



OUR CARADOG CURRICULUM

Engagement of our Stakeholders and Wider Community

WHY? Prior to embarking on the design of our new curriculum, staff undertook in-depth discussions about what they knew about our learners, our families and our community. From these discussions, staff agreed on the key aspects of our school context, and broadly decided what was needed from our 'Caradog Curriculum'.

At Caradog, 'Pupil Voice' is embedded in all aspects of school life, and underpins everything we do. We recognise and acknowledge the importance of obtaining pupil input at every opportunity, as this, we believe, ensures that pupils have increased ownership of their learning experiences. So naturally, our pupils were invited to voice their ideas for the design of a new Curriculum, and played a pivotal role in its development.

We also appreciate that we are not solely responsible for ensuring our learners become ambitious, healthy, enterprising and ethically informed, but rather, we are simply a small cog in a larger machine that ultimately contributes to their whole development. Therefore, our parents/carers, governors and the whole community were also invited to contribute to, and help develop our 'Caradog Curriculum'.

The involvement and contribution of our stakeholders, at all levels, provided us with a clear understanding of what knowledge, skills and experiences were important for our learners. Consequently, a collective 'Pupil Offer' was devised which shaped the foundations for the development of our curriculum.

The **AIMS** of our 'Pupil Offer', which ultimately have become the platform for our curriculum design, are as follows:

- Inclusive, diverse, and equitable: Our children will be themselves, and accept and celebrate differences, whilst showing passion, empathy, and pride.
- Aspirational: Our children will be given a rainbow of opportunities to dream BIG! -Aspirational
- Wellbeing is key: Our children will be safe, secure, and supported.
- Real-life authentic experiences and skill development: Our children will be ready to succeed, make a difference and shine bright in the wider world.



Young Minds. Big Dreams



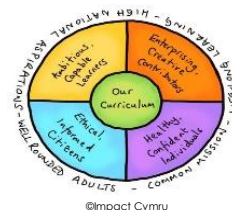
Once our 'Pupil Offer' had been agreed with all stakeholders, our school vision was rewritten to reflect both the aims of our school, and the transformation of our curriculum.

Our updated school vision is:

Caradog Primary is a happy, nurturing and inclusive school at the heart of our community. All our pupils are celebrated, encouraged to shine and be themselves. Through our fun, creative and engaging curriculum, we foster high aspirations and a passion for learning.

Meeting the Mandatory Elements

At the heart of our curriculum, and principal to its design, are the four purposes. These are the driving force of the knowledge, skills and experiences we provide for our learners, and supporting pupils in the realisation of these purposes, is integral to our day-to-day practice.



Our 'themed' weeks, which are planned for at different points throughout the year, each focus specifically on one of the four purposes. Such weeks allow our learners to acquire and apply a range of skills, explicit to each of the purposes.

'Big Questions' are introduced at the start of a new theme, and are a springboard for pupils' ideas and opinions, and consequently guide our learning journey. Using the same 'Big Question' across all Areas of Learning, has enabled our learners to identify more clearly, the connections that can be meaningfully made between what have historically been, individual 'subjects'.

Knowledge, skills and experiences, explicit to the Statements of What Matters within each Area of Learning and Experience (AoLE), are mapped progressively through our conceptual progression documents, which subsequently inform and guide our medium-term planning.

Rich, authentic contexts in which our pupils can apply the cross-curricular skills of Literacy, Numeracy and Digital competence are planned for at a class level, however, leaders of learning ensure these are progressive and appropriate to the needs of learners.

Cross-Cutting Themes are planned, where appropriate, to be taught holistically throughout a chosen theme/concept, however, there are also occasions where these themes are taught discretely.



Young Minds. Big Dreams

Led by our School Council, we will continue to promote the United Nations Convention on the Rights of the Child (UNCRC) and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) through our curriculum.

Our 'Caradog Curriculum' adheres to the mandatory requirements of the Relationships and Sexuality Education Code (RSE).

At present, our curriculum reflects the Curriculum for Wales guidance for the learning and teaching of Religion, Values and Ethics. We are, however, currently awaiting the publication of the local authority 'Agreed Syllabus', which will provide specific details with regard to what should be taught in RVE. Once this is published, our curriculum will be adapted and amended as necessary.

At every stage throughout our curriculum design, careful consideration has been given to the mental health and emotional well-being of our learners.



Assessment & Progression

"Understanding how learners make progress and how to assess this must be at the heart of successful curriculum design, and inform learning and teaching."

Supporting learner progression, assessment guidance, CfW, January 2020

At Caradog, assessment is a fundamental part of day-to-day learning and teaching.

Our staff recognise:

- Where learners are,
- Where they need to go and
- How best to get them there.

As assessment is integral to our teaching and learning, staff are also confidently able to identify learners who require further support or challenge.

Assessment is further developed through the conceptual progression mapped within each Area of Learning.

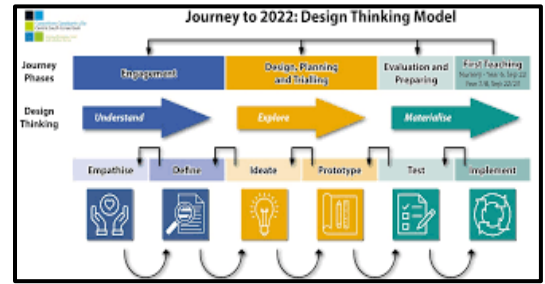
Progression of our learners is additionally monitored through:

- Weekly CLIC assessments
- Half-termly RWI assessment
- End of year reading assessment
- Intervention assessment (for specific pupils)
- LNF assessment (pupils' application of skills through cross-curricular work)

Our 'Caradog Curriculum' ensures appropriate alignment to the Principles of Progression, and provides detailed conceptual progression through our planned themes also.

Review, Feedback & Evaluation

Throughout our entire curriculum design process, we have referred to the internationally accepted Design Thinking Model (adapted by CSC for the specific purpose of designing a bespoke school curriculum).



Initially, staff were invited to use the design model to audit and evaluate where they felt, as a school, we were on the journey to our 'final' curriculum.

Following this, staff unanimously agreed that whilst there were aspects of our curriculum that were already quite developed, there were other areas detailed in previous stages of the model, that had either been overlooked, or had not been substantially developed. As a result, our design journey initially felt like it was moving backwards instead of forwards, whilst elements from previous stages in the model were addressed.

However, staff soon realised that these 'backward' steps in our curriculum development, were actually an intrinsic part of our design journey. Although the design model is presented as a linear progression tool, revisiting each stage of the model on a regular basis has ensured our curriculum has, and will, continuously evolve to reflect both the needs of our learners and the fluidity of transformation in our ever-altering world.

Our staff, pupils and parents all have the opportunity to evaluate our curriculum and the provision it affords, and adjustments and adaptations are subsequently made as a result of such feedback.

Moving forward, curriculum review will be a principal focus for the purpose of whole-school improvement, as it always has been here, at Caradog.