



Curriculum for Wales at Cefn Glas Infants



Our Curriculum Vision

At Cefn Glas Infants School **everyone counts** and well-being is at the heart of everything we do in a caring and **nurturing** environment. Our vision for our exciting curriculum is rooted in Welsh values, culture and diversity, and we **celebrate** the achievements of all, both big and small! Our curriculum starts with the four purposes and has the development of Literacy, Numeracy and Digital Competency skills at its core, alongside setting **firm foundations** for children to be **ambitious** and **successful** learners. Our children learn best through authentic, kinaesthetic opportunities and activities which enable them to experience learning in a meaningful way that reflects their interests and needs and helps them to make sense of the world around them. Our curriculum will allow children to **grow together**, whilst building their knowledge and understanding through exciting and engaging topics that will capture their interest and stimulate their imagination. We aim to develop ownership and decision making through pupil voice, equipping children with the knowledge, skills and dispositions needed for future challenges as they continue **learning for life**.

Rights of the Child – Article 29 – ‘A child or young person’s education should help their mind, body and talents be the best they can’.

Information on how practitioners, learners, parents, carers and the wider community have been engaged to inform the curriculum's development.

The vision for our curriculum involved all stakeholders, including parents, carers, staff and governors in the form of a questionnaire which was sent out to establish their views prior to meeting with all staff. Staff worked with children to discuss what makes Cefn Glas Infants School special and what they enjoy and want to learn. All views were taken into consideration and our vision was produced.

Practitioners:

- At Cefn Glas Infants we implement a whole school approach to curriculum design – shared curriculum vision, core values have been reviewed, updated and agreed by all staff. The school core values are displayed in all classes, around the school and used on communications with parents and carers.
- Whole school termly cross-curricular topics are agreed by staff with an overarching theme. Pupil Voice contributes to planning and is then discussed/incorporated into planned activities by all staff during weekly team meetings. Weekly team planning meetings have a focus on curriculum coverage and skill progression for each AoLE inclusive of The Four Purposes

	Autumn Term 2022	Spring Term 2023	Summer Term 2023
Whole School Theme	Happy, Healthy Heroes	Fact, Fiction and Fairy tales	Let's go fly a kite
First 1/2 term AoLE Focus	Health and Well-being	Humanities	Mathematics and Numeracy
Second 1/2 term AoLE Focus	Expressive Arts	Languages, Literacy and Communication	Science and Technology

	Autumn Term 2023	Spring Term 2024	Summer Term 2024
Whole School Theme	Lights, Camera, Action.		

	Autumn Term 2024	Spring Term 2025	Summer Term 2025
Whole School Theme			



- We work collaboratively with practitioners from pioneer schools and cluster schools through School Improvement Group (SIG) meetings, Curriculum Reform Groups and Leadership meetings
- AoLE team structures are well established and meet on a monthly basis to reflect and plan; teachers, support staff and governors form part of these teams. AoLE development plans drawn up and shared. Each team has set a vision which is accessible on our school website www.cefnglasinfants.co.uk AoLE policies updated to reflect required elements of the Curriculum for Wales.
- Teachers and support staff engage with professional learning opportunities: - termly AoLE network meetings via CSC, pilot projects with a focus on Health and Well-being, cluster Curriculum Reform Groups and external training providers, e.g. Into Film, DCF

Planning:

- All taught skills are tracked across the school each week to ensure coverage within Progression Steps
- Planned activities are coded on the termly plan and weekly overview linked to all AoLE's and LNF/DCF skills.

Code: Nursery Reception Year One Year Two

- Curriculum plans from each year group are saved in a shared One Drive for all staff to reference. Planning in a shared drive allows SLT to regularly monitor planning
- Short Term planning format has been updated and reflects all curriculum requirements
- Teachers and support staff link classroom activities to the child friendly Four Purposes where appropriate using teddy characters and four purpose cards
- Teachers participate in the MER cycle, driven by curriculum priorities and the School Improvement Plan
- Teachers plan and co-ordinate whole school curriculum days to promote specific aspects of our curriculum e.g. Eco/Expressive Arts

Learners:

- At the beginning of each new topic we incorporate pupil voice into our planning. Pupils are asked what they already know and what they would like to find out about an agreed theme. This allows us to plan opportunities that will both engage and challenge our learners
- Weekly planning is a guide for staff but can be amended and adjusted based on the engagement and involvement of learners



- Our learners are actively engaged in the Curriculum for Wales through mini themes and topics, linked to the AoLEs with the Four Purposes at the heart. Each year we plan for all learners to be involved in ethical and enterprising projects such as bake sales, tie dye projects and Bubbles in bloom which have cross-curricular links. We have Pupil Voice groups: Capten Cefn Glas, Rights Respecting Ambassadors, Criw Cymraeg, Digital Leaders and Eco Warriors who meet regularly with the Head Teacher/AoLE Leads to feedback and discuss aspects of CfW and make decisions regarding CfW
- The **12 pedagogical principles** created by Professor Donaldson as part of his Review of Curriculum are incorporated into all teaching and learning at Cefn Glas. Curriculum design for our learners is underpinned by twelve pedagogical principles, which state that good learning and teaching:
 1. maintains a consistent focus on the overall purposes of the curriculum
 2. challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
 3. means employing a blend of approaches including direct teaching
 4. means employing a blend of approaches including those that promote problem-solving, creative and critical thinkin
 5. sets tasks and selects resources that build on previous knowledge and experience and engage interest
 6. creates authentic contexts for learning
 7. means employing assessment for learning principles
 8. ranges within and across Areas
 9. regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them
 10. encourages learners to take increasing responsibility for their own learning
 11. supports social and emotional development and positive relationships
 12. encourages collaboration

Learners at Cefn Glas Infants are encouraged to reflect on their learning using a range of Assessment for Learning strategies

As a school we have established five Pupil Voice committees and hope to extend this over the coming years



Eco Warriors



Capten Cefn Glas



Criw Cymraeg



Rights Respecting
Ambassadors

Parents and the Wider Community:

- Our teaching and learning activities and approach to the Curriculum for Wales are shared with our parents, carers and wider school community via our school social media
- Parents/Carers are kept updated with relevant information via our Teachers to parents messaging app
- Each class has a Twitter page and re-tweet to the school main page. All photographs are hash tagged with the relevant hashtags listed below:



Twitter Hashtag	Area of Learning Experience
#CGILLC	Languages, Literacy and Communication
#CGIMATHSD	Mathematics and Numeracy
#CGISCI	Science and Technology
#CGIEXARTS	Expressive Arts
#CGIWB	Health and Wellbeing
#CGIHUM	Humanities

#healthyconfidentindividuals	#ambitiouscapablelearners
#ethicalinformedcitizens	#enterprisingcreativecontributors

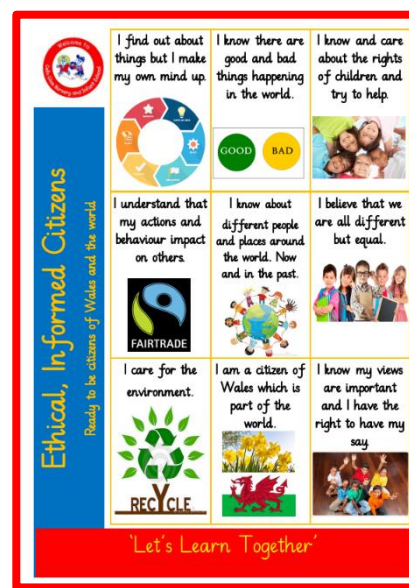
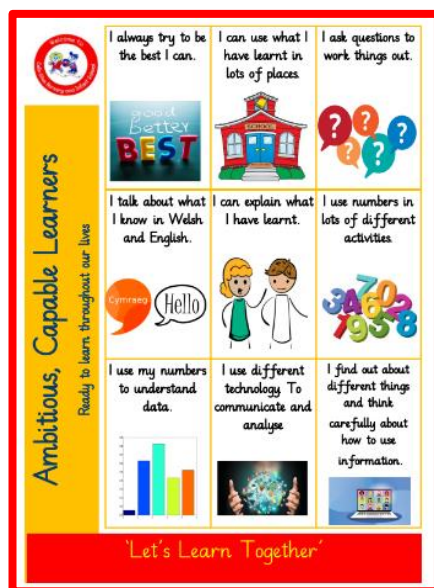
- All pupils have an individual online portfolio supported by the Seesaw app. Learners have folders for each AoLE. Work is uploaded and shared with parents/carers on a weekly basis via this app
- All Governors are assigned to an AoLE and are invited into school on a termly basis to meet with the team and discuss progression and ways forward
- A questionnaire was sent to parents/carers and governors and their views were considered when updating the school Core Values and Curriculum Vision.
- Our well-established Parents and Family Association work closely with us to develop our learning environment and have had a specific focus outdoor area resulting in Expressive Arts performances taking place on the outdoor stage
- Visitors to school are planned and each term we invite members of the community into school to share their expertise and experiences with our learners
- Key information, relevant links and information about the Curriculum for Wales is shared with the wider community through the Seesaw app/Teachers to parents app and signposted to our school website or relevant Welsh Government websites

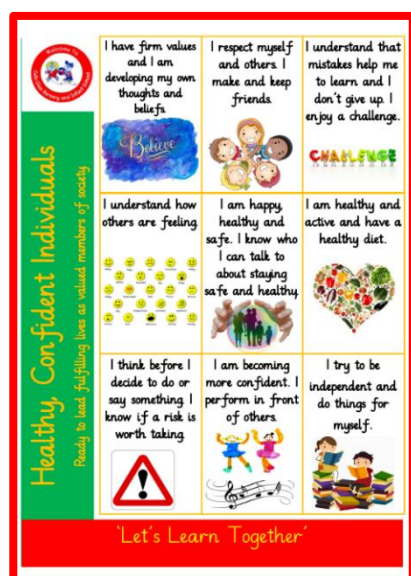
How our curriculum meets the required elements set out in the National Framework, starting from the four purposes.

At Cefn Glas Infant School, we have been busy planning and designing an exciting curriculum in line with the new Curriculum for Wales 2022. Our curriculum is based on a

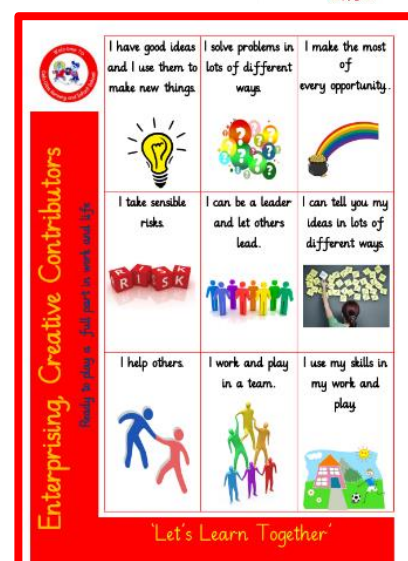
thematic, cross-curricular approach to teaching and learning that blends the six Areas of Learning and Experience (AoLEs) – Languages, Literature and Communication, Mathematics and Numeracy, Science and Technology, Humanities, Health and Well-being and the Expressive Arts. Our curriculum:

- covers the six areas of learning and experience.
- encompasses the statements of 'What Matters'.
- reflects the principles of progression set out in the progression code.
- includes the mandatory curriculum elements (Religion, Values and Ethics framework, Relationships and Sexuality Education (RSE), Welsh and English)
- encompasses the mandatory cross-curricular skills (Literacy, Numeracy and Digital Competency).
- develops integral skills within a wide range of teaching and learning – creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising.
- incorporates opportunities for learning and consideration of cross-cutting themes – Local, national and international contexts, Careers and work-related experiences, Human Rights Education and Diversity.
- The Four Purposes have been introduced to our learners using child-friendly terminology and illustrations. See example below





The Four Purposes @Cefn Glas Infants



Our holistic curriculum is shaped by the four purposes as we strive to ensure our learners are:

- 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.



Four purpose character bears are used in all classes alongside the child friendly cards.

What our curriculum will look like:

Curriculum for Wales @ Cefn Glas Infants School					
Ethical and Informed Citizens ready to be citizens of Wales and the World		Enterprising and Creative contributors ready to play a full part in work and life		Healthy, Confident Individuals ready to lead fulfilling lives as valued members of society	
Languages, Literacy and Communication inclusive of British Sign Language	Mathematics and Numeracy	Science and Technology	Humanities	Health and Well-being	Expressive Arts
Literacy Framework		Numeracy Framework		Digital Competency	
Integral Skills: Creativity and Innovation Critical thinking and problem solving Personal effectiveness Planning and organising		Cross-cutting themes: Local, national and international contexts Careers and work-related experiences Human rights education and diversity		Mandatory curriculum elements: Religion, values and ethics (RVE) Relationships and sexuality education (RSE) Welsh English	

Planning format for all year groups

Termly planning example

Healthy, Confident individuals, ready to lead fulfilling lives as a valued member of society

Ethical, informed citizens ready to be citizens of Wales and the world	Pupil Voice Class vote about mini-topic Daily book vote Pupil voice groups – Eco Warriors, Rights Respecting Ambassadors		Engage Continuation of Jack and the beanstalk (pupil voice/choice)		Topic: Nurturing Nature Year Group: Reception Date: Summer 2 2023		Celebrate Reception assembly for families 🍷	
	Visitors in/Visits out Harriet to visit Transition to new class 3.7.23 OLAP – Reception families Garden opening Friday 16th June Tennis coach during Food Fun and Fitness Week School Nurse 22.6.23 Sports Day 29.6.23 Summer jets 6.7.23 PCSO to visit		Language, Literacy and Communication Daily phonic sessions – split according to ability LLOO, II, LLOO to the story of Jack and the beanstalk Learn the story in the style of the Pils Cornish LLOO, LLOO, LLOO Act out the story of Jack on the outdoor stage LLOO Hot seating characters LLOO Story map of Jack and the beanstalk Big Write – independent writing LLOO, LLOO, LLOO, LLOO BOL – What a wonderful world, Worm at the bottom of the garden LLOO Diary/Middle daily, set with challenges LLOO Reinforce all Autumn and Spring phrases Introduce body parts/Body parts, Body parts, Body parts LLOO LLOO RVA sheets End of year phonic assessment – Level 2 and 3		Mathematics and Numeracy Daily CLC groups (differentiated) M01, M02 Weekly Beat That! Learn, Use, SAFE activity Recite general language of shape – Create a giant's castle M05 Large giant footprint for measuring in the forest – longer/shorter than M07 Compare footprint to Giant, measure with beans/cubes M03 M04 Estimation Station for morning challenge – beans etc M3 Reasoning – I saw 4 beans, how many for 4 etc M7		Health and Well-being Real PE – M02 Food, Fitness and Fun Week M04 Walk Once a Week – M03 Effects on others if I walk Link to class charter, respect for others M07 M09 Cooking activities – M02 week bag 12.6.23, 12.7.23 Make a smoothie using fruit from home M02 Sports Day – join in with race M01 Mindfulness every day M06 Transition day – changes of dinner/new friendships M02 My family R0A – take home sheet	
	Literacy Literacy Focus – Big Write re-tell DCF – Online Safety, Website video, top ten tips	Numeracy Numeracy – Beat That/Learn it/SAFE	Digital Competence DCF – Online Safety, Website video, top ten tips	Expressive Arts This is me – R0A sheet E01 Invite a local harpist into school – Elin, Carter E02 E04 E05 Musical emotions E06 Use instruments to reflect different characters Paint characters from the story E09 Perform a Poem/Story in the story E01 Perform in end of year assembly E01 Make harpist E09 E01	Humanities Divide Month – M05 Ed al Gbha – Twinkl PowerPoint M02 R05 Article M02 M03 Values – Happiness and thankfulness Plant and care for beans Create class prayer for assembly – Welsh and BOL	Science and Technology Beanstalk Height ordering interactive game S013 2D card – upload onto Seesaw with voice recording linked to language of shape S014 Moving pictures/Jack and beanstalk using tablet/split pins S019 Plant a selection of beans, which will grow the tallest/fattest? S027		
	AFL AOL AFL – Traffic lighting AOL – Writing pedagogs	RSE – Empowerment, Safety and Respect RVE – Value of the month 'Happiness' June Thankfulness – July RRS – Article 8 I have the right to an identity (June) Article 29 Education must develop every child's personality, talents and abilities (July)	Four Purposes Healthy Confident Individuals Enterprising Creative Contributors Ethical Informed citizen Ambitious and Capable Learners Characters and Four purpose cards to be used each session	Curriculum Cymysg Welsh Harpist – Elin Carter to visit and play for the children				
	Enterprising, Creative contributors, ready to play a full part in life and work							

Ambitious, capable learners, ready to learn throughout their lives

Weekly planning example:

Reception Planning 2023-2024

Week Week beg: 4.9.23	Monday 4 th Sept	Tuesday 5 th Sept Garden	Wednesday 6 th Sept Garden	Thursday 7 th Sept Patio	Friday 8 th Sept Patio
8.50-9 am	Doors open / Feelings photos / Challenge / Choose story / Register				
9.10-9.30	Big Maths CLIC 1	Big Maths CLIC 1	Big Maths CLIC 1	Big Maths CLIC 1	Big Maths CLIC 1
9.30-10.25am Session 1	INSET	C – My first Photo/free flow in garden ScTiH+ E – My first Painting EA01	C – My first Photo/free flow in garden ScTiH+ E – My first Painting EA01	A – This is me in sketchbooks FPP Drawing EA05 E – FPP Maths (counting to 3/10/20 and back) on patio MND01	A – This is me in sketchbooks FPP Drawing EA05 E – FPP Maths (counting to 3/10/20 and back) on patio MND01
10.30-10.45am	Friendship, Fresh air and Fun				
10.50-11am	Hllypwr Heddiw and Fruit/Water				
11-11.45am Session 2	INSET	C – My first Photo/free flow in garden ScTiH+ E – My first Painting EA01	C – My first Photo/free flow in garden ScTiH+ E – My first Painting EA01	Intervention/Assessment Session FPP	Intervention/Assessment Session FPP
11.45-11.50am	RRS/BSL Songs				
11.50am-1pm	Lunch				
1.1.05pm	Mindfulness and Register				
1.05-1.30pm	Phonics Level 2	Phonics Level 2 Week 1 lesson 1 Sa	Phonics Level 2 Week 1 lesson 2 Aa	Phonics Level 2 Week 1 lesson 3 Tt	Phonics Level 2 Week 1 lesson 4 Pp
	Assembly 1.30-1.45		Assembly 1.30-1.45		Superstar Assembly 1.30-1.45
1.30-2.0pm Session 3	INSET	C – My first Photo/free flow in garden ScTiH+ E – My first Painting EA01	PE – Real Gym taster HW01	A – This is me in sketchbooks FPP Drawing EA05 E – FPP Maths (counting to 3/10/20 and back) on patio MND01	A – This is me in sketchbooks FPP Drawing EA05 E – FPP Maths (counting to 13/10/20 and back) on patio MND01
2.50-3.15pm	Pupil Voice Story/Milk	Collective Worship/Milk	Pupil Voice Story/Milk	Collective Worship/Milk	Pupil Voice Story/Milk

How the curriculum will be kept under review, including the process for feedback and ongoing revision

- At Cefn Glas Infants School we will be regularly reviewing our curriculum, we will involve all stakeholders in the review process and refine our practice
- Feedback will be given during termly Governing Body meetings
- AoLE teams will meet once a month with an opportunity for feedback and forward planning
- Teaching staff will continue to attend AoLE network meetings and collaborate with colleagues across cluster schools
- Staff will map coverage of skills from Nursery to Year 2 and identify any gaps.

Information on how the school is approaching learning progression and its arrangements for assessment

- Assessment arrangements in Cefn Glas Infants support our staff to establish learners understanding, supports learner progression along the 3-16 continuum.
- Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace in line with the new ALN Code of Practice
- Our learners will be challenged and supported during their time at Cefn Glas Infants
- Principles of progression and descriptions of learning will provide reference points for staff of what progression looks like. This will inform planning, teaching and assessment and allow teachers to plug any gaps.

Assessment arrangements	
Progression Step 1	Progression Step 2
• Termly Well-being survey 1:1 • On entry baseline (Foundation Phase Profile) • Wellcomm • Language Links • Speech Links • Precision Teaching – on-going assessments • Little Big Maths and Big Maths – weekly CLIC, SAFE, Learn it's • Phonics and key word assessments	• Termly Well-being survey 1:1 • Popat • DEST • Precision Teaching – on-going assessments • 1:1 reading • National Reading, Numeracy and Reasoning personalised assessments • Vernon spelling • Neale's analysis • Big Maths – weekly CLIC, SAFE and Learn it's • Phonics and key word assessments

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