

Llwydcoed Primary School

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Growing, Striving,
Achieving and Believing

Llwydcoed's Colourful Curriculum

Please click on the video link below to see the video of Mrs Lloyd and our pupils telling you all about the Colourful Curriculum at Llwydcoed Primary School!

<https://drive.google.com/file/d/1UZANrIuE3vLxrKbCuM7P8camdYmdM2tt/view?usp=sharing>

Our Colourful Curriculum is broad and balanced, unique to our school and puts pupil voice at the centre. Through creative and meaningful activities, pupils experience a thematic approach to learning that helps them create connections and learn through memorable experiences that cater to all pupils.

How have practitioners, learners, parents, carers and the wider community been engaged to inform the curriculum's development?

Our school teaching staff, pupils, parents and governors were all involved in the development of our newly developed school vision, mission, values and motto which has the four core purposes of the new curriculum at the heart. We have an embedded motto of '**Growing, Striving, Achieving and Believing**' and we aspire to be an excellent school that enables our pupils to grow into lifelong learners.

Our vision is:

For the school to be at the heart of our community and a place where children can learn in a safe, happy and secure environment, empowering the children to reach their full potential as they grow up in an ever-changing world.

Our motto and vision are embedded in all that we do and our pupils are at the heart of the school with their happiness being key to success.

Our mission statement is:

- To create ambitious capable learners who are ready to learn throughout their lives, by developing effective skills and communication abilities, placing digital technology at the heart of the curriculum and making sure all have high expectations of themselves and enjoy a challenge.
- To create enterprising and creative contributors who are ready to play a full part in life and work, by giving them confidence to be able to take measured risks, allowing them to express their ideas through problem solving and making sure they grasp every opportunity that comes their way.

- To create ethical informed citizens who are ready to be citizens of Wales and the world, by having a strong sense of community and culture, embedded values and a clear understanding of sustainability as well as the impact of their actions.
- To create healthy and confident individuals who are ready to lead fulfilling lives as valued members of society, by building their resilience to overcome a challenge, fostering positive physical and mental health and ensuring they have the ability to develop positive relationships with others.

The initial development of our school vision involved all stakeholders and allowed us to pave the way for our curriculum to be developed. It gives a clear focus and is reviewed each year to ensure it remains a clear direction for school priorities.

All stakeholders are committed to providing a vibrant, stimulating curriculum; based on **our values** of honesty, happiness, kindness, trust, respect, courage, perseverance and community.

In addition to our school motto, all stakeholders have also been involved in developing a new vision and motto for Literacy, Welsh, Mathematics and Numeracy, Humanities, Expressive Arts, RSE, ALN, MAT, Health and Wellbeing and finally our Digital Dream and motto. We aspire to develop a new vision and motto for each AoLE and Cross Cutting Theme as our curriculum continually develops. Each of our newly developed visions and moto can be found in the newly written curriculum policies.

Practitioners

Practitioners at our school have worked cooperatively over the last five years to engage in action research regarding curriculum design. The curriculum is based around the backwards design model, where practitioners identify what they want the children to understand and be able to do linked to progression steps and what matter statements. They determine the assessment evidence needed as well as the assessment for learning strategies that will make learning a success and then develop meaningful and rich learning opportunities for the classroom. All practitioners have worked on developing the 12 pedological principles within their practise and we have developed a whole staff approach to the development of Llwydcoed's Colourful Curriculum.

Staff have engaged in training and development around each AoLE as well as the new ALN bill and have developed a sound understanding of all aspects. We are embedding the revised planning so that it is underpinned by AoLEs, What Matters statements, Progression Steps, the Four Core Purposes as well as

Literacy, Numeracy and Digital Competency. As well as whole school curriculum themes, we have aspects that reflect the cultural and ethnic diversity of Wales and the school's local area. Integral skills are planned for, and reflected upon, by the children as Skills Seekers and children are developing a knowledge of their learning styles through Learning Style Detectives.

Learners

Learners have been at the heart of our curriculum development, from developing the vision to topic development. They are the driving force of their own learning and as a Rights Respecting School, children are aware that they have a right to have their voices heard and considered in line with Article 12. As a result, pupil voice leads all that we do within Llwydcoed Primary School. Pupils plan what they would like to learn in their topic using the four-core purpose characters, Ambitious Aled, Global Gerwyn, Healthy Heulwen and Creative Carys, as well as Digital Drew, Dylan Daff, Rosie Rabbit, Deutsch Derek which represent digital learning, Cwricwlwm Cymreig, UNCRC and International Languages. Each character has also been designed by and chosen by the children.

Learners enjoy putting ideas forward for their independent Amser Enfys and Rainbow Mission tasks and thrive during these learning experiences with a higher level of motivation to learn. We have also developed pupil voice further within the school and have a range of pupil councils. These include School Council, Criw Cymraeg, Healthy Schools Gang, Rights Respecting Rangers, Digital Leaders and the Eco Committee. All members are elected and voted for by the children who then develop action plans to work towards pupils' choices each year. The success of these groups can be seen by the Cymraeg Campus Gold Award, Rights Respecting School Silver Award, Platinum Eco Flag the Healthy School Phase 6 award.

Parents, Carers and the Wider Community

Parents and carers have also been engaged in our curriculum development. The initial step was to involve them in the vision development for the whole school and later the vision development of each AoLE. They have also been made aware of all SIP priorities relating to new curriculum, through videos developed by the staff and pupils. The most recent video details our new curriculum in a way that engages parents and informs them of our progress so far. Each year we hold parent events and workshops to engage parents in our curriculum developments linked to our school improvement priorities,

Governors and the wider community have also been fully engaged in our curriculum development. Our school prides itself in community engagement and as the vision

states the school is at the heart of the community. The initial steps have been to involve them in the vision development for the whole school and AoLE areas. Governors have also been offered a variety of training opportunities linked to curriculum development and have been fully engaged in the school improvement process through development and reflection on the SIP targets. Governors have aided in the development of new curriculum policies including AoLE policies and ALN as well as involvement in school and online learning walks, work scrutiny and listening to learners. Governors at our school are critical friends and have contributed at every step of the way to our curriculum development. We engage with the wider community on several levels in order to both develop and enhance experiences for the children throughout the curriculum. This includes links with the local church, local councillor and local businesses. Our Community Star Gazing Club and Cynon Artsy Lens and Nature Unleash also provide community link opportunities for the children. Additionally, we have links with Llwydcoed Community Action Group who have raised an abundance of grants to develop and open a new Community Wild Trail and more recently Once Upon a Woodland and the Forget Me Not Plot. All of which enrich both our school curriculum and provide enhanced experiences for our community.

How does the curriculum meet the required elements set out in this national framework?

Our new curriculum includes:

- The Four Core Purposes.
- 6 Areas of Learning and Experience.
- What Matter Statements.
- Progression Steps.
- 3 Cross Curricular Responsibilities: Literacy, Numeracy and Digital Competence.
- 5 Cross Cutting Themes including RSE.

Our curriculum also ensures ULP (Universal Learning Provision) is available and takes account of each learners additional learning needs.

The curriculum is organised into 6 Areas of Learning and Experience:

- Expressive Arts
- Health and Well-being
- Humanities (including RVE)
- Languages, Literacy and Communication including Welsh and MFL
- Mathematics and Numeracy
- Science and Technology

The four purposes are at the heart of our new curriculum. They are the starting point for all decisions regarding the content and experiences of the curriculum and are developed to support all children and young people to be:

- 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.

Our learning culture has shifted to a learner centred approach, which is continually developing. This is based around the four core purpose characters that have been developed by our children and children's ideas feed directly into planning tasks.

Our four purpose characters include:

Global Gerwyn

Ambitious Aled

Healthy Heulwen

Creative Carys



Whole school topics

Whole school topics have been introduced and planning now incorporates the four core purpose characters, the six areas of learning in the New Curriculum as well as Progression Steps and What Matter Statements.

Dazzle Days!

Each class takes part in a 'Dazzle Day' filled with activities the pupils partake in, related to their topic. The first week of every term there is a 'Dazzle Day', which is a hook to immerse and engage the pupils in their topic. These days give pupils the experiences related to the topic and ensures that every child has the same experiences and base knowledge in preparation to complete work or carry out activities on that topic. The activities are engaging, fun and inspiring, in order to motivate the pupils for the duration of the topic and are used as an introduction to give pupils an insight into what the topic is going to be about. The main purpose

of the 'Dazzle Day' is to aid children in generating ideas that they would like to learn about for that terms topic focussing around the four core purposes.

Golden Quests

Each class takes part in a 'Golden Quest'. These are completed at the end of each topic and ideas for this are generated by the children at the start of the topic. The 'Golden Quest' is one large project or challenge that demonstrates the skills that have been taught throughout the topic and give the children the opportunity to apply the skills taught with independence.

Treasure Chests

Each pupil is given the opportunity to reflect and evaluate the skills and knowledge they have gained during each topic by producing a treasure chest. The treasure chest involves pupils collecting evidence of work they have produced and are proud of across all 4 core purposes. It allows the pupils to celebrate their success each term as well as evaluate their own learning and develop the next steps.

Numeracy and Literacy Across the Curriculum Weeks

Children will also take part in stand-alone Literacy and Numeracy weeks across the curriculum which apply skills previously taught. Some of these weeks will include 'Rich Tasks', which ensure children learn through making connections and inspire use of many skills and experiences previously taught.

Brave, Bubble, Missions and Amser Enfys

We use 'Bubble Groups' for focussed teaching throughout the school. 'Brave Groups' encourage children to work collaboratively to solve problems based on prior learning and to use taught knowledge as a means of creating independent learning opportunities for themselves.

'Rainbow Missions' and 'Amser Enfys' are independent tasks, which ensure children are refining and practising their skills as well as developing as independent learners.

In Dosbarth Draig and Dosbarth Seren children take part in Rainbow Missions throughout each topic. They complete these missions independently and earn coloured stickers when each mission is complete. The missions consolidate skills already taught in lessons and are based around each AoLE area. Pupils also generate ideas for missions which fosters pupil's choice and voice and allows for increased engagement in independent learning.

In Dosbarth Hapus, Heulog and Enfys children take part in Amser Enfys. This promotes independent learning in enhanced provision and involves children completing rainbow challenges independently while earning coloured lollypop sticks. Children are expected to collect all lollypop sticks by the end of each week! Pupils also make choice about what they would like to complete with independence in Amser Enfys.

Explorer Tasks

Each class are given the opportunity to participate in Explorer tasks. In Dosbarth Hapus, Heulog and Enfys these are open ended tasks that allow for creativity and choice when in a continuous provision. In Dosbarth Draig and Seren these are open ended tasks that are chosen by individual children and involve complete independence when completing them.

Relationships and Sexuality Education

The objective of Relationships and Sexuality education (RSE) in Llwydcoed Primary School, is to help and support pupils through their physical, emotional, moral and spiritual development. Effective RSE is essential if young people are to make responsible and informed decisions about their lives. Our successful programme will help pupils learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. It will prepare them to develop considered attitudes, values and skills which influence the way they behave. At Llwydcoed Primary School, Relationships and Sexuality Education (RSE) involves the delivery of lessons that aim to prepare and support all pupils to build safe and healthy relationships throughout their lives and equip our learners to develop the skills, knowledge and values for the opportunities, responsibilities and experiences of life in a diverse society. RSE is about understanding the importance of stable and loving personal relationships. It involves an understanding of how respect, care and building successful relationships with friendship groups, family and the wider community is essential to forming these stable relationships. RSE is delivered through our topics and interwoven within the other AoLEs. It is suitable for the learner's stage of development as set out in the guidance.

How our school is approaching learning progression and our arrangements for assessment

At Llwydcoed Primary School the purpose of assessment is to support each individual learner to progress at an appropriate pace, ensuring they are supported and challenged accordingly.

Assessment is intrinsic to our curriculum design and its overarching purpose within the curriculum is to support every learner to make progress. It is integral to learning and teaching and includes effective partnerships among all those involved, including the learner.

Assessment plays a fundamental role in ensuring each individual learner is supported and challenged accordingly. At Llwydcoed Primary School it contributes to developing a holistic picture of the learner - their strengths, the ways in which they learn, and their areas for development, in order to inform next steps in learning and teaching.

Assessment has three main roles in the process of enabling learner progression:

- supporting individual learners on an ongoing, day-to-day basis
- identifying, capturing and reflecting on individual learner progress over time
- understanding group progress in order to reflect on practice

Supporting individual learners on an ongoing, day-to-day basis

At Llwydcoed Primary School we focus on identifying each individual learner's strengths, achievements, areas for improvement and, where relevant, barriers to learning. This understanding, in discussion with the learner is used to ascertain the next steps required to move learning forward, including any additional challenge and support required. This has been achieved by embedding assessment into day-to-day practice in a way that engages the learner and makes it indistinguishable from learning.

Assessments at our school takes place on a lesson by lesson basis. The school makes effective use of verbal assessment. Notes can be recorded on weekly planning grids, in the children's books or in their own notebooks, forming part of the teacher's evaluation. To inform their assessment, teachers:

- Use questions to check understanding at the beginning of lessons, e.g. "Think of three things you can remember from our last lesson about....."
- Make explicit to pupils the purposes of the lesson, e.g. "By the end of the lesson you will be able to....."
- Use different types of questioning, enabling pupils to self-assess.
- Use a range of closed and open questions.
- Provide opportunities for pupils to explain their thinking to each other in pairs, groups or as a class using appropriate technical vocabulary.
- Use the plenary to check understanding and reinforce learning.
- Provide opportunities for pupils to review their achievements.

- Mark/respond to pupils' work including points for improvement, 'Tickled Pink and Growing Green' statements and annotation for other adults such as teachers, parents and carers on the pupils' work.

Assessment for Learning

Assessment for Learning should be a fundamental part of any 'good' lesson and be seen to be having a positive impact on the pupils' learning. Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. At Llwydcoed Primary School, pupils are fully involved in this process to ensure that they have ownership of their learning. At the heart of AfL must be high standards of learning and teaching. High quality AfL is reliant on the quality of interactions between pupils and teachers, and between pupils themselves, which enable pupils to develop as independent learners who enjoy learning, work well with others and make good progress.

Assessment for Learning strategies include:

- Shared learning objectives, "Focus"
- Use of shared success criteria
- Self-assessment, "I can..."
- Peer-assessment
- Checklists
- Talking partners
- Traffic lights
- Thumbs up, thumbs down
- Peer and self-marking
- Pupils identifying their own next steps
- Paired or group work (collaborative)
- Feedforward marking with tickled pink and growing green
- Growing green and target time with targets at the front of books
- Tickle me pink tasks
- Pink Star - What I am proud of, Purple Triangle - To improve I could'
- Understanding integral skills using skills seekers
- Understanding learning styles using learning style detectives
- Word Wave
- Popcorn
- Fist of five
- Random reporter

This list is by no-means exhaustive, but again, all use of AfL must be seen to be having an impact on the pupil's learning. These strategies allow 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

At Llwydcoed Primary School, assessment supports practitioners in identifying the progress being made by an individual learner. We record this, where appropriate, to understand the learner's journey over different periods of time and in a variety of ways. This includes developing an understanding of how a learner has learned, as well as what they have learned and if they are able to demonstrate. Reflecting on a learner's progress over time enables practitioners to provide feedback and help plan their future learning, including any interventions, additional support or challenge that may be required. At Llwydcoed Primary we use a range of assessment methods to capture progress (which can be seen in our assessment policy). The outcomes of these assessments are used in termly pupil progress meetings to generate both immediate next steps and longer-term objectives and goals that the learner should work towards to help keep them moving forward in their learning. Any appropriate intervention is also suggested at these meetings.

Understanding group progress in order to reflect on practice

At Llwydcoed Primary School our assessment also enables practitioners and leaders within the schools to understand to what extent and in what ways different groups of learners are making appropriate progress. Assessment information is used to identify strengths and areas for improvement in both the curriculum and daily practice, including consideration of how the needs of learners as individuals have been met. This important focus is a means for our school to ensure the curriculum, and the learning and teaching, helps raise the achievement of all and, in particular, the achievement and attainment of learners from disadvantaged backgrounds. This understanding also contributes to processes of self-evaluation and continuous improvement.

What is progression?

Progression in learning is a process of developing and improving in skills, knowledge and understanding over time. This focuses on understanding what it means to make progress in a given area or discipline as learners increase the depth, breadth and sophistication of their knowledge and understanding, skills and capacities, and attributes and dispositions. As they do so, they will make links across their learning and apply this in new and challenging contexts. This is key to enabling them to work towards realising the four purposes, as they progress through the school and into different pathways beyond our school.

Supporting learners to make progress is a fundamentally drives our curriculum. Progression is reflected in the principles of progression, the statements of what matters, and the descriptions of learning for each of these statements.

Having a 'shared understanding of progression'?

Developing a shared understanding of progression means that practitioners, within our school and across their cluster together explore, discuss and understand:

- Our joint expectations for how learners should progress and how knowledge, skills and experiences should contribute to this in schools' and settings' curricula (drawing on the principles of progression for the curriculum as a whole and for each individual Area, statements of what matters and descriptions of learning).
- How we ensure coherent progression for learners throughout their learning journey and in particular at points of transition (for example, across and between primary and secondary school; across and between settings and primary schools and from year to year within a school)
- How our expectations for progression compare to those of other schools and settings, to ensure coherence and equity across the education system and a sufficient pace and challenge in their approach to progression in their curriculum and assessment arrangements.

A shared understanding of progression at cluster level

Practitioners within our cluster are working together to understanding the progress they want learners to make throughout their education, and how to put this into practice in a coherent way across their school and cluster.

This shared understanding of what our cluster calls 'Non Negotiables' provides coherence between the primary schools that feed into both Aberdare Community School and St Johns. By developing a shared understanding of progression at a school setting or cluster level it helps ensure learners' experiences are fluid, authentic and relevant. This also helps identify how to sequence learning effectively and ensures that learners make continuous progress over time. A shared understanding across a cluster ensures the best possible transitions within and between primary and secondary school settings for learners. Schools will understand what has been taught as well as how pupils have been learning and what their next steps in learning should be to support their education and well-being. The process of developing a shared understanding enables practitioners and schools within our cluster to explore whether their expectations for learners are sufficiently challenging and realistic and whether any support is required by individuals, further supporting equity for all learners.

How Aberdare Cluster have developed a shared understanding of progression

Ongoing professional dialogue is central to building and maintaining this shared understanding of progression.

This professional dialogue is important to:

- Provide ongoing opportunities for practitioners to reflect on their understanding of progression and how it is articulated in their curriculum, thus feeding into their curriculum and assessment design, planning and self-evaluation and improvement processes.
- Provide ongoing opportunities for practitioners to compare their thinking, providing a level of consistency of expectation while retaining local flexibility.
- Strengthen understanding of approaches and practice between schools and settings.

Our school ensures that the outcomes of the professional dialogue with other schools and settings are shared. This dialogue is fed into discussions within Llwydcoed Primary school to positively impact planning, learning and teaching. The insight and understanding gained as a result of this professional dialogue informs our schools self-evaluation process, helping define future priorities for leadership, curriculum design, planning, learning and teaching.

How Llwydcoed Primary School has developed a shared understanding of progression

To support the development of a shared understanding of progression Llwydcoed Primary School has:

- Arranged termly pupil progress meetings to enable all of those involved in teaching and learning to participate in professional dialogue around progression. This is to ensure progression is coherent over the course of each learner's journey and to allow reflection on the pace and challenge.
- Put arrangements in place to facilitate cluster-wide discussions and collaboration on progression - to discuss and share approaches. This is to ensure progression is sufficiently coherent along the 3 to 16 learning continuum to enable future transitions, and again to reflect on the pace and challenge of progression.

Transition planning for Year 6 learners

Moving from primary to secondary school is a key milestone in a learner's journey and being properly supported to make this transition is important for all learners. Equally, continuity of learning to support progression for learners is crucial at this stage in a learner's journey.

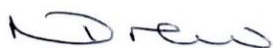
We work closely with the Headteachers and governing bodies of our secondary feeder schools to plan to support learner progression, with a focus on effective communication between practitioners, learners and their parents and carers.

Information shared as part of the transition process focuses on the overall needs and well-being of the learner. A clear, holistic picture of the learner's progression across the school curriculum is also provided. This is to support their journey along the continuum of learning as well as provide a history of any additional challenge or support.

How will our curriculum be reviewed?

Llwydcoed's Colourful Curriculum will be reviewed annually by all stakeholders and will form a continual focus of our school improvement planning and evaluation. Our assessment arrangements will also be kept under review to ensure they continue to meet the requirements of the adopted curriculum.

Natalie Drew (Head Teacher)



Signed Chair of Governors:



Rhian Grundy

Date: June 2026

Review: June 2027