

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

Our school vision is an extension of our existing, established ethos of nurturing success, which underpins all areas of school life:

Nurturing Success: At Bryn Celynnog we endeavour to meet each and every student's evolving academic, social and emotional needs, while cultivating their individual talents, in order to equip them to succeed and thrive in school and as valued members of society.

Stakeholder consultation has been an integral part of our preparation for roll-out of the new curriculum, enabling us to share and embed our vision on a wider scale. This has helped us to ensure our approach meets the needs of our school community in the best possible way.

Staff and governors have been informed and consulted throughout the preparation process, and pupil and parent voice has been used to garner feedback on our vision as well as ideas and viewpoints to inform curriculum design.

For the past three years, we have regularly set aside significant INSET time to allow for strategic discussions, cross departmental collaboration, planning and action research relating to our new curriculum. Many staff members, at all levels, have engaged with regional and national professional learning activities relating to curriculum.

In 2019 we launched our in-house Successful Futures Leadership Programme to allow us to build the knowledge, understanding and capacity to lead curriculum reform in our school. Area of Learning teams were established early on, working together to identify and implement the required changes to our approach, provision and practices in each area.

Representatives in each Area of Learning have attended regular cluster meetings to establish a consistency of approach, terminology and methods in order to ensure an effective curriculum that enables pupil progress that successfully spans transition.

As a staff, we recognise and understand the context of our school, individual students, cohorts and the wider community. We are experienced in successfully formulating approaches and practices best suited to meeting the needs of our learners, and considering the four purposes.

We are committed to listening to our learners and responding to their changing needs in effective and innovative ways. Learning activities, teaching approaches and well-being initiatives have been trialled and evaluated using student voice and teacher observation.

We regularly share information with parents/carers about the curriculum and ways they can support their child within and outside of the school environment.

We are involved in a number of initiatives, professional learning activities and projects which allow us to work collaboratively and in consultation with a range of providers from the local and wider community to provide our learners with meaningful and enriching experiences. These include activities relating to religion, values and ethics (RVE), careers and work related experiences (CWRE), Relationships and Sex Education (RSE) and diversity.

How does our curriculum meet the required elements of the Curriculum for Wales?

We have designed a rich and varied curriculum which will provide our students with experiences, skills, knowledge and understanding aimed at igniting passions, inspiring a lifelong love of learning and equipping them to flourish in school and beyond. It is our intent to nurture each of our learners to succeed in realising the Four Purposes.

Our curriculum is broad and balanced and provides learning experiences, within and across all six Areas of Learning, which take into account the unique opportunities and challenges faced by individuals and groups of learners in our school. Our curriculum enables progression in accordance with the Principles of Progression, incorporating all of the What Matters statements. Learning activities have been devised around the 12 Pedagogical Principles.

The Areas of Learning are underpinned by the cross curricular priorities: Literacy, Numeracy and Digital Competence. We have long been committed to prioritising skills development in order to provide every pupil with the tools they need to succeed in 21st century society. We feel it is important that pupils are presented with real life, problem solving situations in order for them to develop their literacy, numeracy, reasoning and ICT skills in ways that are relevant to their lives.

Over the past ten years, we have undertaken extensive and successful work in the area of skills development, as evidenced in our results at all Key Stages. Our approaches have been highlighted as both innovative and effective and we have been asked to share them with schools across the region. Our Literacy, Numeracy and Digital Toolkits, aimed at empowering parents and carers to effectively support their child's skills development at home, are made available to all.

In addition, each student's learning journey will incorporate valuable opportunities to broaden their consideration of local, national and international contexts, and to develop their understanding of relationships, human rights, diversity, and careers and work-related experiences.

How are we approaching learner progression and arrangements for assessment?

Progression and assessment is fundamental to the realisation of our school vision. We have used the mandatory Principles of Progression to underpin curriculum design discussions so that staff understand and recognise the skills, knowledge and behaviours that demonstrate appropriate pace of progress for each individual learner in a way that will equip them to provide pertinent support and challenge.

Each AoL team has planned a variety of evidence informed assessment strategies which will provide rich intelligence identifying the next steps in learning. This will enable each individual learner to make progress at an appropriate pace.

We are leading a School Improvement Group (SIG) focused on developing approaches to assessing, recording and reporting in Curriculum for Wales. We have shared our model, which has been designed to ensure active engagement between learners, teachers and parents based on ongoing reflection as to where a learner is, what their next steps are, and what is required to support them in achieving these. Our model, or features of it, has been adopted by several schools within the SIG.

How will our curriculum will be kept under review?

Our curriculum will be kept under regular review through a range of self evaluation processes. We will continue to work within our school, across the cluster, and in partnership with governors, the regional consortia and the local authority, to position ourselves at the front of school based, regional and national developments in order to ensure the progression and quality of learning for all of our students.

As well as using student voice for specific evaluative processes in each Area of Learning and for particular initiatives or projects, we also have a 'rolling' whole school student consultation which allows every student to feedback on the curriculum and their personal learning experiences, at any time. This allows us to keep our finger on the pulse of our learners' ever-evolving needs and to ensure our practices are empowering each of them to realise the Four Purposes. A similar conduit has been made available for all parents and carers to feedback their views and ideas for curriculum review, evaluation and development.

Our approach to professional learning builds in time for practitioners to meet, reflect and evaluate practice, leading to strategic decisions which can be implemented quickly and effectively.