



Ysgol Alexandra - Curriculum Rationale

Contents

Ysgol Alexandra–Designing our Curriculum



Phase 1: Principles and Purpose– Vision, Aims and our Context for the Curriculum for Wales.

Our aim in this phase was to determine the intent of our curriculum, really unpicking that key question, 'Why are we here?' We began by exploring the 4 purposes as a staff team. We worked through processes of unlocking and understanding, relating and communicating, and developing and embedding them into our curriculum. As time went on all stakeholders including members of the local community contributed to the re-imagining of our vision and aims.



Phase 2: Entitlement and Enrichment – Alexandra's Curriculum, Key CfW elements and Non-Negotiables.

This phase was about developing our pupil offer. After pinning down our principles and purpose, we explored what we were all about and what our children really needed. What we teach was an important conversation, however the why we teach and how we teach were things we wanted to get right first. We thought about what our interpretation of curriculum was and how these aligned with the Curriculum for Wales elements. We developed some key non-negotiables: important components that we wouldn't leave to chance. We also decided on ways in which we could enrich and enhance learning experiences and developed an Enhancement calendar to guide Ysgol Alexandra through this.



Phase 3: Breadth and Balance – The AoLEs and Curriculum Planning

AoLEs have been fully explored by our teachers, taking into account provision that works and what needs to change. The Statements of What Matters are explored through a range of themes, projects and Wonder Weeks and often make links to other AoLEs.



Phase 4: Pedagogy – Teaching at Ysgol Alexandra and Formative Assessment

We have developed a strong vision for teaching and learning at Alexandra, which incorporates the 12 pedagogical principles and assessment for learning. These pages explain how we teach and demonstrates how our pedagogy realises some of the key CfW elements.



Phase 5 – Assessment and Progression – How Alexandra Assess Progression

Learner progression along a continuum of learning from ages 3 to 16 is central to the CfW. We will utilise a wide range of assessment strategies to judge how well children are progressing. Professional dialogue and data analysis will support each and every child to make progress.



Phase 6 – Review, Evaluate and Refine – What works and what needs developing?

We will regularly use various methods to assess impact on teaching and learning and make any necessary changes to to further improve.

Our Vision

Our school is a **happy, safe and inclusive** haven, where learning is an **exciting adventure**. Individual strengths are nurtured and built upon, resulting in **confident, resilient, and caring** members of society, well equipped for our rapid changing world.



WE CAN DO!

Our Aims

- Everyone feels **happy, safe, supported and valued** as individuals;
- Everyone develops a **love of learning** for life;
- Everyone is given the opportunity to develop their Literacy, Numeracy and ICT skills to **reach their full potential**;
- Everyone promotes the use of **Learning Powers**;
- Everyone is **Ready, Safe and Respectful**. Positive behaviours and attitudes are expected;
- Everyone has **high expectations** of themselves and others;
- Everyone contributes a **creative curriculum**, where learning inside and outside the classroom is exciting and meaningful;
- Everyone's voice is heard and opinion is valued;
- Everyone has a **sense of belonging** within our Alexandra family, the local community, Wales and the wider world;
- Everyone's health and well-being is nurtured through **caring positive relationships**.



The Four Purposes are at the heart of our vision and were an important influence on our curriculum design. Our journey began with the Four Purposes: everyone was involved in the process of unlocking and understanding, relating and communicating, and developing and embedding them into our curriculum, so that our children learn and grow to be the best they can be.



Principles and Purpose - Our Vision and Aims

Unlocking and understanding

Together, stakeholders participated in a series of workshops, questionnaires and discussions about the 4 purposes.

In turn, the 4 purposes were explored in detail: evaluating the current provision; what we would expect to see or hear; how we value them; and how might we evaluate progress.

Relating and communicating

Staff and governors discussed how each of the 4 purposes related to our school. We considered what each purpose meant and reimagined our vision and aims.

The supporting statements for each purpose were rephrased, so that our children could read, understand and comprehend them thoroughly.

Developing and embedding

Fun and exciting Topics are planned to teach and develop each of the 4 purposes. These are also developed through whole school and phase assemblies.

The children learn skills, acquire knowledge and gain experiences that allow them to explicitly realise the Four Purposes.

Our Context

- 77 members of staff in total–14 full time and 5 part time teachers
- 7 SLT members; 3 with teaching responsibilities
- 5 HTLAs
- Extensive CPD opportunities, both external and inhouse development programmes
- Strong relationships with parents, outside agencies and cluster schools
- Good community links with businesses, organisations and other educational establishments
- Robust governing body involved in school life

Forest Schools



- 18 classes (13 mainstream and 5 resourced provision) with an intake of 45 per year group
- 2 Nursery classes; operating a morning and afternoon session.
- Foundation Phase consists of: 2 Reception classes and three mixed aged classes, year 1/2.
- Junior Department consists of: 6 mixed aged classes, three year 3/4 and three year 5/6.
- 2 Resourced Provision classes, for children with social and communication difficulties. 1 Junior Resources Provision and 1 Foundation Phase Resourced provision.
- 3 classes in Wrexham Assessment Centre. 2 classes for children with complex needs and 1 foundation phase resourced provision for children with profound learning difficulties.
- Most class sizes are below 30, and nearly all classes have a teaching assistant.

Affiliated with Coleg Cambria Chester, Bangor and Glyndwr Universities

Ysgol Alexandra opened in 1910. In 2000, a new school building was constructed and extended further in 2015. There has been a dramatic rise in pupil numbers. In 2014/15, 283 pupils were on roll. Pupil numbers have increased year on year.

Being a city centre school provides many opportunities which the children can walk to and easily access to enhance the school curriculum.

Children visit the local library and swimming baths weekly

Throughout the year enhancement visits also take place to:

- Local sport venues (Wrexham AFC and Queensway Stadium)
- Educational sites (Cluster schools, Secondary schools, Coleg Cambria and Glyndwr University)
- Arts & Culture Venues (Ty Pawb, Wrexham Museum, Stiwt Theatre, Grove Park Theatre and X-plore)
- Parks (Erddig and Acton Park)
- Local businesses (Care homes, Guild Hall, ASDA and Tesco)
- Places of worship (Parish Church, Grosvenor Road Mosque, St Giles Church, Trinity Presbyterian Church and St Mary's Cathedral)

Staff

Classes

Locality

Pupils

First school in North Wales to recruit Mini Police



School Partnership Programme self evaluation and improvement

- 356 pupils on roll aged between 3 - 11
- 185 boys on roll (52%)
- 171 girls on roll (48%)
- 304 pupils in our mainstream setting
- 20 pupils in RP and 32 pupils in WAC
- 126 pupils eligible for Free School Meals (35%)
- 81 children who speak English as an Additional Language (23%)
- 4 pupils who are LAC or who have SGO or family arrangements



Glossary

WAC–Wrexham Assessment Centre EAL–English as an Additional Language FSM–Free School Meals LAC–Looked After Children



Why?

"We recognise that education is the biggest way we can positively impact our children's futures and society."

We use the term 'education' in its most broad sense: this means more than just academic results. It includes our children's intellectual development, social and emotional development, citizenship and responsibility, happiness and success. Our curriculum is effectively designed so that firm foundations in English, Mathematics and ICT are secured, developing a growing excellence in other Areas of Learning and Experience. Our children will develop a love of learning whilst creating beautiful work, expertise, fascination and wonder.



What?

Take Notice: Paying more attention to the present moment, to thoughts and feelings and to the world around, boosts our wellbeing.

Take Notice

Keep Learning: Being curious and seeking out new experiences at work and in life more generally positively stimulates the brain.

Keep Learning

Connect: Strengthening relationships with others and feeling close to and valued by others, including at work, is critical to boosting wellbeing.

Connect

Be Active: Being physically active, improves health and can improve mood and wellbeing and decrease stress, depression and anxiety.

Be Active

Give: Carrying out acts of kindness, whether small or large, can increase happiness, life satisfaction and general sense of wellbeing.

Give

Ambitious, Capable learners

Healthy, Confident individuals

Enterprising, Creative contributors

Ethical, Informed citizens

What do we mean by 'Curriculum'?

The curriculum at Ysgol Alexandra introduces children to a wide range of skills, knowledge and experiences through the 6 Areas of Learning and Experience (AoLE). Each AoLE is allocated sufficient time relevant to the children's age and abilities.



Our curriculum encompasses the Statements of What Matters: they are explored in a way that relates to our children's lives now and in the future. Learning experiences are delivered to match our children's individual needs and aptitudes, reflecting the Principles of Progression.

The mandatory curriculum elements have been woven into our curriculum, so that Ysgol Alexandra provide memorable and rich opportunities for high quality learning and wider personal development and well-being.

At Ysgol Alexandra, we believe that children learn best when they:

- are happy and feel safe;
- are interested, motivated and hold high expectations of themselves;
- given tasks which they understand and match their ability;
- and are challenged, stimulated and feel confident to ask for help.

The Five Ways to Wellbeing support our children to have the right mindset, build a positive environment and underpin all aspects of our curriculum. They form strong foundations and help children realise the Four Purposes.

A school curriculum is a plan for everything that children do at school. It says what they should learn, how they should learn and the reasons why they should learn.

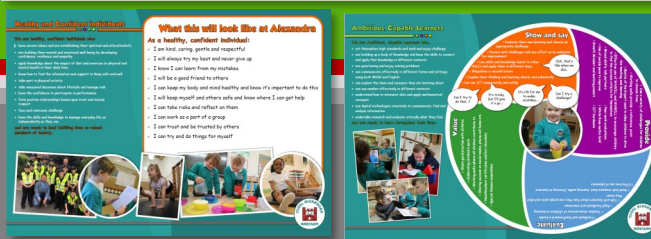
The curriculum at Ysgol Alexandra has been designed by our teachers to meet the needs of our children and to prepare them with the skills to thrive in future education and employment.

Our curriculum is planned so that learning experiences help our children realise the aims of the new curriculum. They are known as the Four Purposes. Every experience a child has at Ysgol Alexandra has the Four Purposes at the core: this ensures that our children are the most ambitious, enterprising, ethical and healthy citizens they can be.

Excellent teaching is essential in helping our children realise the Four Purposes. Our learning environments are safe and stimulating: children take risks, make mistakes and learn together with a positive mindset.

Teachers plan exciting, progressive and challenging lessons, meeting the needs of every child in their class. Children harvest their knowledge of topics and subjects in order to influence and lead their own learning.

Considering the 12 Pedagogical Principles, teachers choose the most appropriate method to teach the lessons and make consistent use of Assessment for Learning strategies to tailor and reshape teaching.



Examples of unpicking the Four Purposes can be seen in the appendices.



Entitlement and Enhancement - Curriculum Principles

Integral skills

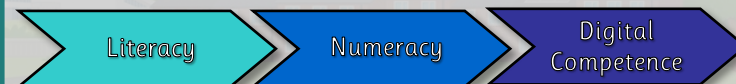
To ensure our children realise the Four Purposes, rich, broad and high quality lessons are planned, which encourage them to develop essential life-long learning skills, such as:

- Inquire, explore, create and share. Linking experiences, knowledge and skills.
- Question and evaluate information. Identify and solve problems.
- Develop emotional intelligence, confidence and independence. Evaluate and discuss learning and celebrate mistakes.
- Set goals and reflect and discuss their progress.



Cross-curricular responsibilities

We recognise that basic literacy, numeracy and digital skills are key in unlocking learning in all other areas of the curriculum. These skills are known as the cross-curricular responsibilities: they are embedded into our curriculum and underpin the Four Purposes.



Teachers ensure that children are given every opportunity to develop skills they have learnt in previous lessons and apply them in other AoLEs. They will:

- use listening, reading, speaking and writing skills;
- use numbers and solve problems in real-life situations;
- use a range of ICT to help them function and communicate effectively and make sense of the world.



Welsh provision

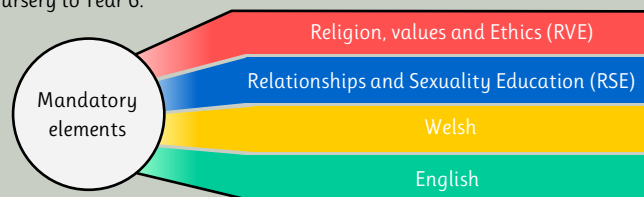
With 23% of children speaking English as an additional language and the remainder speaking English at home, we predominantly teach through the medium of English. However, we make significant use of the Welsh language from as early at Nursery class.

Children celebrate Wales and the Welsh language, culture and heritage through their work and the principles of the language continuum is incorporated into our curriculum. Residential visits to Nant BH and Glan-llyn are also available to our children.

Mandatory curriculum elements

These elements are an essential part of our curriculum: we have carefully considered them throughout the design process and our school policies detail our intentions.

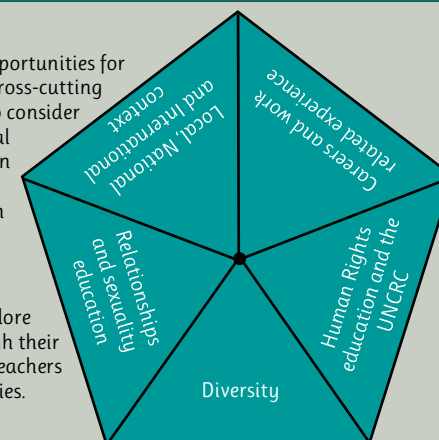
We have ensured these mandatory components are structured and well embedded into our curriculum. English and Welsh are taught discreetly, whilst RVE is taught through themes and projects. Children are taught, at an appropriate level, about RSE Nursery to Year 6.



Cross-cutting themes

Our curriculum incorporates opportunities for children to learn and consider cross-cutting elements. They allow children to consider local, national and international contexts as well as developing an understanding of relationships and sexuality education, human rights education and diversity, and careers and work-related experiences.

When appropriate, children explore the cross-cutting themes through their topics or projects. Sometimes, teachers plan discreet lessons or assemblies.



Ysgol Alexandra's Non-Negotiables

At Ysgol Alexandra we believe that learning should be an exciting adventure. We enrich and broaden our curriculum through many different experiential learning opportunities. These experiences contribute to our children's aspirations and develop their personal and social skills.

This page outlines our non-negotiables, aspects of our curriculum that are vitally important in ensuring our vision is realised.

Health and Well-being

A healthy body and a healthy mind helps us learn and grow into confident, resilient and caring citizens. Everybody's physical and mental health is important to us: by investing the time in building strong relationships means that we solve problems and overcome challenges together.

The Five Ways to Wellbeing are a golden thread throughout our curriculum.

Pivotal trained

Creativity improves mood and cognitive function, boosts self-esteem and alleviates stress and anxiety.

Our half term topics allow opportunities for cross curricular learning across the whole school. These Topics encourage creativity and innovation. They also adopt an integrated approach, which empowers children

and adults to build resilience, creative-confidence and social-emotional skills.

Mantle of the Expert

Whole School Projects

Creativity and Innovation

Inclusive Curriculum

Inclusivity is at the heart of Ysgol Alexandra. We ensure that everyone is heard and that no child is missed. Teachers invest the time in getting to know our children really well, so that their needs are met through a personalised curriculum.

Our Universal Provision includes: whole class teaching, quality differentiation and scaffolding, collaboration, and individual and small group interventions.

We will sustain strong relationships with our families and community, and continue to work closely with outside agencies and professionals to support our children.

Leadership Roles

At Ysgol Alexandra, everyone is empowered to develop and take on leadership responsibilities. This creates a love of learning: it boosts confidence and self-esteem, and encourages everyone to be ambitious and aspirational.

Unearthing trained

SAP

Play Therapy

Lego Therapy trained

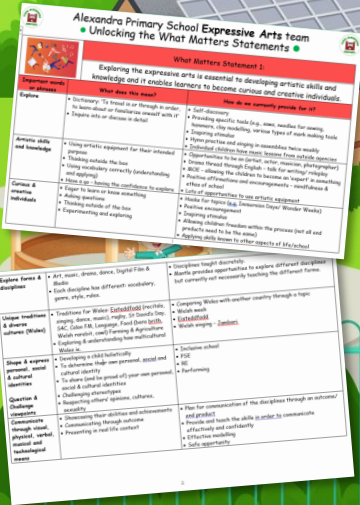
Speech & Language trained

Being outside in the fresh air and learning outdoors is something that we feel passionately about. In addition to taking learning outside, every class benefits from a weekly Forest School session.

Children's physical, mental and spiritual health are enhanced, and their personal and social communication skills are developed.

Forest School Accreditation

Learning Outdoors



Expressive Arts	Health and Wellbeing	Humanities	Languages, Literacy and Communication	Mathematics and Numeracy	Science and Technology
Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Developing physical health and well-being has lifelong benefits.	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	Languages connect us.	The number system is used to represent and compare relationships between numbers and quantities.	Being curious and searching for answers is essential to understanding and predicting phenomena.
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	How we process and respond to our experiences affects our mental health and emotional well-being.	Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Understanding languages is key to understanding the world around us.	Algebra uses symbol systems to express the structure of mathematical relationships.	Design thinking and engineering offer technical and creative ways to meet society's needs and wants.
Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	Our decision-making impacts on the quality of our lives and the lives of others.	Our natural world is diverse and dynamic, influenced by processes and human actions.	Expressing ourselves through languages is key to communication.	Statistics represent data, probability models chance, and both support informed inferences and decisions.	The world around us is full of living things which depend on each other for survival.
	How we engage with social influences shapes who we are and affects our health and well-being.	Human societies are complex and diverse, and shaped by human actions and beliefs.	Literature fires imagination and inspires creativity.	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	Matter and the way it behaves, defines our universes and shapes our lives.
	Healthy relationships are fundamental to our well-being.	Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.			Forces and energy provide a foundation for understanding our universe.
					Computation is the foundation for our digital world.

AoLEs and Statements of What Matters



Our AoLE teams have worked to unpick the Statements of What Matters and evaluate our current provision to produce a statement of intent for each AoLE.

Our Planning

When planning, emphasis is placed on offering rich, broad and deep learning experiences to all our learners.

To ensure our children are given enough time to acquire, practise and apply what they have learnt, we have adopted a cross curricular curriculum approach.

Although each Topic will have a main AOLE driver it is important that the pupils have opportunities to develop cross curricular skills from other but not all AOLES through the Topic. Literacy, Numeracy and digital skills we be developed through out each Topic each half term.

This lays solid foundations for the next stage of their journey; building on prior learning and make good progress.

Driver AOLE

The 'driver' AOLE is the main focus for the project or theme. This area will provide the rational and purpose for the learning, and set the outcomes. During the project, the Statements of What Matters for the driver AOLE is the main focus of the learning, whilst the Descriptions of Learning are used to guide teachers to plan for progression.

Adopting this approach allows our teachers to plan lessons that break down learning into manageable steps, so that our children master skills, acquire knowledge and make links between topics.

Passenger AOLEs

Each Topic is cross-curricular with other AOLEs as 'passengers.' These do not necessarily drive the project, and they may not be a part of the outcomes. However, they sit alongside the driver AOLE quite nicely and naturally fit into learning journey.

Whilst the 'passenger' AOLEs are not the main focus, they support and deepen the learning. Similar to the 'driver' AOLE, teachers use the Statements of What Matters and the Descriptions of Learning to plan for progression.

Luggage AOLE

Some AOLEs will not naturally link and to avoid superficial learning, there is no expectation to cover all AOLEs within a project.

At Ysgol Alexandra, learning is purposeful and relevant, and when AOLEs do not directly link, they are kept discreet and taught that way. We refer to these as 'luggage': they develop important skills and knowledge, but do not necessarily link to the project.

VW2 project where the 'driver' AOLE was Humanities. In this particular lesson Expressive Arts was the 'passenger', deepening learning through drama.

Broad and balanced

Pupil influenced

Themes & projects

Teachers are given overarching, broad, project titles, which link with the 'driver' AOLE. These provide a direction for learning, but allow teachers and children the freedom be innovative and creative.

These titles have been developed by staff and children, in response to our self evaluation.

Relevant and purposeful

Consider our children's needs

Pupil voice is embedded within our curriculum and it influences the directions of the Topic. A new Topic will be taught to the children for 2 weeks then Teachers gather Pupil voice to guide the direction of learning for the rest of the topic

Pupil Voice

In some areas pre-topic assessments are carried out a few weeks prior to the learning. This gives teachers enough time to respond to baseline information, plan for progression.

Quizzes, tasks and cold writes are some of the strategies used to establish a baseline: our children refer to these for self-evaluation and reflection. It is essential that assessment is seen as a part of the learning process, and not something done afterwards.

Utilising the Statements of What Matters teachers can identify the main learning outcomes and purpose of the Topic. Teachers plan the learning into bite-size steps. This way, we are confident that learning experiences are deep, progressive and build on prior knowledge.

With the learning journey planned, teachers refer to the descriptions of learning to ensure progression is linear and that focus is maintained on realising the Four Purposes.

Planning considerations

How can we enhance learning through trips, visits and visitors?

How can we engage our children into the learning?

How can we embed the cross curricular skills?

How can we make the learning relevant and local?

How can we develop the Integral skills and cross cutting themes?

Pedagogical Principles

With the learning outcomes identified and the journey established, teachers decide on the most appropriate way to teach the lessons. Our teachers have a variety of strategies in their tool-kit, based on their understanding of the Pedagogical Principles.

Quality first teaching and learning

Refine teaching

Assessment



Wedding planning using drama for learning



Real life experiences that promote social and emotional development and positive relationships.



Breadth and Balance - Planning

Learning Objective: We Are Learning To (WALT)

Teachers begin to think about feedback when planning learning. Teachers ensure the lesson objectives (WALTs) are skill focussed and written in 'child speak.' It is important, that our children know what they are learning about, and understand how this fits into their learning journey and into the wider world. WALTs are shared with the children at an appropriate time during the learning and are always reviewed at the end.

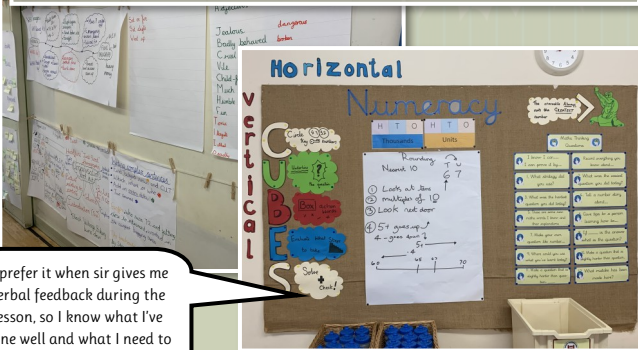


Pit-Stop Plenaries

At Alexandra, we use pit-stop plenaries throughout the lesson to allow children time to self and peer assess against the success criteria. Each pit-stop is pacey and focused; the children are given time to edit work or find good examples of the WILF to share. Some classes use visualisers to share these examples, so everybody is learning from each other. In KS2, children use purple pens to show any amendments to their work, in response to feedback; whether it be self assessment, peer marking or adult directed.

Working Walls

Working walls are used to visualise the learning process. They provide a bank of ideas and support for the children to use when working or responding to feedback. Working Walls are a collaboration of teacher's modelling, children's ideas and attempts and visual reminders.



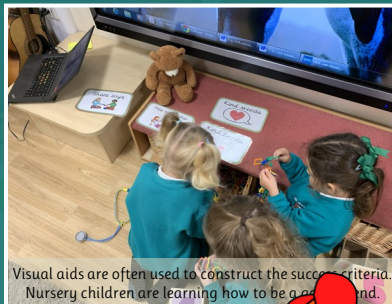
"I prefer it when sir gives me verbal feedback during the lesson, so I know what I've done well and what I need to improve" - year 6.

Verbal feedback and marking

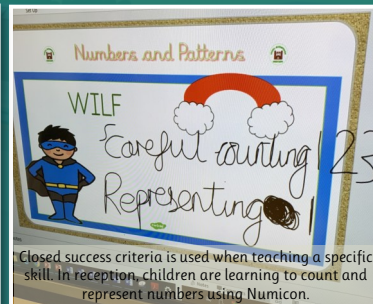
At Alexandra, we aim to give our children immediate verbal feedback on how well they are learning during the lesson. Our teachers use green highlighters to identify the very best examples of where children have met the success criteria. Where an opportunity is missed, a pink highlighter is used. Teacher's written comments are used to praise effort and attitude and to briefly tell children what, where and how to move their learning on. When appropriate, spelling, punctuation and grammar errors are highlighted and children are given time within the lesson to correct them. Mistakes are celebrated, shared and used as a learning opportunity.

Success Criteria: 'What I'm Looking For' (WILF)

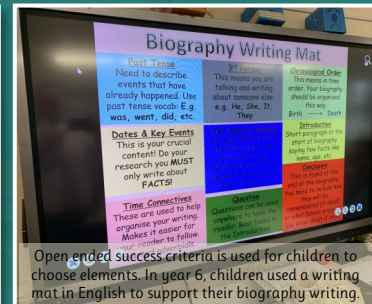
The success criteria is a vital element of learning and provides our children the steps and strategies for success. It also provides a structure for giving meaningful and effective feedback. At Alexandra, the 'WILF' breaks down the learning objective into a series of steps or important components. Sometimes they are a series of chronological steps that are followed, and at other times they are a list of elements that children must, should and could use. When appropriate, the WILF is co-construct alongside our children. It is displayed for all to see, and used during pit-stops for self and peer assessment.



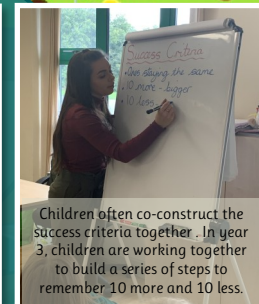
Visual aids are often used to construct the success criteria. Nursery children are learning how to be a good listener.



Closed success criteria is used when teaching a specific skill. In reception, children are learning to count and represent numbers using Numicon.



Open-ended success criteria is used for children to choose elements. In year 6, children used a writing mat in English to support their biography writing.



Children often co-construct the success criteria together. In year 3, children are working together to build a series of steps to remember 10 more and 10 less.

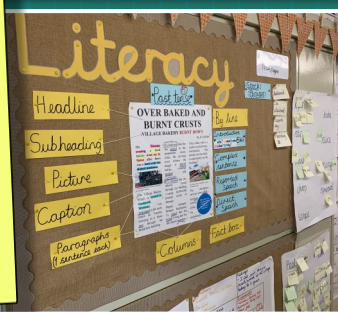
How we teach at Ysgol Alexandra

The way in which we teach at Alexandra, ensures that children learn through collaboration. Mixed ability talk partners are embedded and we provide opportunities for children to teach and be taught by one another.

Through our approach, we meet the individual needs of all children. Our teachers use a wide range of behaviour management techniques, teaching styles, and grouping options to give the personalised support our children need to make progress and break down the barriers to learning.



In reception, the success criteria is shared through talking tins in some areas. Children listen to each one and choose a challenge. In this instance, three differentiated success criteria was placed in the creative area. The children listened to all of and independently lead their own learning.

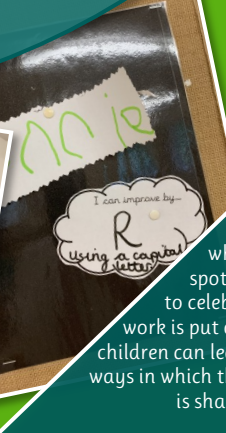


In some instances, the success criteria is generated over a series of lessons. Here in year 5/6, the children built up the success criteria throughout the Talk for Writing process. Individual lessons on specific features of a newspaper report were planned, and the children slowly constructed this display. The WILF is categorised into must, should, and could.



WAGOLL / WABOLL

From nursery to year 6, we use WAGOLL and WABOLL as a tool to generate success criteria. Children analyse and evaluate 'good' and 'bad' examples of work and these are displayed for the all to refer to during the learning.



'Wow Walls' are used to show and celebrate the children's learning. In foundation phase, when a good example of is spotted, the children 'wiggle' to celebrate this together. Their work is put on display, so that other children can learn from it. In reception, ways in which the children can improve is shared through discussions.

Formative Assessment

Formative assessment is at the heart of our pedagogy at Alexandra. It forms a big part of our assessment procedures and helps our teachers reshape learning and plan following lessons. By implementing these strategies and procedures fully and consistently throughout school, we will achieve many aspects of the 4 purposes, integral skills and 12 pedagogical principles.

Formative Assessment Strategy/Principle

Class climate and culture

- Promoting a Growth Mindset
- Promoting Learning powers and Learning Zones,
- Celebrating mistakes,
- Embracing challenge

Pupil voice

- Involvement of children in planning
- Knowledge harvesting

Learning Outcomes and Success Criteria

- We Are Learning To... (WALT)
- What I'm Looking For... (WILF)

Feedback and Feedforward

- Immediate verbal feedback
- Peer feedback
- Written feedback

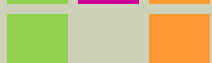
Talk Partners

Differentiated challenges

- Questioning
- Scaffolding
- Eliminating ability grouping

Prior and Current Knowledge Questioning

4 Purposes



Integral Skill



12 Pedagogical Principles



Assessing Progress

Progression is supported by the **Descriptions of Learning** which provide guidance on how learners should progress within each Statement of What Matters.

- ✓ Arranged in 5 progression steps to guide pace
- ✓ Framed from children's perspectives
- ✓ Framed broadly to sustain learning over a series of years
- ✓ Broadly set against ages of 5, 8, 11, 14 and 16
- ✗ Stand-alone tasks or activities
- ✗ Assessment criteria



Supporting Individual learners on a daily basis

Day to day **formative assessment** provides teachers and children with a clear picture of what the children have learnt, how much progress they have made and what their next steps may be.

This information will help teachers decide if the rate of progression is appropriate for each child. Teachers will continually add commentary onto our tracking system.

We view progress through two lenses: how much progress has the child made academically and as a learner?

Triad Progress Check-ins are held regularly to confirm teacher's assessments and judgements. These are frequent short meetings, where triads share learning and review the progress made. These discussions feed into Whole School Progress Meetings.

Whole School Progress Meetings provide teachers with the opportunities to work across classes and year groups to compare rates of progress.

Principles of Progression and Descriptions of Learning are used as a reference to drive these discussions. The check-ins and meetings ensure that there is a consistent understanding of the rates of progress across school.

Pupil Progress Meetings are held every term and are used to identify, capture and reflect on individual progress over time. Every child is discussed in detail with input from the class teachers and the Inclusion Manager. The well-being of all children is an integral part of our Pupil Progress Meetings, in ensuring that all barriers to learning are removed.

Progress is tracked and this information is used to reflect on practise, and refine provision.



Communicating with parents/ carers

Communication is with parents/ carers is effective. They are informed as to what they can do at home to help maximise children's progress.

Planning for progression

AoLE workshop: Teaching and Learning

AoLE teams meet regularly to plan and deliver CPD workshops. These workshops focus on how we teach particular areas of learning and encourage professional dialogue between practitioners to explore what progress could look like. This deepens teacher's understanding of the ideas and concepts in different disciplines and empowers teachers to plan for progression.

Formative assessment

Clear and focused learning intentions (WALT).

Baseline assessment

Before planning learning experiences, teachers use many different strategies to find out what the children already know about a topic.

Children may be asked to have a go at something or share what knowledge they already have before any teaching takes place. They will be given opportunities to ask questions and give their opinions on what they would like to learn.

This provides staff with a baseline, a true picture of what knowledge or skills the children already have and what interests them. This enables our teachers to plan learning with progression at the core.

Classroom climate.

Prior and current knowledge harvesting.

Feedback against the WILF.

Talk partners.

Pupil voice.

Differentiated challenges.

Co-constructed success criteria (WILF).

Effective questioning.

Individual Planning

At this point, teachers use what they know about their children and plan the learning journey in more detail. They plan how they will assess the children and make use of ongoing AfL strategies to refine and reshape learning.

Collaborative planning

In their triads, teachers identify how children will realise the 4 purposes and use the Statements of What Matters to plan progressive learning opportunities.

Information about the baseline assessment is shared and triads work together plot the learning journey and assessment points. Teachers take into account the **Principles of Progression**, and the **Descriptions of Learning** to ensure there is pace and sufficient progress built into the learning.



Increasing effectiveness.

Making connections and transferring learning into new contexts.

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

Deepening understanding of the ideas and disciplines in the areas.

Increasing breadth and depth of knowledge.

Principles of Progression

There are principles of progression that underpin our planning for children's progress across the AoLEs over time.



Progress and Assessment-Assessment

