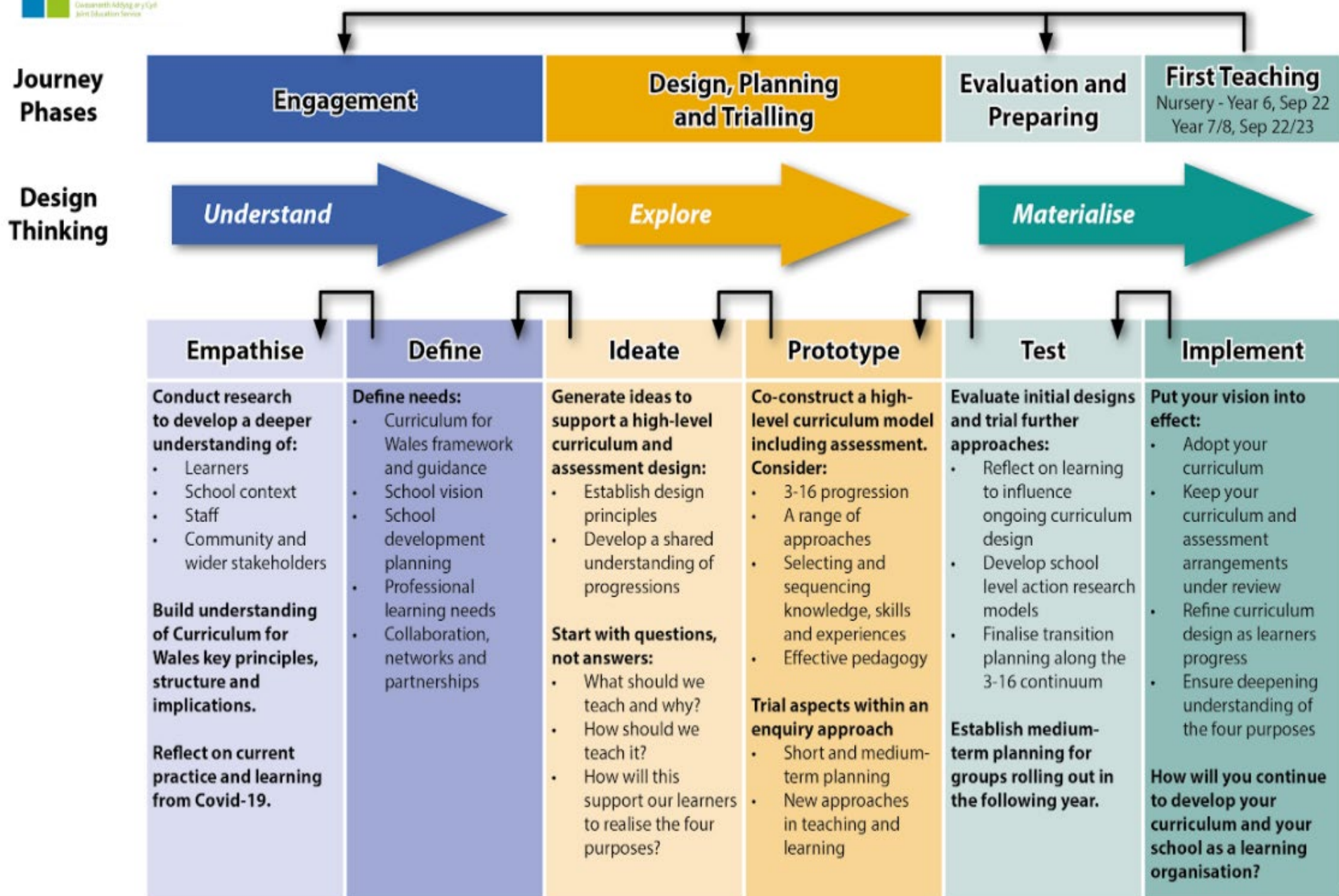


Tried new things and made mistakes.



Celebrated our success.

Journey to 2022: Design Thinking Model



Research - September 2015
onwards -
Successful Futures - Four
Purposes and 6 AOLES

National and School level design -
engage with HWB and Cronfa
activities and CSC training

Action research and pupil
voice - Learning powers

Study of the 12
Pedagogical
Principles -
classroom based
activities

EMPATHISE

Conduct research to develop a deeper understanding
of - learners, school context, staff, community and
wider stakeholders

Build understanding of Curriculum for Wales principles,
structure and implications

Planning for Action - The
Learning Partnership project.
Collaborative working with
cluster schools.

Planning for Action - The
What, How and Why

Research - September 2019
Successful Futures - 6
AOLES and cross cutting
themes

Research - September 2021
Pedagogy - slow down
teaching and learning -
Cardiff Met

Staff to share the Curriculum for Wales Journey to 2022

Further work on the Successful Futures document - Pedagogical Principles, Cross cutting themes and integral skills

Start to focus on our vision - life long learners, curriculum for all.

DEFINE

Curriculum for Wales framework and guidance
School vision
School development planning
Professional learning needs
Collaboration, network and partnerships

Planning for and defining the What Matters statements

Collaborative working - Cluster and SIG 3 schools supported by The Learning Partnership.

Sharing understanding of key phrases - authentic contexts, innovative, independent learning, inquiry led

Staff research - September 2020
Inquiry Led learning and Authentic Learning

Establishing a design overview -
mid term planning / mind maps

Establishing shared principles for
design and planning - key
concepts, thinking routines, taking
action

Engaging with CSC May 2021 -
Introduction to Curriculum design

IDEATE

Generate ideas to support high level curriculum and
assessment design - Establish design principles and a shared
understanding of progression

Start with questions not answers - What, how and why teach.
How will this support the learners.

Engaging with CSC curriculum
Communities and CSC poster
pack June 2021

Whole school topic - Growing
and cooking food. Cluster joint
project led by The Learning
Partnership

Inquiry led teaching - Inquiry
team research and evaluation.
Celebration of learning morning -
shared experiences

Researching
Priestley and Dylan
Wiliam

Leadership Team
share research -
thinking pathways
and new curriculum
pathway

Whole school curriculum /
whole school topics - working
together. Engaging with CSC
and cluster schools

SIG work - progression and
Science and Technology AOLE

Technology led
teaching and
learning

Prototype

Co - construct a high level curriculum including assessment.
Consider:
3 - 16 progression
A range of approaches
Selecting and sequencing knowledge, skills and experiences
Effective pedagogy
Trial aspects within an enquiry approach
- short and medium term planning
New approaches in teaching and learning

Beach school,
park school
and forest
school
experiences

Health and well
being - theme
running through
Discrete
teaching

Refine planning - what matters
statements / progression
steps
Links with Key Stage 3

Research - Inquiry led, slow
down pedagogy. Reflective
practise. Learner led

Reflect on learning - to influence ongoing curriculum design - Celebration of learning and Inquiry team

Review curriculum content - whole school topics, focus on one AOLE a term and ongoing topic running through

Transition activities in place with PHS and cluster schools

Leadership Team share with CTs, Governing Body and CSC curriculum design.

TEST

Evaluative initial designs and trial further approaches
Reflect on learning to influence ongoing curriculum design
Develop school level action research models
Finalise transition planning
Establish medium term planning for groups rolling out following year.

Next step - 3 - 16 progression
Using descriptors for learning and progression steps.

Action research - working party to assess the impact and areas for development of the curriculum prototype.

Non contact time and INSET time focussing on curriculum design

This is where we are now!

IMPLEMENT

Put your vision into effect - adopt your curriculum, keep your curriculum and assessment arrangements under review, refine curriculum design as learners progress, ensure deepening understanding of the four purposes.

Curriculum for Wales

Our children and young people only have a relatively short time at school. We must use that time judiciously and productively to help each one of them to grow as a capable, healthy, well-rounded individual who can thrive in the face of unknown future challenges.

Prof Graham Donaldson - Successful Futures 2015

Curriculum for Wales

Having a common understanding of **WHY** we are doing what we are doing is a useful starting point from which to determine **WHAT** it is we need to do and **HOW** we are going to do it.

Successful Futures 2015

Curriculum for Wales

The 4 I's to a Successful Future!

DESIGNING A CURRICULUM

INTENT / IDEOLOGY

Broad, balanced
Exciting, current,
innovative, inclusive

Why?
Vision &
Values

So what?
Reflection &
Review

How?
Pedagogy &
Practice

What?
Experiences &
Understandings

INNOVATION

Integral skills, pedagogical
principles, AOLE's, cross-curricula
cross cutting themes

IMPACT /

EVALUATION

4 purposes
Life-long learners
World of work

Authentic, enquiry-based
learning, short, medium, long
enquiry, central ideas, concepts,
tuning, performance, taking
action.

IMPLEMENTATION

/INCLUSIVITY INQUIRY /

Curriculum for Wales

DESIGNING A CURRICULUM

What is the role of school leaders in each of these?

What is the role of teachers and practitioners in each of these?

What is the role of pupils in each of these?

What is the role of families and community in each of these?

**INTENT /
IDEOLOGY**

INNOVATION

**IMPLEMENTATION
/ INCLUSIVITY /
INQUIRY**

**IMPACT/
(I)EVALUATION**

Curriculum for Wales

School Leaders-

- To secure the best possible progress and well-being for all learners.
- A shared sense of purpose, high expectations and positive cultures in all aspects of its work.
- To ensure all learners are equipped with the necessary skills to become lifelong learners.

Teachers and Practitioners-

- To nurture positive attitudes to learning and well-being
- To provide an inclusive learning environment and promote high expectations for all learners. To secure healthy relationships to enable success for all learners.
- To provoke, model and celebrate curiosity.

INTENT / IDEOLOGY

Why?
Vision & Values

Learners-

- To foster positive relationships with adults and peers.
- To have the necessary skills to support the next stage of their learning.
- To be happy and enjoy a broad and balanced curriculum.

Families and Community-

- To play a positive role in the life of the school.
- To support the vision and ethos of the school.
- To celebrate the life and work of the school.

Curriculum for Wales

IMPLEMENTATION / INQUIRY / INCLUSIVITY

School Leaders-

- Enable all teachers and practitioners to deliver a broad and balanced curriculum that is creative and innovative.
- Identify professional learning opportunities to support teachers and practitioners.
- To provide support and guidance as school leaders.

Learners-

- To contribute to their own learning experiences and respond to high but achievable expectations from teachers and practitioners.
- To engage in authentic and enquiry led teaching and learning.
- Build upon what they have learned as they move through or between stages of learning.

What?
Experiences &
Understandings

Teachers and Practitioners-

- Draw on learner voice and respond to learner needs, experiences and input.
- Ensuring equity and accessibility for all learners.
- To foster a love of learning.

Families and Communities-

- Draw on contributions from the community to develop the vision for teaching and learning, and the curriculum.
- Provide opportunities to enhance the teaching and learning of the new curriculum.

The 4 I's to a Successful Future!

Curriculum for Wales

INNOVATION

How?

Pedagogy & Practice

School Leaders-

- Positively influence the quality of innovative teaching and learning to enable learners to progress in relation to the four purposes.
- Establish a culture which promotes engagement in professional learning about pedagogy within and beyond the school.
- Encourage, facilitate, engage with and evaluate innovation.

Teachers and Practitioners-

- Enable learners to influence their own learning experiences..
- Include direct teaching and promote learning opportunities that involve problem - solving, creative, cooperative, independent and critical thinking.
- To engage with research to support improvement.

Learners-

- To develop as ambitious, capable learners, ethical, informed citizens, enterprising , creative contributors and healthy, confident individuals.
- To develop skills, knowledge and understanding within and across areas of learning.
- Develop literacy, numeracy and digital competence.

Families and Communities-

- To support and contribute to the innovative school curriculum.
- To embrace and foster the authentic life experiences that underpin the New Curriculum for Wales
- To engage in opportunities to understand the teaching and learning within the curriculum.

The 4 I's to a Successful Future!

Curriculum for Wales

IMPACT/ (I)EVALUATION

So what?
Reflection &
Review

School Leaders-

- To use evidence to identify emerging strengths, barriers to change and areas for further development.
- Inform changes to curriculum teaching and learning.
- Monitor, evaluate, review, establish and apply next steps.

Teachers and Practitioners-

- Review classroom practice and evaluate how this impacts on learner progress.
- Engage in professional learning opportunities to improve teaching and learning experiences for all learners.
- Promote and use collaboration to improve learning, well-being, teaching and the curriculum.

Learners-

- Reflect critically on their own work and that of others and identify strengths, weaknesses and next steps.
- Make links across and between different areas of learning and experience.
- Learners are ambitious, capable learners, ethical, informed citizens, enterprising, creative contributors and healthy, confident individuals.

Families and Communities-

- Are visible in many aspects of school life.
- Understand and fully support the learning experiences for all learners.
- Share in the school's success.

ANNUAL / BIANNUAL CYCLE

**SHORT TERM
INQUIRY**
*Numeracy
Entrepreneurship*

**SHORT TERM
INQUIRY**
Literature Study

**SHORT TERM
INQUIRY**
*Computation for
Digital World*

MEDIUM TERM INQUIRY
HUMANITIES

MEDIUM TERM INQUIRY
EX. ARTS

MEDIUM TERM INQUIRY
SCI-TECH

OUTDOOR LEARNING

FOREST SCHOOL/PARK SCHOOL/BEACH SCHOOL/ALLOTMENT SCHOOL

ONGOING THEMES: HEALTH & WELL-BEING

RELATIONSHIPS, SEXUALITY EDUCATION, DIVERSITY & MENTAL HEALTH
HUMAN RIGHTS & GLOBAL SUSTAINABILITY,
GROWING, COOKING & LEARNING ABOUT FOOD / ALLOTMENT WORK, CROSS
CURRICULAR RESPONSIBILITIES, CROSS CUTTING THEMES- **Ask staff during Inset!!**

DISCRETE TEACHING

COMMUNICATION, READING/PHONICS, NUMBER, PHYSICAL ACTIVITY, WELSH

CONTINUOUS/ENHANCED PROVISION

MEDIUM TERM INQUIRIES

MEDIUM TERM INQUIRIES	HUMANITIES	EXPRESSIVE ARTS	SCIENCE & TECHNOLOGY
EYFS	This is me!	This is me!	This is me!
EYFS	Here We Are!	Express Yourself!	This is Us!
Year 1	Colcot	Art & Dance	Animals WM3
YEAR 2	Barry	Music & Drama	Materials and design engineering WM2 and 4
YEAR 3	Cardiff	Art & Digital Media	Human Body WM3
YEAR 4	Wales/UK	Art & Dance	Forces and electricity WM2 and 5
YEAR 5	Europe	Music & Art	Earth and space WM5
			Materials and design WM2 and 4

OUTDOOR LEARNING

	AUTUMN	SPRING	SUMMER
EYFS	FOREST SCHOOL	FOREST SCHOOL	PARK
YEAR 1	FOREST SCHOOL	MARGARET AVE- Arrange plot	FOREST SCHOOL
YEAR 2	FOREST SCHOOL	FOREST SCHOOL	MARGARET AVE- Arrange plot
YEAR 3	FOREST SCHOOL	BEACH SCHOOL Porthkerry	FOREST SCHOOL
YEAR 4	BEACH SCHOOL Porthkerry	FOREST SCHOOL	FOREST SCHOOL
YEAR 5	BEACH SCHOOL Jackson's Bay & Barry Island	FOREST SCHOOL	FOREST SCHOOL
YEAR 6	FOREST SCHOOL	FOREST SCHOOL	BEACH SCHOOL Jackson's Bay & Barry Island