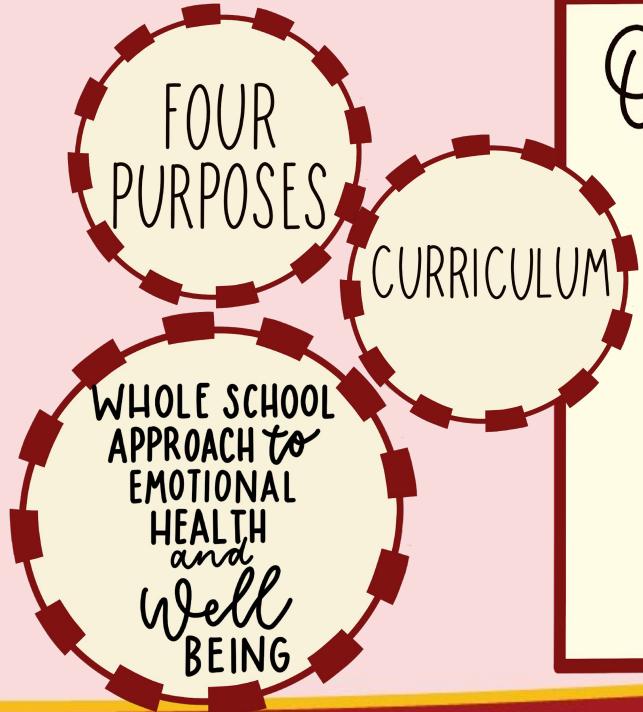
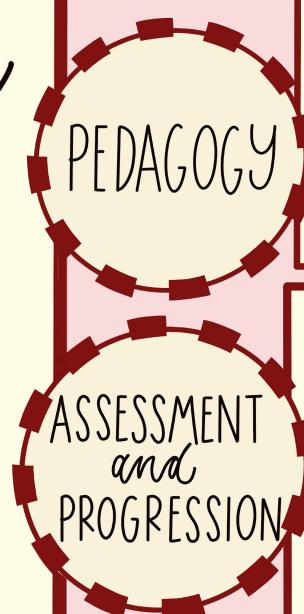


RADYR PRIMARY SCHOOL / YSGOL GYNRADD RADYR

CURRICULUM FOR WALES SUMMARY



Our Vision
UNLOCKING THE POTENTIAL IN EVERY CHILD TO BECOME A LIFE - LONG Learner



Pedagogy TRUMPS CURRICULUM. OR MORE PRECISELY, *Pedagogy* IS CURRICULUM, BECAUSE WHAT MATTERS IS HOW THINGS ARE TAUGHT, RATHER THAN *what* IS TAUGHT.
- Dylan William

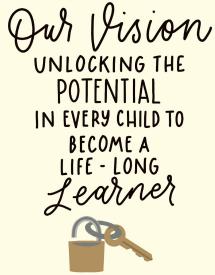
ASSESSMENT FOR LEARNING
ASSESSMENT AS LEARNING
ASSESSMENT IN LEARNING
KNOWING OUR LEARNERS
WHERE THEY ARE IN THEIR LEARNING?
KNOWING OUR LEARNERS
WHERE THEY NEED TO GO?
KNOWING OUR LEARNERS
HOW THEY GET THERE?

INSPIRE • CHALLENGE • SUPPORT • ACHIEVE

Unlocking the potential for every child to become a life long learner

SCHOOL CONTEXT

Radyr Primary is located in small village in Cardiff. The village has an active community that works closely with the school. We believe in working with partnership with our parents, carers and the wider community to develop our curriculum.

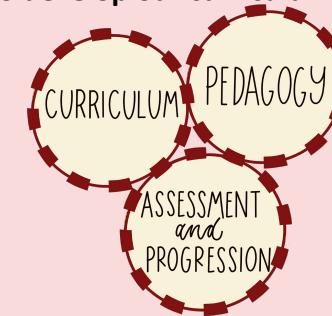


Our educational philosophy has inclusion at its core. Our school provides a stimulating, secure and **supportive** environment based on a culture in which **everyone** is valued as a learner to **achieve** their full potential.



All children are valued as individuals and are provided with a broad and balanced education in order that they become mature, responsible and happy learners, who contribute to the culture and ethos of the school and the wider community.

We want to **develop** our pupils through opportunities and experiences, both inside and outside of the classroom. We **inspire** and **challenge** them to realise their full potential in a world of opportunities to become lifelong learners.



Curriculum, pedagogy and assessment are the bedrock of our school. These areas are constantly under review with our stakeholders.

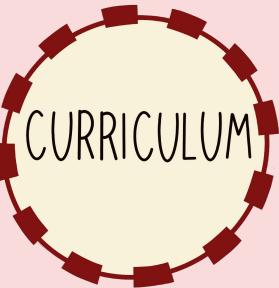
Written in collaboration with all stakeholders.
First published: September 22 / Review Date: January 23



INSPIRE • CHALLENGE • SUPPORT • ACHIEVE

Unlocking the potential for every child to become a life long learner

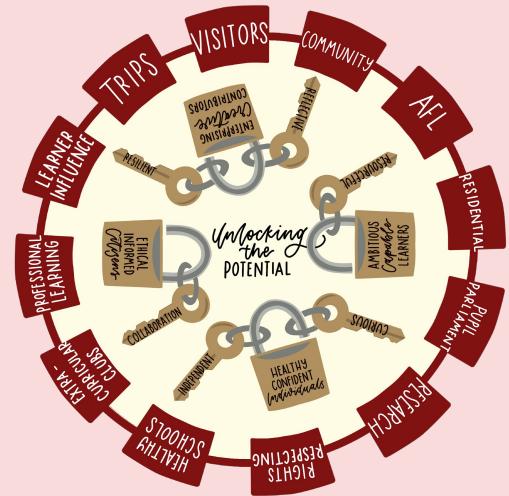




A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it. Our curriculum enables us to realise our vision of our learners as ambitious, enterprising, ethical and healthy citizens who are well rounded with high aspirations.

Our planned curriculum is broad and balanced covering the full range of **What Matters** statements and incorporates the mandatory elements (LNF/DCF/RVE/RSE). It emphasises our inclusivity to allow learners of all ages, all abilities and all aptitudes to progress along their own personal learning route.

WE HAVE a SHARED VISION and ASPIRATION APPROACH to THE FOUR PURPOSES, IT'S IN EVERYTHING THAT WE DO AT
*Radyr Primary
(NOT AN ADD ON)*



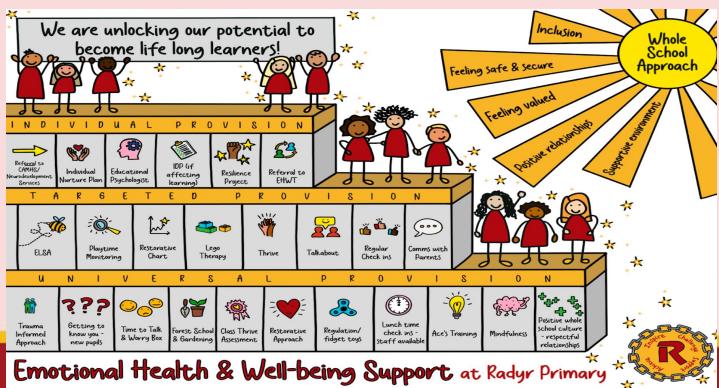
Our school is a **Communication Friendly Space**. Our environments create the optimum conditions for learning. They encourage and promote good communication. This approach focuses on the role of the environment in supporting emotional well being, physical development and speaking and listening skills as well as general engagement.

Our learning spaces provide wide and varied experiences that allow children to express themselves physically, creatively and imaginatively, and allow children to safely follow their interests, independently or with others.

Central to our curriculum design is our whole school approach to the **Emotional Health and Well Being** of learners and staff.

A positive culture forms positive relationships!

'every interaction is an intervention' Dr Karen Trueman 2017



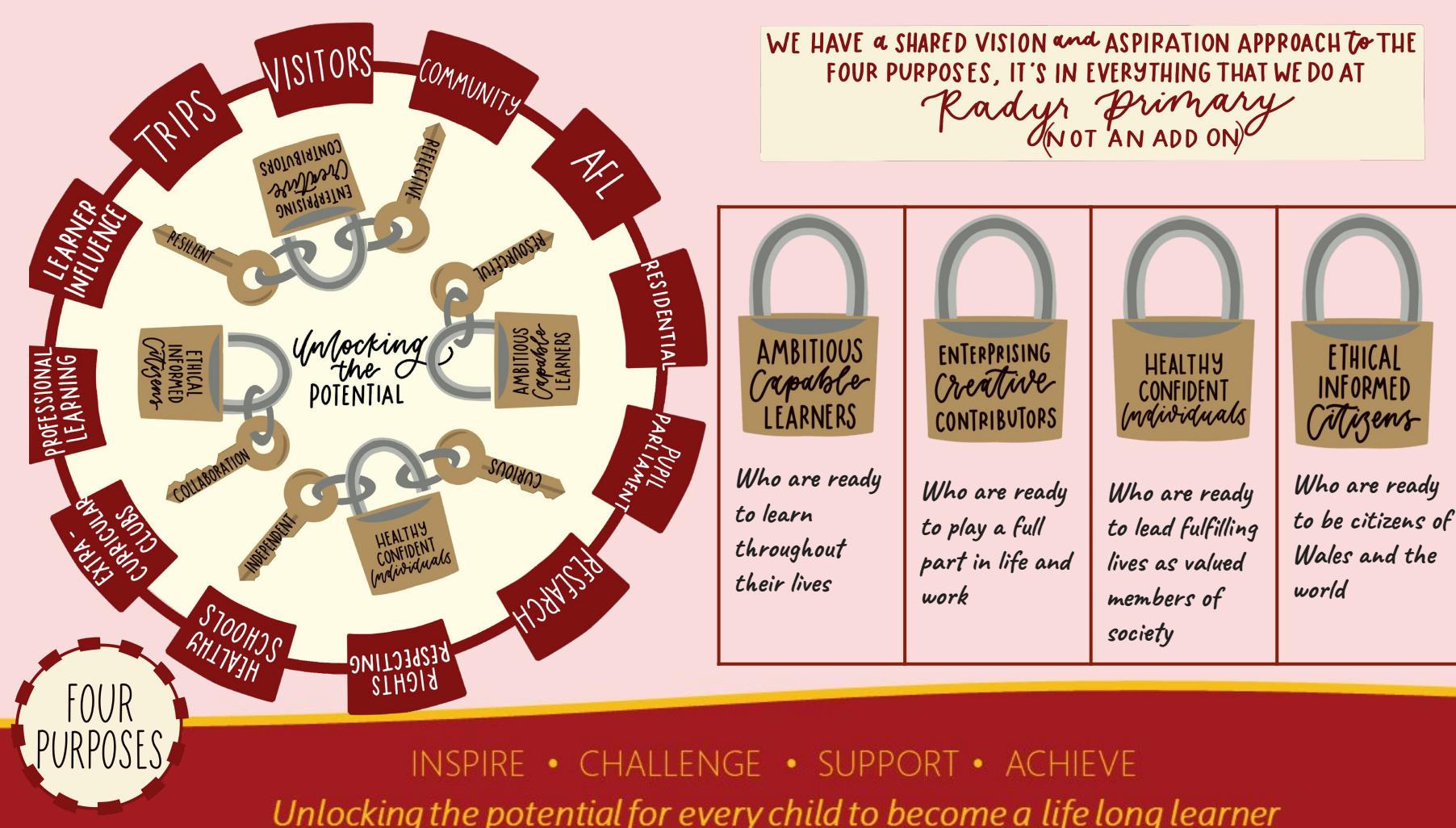
Emotional Health & Well-being Support at Radyr Primary



INSPIRE • CHALLENGE • SUPPORT • ACHIEVE

Unlocking the potential for every child to become a life long learner





PEDAGOGY

Our unique **Enrichment Days** are held once a term providing **exciting learning opportunities** to develop and embed the Four Purposes. They give our learners space to be curious and inquisitive and allow them to develop emotional intelligence and awareness, becoming confident and independent.

Our context **Immersion Days** are used to ignite interest in a new topic and provide pupils with the opportunity to have a voice in their learning.

Through **Learning Outdoors** our children have real, direct experience of the natural world. They learn in nature not just about nature!

Our **Enabling Environments** set the scene effectively for learning to take place. We offer opportunities for children to experience a sense of **awe and wonder** and which **ignites** their **curiosity** about the world, motivating them to **explore, solve problems**, and develop their **creativity** and **critical thinking**. These are supported by a strong **Welsh Ethos** and sense of **belonging**.



Our **teachers** facilitate learning by considering the varying needs, views and stages of learners and design exciting, challenging and progressive experiences across all AOLE's. Our **learners** have a voice in what and how they learn.



Key Competencies

The Key Competencies are the integral skills which underpin the four Purposes at Radyr Primary. The acquisition of these skills are what will assist our learners in unlocking their full potential and becoming Curious, Independent, Resilient, Resourceful, Collaborative and Reflective individuals.

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- Dylan William

ASSESSMENT and PROGRESSION

Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. We are collaborating with our partner schools to create progression maps to ensure that progression is seamless. We ensure our learners make progress moving along a their own learning route at an appropriate pace and are **supported and challenged** accordingly.

Attain a baseline in
Nursery and Reception

Monitor Progress from
year Rec -6

Transition to year 7

Assessment and Progression is fundamental to ensuring that we achieve our **Radyr Primary vision of *unlocking the potential in all pupils to become lifelong learners***. This is achieved through highly effective monitoring and careful tracking of individual pupil progress.

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PUPIL PROGRESS PROFILES

- Captures a baseline in Nursery and Reception
- Provides evidence of pupil progress
- **Empowers learners to be active assessors of their progress**
- Involves the parent
- Aids seamless transition

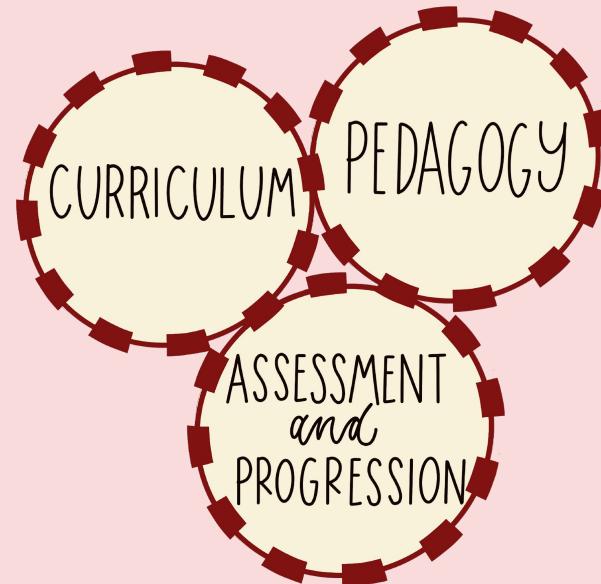
INDIVIDUAL LEARNER PROGRESS (ILP) DATA READING/SPELLING

PERSONALISED ASSESSMENTS FROM YEAR 2-6 (WNT)



Our school pays due regard to the Mandatory Principles of Progression

- Increasing effectiveness as a learner
- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within areas of learning and experience
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts



Unlocking the potential for every child to become a life long learner