

St Joseph's Catholic Primary School



Our Mission Statement


“We grow together in God’s love as we pray, learn and play.”

Dyn ni’n tyfu gyda ‘n gilyddd mewn cariad Duw wrth i ni weddio, dysgu a chwarae.

Article 28:

You have the right not to a good quality education

CURRICULUM POLICY

This Policy was approved by the Governing Body on	September 2024	The first policy was drawn up and ratified by the Governing Body	Signed: 
This policy is due to be reviewed by the Governing Body	November 2025	This Policy was reviewed by the Governing Body and ratified	Signed:
This policy is due to be reviewed by the Governing Body		This Policy was reviewed by the Governing Body and ratified	Signed:

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Curriculum Definition

Our school curriculum is defined as everything our learners experience in pursuit of the four purposes. It is not just what we teach but is also how we teach it and importantly, why we teach it.

Vision

St Joseph's Vision Statement

We are inspired by the Spirit of Christ, and strive to build on our strengths and seek ways in which we can enrich every child's experiences and achievements through our positive and caring ethos, rooted in Gospel Values.

We endeavour to provide the best and most memorable learning experiences to help the children we serve achieve their potential and aspire to ever greater heights:

- to give them skills to build on, and expand their knowledge and understanding to become ethical citizens of a rapidly changing world;
- to prepare them for life in Wales, Britain and the global society beyond;
- to inspire a lifelong love of learning;
- to foster in them imagination, independence, confidence and resilience to deal with life in a positive, healthy and productive way;
- to help them grow and learn together in their love of God.

Curriculum aims

To make our vision a reality for our learners, our curriculum will:

- enable our learners to realise the four purposes and equip them for ongoing learning, work and life;
- build high expectations and enable all learners to achieve their full potential;
- offer a broad and balanced education, which enables our learners to make links between the different areas of learning and experience (Areas) and apply their learning to new situations and to more complex issues;
- support progression along a continuum of learning;
- support our learners' health and well-being, including their mental health and well-being;
- support our learners' development of knowledge that is the foundation of being an informed citizen;
- recognise our learners' identity, language(s), ability and background and the different support they may need given their particular circumstances;
- reflect the diversity of perspectives, values and identities which shape our locality and Wales and develop understanding of the wider world;

- enable our learners to make sense of growing up in contemporary Wales and of issues which will be important in the future, including well-being, sustainable development and citizenship;
- support our learners to critically engage with a range of information and to assess its value and validity;
- enable our learners to develop an understanding of their rights and the rights of others.
- be built in co-construction with our stakeholders (learners, families, the wider community, our cluster colleagues)

Curriculum structure and design

The four purposes

The [four purposes](#) are the aspiration for all learners in Wales.

Our curriculum is designed so that all our learners will be supported to develop as:

ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

and are **ready to learn throughout their lives**

enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit

and are **ready to play a full part in life and work**

ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

and are **ready to be citizens of Wales and the world**

healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

and **are ready to lead fulfilling lives as valued members of society.**

The four purposes are the starting point for all decisions around curriculum design our curriculum is planned in a way that supports our learners to make progress toward them.

Integral skills

The four purposes are also underpinned by [integral skills](#) which will be developed through a wide range of teaching and learning within our curriculum.

Creativity and innovation

Our curriculum will be designed in a way that develops our learners' creativity and innovation by providing the space for and the opportunities that support them to:

- be curious and inquisitive, and to generate ideas;
- link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions;
- be able to identify opportunities and communicate their strategies.

This will support our learners to create different types of value.

Critical thinking and problem-solving

Our curriculum will be designed in a way that develops our learners' critical thinking and problem solving by providing the space for and opportunities that support them to:

- ask meaningful questions, and to evaluate information, evidence and situations;
- analyse and justify possible solutions, recognising potential issues and problems;
- become objective in their decision-making, identifying and developing arguments;
- be able to propose solutions which generate different types of value.

Personal effectiveness

Our curriculum will be designed in a way that develops our learners' personal effectiveness by providing the space for and opportunities that support them to:

- develop emotional intelligence and awareness helping them to become confident and independent;

- lead debate and discussions, helping them to become aware of the social, cultural, ethical and legal implications of their arguments;
- evaluate their learning and mistakes, helping them to identify areas for development;
- become responsible and reliable;
- be able to identify and recognise different types of value and then use that value.

Planning and organising

Our curriculum will be designed in a way that develops our learners' planning and organising by providing the space for and opportunities that support them to:

- set goals, make decisions and monitor interim results (where developmentally appropriate);
- reflect and adapt, as well as manage time, people and resources.
- check for accuracy and be able create different types of value.
- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances
- confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- generate creative ideas and to critically evaluate alternatives
- build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team

Areas of Learning and Experience (Areas)

Our school curriculum is designed in a way that ensures learning and teaching that encompasses all six Areas of Learning and Experiences (Areas). As a Catholic school, Religion is at the heart of everything we do and is treated as its own distinct subject

- Religion
- [Expressive arts](#)
- [Health and well-being](#)
- [Humanities](#)
- [Languages, literacy and communication](#)
- [Mathematics and numeracy](#)
- [Science and technology](#)

All Areas have equal status within our curriculum.

Statements of what matter

Our school curriculum provides opportunities for our learners to engage with and develop their understanding of the key concepts within all the [statements of what matter](#).

Expressive Arts WM1 Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Expressive Arts WM2 Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Expressive Arts WM3 Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	Humanities WM1 Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
Humanities WM2 Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Humanities WM3 Our natural world is diverse and dynamic, influenced by processes and human actions.	Humanities WM4 Human societies are complex and diverse, and shaped by human actions and beliefs.	Humanities WM5 Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Health and Well-being WM1 Developing physical health and well-being has lifelong benefits.	Health and Well-being WM2 How we process and respond to our experiences affects our mental health and emotional well-being.	Health and Well-being WM3 Our decision-making impacts on the quality of our lives and the lives of others.	Health and Well-being WM4 How we engage with social influences shapes who we are and affects our health and well-being.
Health and Well-being WM5 Healthy relationships are fundamental to our well-being.	Languages, Literacy and Communication WM1 Languages connect us.	Languages, Literacy and Communication WM2 Understanding languages is key to understanding the world around us.	Languages, Literacy and Communication WM3 Expressing ourselves through languages is key to communication.
Languages, Literacy and Communication WM4 Literature fires imagination and inspires creativity.	Mathematics and Numeracy WM1 The number system is used to represent and compare relationships between numbers and quantities.	Mathematics and Numeracy WM2 Algebra uses symbol systems to express the structure of mathematical relationships.	Mathematics and Numeracy WM3 Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
Mathematics and Numeracy WM4 Statistics represent data, probability models chance, and both support informed inferences and decisions.	Science and Technology WM1 Being curious and searching for answers is essential to understanding and predicting phenomena.	Science and Technology WM2 Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	Science and Technology WM3 The world around us is full of living things which depend on each other for survival.
Science and Technology WM4 Matter and the way it behaves defines our universe and shapes our lives.	Science and Technology WM5 Forces and energy provide a foundation for understanding our universe.	Science and Technology WM6 Computation is the foundation for our digital world.	

Our curriculum uses the statements of what matter to guide the selection of all curriculum content. Specifically, they are used to:

- select the range of experiences, knowledge and skills that enable our learners to make sense of the 'big ideas' and key principles within each statement
- support our learners' progression within the 'big ideas' and key principles and their ability to be able to develop an increasingly sophisticated understanding and application of the statements of what matter
- allow learners to explore topics and ideas through different lenses – the same concept or idea will be explored through different statements of what matter
- help our learners to make sense of a range of experiences, knowledge and skills within each Area by ensuring that content helps learners to develop a coherent understanding of a range of information.

Descriptions of learning

At St Joseph's Primary School, we use the [descriptions of learning](#) as a planning tool to inform the wide range of knowledge, skills and experiences within our curriculum. Our curriculum also uses the descriptions of learning to inform planning for a range of contexts for learning across a progression step to create depth and breadth across our curriculum.

Our curriculum does not use the descriptions of learning to create stand-alone tasks,

activities, assessment tasks or interim reports to make judgements about our learners' outcomes at a particular point on the continuum.

Progression

Progression in learning is a process of increasing depth, sophistication, engagement and learner control, rather than of covering a body of content. Progression is not linear and different learners are likely to progress in markedly different ways. Progression is at the heart of our curriculum design. When selecting the content of our curriculum and assessment, we use the principles of progression for each Area to inform our approach to progression.

Co-Construction

St Joseph's Primary has worked collaboratively with other schools, including Corpus Christi High School and feeder primary schools, SIG projects, CSC networks, Cardiff LA and AOLE network groups to develop a shared understanding of curriculum design, progression and assessment. This shared understanding has been developed through both professional learning and as an ongoing process both within and across the schools, of which professional dialogue has been a fundamental aspect. Working through clusters and networks, we have shared and learned from each other's understanding of progression and collaborated to develop shared approaches to curriculum design. Through this process, we have also shared good practice.

Through collaboration, we have been working to support transition for all learners. The well-being of all learners is an important and integral part of the process, recognising the needs of individuals, while also supporting both continuity and progression in their learning.

At St Joseph's, our curriculum is designed with our learners at its heart. As a Gold Rights Respecting School, we actively encourage pupil participation in all aspects of school life, but especially in what and how they learn, so as to create an engaging curriculum that responds to learners' interests, needs and priorities.

We:

- Enable learners to make choices about what and how they learn.
- Collect qualitative feedback after learning experiences, which informs ongoing curriculum design.
- Consider learners' perspectives on a daily basis in the classroom through participatory pedagogy.
- Involve learners in setting priorities for the curriculum and for learning content.
- Ensure that resources are identified to support participation.
- Ensure that consultation, analysis of learners' views and feedback are included as steps in the curriculum design and evaluation process.
- Ensure that feedback on the outcomes of learner voice contributions are given to learners and staff and that this is factored into the timescales for curriculum design.
- Ensure that learners are informed about the school's process of curriculum design in an accessible language and format and that they know what opportunities there are to get involved

In developing our curriculum, we involve learners, parents, carers, partner agencies and the local community. This is an important means of ensuring the curriculum meets learners' needs and is authentic to their context within the national framework. Through communication on our school website, meetings and visits to school parents, carers and the community understand the vision and ethos underpinning our curriculum.



Link to supporting guidance: [Shared understanding of progression.pdf \(gov.wales\)](#)

The role of disciplines in our curriculum

Curriculum Map - [St Joseph's R.C. Primary School - Curriculum Overview 2023-2024 \(stjosephsprm.cardiff.sch.uk\)](#)

As our learners progress through our curriculum, they will have greater opportunities to engage with the different disciplines within each Area and to specialise in them as they reach the later progression steps.

Discipline-specific learning and teaching in our curriculum will ensure that appropriate and meaningful links to learning are made across our whole curriculum where appropriate.

Mandatory curriculum elements

Relationships and sexuality education

Relationships and sexuality education (RSE) within our curriculum is planned using the [RSE Code](#) and is designed in a way that is developmentally appropriate, inclusive and pluralistic.

An overview of our RSE policy can be found here.

[St Joseph's Catholic Primary School Admissions Policy \(stjosephsprm.cardiff.sch.uk\)](#)

An overview of our RSE scheme of learning/provision map can be found here.

[Life to the Full Primary Overview – Ten:Ten Resources \(stjosephsprm.cardiff.sch.uk\)](#)

Religion, Values and Ethics [\(RVE\)](#)

Voluntary Aided schools with a religious character:

Within the new Curriculum for Wales 'Religion, values and ethics' is a statutory requirement for all learners from 3 to 16 and there is no right to withdraw from RVE. In voluntary aided schools of a religious character the Act requires the curriculum to make provision for teaching and learning in respect of RVE that accords with the school's trust deed or the tenets of the Catholic Church. There is an additional requirement which applies only if the provision described above has been designed without having regard to the agreed syllabus. In this case, the school's curriculum must also include provision for RVE that has been designed having regard to the agreed syllabus. In this case, a pupil's parents can request that their child be provided with this additional provision designed having regard to the agreed syllabus. If a request of this type is made, it must be complied with.

Cross-curricular skills

We believe that the [mandatory cross-curricular skills](#) of literacy, numeracy and digital competence are essential for learners to be able to access knowledge. They enable learners to access the breadth of our curriculum, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling our learners to adapt and thrive in the modern world.

Our curriculum is designed in a way that enables learners to develop competence and capability in the cross-curricular skills and extend and apply them across all Areas.

Across our curriculum, learners will be given a range of opportunities to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world

We will use the [Literacy, Numeracy and Digital Competency Frameworks](#) to guide our approach to the development of the cross-curricular skills.

Cross-cutting themes

Relationships and sexuality education (RSE)

Our curriculum is designed in a way that identifies and makes authentic and meaningful links between learning within a particular Area and learning within the RSE Code.

Human Rights

We believe that learning about human rights empowers learners as rights-holders. This enables our learners to critically examine their own attitudes and behaviours and to develop

skills to be ethically-informed citizens of Wales and the world, who can be advocates for their rights and the rights of others.

Our curriculum incorporates opportunities for our learners to:

- learn about human rights by developing their understanding of what human rights are and where those rights have come from including. This includes developing their understanding of the UNCRC and UNCRPD.
- learn through human rights which supports our learners to develop values, attitudes and behaviours that reflect human rights.
- learn for human rights, which motivates them to social action, empowerment of active citizenship and to advance respect for the rights for all.

Diversity

We want our curriculum to recognise and celebrate the diversity that exists within the social groups within our school community, the communities we serve and society as a whole. We want our learners to be aware of the characteristics of others and treat others with compassion, empathy, understanding and equity, regardless of those characteristics. As our learners progress in our curriculum, they will become increasingly aware of a range of specific characteristics which can define our identity, including sex, gender, race, religion, age, disability and sexuality.

Our curriculum incorporates opportunities for our learners to:

- develop empathy and compassion for others
- celebrate diverse backgrounds, values and characteristics
- develop their own values and sense of identity
- develop understanding of people with different beliefs and perspectives
- challenge stereotypes

Careers and work-related experiences (CWRE)

We believe that learning about CWRE is fundamental to developing skills for work and life.

Our curriculum incorporates opportunities for CWRE that inspires our learners to:

- develop an understanding of the purpose of work in life, both for themselves and for society as a whole
- become increasingly aware of the range of opportunities available to them, broadening their horizons
- develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning
- appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important
- explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship
- develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life

Progression Step 3 pupils at St Joseph's Primary School participate in "Open your eyes week", where visitors from different aspects of the working world introduce our pupils to careers in our society and the wider world.

Local, national and international contexts

Local, national and international contexts provide key perspectives for our learners and are important in supporting them to realise the [four purposes](#).

Our curriculum incorporates opportunities for learners to:

- develop learning through a range of places and events of significance
- make links with the local community and organisations
- learn about the contributions and experiences of different individuals that shape each context
- learn about cultural diversity, values, histories and traditions that shape each context
- understand different identities, histories, cultures, perspectives and values that shape communities and societies
- recognise and engage with factors, influences and impacts (including economic, social and environmental impacts) locally, nationally and internationally
- develop an authentic sense of cynefin, building knowledge of different cultures and histories, allowing them to develop a strong sense of individual identity and understanding how this is connected to and shaped by wider influences
- draw on the stories and distinctiveness of our school's local surroundings
- understand their role as citizens and the structures of government which affect them in each context
- explore, critically analyse and respond to contemporary issues and challenges affecting their lives and the lives of others through each context
- understand sustainable development, the challenges the environment and society face and how they can engage with and make a difference on these issues supporting sustainable citizenship
- understand contemporary Wales, providing opportunities to reflect, understand and analyse contemporary society and their engagement with it
- recognise Wales' diverse linguistic heritage and culture, and its connections with the rest of the world
- recognise how our languages unlock knowledge about our literature, geography, history and their links beyond Wales
- recognise the links between local, national and international contexts, understanding how they constantly influence each other
- use critical analysis in each context, recognising both positive and challenging aspects within each

A curriculum accessible to all

Through the design of our curriculum, we ensure it:

- is suitable for each learner's age, ability and aptitude
- takes account of each learner's additional learning needs (ALN), if any
- secures broad and balanced learning and teaching for each learner
- makes arrangements for assessing the ability and aptitude of learners in respect of the relevant curriculum, on entry to a school or setting, to identify the next steps in their progression and the learning and teaching needed to support that progress.

Cynefin

Our curriculum instils our learners with a pride and passion in themselves, our school community, the wider community and Wales. Through our curriculum, our learners explore and understand the different identities, landscapes and histories that all come together locally and nationally to form their cynefin. This allows learners to develop their own sense of identity and to understand the identities of others and make connections with people, histories and landscapes elsewhere in Wales and internationally.

Learning and teaching

Our vision for learning and teaching

We are inspired by the Spirit of Christ, and strive to build on our strengths and seek ways in which we can enrich every child's experiences and achievements through our positive and caring ethos, rooted in Gospel Values.

We endeavour to provide the best and most memorable learning experiences to help the children we serve achieve their potential and aspire to ever greater heights:

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- be built in co-construction with our stakeholders (learners, families, the wider community, our cluster colleagues)

Assessment

The purpose and role of assessment within our curriculum

Assessment is an integral part of teaching and learning and plays a fundamental role in enabling our learners to make progress. For assessment to be effective, we recognise that partnerships between our practitioners, our learners and parents and carers are important.

Progression in learning is a process of increasing depth, sophistication, engagement and learner control, rather than of covering a body of content. Progression is not linear and different learners are likely to progress in markedly different ways. Assessment planning and practice, built into the curriculum and classroom practice, should recognise this and allow for a variety of diversions, stops and variations in pace in a learner's journey.

We assess all learners across the 3 to 16 continuum based on the progression articulated in our curriculum, against planned learning intentions.

A shared understanding of assessment helps create a collaborative learning environment where teachers, learners, and parents work together to support academic growth. It also ensures that assessment practices align with the school's educational philosophy and objectives. Clear communication and collaboration between all stakeholders are key to fostering a positive and effective assessment culture in our school.

The role of different participants in our assessment process

Leaders

Leaders at our school establish a strong learning culture that supports and challenges our practitioners to enable them to make appropriate progress. This is achieved by:

- creating a clear vision for curriculum that supports our learners' realisation of the four purposes and supports individual learner progression;
- creating an environment that develops the necessary knowledge and skills to promote learner wellbeing;
- creating an environment based on mutual trust and respect, rather than one focused on compliance and reporting;
- enabling our practitioners to develop the knowledge and skills necessary to carry out their role in assessment effectively;
- ensuring the design, adoption, review and revision of our curriculum that affords opportunities for our practitioners to plan purposeful learning that addresses the needs of each of our learners;
- developing and embedding processes and structures that enable our practitioners to develop a shared understanding of progression;
- ensuring there is a clear picture of learner progression within our school that is understood by all our practitioners, a process that embeds regular ongoing professional dialogue on progression into our systems to support self-reflection and inform improvement;
- ensuring there is a clear understanding of learner progression across our cluster of schools that feeds into discussions on learner progression within each school or setting
- considering how additional challenge and support for our learners can be best provided, including working with other partners
- encouraging engagement between all participants in the learning and teaching process in order to develop effective partnerships
- ensuring that the statutory requirements have been met and that due regard has been paid to this guidance for assessment, and that practitioners are taking account of this in planning, learning and teaching and within daily practice.

Practitioners

Practitioners at our school plan for and provide effective learning experiences that are appropriate to the age and development of our learners. They support and challenge learners effectively to ensure individuals make progress from their own starting points. This is achieved by:

- being clear about the intended learning, and planning engaging learning experiences accordingly;
- supporting the promotion of learner well-being through assessment practice;
- sharing intended learning appropriately with learners;
- evaluating learning, including through observation, questioning and discussion;
- using the information gained from ongoing assessment to reflect on their own practice to inform next steps in teaching and planning for learning;
- providing relevant and focused feedback that actively engages learners, encourages them to take responsibility for their learning, and moves their learning forward;
- encouraging learners to reflect on their progress and, where appropriate, to consider how they have developed, what learning processes they have undertaken and what they have achieved;
- providing opportunities for learners to engage in assessing their own work and that of their peers, and supporting them to develop the relevant skills to do this effectively;
- developing learners' skills in making effective use of a range of feedback to move their learning forward;
- involving parents and carers in learner development and progression, with the learner's involvement in this dialogue increasing over time;
- engaging in dialogue with leaders and fellow practitioners to ensure we have a clear picture of the progress being made within our school;

- identifying any additional challenge or support learners may require, engaging with external partners where necessary.

Learners

Our learners participate in and contribute to the learning process in a way that is appropriate to their age and stage of development. This helps them develop knowledge, skills and understanding, and to apply them in different contexts. As they make progress with increasing independence, our learners are supported and encouraged to:

- understand where they are in their learning and where they need to go next;
- develop an understanding of how they will get there;
- respond actively to feedback on their learning, and develop positive attitudes towards receiving, responding to and acting upon feedback in their learning;
- review their progression in learning and articulate this both individually and with others;
- reflect on their learning journey and develop responsibility for their own learning over time

Parents and carers

Parents and carers have an important role to play in assessment and we engage with them so that they can support their child's progress in an appropriate way.

We encourage and enable parents and carers to:

- engage regularly with our school and our practitioners in order to understand and support their child's progression in learning. We hold regular parent evenings, curriculum information sessions and hold parental learning sessions organised by Cardiff Council
- share relevant knowledge and understanding with us which will support their child's learning and progression;
- respond actively to information provided about their child's learning and, in collaboration with us, plan ways of supporting that learning within and outside of school.

External partners

We engage external partners to:

- help our practitioners assess and identify the needs of learners who may require additional support and then help them through the provision of advice and support. This includes specialist educational support and support from other agencies such as health
- provide information about learning progression that has taken place for our learners who may spend some of their time in other contexts.

Supporting each of our learners on an ongoing, day-to-day basis

To support our learners on an individual and ongoing, day-to-day basis, assessment is embedded into everyday classroom practice in a way that supports and is indistinguishable from learning.

Our assessment practices identify each individual learner's strengths, achievements, areas for

improvement and, where relevant, barriers to learning. This understanding is used by our practitioners, in discussion with our learners, to ascertain the next steps required to move their learning forward, including any additional challenge and support required.

Identifying, capturing and reflecting on each learner's progress over time

Our practitioners identify the progress being made by our learners, and record this, where appropriate, to understand each learner's journey over different periods of time and in a variety of ways. This includes developing an understanding of how a learner has learned, as well as what they have learned and are able to demonstrate.

Reflecting on a learner's progress over time enables us to provide feedback and plan their future learning, including any interventions, additional support or challenge that may be required. This feedback includes both immediate next steps and longer-term objectives and goals that the learner should work towards to help keep them moving forward in their learning. This information is also used as a basis for communicating and engaging with our parents and carers.

Approaches that support us in identifying, capturing and reflecting on each of our learner's progress over time

A range of 'assessment for learning' strategies are used across the school to enable teachers to identify learners who require further support or challenge and to inform next steps in learning for individuals and groups of learners. Our newly implemented Feedback, marking and Assessing policy develops pupils as reflective learners and encourages them to be active participants in the assessment process.

Summative assessments, including national tests, inform teachers and leaders of learners' progress.

Leaders work with cluster schools to further develop a shared understanding of progression and transition planning.

Transition planning between groups, classes, settings is carefully considered, with learners at the centre of the decision making.

Traciwr is currently used as an assessment and tracking tool. Standardised tests and WG test data is monitored and analysed to track patterns and progress of learners/groups of learners.

Termly pupil progress meetings ensure teacher accountability, enable professional dialogue and identify needs of learners and specific groups, with additional challenge, interventions and support put in place as necessary.

Our assessment process contributes in developing a holistic picture of the pupil; their strengths, the ways in which they learn, and their areas for development – in order to inform next steps in learning and teaching.

- ways forward/next steps in order to improve
- attitude to learning.
- Assessment data (where applicable)
- Attendance
- ALN or interventions

The information within each report focuses on the progression and the individual needs and support of the learner. We include results of all standardised tests conducted in the summer term. We request that parents feedback on the information given in order to improve our reporting and communication processes. We see this feedback as a valuable way of improving our annual written reports and involving parents.

Our learners are provided with the opportunity to contribute to the communication process with their parents and carers, by making a comment about their progress and a general comment about their experiences and activities throughout the year.

Reading and numeracy assessments

Statutory online personalised assessments are part of our wider assessment arrangements and are designed to help our practitioners and learners understand how reading and numeracy skills are developing and what the next steps should be.

At St Joseph's Primary we administer the tests to pupils in years 2-6 in February and then again in June. We discuss the February assessment and how to take individual's learning forward with parents during the Spring Term Parents' Evening. We provide a detailed personalised assessment report through the Hwb platform for all parents.

Parents are invited into school to discuss the personalised assessments

On-entry assessments

At any point a learner enters our school, (including when they enter compulsory school-age education) we will assess the capabilities, skills, knowledge and aptitudes of learners against our curriculum to determine the next steps in their progression and the learning and teaching needed to make that progress.

Our on-entry assessments include: Years N-2

- Nursery/Reception Baseline/FPP
- Reading Baseline (PM Benchmark)
- Phonics baseline
- MALT
- PASS survey (Year 2) FPP
- Writing assessment (Years 1 and 2)

Years 3 – 6

- MALT
- Reading baseline (PM Benchmark)
- PASS Survey
- Writing assessment

Transition

In accordance with the [2022 Transition Regulations](#) our transition plan covers the following matters:

- proposals for managing and co-ordinating the transition of learners from feeder primary schools to the secondary school
- proposals for how continuity of learning will be achieved through curriculum design and planning for learning and teaching for learners in Year 6 transitioning to Year 7
- proposals for how each individual learner's progression will be supported as they transition from primary school to secondary school
- proposals for how the learning needs and the well-being of each individual learner will be supported as they transition from primary school to secondary school
- proposals for reviewing and monitoring the impact of the transition plan in respect of how it has helped:
 - achieve continuity of learning
 - support individual learner progression

A copy of our Transition Plan can be found in Appendix 1

Curriculum Summary

In line with the mandatory requirement for schools to publish a summary of their curriculum, a copy of our curriculum summary can be found in Appendix 1

Curriculum review, evaluation and revision

The review process

Coherence and progression across the curriculum will be reviewed regularly.

This is to ensure that there are opportunities throughout the curriculum for pupils to develop build or deepen their knowledge , skills and experiences and ensuring authentic links between AOLES.

- The school's self-evaluation activities will be clearly outlined in the monitoring, evaluation, and review (MER) cycle.
- Evaluations will be shared with governors.

- Strong cluster work will be undertaken, sharing an understanding of progression from the 3-16 continuum.
- Seeking the views on our curriculum, to review, revise and to help it evolve will be essential in ensuring its effectiveness. This will be done through:
 - Professional dialogue: staff and governors
 - Learner voice
 - Cluster work
 - Parental questionnaires

During the next academic year, the school will review its curriculum provision and make appropriate adjustments to ensure impact at all levels

Appendix

1. Curriculum Summary Statement



St Joseph's Primary School Curriculum Summary Statement.

In line with our mission and vision statements we have a New Curriculum for the children of St Joseph's R.C Primary. Our curriculum continues to place Christ at the centre of all we do.

At Joseph's R.C Primary, we are inspired by the Spirit of Christ, and strive to build on our strengths and seek ways in which we can enrich every child's experiences and achievements through our positive and caring ethos, rooted in Gospel Values.

We endeavour to provide the best and most memorable learning experiences to help the children we serve achieve their potential and aspire to ever greater heights:

- to give them skills to build on, and expand their knowledge and understanding to become ethical citizens of a rapidly changing world;
- to prepare them for life in Wales, Britain and the global society beyond;
- to inspire a lifelong love of learning;
- to foster in them imagination, independence, confidence and resilience to deal with life in a positive, healthy and productive way;
- to help them grow and learn together in their love of God.

The curriculum has been developed by the whole school team and regularly consults stakeholders in reviewing and evaluating. Our aim is to provide an inclusive, broad, balanced and challenging curriculum that nurtures the needs of each pupil. The curriculum provides each pupil with an education to be able to develop into independent learners relevant to the modern world.

With the four purposes at the heart of all we do. We aim to:

- Foster positive attitudes to learning, to encourage ambitious, capable learners with high aspirations and resilience in their learning.
- Emphasise the importance of how to live a healthy life with the confidence to manage their physical and emotional wellbeing.
- Develop ethically informed young citizens in Wales and the wider world.
- Provide opportunities for pupils to show creativity and enterprise to acquire knowledge and skills relevant to life and work in a fast-changing world.
- Ensure that we listen to the 'pupil voice' and it is used to determine the direction of their learning and to engage and excite them in their learning

At the initial stages on our journey, in order to develop a bespoke curriculum, we engaged with the whole school community. This informed us of what all stakeholders thought was important in the children's education.

The curriculum gives due consideration to all of the mandatory elements. It is broad and balanced and includes learning opportunities within and across all of the areas of learning and experience. It

encompasses the concepts in all of the statements of what matters. Our curriculum takes account of each learner's additional learning needs (if any) and treats all learners as unique individuals made in the image and likeness of God.

We are building our curriculum to ensure progression of knowledge, skills and experiences.

Our children are assessed throughout their journey through school. Assessments are embedded in day-to-day practice to ensure that each child's next steps are carefully considered and identified.

Formal assessments and the national personalised assessments are also used to track progress and identify areas for support. We also work with the cluster schools to further develop a shared understanding of progression and transition planning.

Our curriculum considers the mandatory requirements of teaching Welsh, English, Religion, Values and Ethics (RVE), Relationship and Sexuality Education (RSE) and the cross curricular skills of literacy, numeracy and digital competence.

Our curriculum is integrating in approach and our planning provides opportunities for children to develop in the six areas of learning and experience.

These are:

Language, Literacy and Communication

Maths and Numeracy

Health and Well-being

Humanities

Expressive Arts

Science and Technology

Our school ensures a focus on emotional and mental wellbeing through its work on Thrive and ELSA as well as considering the impact on learners' mental health and emotional well-being in all curriculum decision making.

We want to ensure every child is prepared and equipped for life. Whilst at Joseph's, we endeavour to encourage aspiration for the future of every child.

versions are kept on file.