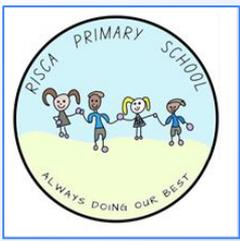


# Risca Primary School - Curriculum Rationale



*Reaching Past the Stars! #RPS*



## *RPS Vision*



Together we learn, discover and always do our best!

Our curriculum encourages a love of life-long learning so that all of our children become confident, valued members of society. In our safe, happy school, we celebrate our similarities and differences and treat everyone, including ourselves with respect. We embrace our cynefin, our Welsh culture, and take responsibility to care for Wales, the World and all those who live in it. We believe in each other and we are proud to know that we are developing ambitious, confident and capable learners who will lead fulfilling lives.

# RPS Values and Behaviours

We listened to Pupils, Parents, Governors and our local Community when developing our new curriculum.

RPS Values	RPS Behaviours
<b>Happiness and Safety</b>	We will create a happy, vibrant and interesting school that is welcoming and safe for all.
<b>Kindness and Respect</b>	We will celebrate the similarities and differences in our diverse school community, and treat everyone, including ourselves, with kindness and respect.
<b>Equity and Fairness</b>	We will ensure that we treat all members of our school community with equity and fairness.
<b>Authenticity, Challenge and Creativity</b>	We will provide a creative and authentic curriculum which inspires, motivates and challenges all learners to achieve their best.
<b>Empowerment and Responsibility</b>	We will take care of each other, our minds and our bodies and take responsibility for looking after our environment, Wales and the World.
<b>Inspiring and Aspiring</b>	We will inspire each other to raise aspirations across our school community.
<b>High Standards</b>	We will set high standards in all aspects of school life to develop ambitious and capable learners.
<b>Lifelong-learning</b>	We will encourage a love of lifelong-learning, in order for children to lead fulfilling lives as valued members of society.

## Our Cynefin

Risca Primary school is located in the heart of Risca town at the bottom of the Ebbw valley. It is surrounded by nature including, forests, mountains, a river and a canal. Towering above our school are the famous mountains of Twmbarlwm and Machen. Twmbarlwm has the remains of an Iron Age hill fort near its summit built by a Celtic tribe that inhabited the area during Roman times. A stone's throw away from our school is the local high street, church and railway station and also Tredegar Grounds Park, that was donated by Lord Tredegar to commemorate Queen Victoria's Diamond Jubilee.

The unique factors of our cynefin have always been essential when planning our curriculum, from visits to shops on the high street to den building in our local nature reserve. Our new curriculum encompasses all of the aspects of our cynefin from local walks in Early Years to trips to the Celtic hillfort on Twmbarlwm tump in Upper School.



# Planning our new curriculum - The Key Drivers

The Four Purposes are at the heart of our curriculum, they are the pillars around which we plan all aspects of our curriculum from ages 3 to 11.

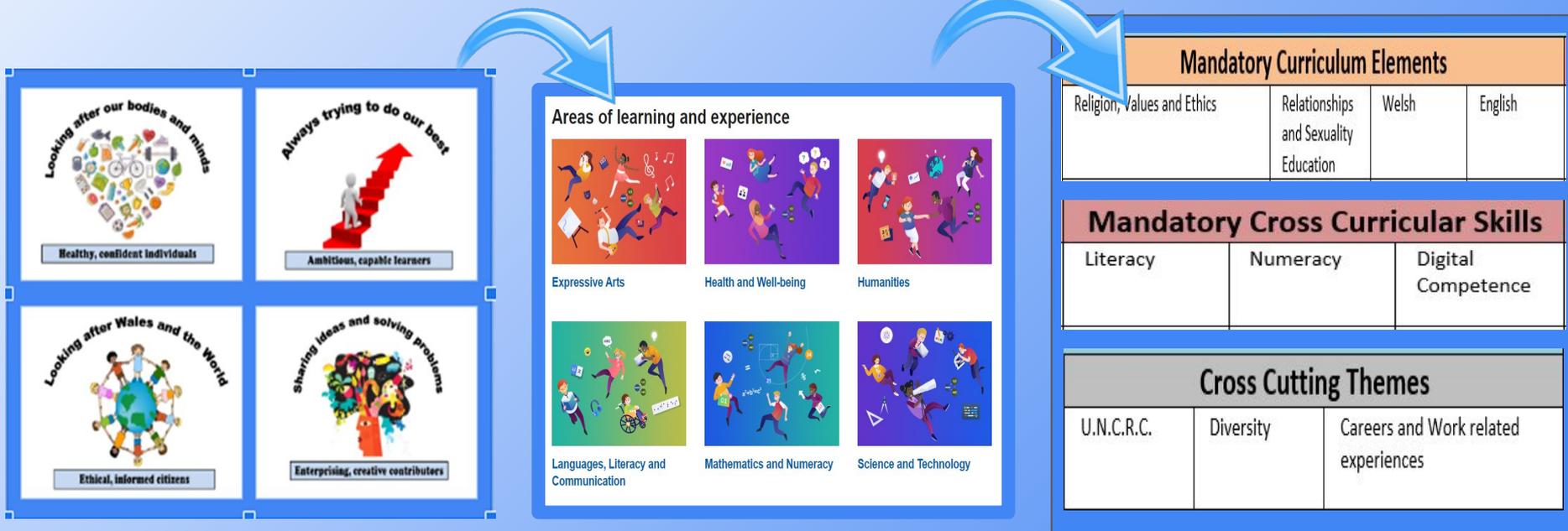
 <p>Looking after our bodies and minds</p> <p><b>Healthy, confident individuals</b></p>	 <p>Sharing ideas and solving problems</p> <p><b>Enterprising, creative contributors</b></p>	 <p>Looking after Wales and the World</p> <p><b>Ethical, informed citizens</b></p>	 <p>Always trying to do our best</p> <p><b>Ambitious, capable learners</b></p>
<ul style="list-style-type: none"><li>&gt; have secure values and are establishing their spiritual and ethical beliefs</li><li>&gt; are building their mental and emotional well-being by developing confidence, resilience and empathy</li><li>&gt; apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives</li><li>&gt; know how to find the information and support to keep safe and well</li><li>&gt; take part in physical activity</li><li>&gt; take measured decisions about lifestyle and manage risk</li><li>&gt; have the confidence to participate in performance</li><li>&gt; form positive relationships based upon trust and mutual respect</li><li>&gt; face and overcome challenge</li><li>&gt; have the skills and knowledge to manage everyday life as independently as they can</li></ul> <p><b>and are ready to lead fulfilling lives as valued members of society.</b></p>	<ul style="list-style-type: none"><li>&gt; connect and apply their knowledge and skills to create ideas and products</li><li>&gt; think creatively to reframe and solve problems</li><li>&gt; identify and grasp opportunities</li><li>&gt; take measured risks</li><li>&gt; lead and play different roles in teams effectively and responsibly</li><li>&gt; express ideas and emotions through different media</li><li>&gt; give of their energy and skills so that other people will benefit</li></ul> <p><b>and are ready to play a full part in life and work.</b></p>	<ul style="list-style-type: none"><li>&gt; find, evaluate and use evidence in forming views</li><li>&gt; engage with contemporary issues based upon their knowledge and values</li><li>&gt; understand and exercise their human and democratic responsibilities and rights</li><li>&gt; understand and consider the impact of their actions when making choices and acting</li><li>&gt; are knowledgeable about their culture, community, society and the world, now and in the past</li><li>&gt; respect the needs and rights of others, as a member of a diverse society</li><li>&gt; show their commitment to the sustainability of the planet</li></ul> <p><b>and are ready to be citizens of Wales and the world.</b></p>	<ul style="list-style-type: none"><li>&gt; set themselves high standards and seek and enjoy challenge</li><li>&gt; are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts</li><li>&gt; are questioning and enjoy solving problems</li><li>&gt; can communicate effectively in different forms and settings, using both Welsh and English</li><li>&gt; can explain the ideas and concepts they are learning about</li><li>&gt; can use number effectively in different contexts</li><li>&gt; understand how to interpret data and apply mathematical concepts</li><li>&gt; use digital technologies creatively to communicate, find and analyse information</li><li>&gt; undertake research and evaluate critically what they find</li></ul> <p><b>and are ready to learn throughout their lives.</b></p>



# Planning our new curriculum - The Key Drivers

At RPS we are passionate about planning authentic learning experiences for our children: experiences that are enjoyable, rich in skill development and knowledge acquisition and that deepen learning. The four purposes are at the core of our planning and within the process of our curriculum design.

Through our lower, middle and upper schools we ensure learners are given the time and space to develop, acquire and apply knowledge and skills to real life situations. This is planned through coverage of all 6 Areas of Learning Experience and by ensuring the mandatory elements of the new curriculum are woven through learning experiences.



# Planning our New Curriculum - The Key Drivers

## Our Planning

Week	Planning	AoLE/ descriptors of learning	Skills	4 Purposes	Progression Steps	Activity
1	Teacher led  New Seven Wonders of the World	<u>Science and Technology:</u> Design: Thinking and Engineering - can draw inspiration to design from historical, cultural and other sources.  <u>Humanities:</u> Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.  MMD: The number system is used to represent and compare relationships between numbers and quantities	<b>L</b> <u>Listening:</u> I can listen to and understand information about a variety of topics, summarising the main points.  <u>Reading:</u> I can use a range of strategies for finding information, e.g. skimming for gist, scanning for detail  <b>N</b> <u>Financial Literacy:</u> <ul style="list-style-type: none"> <li>I can manage money, compare costs from different retailers and determine what can be bought within a given budget.</li> <li>I can make comparisons between prices and understand which is best value for money.</li> </ul>	 <b>Ambitious capable learners:</b> are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts	<b>Humanities:</b> I can use appropriate methods to gather information related to my enquiries and I am able to interpret the information obtained in the context of the enquiry question. MMD: I can use the four arithmetic operations confidently, efficiently and accurately with integers and decimals	<b>L1</b> - explain how the <u>SWOTW</u> are a collection of the greatest man made structures in existence. Children are given pictures of each wonder and location clues. Using mapping skills, children to identify where in the world each wonder is and some information about that particular location (eg. capital city, population etc. ). <b>Differentiation:</b> Reading task - LSA/T to read collectively with a group Map task - group glas to work on one A3 sheet together. T to photocopy and stick into books.  <b>L2</b> - Use the video link <a href="https://youtu.be/7Dbuc6vIRnE">https://youtu.be/7Dbuc6vIRnE</a> Introduce the 7 wonders. Children to make use of the video and related resources (reading materials) to select and record information focused on 3-4 of the modern wonders. <b>Differentiation:</b> Year 4 to research 3 wonders Year 5/6 to research 4 wonders  <b>L3</b> - RICH MATHS task. Children to calculate costs of holiday trips to see modern wonders (eg Great Wall of China, Peru).

Pupil voice is at the heart of our planning at RPS. At the beginning of every new topic, our pupils are given opportunities to direct their own learning. Lessons are then planned around the children's questions and ideas.



At RPS we strive to ensure that we provide learners with a rich, diverse curriculum in which we teach a range of skills and knowledge through rich experiences, direct teaching, exploration and independent learning. We ensure that learning is authentic, through practical hands-on experiences.

We develop creativity, critical thinking and independence through our teaching and also through our exciting learning environments.

In Early Years, we focus on the seasons and celebrations and develop understanding around our local environment.

In Middle school, the focus moves onto developing the children's knowledge and skills through topics within their understanding such as Space and Deadly Dinosaurs.

In Upper School, we focus on topics that develop RPS behaviours and values such as Carers, Creators and Invaders. Our Upper School children also complete independent mission projects to encourage problem-solving and critical thinking.

# RPS Curriculum - The Key Drivers

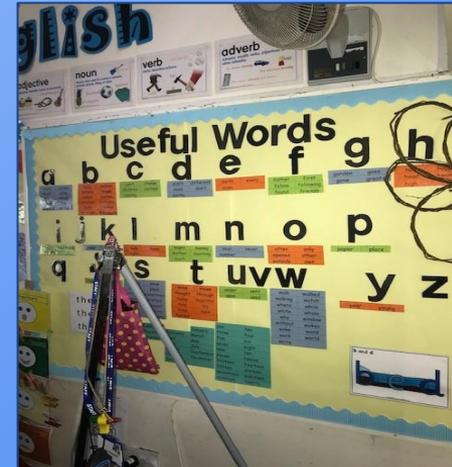
## The Learning Environment

Our learning environments are designed to promote independence, collaboration, creativity and critical thinking.

We follow a corporate approach to display boards, where certain boards in every classroom are the same. This allows children to develop their independence in their learning. Eg: using the Key Word Board to find a tricky spelling, or using the Maths Display to help them solve a problem.

In Early Years and Middle School, we have adopted a Foundation Phase approach, where teachers work with specific groups on a task, whilst other children explore challenges and enhance their learning through other exciting areas of the classroom e.g. The Creative Area.

In Upper School, we have three learning zones: *Let's Investigate*, *Let's Create* and *Let's Read*. All children have timetabled opportunities to access these areas independently and complete their *Risca Missions*.



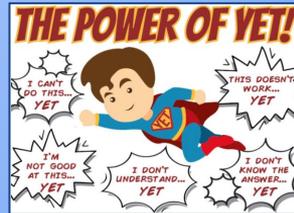
# RPS Curriculum - The Key Drivers

## Health and Wellbeing

At RPS, we believe that wellbeing is fundamental to learning and that all learners need to feel cared for and safe in order to develop physically, emotionally and educationally. We want all of our children to feel confident when overcoming difficulties and developing a positive self-esteem.

In order to ensure that wellbeing is a high priority we have introduced 'Feel Good Friday' where every Friday afternoon, each class takes part in a wellbeing activity e.g gardening/yoga/cooking. They access this activity for 3 weeks then they move onto a different wellbeing activity. This has proved incredibly worthwhile for children and staff alike.

Upper School: Wellbeing Timetable												
Class:	Activity (Three Week Block)											
4A	Karate/ Games KH	Yoga	Coding	Cooking	Nature	Music	Karate/ Games	Mindfulness	Music Therapy	Cooking	Gardening	Music
4B	Music AT	Karate/ Games	Yoga	Coding	Cooking	Nature	Music	Karate/ Games	Mindfulness	Music Therapy	Cooking	Gardening
5A	Nature HRS	Music	Karate/ Games	Yoga	Coding	Cooking	Gardening	Music	Karate/ Games	Mindfulness	Music Therapy	Cooking
5B	Cooking KB + LSA	Nature	Music	Karate/ Games	Yoga	Coding	Cooking	Gardening	Music	Karate/ Games	Mindfulness	Music Therapy
6A	Coding PF	Cooking	Nature	Music	Karate/ Games	Yoga	Music Therapy	Cooking	Gardening	Music	Karate/ Games	Mindfulness
6B	Yoga PB	Coding	Cooking	Nature	Music	Karate/ Games	Mindfulness	Music Therapy	Cooking	Gardening	Music	Karate/ Games



We assess the children's wellbeing three times a year using the Stirling Scale for younger children and the Leuven Scale for older children. If children are identified as needing support in any area of wellbeing, we then timetable ELSA sessions for them. ELSA stands for Emotional Literacy Support Assistant. We have 2 trained ELSA practitioners who work with children to improve wellbeing.

Growth Mindset is a powerful tool that we use in every classroom. We have 4 growth mindset characters each with their own pet. Each character and pet has their own story, attributes and phrase, that are designed to support the children in everyday life eg. Resilient Rhian - she always keeps on trying!



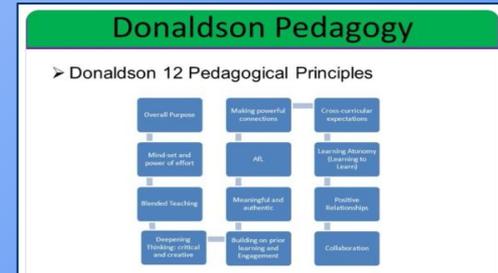
# What Teaching and Learning looks like in RPS

High standards in teaching and learning have always been a priority at RPS. We are passionate about ensuring that all children succeed in their own right. We pride ourselves on promoting aspiration-raising, and strive to ensure that our school is the driving force to develop a love of lifelong-learning in every child. We endeavor to do this by providing a fun, authentic curriculum, rich in experience, skills-development and knowledge acquisition.

As a learning organisation, we understand the importance of continued professional development. We constantly reflect and refine our practice, sharing expertise. Through a coaching approach, we ensure that all practitioners are supported in becoming the best version of themselves.

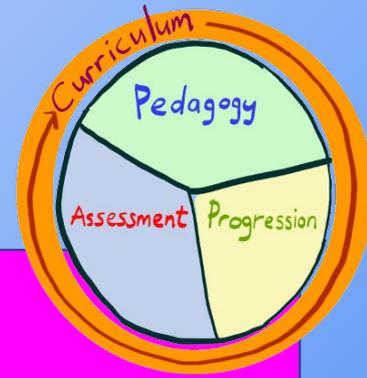
Our teaching practices:

- ❖ Donaldson's 12 Pedagogical Principles
- ❖ Pupil voice/learners leading learning
- ❖ High standards/corporate approach
- ❖ Creativity and problem solving/risk-taking/*the power of YET*
- ❖ Inspiring learning environments - provision/mission areas developing independence/creativity
- ❖ PL of staff/coaching and mentoring/enquiry-based practise
- ❖ Challenging for all
- ❖ Authentic/practical/fun/real life
- ❖ Collaboration within school and with our cluster



# Assessment and Progression at RPS

At Risca, our learners are at the heart of all our assessments. Learner progression is measured along a 'continuum of learning', from ages 3 to 16 and a wide range of assessments are used to holistically build up a picture of a child's learning and development across the breadth of the whole curriculum.



## What we assess:

All 6 AoLE areas, with a closer focus on:

- Maths
- Writing
- Reading
- Welsh
- Wellbeing

## Why do we assess?

- To ensure every learner is supported in making progress
- Allows teachers to identify misconceptions and gaps in learning to develop steps forward
- To ensure that children are challenged appropriately

## How we assess:

- Daily AfL
- Wellbeing: Leuven and Stirling scales
- Maths: termly Abacus assessments; value added maths tests (start and end of year); Frog Club
- Literacy: Blackwell spelling test; half term reading tracking
- Welsh: oracy assessments, termly writing recounts

# Assessment and Progression at RPS

We monitor children's progression and coverage using the **Descriptions of Learning** for each of the **What Matters Statements**. These Descriptors of Learning broadly correspond to expectations for ages 5, 8, 11, 14 and 16.

In addition to this, there are the **Principles of Progression** that underpin our planning for learner's progress over time.

Principles of Progression				
Increasing breadth and depth of knowledge	Deepening understanding of the ideas and disciplines in the Areas	Refinement and growing sophistication in the use and application of skills	Making connections and transferring learning into new contexts	Increasing effectiveness

Starts here

There are 5 progression steps between age 3 and age 16

