



Curriculum Workshop September 2024



Why has the curriculum changed?

- Simply it was designed in 1988, it was out of date, the world is constantly changing, with astonishing advances in technology, lifestyles and the world of work. These changes have profound implications for what, and how, children and young people need to learn
- Prescriptive content and powerful accountability mechanisms narrowed teaching for learners
- The OECD reported a low performance for a high proportion of Welsh young people in schools
- Relatively low performance in PISA surveys

Top 10 most in demand skills for the next 10 years (World Economic Forum):

Digital Literacy

Data Literacy

Critical Thinking

Emotional Intelligence

Creativity

Collaboration

Flexibility

Leadership

Time Management

Curiosity and Continuous Learning



What has changed?

- Four purposes of education
- Six Areas of Learning and Experience
- Three Cross-curriculum responsibilities
- Progression Steps at ages 5, 8, 11, 14 and 16/What matters statements/Descriptions of Learning
- A range of pedagogical approaches
- Refocusing on assessment for learning, including self and peer assessment

Expressive Arts

Humanities

Health and Well-being

Science and Technology

Mathematics and Numeracy

Languages, Literacy and Communication

LITERACY
Cross-curriculum

NUMERACY
Cross-curriculum

**DIGITAL
COMPETENCE**
Cross-curriculum



What has changed?

The Four Purposes are at the heart of the curriculum

- Ambitious, Capable Learners
- Enterprising, Creative Contributors
- Healthy, Confident Individuals
- Ethical, Informed Citizens





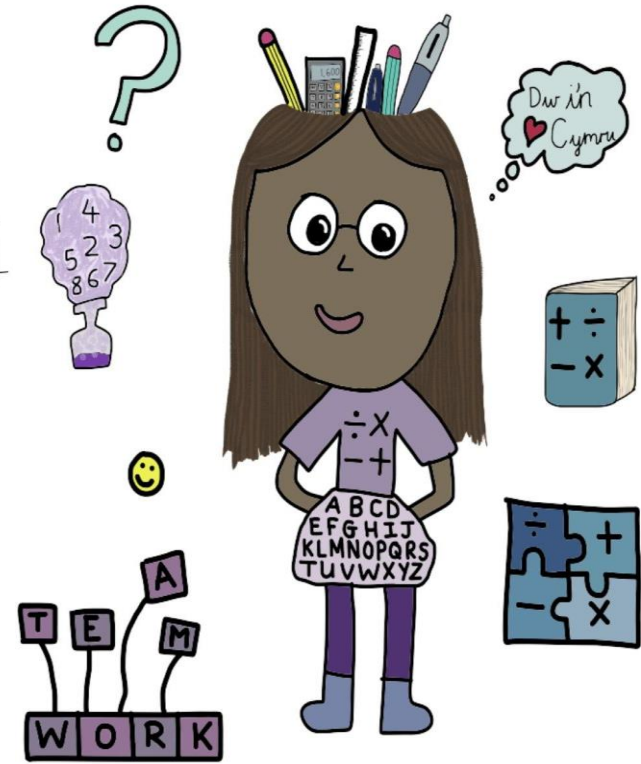
Our Y6 children designed these characters for the four purposes and all children voted on their names



Healthy confident Dexter



Enterprising Creative Crystal



Ambitious Capable Amy



Ethical Informed Evie



Descriptions of Learning - Progression Steps

“Descriptions of Learning provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning.....They are not designed as stand alone tasks, activities or assessment criteria but provide opportunities for children.” (Welsh Government, Curriculum Reform)

Progression steps are part of the descriptions of learning. They describe how learning should progress within each statement of what matters. They broadly correspond to expectation at ages 5, 8, 11, 14 and 16.

“While the continuum of learning is the same for each learner, the pace of progress through it may differ. As a result, the progression steps only broadly relate to age.” (Welsh Government, Curriculum Reform)



Pedagogical Approaches

1. Create authentic contexts for learning
2. Encourage learners to take responsibility for their own learning
3. Support social and emotional development and positive relationships
4. Encourage collaboration
5. Sustained pupil effort to reach high but achievable targets
6. Employing a broad range of teaching approaches
7. Promote problem solving, creative and critical thinking
8. Build on previous knowledge and experience to engage interest
9. Focus on the 4 purposes
10. Use assessment for learning to accelerate progress
11. Make connections within and across Areas of Learning and Experience
12. Reinforce Cross Curricular responsibilities - Literacy, Numeracy and Digital Competence

On a daily basis teachers will:

Assess the impact of the teaching approach through progress - Identify pupil needs - Match these needs with the most appropriate pedagogical approach



Cross Cutting themes:

Relationships & Sexuality Education (RSE)

Religion, Values & Ethics (RVE)

Human & Children's Rights

Diversity

Careers & Work Related Experiences

Local, National and International Contexts



So where are we?

“Twyn Primary School provides an inclusive and nurturing environment. Staff foster positive working relationships and create a warm, supportive and friendly learning environment where pupils feel happy and safe. School leaders and staff work to promote a vision that has a strong focus on well-being and emotional support and, as a result, pupils engage enthusiastically in lessons and behave well.” **ESTYN May 2024**

Our Shine curriculum aims to **Shape, Help, Inspire, Nurture and Engage** young minds in lifelong learning. To encourage all learners to be:

Ready – to learn and grow

Respectful – to each other and for everyone’s learning

Safe – alone, with each other and within their environment



How will we develop our Shine Curriculum?

Each topic will be a collaboration between staff and learners; engaging, exciting and a vehicle to enhance LNF and DCF skills. Each topic will have a curriculum newsletter communicated to parents and carers at the start of the term. Each topic will have a 'launch and land' concept.

The launch will be an immersion event in the classroom where learner inquiry is fostered in preparation for the new topic. The four purposes will be at the heart of the SHINE curriculum.

Each topic will have a land event where learners invite people from home into school to share their learning or publish their work in some form to ensure the moment is captured by an audience.

The SHINE Curriculum will provide for appropriate progression using the principles of progression set out in the 'Progression Code' to ensure each learner develops at a suitable pace and in accordance with their individual needs.



How will we reflect and refine our Shine curriculum?

- develop stakeholder questionnaires and embed the responses into the Shine curriculum
- complete a termly review of each curriculum topic to highlight the strengths and areas of development the topic has exposed to refine and further develop
- continue to work with support partners to create our bespoke curriculum embedded professional learning related to curriculum reform

How will we share our Shine curriculum?

- we will hold termly curriculum workshops to share our curriculum developments with parents and carers
- we will develop the Governors role in reviewing our Shine curriculum
- we will share our Shine curriculum on our website and through Class Dojo with a curriculum overview and Learner Progression overview