



Policy Adopted

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Policy Reviewed

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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

Our school vision is FAMILY:

Faith
Aspiration
Motivation
Independence
Loving
You.

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 Experience (AoLEs)

Our school curriculum is designed in a way that ensures learning and teaching that encompasses all six Areas of Learning and Experiences (Areas):

Expressive arts

The dynamic nature of the expressive arts can engage, motivate and encourage learners to develop their creative, artistic and performance skills to the full.

The Expressive Arts Area of Learning and Experience (AoLE) spans five disciplines: art, dance, drama, film and digital media and music. Although each discipline has its

own discrete body of knowledge and body of skills, it is recognised that together they share the creative process.

Health and well-being

The Health and Well-being Area of Learning and Experience (AoLE) provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.

Humanities

The Humanities Area of Learning and Experience (AoLE) seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present. The Area encompasses geography; history; religion, values and ethics; business studies and social studies.

Languages, literacy and communication

The Languages, Literacy and Communication Area of Learning and Experience (AoLE) addresses fundamental aspects of human communication. It aims to support learning across the whole curriculum and to enable learners to gain knowledge and skills in Welsh, English and international languages as well as in literature.

Mathematics and numeracy

The development of mathematics has always gone hand in hand with the development of civilisation itself. A truly international discipline, it surrounds us and underpins so many aspects of our daily lives, such as architecture, art, music, money and engineering.

Science and technology

The importance of science and technology in our modern world cannot be overstated. Developments in these areas have always been drivers of change in society, underpinning innovation and impacting on everyone's lives economically, culturally and environmentally.

All Areas have equal status within our curriculum.

Statements of what matters

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 matters 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 what matters

At our school, we have chosen to use the descriptions of learning as a planning tool to support selection of a 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. Progression in Mathematics and Numeracy also involves the development of five proficiencies which are connected and interdependent.



The roles of disciplines in our curriculum:

At Key Stage 3 (KS3), the curriculum is organised so that learning for each pupil is suitably challenging and progresses at an appropriate pace.

Any disapplication or deviation from a pupil's entitlement to the full curriculum because of Additional Learning Needs should only be made in exceptional circumstances and when the Headteacher is fully satisfied that this is in the pupil's best interest.

The following subjects are studied at KS3 as independent subjects, rather than in AOLEs, and are taught by subject specialists:

- English
- Mathematics
- Science
- Welsh
- Religious Education

Information Technology
Physical Education
French/German
Geography
History
RSE
Art
Music
Technology.

At Key Stage 4 (KS4), in line with the Welsh Assembly Government vision for age 14-19 Learning Pathways, the Governors seek to provide flexible learning pathways for the needs of each pupil which leads to an approved qualification at the right level and at the right time, but also respond to the needs of employers and the local community. Recognition and accreditation of each pupil's range of achievements will encompass the formal, informal and non-formal curriculum elements of Learning Pathways.

The school's formal curriculum must incorporate the mandatory subjects for Key Stage 4 in Wales, in particular English, Maths, Science, Welsh, WBQ and Physical Education. Other statutory requirements are also applied, such as Relationships and Sexuality Education (RSE) and careers education and guidance, which are included in the RSE programme, and work-related education. In addition, the Governors of the school have deemed that Religious Education at GCSE should also be compulsory for each pupil at Key Stage 4. A minority of pupils (according to their ability study L2 Equality and Diversity instead of full course GCSE RE).

The school has a Careers representative from Careers Wales on site for three days per week to advise pupils in their choice of pathways.

At Key Stage 5 (KS5), the majority of students tend to return to Year 12 to progress their learning from Level 2 to Level 3, with a few deciding to progress from Level 1 to Level 2 in vocational courses. At the end of Year 11, approximately 20-30% pupils opt to leave school to follow courses in colleges of further education within and outside the Cynon Valley.

Key skills are incorporated into schemes of work and opportunities exist for students to develop in areas such as communication, working with others and improving own learning and performance. General enrichment classes, extra-curricular activities, and lunchtime clubs also contribute to developing each student's range of skills. Governors and the school will continue to advocate ways of enhancing personal enrichment and development.

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.

Mandatory curriculum elements

Our curriculum will include:

- Welsh
- English
- Relationships and Sexuality Education (including the detail of the Relationships and Sexuality Code)
- Religion Values and Ethics (RVE)
- The cross-curricular skills (literacy, numeracy and digital competence).

Relationships and Sexual 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.

The school contributes to the personal development of pupils through the RSE classes that include sex education, and careers education and guidance. In Years 12 and 13, the timetable is suspended for one day each term and external speakers are invited to facilitate such 'Religious Education' days.

Religion, Values and Ethics

Christian principles define the core ethos and values of a Church School that include a love of God, self and others, as the key to independent and interdependent achievement and happiness. The Religion, Values and Ethics (RVE) programme and services of worship embrace these values and so promote each pupil's personal, social, moral, spiritual and wider development. Elements of such development are also incorporated into the schemes of work and lessons in all subjects.

Throughout its history, Wales has welcomed people of different faiths and from different cultures, and via its teaching of the subject of religion, values and ethics, the Church in Wales supports an approach which promotes the understanding of and respect for all religions, beliefs and non-religious world views, thus reflecting the diversity that exists in our forward-looking Welsh society.

Our approach celebrates a creative, compassionate education that embraces and empowers, ensuring that children and young people are supported to engage with matters of "purpose, faith and belief" and to fulfill their roles as valued members of society ready to play a full part in life and work as ethical, informed citizens of Wales and the world.

RVE is a mandatory subject within the Humanities AoLE.

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.

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.

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.

Learner choice

Our curriculum will provide learners moving from year 9 to year 10 with a choice of learning within each Area.

For learners in year 10 and year 11, our curriculum will secure learning in all the Areas although not everything from the statements of what matters for each Area will be covered.

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
- make 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.

Inclusion and Nurture

A curriculum that meets the needs of all learners with an *inclusive* and *nurturing* approach to learning and to all learners regardless of ability, background and level of need, underpinned by the 6 *Principles of Nurture*.

Nurture, as a practice, means relating to and coaching children and young people to help them form positive relationships, build resilience and improve their social, emotional and mental health and wellbeing. When used in school, nurture improves attendance, behaviour and attainment, and ensures every child is able to learn. A solid understanding of The Six Principles of Nurture is crucial for pupils to make meaningful progress in the classroom.

1. Children's learning is understood developmentally

Children are at different stages of development – socially, emotionally, physically and intellectually – and need to be responded to at their developmental level in each of these areas. Responding to children 'just as they are', with a non-judgemental and accepting attitude, will help them to feel safe and secure.

Social, emotional and behavioural development tools such as the Boxall Profile help staff to assess and track a child's needs and put strategies in place to support positive development.

2. The classroom offers a safe base

A classroom environment should be inviting and nurturing for all. The classroom offers a balance of educational and social, emotional and mental health experiences aimed at supporting the development of children's relationships with each other and with staff. Adults are reliable and consistent in their approach to children and make the important link between emotional containment and cognitive learning.

Where possible, predictable routines are explained and practised, and there are clear expectations and positive models of how all adults in school relate to children and young people, both in and out of the classroom.

3. The importance of nurture for the development of wellbeing

Nurture involves listening and responding; everything is verbalised with an emphasis on the adults engaging with pupils in reciprocal shared activities. Children respond to being valued and thought about as individuals. In practice, this involves noticing and praising small achievements – nothing should be hurried.

Provision and strategies should be used that promote the welfare and wellbeing of children and young people, as well as staff welfare and wellbeing. Achievements and attainments should be celebrated, and pupils' voices should be promoted.

4. Language is a vital means of communication

It is important for children and young people to be able to understand and express their thoughts and feelings. It is also crucial for adults to understand the importance of their own language towards children and young people, and how this can impact them. Children often 'act out' their feelings as they lack the vocabulary to name how they feel. Informal opportunities for talking and sharing are just as important as more formal lessons teaching language skills. This enables words to be used instead of actions to express feelings, and to help children understand the feelings of others.

5. All behaviour is communication

People communicate through behaviour. It is the adult's role to help children and young people to understand their feelings, express their needs appropriately, and use non-threatening and supportive language to resolve situations. Our first responsibility in dealing with difficult or challenging behaviour, after safety, is to try to understand what the child is trying to tell us.

The outward behaviour is often the 'tip of the iceberg' and, so, it is important to consider the immediate environment and what occurred just before the incident happened. School events, the time of year, and home circumstances can also give us clues. Adults need to be calm and consistent, and understand that children may communicate their feelings in different ways. Children and young people need to be encouraged to reflect on their behaviour, and understand how to express their emotions appropriately.

Having a quiet area to help students to become calm, and giving them time before a discussion can often help, as well as recognising potential triggers and anxieties that could be avoided or reduced.

6. The importance of transitions in children's lives

Children and young people experience many transitions throughout their lives, and on a daily basis; transitions from home to school, between classes and teachers, from breaktime to lessons, or moving from primary to secondary school. Changes in routine are invariably difficult for vulnerable children and young people, and school staff need to help the child to transition with carefully managed preparation and support.

Pupils should be included in the planning of support, as well as parents and carers where possible, and information should be shared at key transition points. Staff need

to understand the emotions that may be triggered by both small and large changes, and children should be forewarned or reminded about changes in routines, using visual timetables to emphasise this so that they have a positive and stable classroom experience.

These six principles help staff to focus on the social and emotional needs and development of children and young people, ensuring all pupils are ready to learn.

Learning and teaching

There is no single recipe for improving teaching and learning at St John's. However, this policy outlines some of the key elements which are crucial to raising standards in teaching and learning. It also sets out a broad structure for lessons, based on best practice and research linked to how we best learn.

Our aims are to:

- highlight a range of different teaching and learning approaches
- provide a framework for planning outstanding learning experiences
- establish our expectation of teachers as facilitators and students as learners
- highlight the schools' range of quality assurance mechanisms to monitor teaching and learning and promote development of all staff
- highlight the roles and responsibilities of all parties
- ensure a safe, stimulating, and motivating learning environment for all
- develop opportunities for students to accelerate their own progress, both in lessons and through independent learning.

Together, as a Church School Family, we aim to:

- provide a personalised learning experience for every pupil that takes full account of their individual needs, interests, and aspirations
- ensure that our pupils are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives
- ensure that pupils are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond
- make links with the learning that pupils do outside the classroom
- focus upon continual raising standards of teaching and learning in the school, to inspire and motivate pupils and staff
- identify and share good practice in teaching and learning across all curriculum areas
- provide guidelines for teaching and learning and establish clear criteria for best practice and consistency
- improve levels of achievement and attainment as a consequence
- provide consistency of teaching and learning across every year group and class
- enable teachers and support staff to teach as effectively as possible
- enable children to learn as efficiently as possible
- foster a love of learning
- give children the skills and knowledge and promote the understanding they require to become confident, disciplined, and effective lifelong learners
- provide an inclusive education for all children

- value and respect all cultures
- provide a safe and happy learning environment
- raise levels of achievement for all pupils, enabling them to achieve their personal best
- learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is shared
- operate a “no shouting” policy. In the same way, adults are expected to be calm when interacting with pupils, children are encouraged to communicate calmly with each other
- manage transitions quietly –pupils move around the school building quietly.

St John’s has a commitment to staff development and so will use a high quality, supportive and transparent Quality Assurance (QA) processes. These will take many forms and information will be collected in a variety of ways. The purpose of the QA process is to develop outstanding teaching and learning and ensure every staff member is both coached and developed appropriately. The QA cycle will be adapted annually depending on the needs of the school community. This will be communicated in September to all staff. Staff should expect to have their books seen at least once a half term and to have colleagues dropping into their lessons throughout the academic year. Staff will always be informed of any full teaching observations and feedback provided. The aim is for good practice to be shared.

Quality assurance processes typically include:

Lesson Observations

Full Lesson Observations – Lessons are observed as part of the Performance management process at St John’s. Curriculum Leaders and staff agree a date and class to teach. As part of the lesson observation, the observer will use the performance management observation form. The observer will send a copy to the teacher being observed and then an evaluation completed before all comments and grading are agreed. The completed form is then sent to the Link SLT member and Headteacher for evidence and whole school QA of teaching.

NQT Lesson Observations - more frequent coaching observations that take place and observed by the NQT Tutor and the NQT Mentor.

ITT (Initial Teacher Training) Lesson Observations - lesson observations that take place as per the ITT calendar by classroom teachers, subject mentors and the senior mentor.

Learning Walks

Learning walks may take place during all periods of a day and across all days of the week. They are carried out by Governors, the Leadership Team, Curriculum Leaders, Learning Managers, Coordinators in charge of key stages and by external visitors. Typically, during a learning walk staff will briefly monitor the learning within a classroom through the Learning Walk observation sheet.

Book Looks

Book looks take place in several different formats but include the observation of student work within the student books that demonstrate progress over time. Feedback

to the Teacher, Curriculum Leader and Leadership Team takes place using evidence collated using Google forms. Book looks are to focus on the presentation and quality of student work, teacher feedback and learner progress over time (up to 6 books per class will be sampled).

Student Voice

Termly student interviews are carried out by members of the Teaching and Learning Group and are used to inform Governors, Leadership Team and Curriculum Leaders of the students' views of the quality of teaching and learning taking place across the school. These have a different yearly focus each time but a consistent set of questions.

Curriculum Area Reviews

These reviews are on a two-year cycle as directed by quality assurance and the Headteacher. They will involve the Curriculum Leader, members of the Curriculum Area and Leadership Team Line Manager. The aim is to assess, and feedback on, the quality of teaching and learning across a particular curriculum area. The format and reporting procedures may vary.

Student Performance (Teacher Assessments and Exam Results)

The Leadership Team and Curriculum Leaders monitor the progress and attainment of students after each progress check window and also report on such findings during link meetings and Curriculum Area meetings. This is particularly important and effective during exam analysis meetings after examinations.

The aim of everything we do is to ensure that pupils make progress in our lessons. There is no 'expected' way to deliver lessons; however, please find below details that would expect to be seen in lessons.

Consistency is essential to improve standards. Together we will agree fundamental rituals and expectations which all staff will together implement.

Shared understanding with shared commitment = Consistency.

Staff Rituals	Pupil Expectations
<p>Check pupils are correctly prepared for learning (uniform and equipment) during tutor time.</p> <p><i>Why? To ensure colleagues are supported by eradicating lost learning time in lessons.</i></p>	<p>Pupils arrive prepared for learning with correct equipment.</p> <p><i>Why? Pupils are to show a positive attitude to Learning.</i></p>
<p>Meet and greet pupils at the door, reinforcing positive language and behaviour - Door, Desk, Do Now.</p> <p><i>Why? To Manage corridors, check uniform and a positive start to the</i></p>	<p>Pupils wear the correct school uniform throughout the day.</p>

<i>lesson.</i>	<i>Why? Pupils are to show pride in the school and a positive approach to learning.</i>
Seating plan for every class which promotes learning for every pupil. <i>Why? To help plan for differentiation and pupil engagement within the lesson.</i>	Respect- Pupils show respect by listening to others and using appropriate language. <i>Why? Allow all pupils to learn and develop pupils' social skills.</i>
Set homework frequently, in accordance with homework policy, ensuring it is recorded on ClassCharts and marked. <i>Why? To enhance learning and develop independent learning skills.</i>	Complete homework on time to best of their ability. <i>Why? To enhance learning and develop independent learning skills.</i>
Finish lessons in an orderly manner with pupils standing behind desks, in silence, before being dismissed. <i>Why? To prepare pupils for the next lesson by leaving in a calm, and staggered manner.</i>	Pupils will follow corridor expectations with regard to walking on the left, correct uniform and appropriate positive language. <i>Why? Pupils are to show pride in the school and a positive approach to learning and respect for others.</i>

CONTEXT OF LESSON

Linking the lesson to prior learning: reviewing the previous lesson. Eg: 'Think about the three most important things you learnt in the last lesson – now tell your partner.... In two minutes, I am going to ask you what you learnt last lesson. You may talk to your partner if you wish.... Today's lesson is about the water cycle. Jot down on your whiteboards what you already know and work in pairs'.

LEARNING OBJECTIVES

Sharing learning objectives with pupils: pupils must know exactly what they are going to learn and what is expected of them by the end of the lesson.

Providing an overview: the brain is more likely to absorb details when it can place them within a wider context. This is often referred to as 'providing the big picture first'.

SKILLS TO BE EXPLORED

Literacy, Numeracy and the DCF. We are committed to raising the standards of literacy, numeracy, and ICT at St John's for all pupils. Pupils should develop their

literacy, numeracy, and ICT skills effectively in all areas of the curriculum.

MAIN ACTIVITIES

Individual lessons should be carefully prepared with all required materials and resources to hand before the lesson begins, ensuring a prompt start. Visual aids should be prepared and clearly displayed to aid the learning process. A teacher's planning is their most important tool. Consistently high standards of teaching can only be achieved if teachers are carefully planned and prepared. Activities could include a variety of task including group work, independent tasks, questioning, reading tasks, extended writing and assessment. Teachers may differentiate the lesson by: task, pace, outcome, time, teacher/adult support and will make it clear in the planning, how different groups are catered for through differentiation, for example by highlighting ALN, CLA, FSM on the planning proforma, etc. Pupils should have access to the success criteria to refer to throughout the lesson to keep them not only focussed and on track but also to ignite a sense of longing to progress.

ASSESSMENT AND PROGRESS

Pupil self/peer-Assessment opportunities and evaluation may be evident in planning or may be used during lessons when relevant. Once children understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves (and their peers) to progress. Children can look at examples of other children's work that does and does not meet the assessment criteria as this can help them to understand what was required from a task and to assess the next steps they might need to take and therefore set new targets.

Regular summative and formative assessments establish the level of children's attainment and track their progress. These assessments are used to inform future planning.

Assessments are recorded in mark books and SIMs and progress is analysed regularly by class teachers, curriculum leaders and the Learning Managers.

FEEDBACK AND IMPROVEMENT

Feedback and effective Marking are embedded in everyday practice and are used to inform teaching and learning. Children benefit from opportunities for formal feedback through one to one and plenary sessions. Feedback enables children to understand their strengths and weaknesses demonstrated in their work. Marking or oral feedback explains what the next steps should be and if effective, children will make excellent achievements by building on previous learning.

Giving feedback involves:

- Oral - making time to talk to children and teaching them to be reflective about the learning objective and about their work and responses
- self-/peer marking- children will be encouraged to see for themselves what they need to do to improve and discuss it with an adult/partner or work it out independently
- marking is linked to the learning objective, reflects learning expectations, and identifies, next step prompts and/or challenges to develop children's thinking further. Pupils are given regular time to address developmental areas raised in marking. (DIRT TASKS)

PLENARY AND HOMELEARNING

A plenary is important for the students as it rounds off the lesson – they should leave knowing that they now know more than when they walked into your classroom. They are evidence of the pupils' progress. The evaluative activity could simply be Q&A which would enable us to evaluate if the objectives have been met, and what the students had actually taken in during the lesson.

Homework should be logged on Class Charts, in accordance with curriculum area policy.

OPPORTUNITIES

Some lessons may lead to opportunities for other area to be explored or developed. It could be skills such as working with others, bilingualism or various literacy and numeracy strands. We should always strive to have extended writing as part of the lesson, which feeds into not only progress but also evaluation.

NEXT LESSON

Linking to the next lesson is important. Not only does it feed into our planning it also stimulates interest with the pupils. It gets them to look at the bigger picture of the topic and also leads to independent learning and research around the lesson and topic.

SELF-EVALUATION OF LESSON

As lessons are completed, teachers evaluate whether the learning objectives have been achieved, this can be annotated on the planning.

Assessment

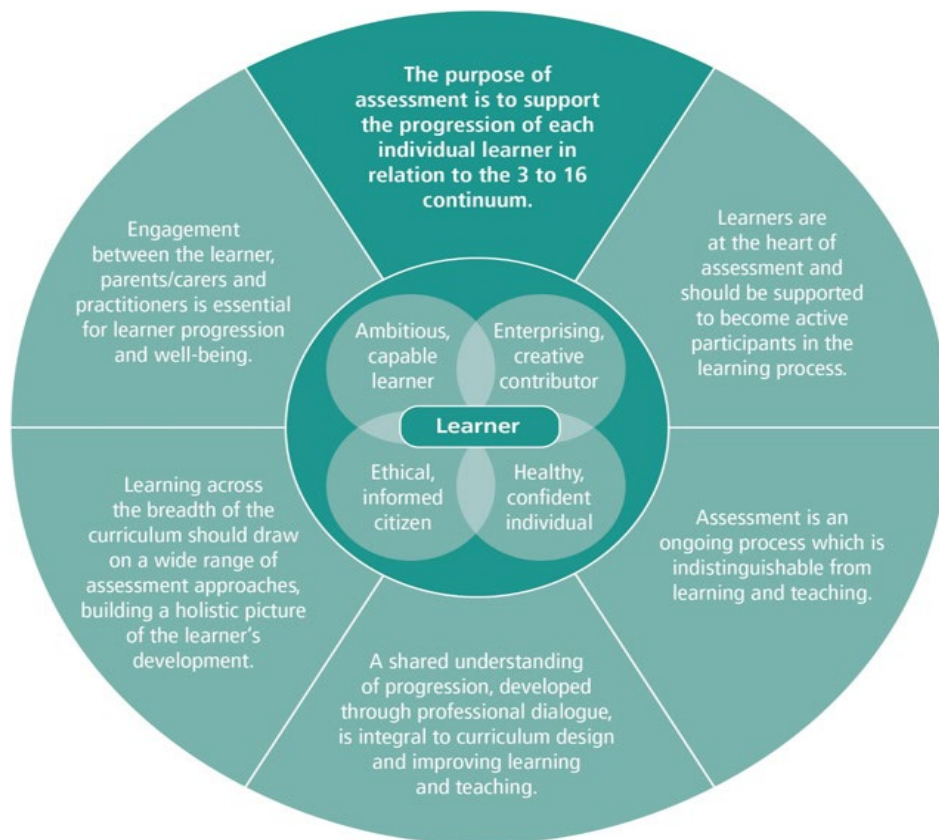
The purpose and role of assessment within our curriculum

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

Our assessment will:

- support individual learners, on an on-going, day-to-day basis
- identify, capture and reflect on individual learner progress over time
- understand group progress to reflect on our practice.



The role of different participants in our assessment process

Leaders

Leaders at our school will 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 will 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 will participate in and contribute to the learning process in a way that is appropriate to their age and stage of development. This will help them develop knowledge, skills and understanding, and to apply them in different contexts.

As they make progress with increasing independence, our learners will be 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 will engage with them so that they can support their child's progress in an appropriate way.

We will 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;
- 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 will 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 will identify each individual learner's strengths, achievements, areas for improvement and, where relevant, barriers to learning. This understanding will be 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

There is a regular process to robustly track and analyse pupil progress.

Our practitioners will 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 will enable our practitioners to provide

feedback and plan their future learning, including any interventions, additional support or challenge that may be required. This feedback will include 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 will also be 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

There are regular data inputs from staff which robustly tracks pupil progress as detailed in the annual school calendar. Following analysis of the data, interventions are adopted for individual learners as well as groups of learners.

Understanding group progress in order to reflect on our practice

Assessment enables our practitioners and leaders to understand to what extent and in what ways different groups of learners are making appropriate progress. This understanding contributes to our processes of self-evaluation and continuous improvement.

Approaches that support us in understanding group progress in order to reflect on our practice

Alongside interventions, pupils receive emotional and learning support as appropriate. The school is a fully self-evaluating school and continually reflects on pupil progress (through tracking), pupil voice, learning walkways, lesson observations and scrutiny of pupils' work.

Communicating with parents and carers

When communicating and engaging with parents and carers, we share information about:

- the progress their child is making
- their future progression needs
- how future progression needs can be supported at home
- their general well-being in school We share learner information with parents and carers termly.

The school provides full written reports as well as interim reports. Through tracking, parents/carers are contacted as appropriate throughout the academic year by learning managers.

We provide a summary of individual learner information annually.

The timing and format of reporting is considered and best supports the learner's progress. The information provided does not only contain descriptions of the topics and learning activities the learner has undertaken, unless this is to provide context, but focuses on the progression itself and the individual needs and support of the learner. It is important that information and feedback can be easily understood by its intended audience – it should be concise and jargon-free.

The principles of progression can offer schools an organising framework and shared narrative for our communications with parents and carers.

Information on any support, interventions or additional needs required for the learner's development should also be shared.

Our learners are provided with opportunities to contribute to the communication process with their parents and carers.

Where possible, learners should be enabled to gather examples of their learning, articulate their own progress and achievements, and convey their aspirations and views on the next steps in their learning. Ideally this should be a three-way communication process between the learner, their parents, carers and practitioners.

While the provision of personalised assessment reports to parents and carers is a statutory requirement, this is only a small element of what may be provided and should be considered in the context of the wider communication and engagement process with parents and carers. All pupils in Years 7, 8 and 9 complete their National Tests in the autumn and summer terms in St John's. Entrants in Year 7 will also complete CATs.

On-entry assessments

Other than at the point of transition to our school from our feeder primary, at any point a learner enters our school, 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.

Assessment arrangements for on-entry must include consideration of:

- Numeracy and Literacy skills and capabilities
- well-being abilities.

At St. John's, we use information from the feeder/cluster primary schools to arrange initial pupil classes/settings. Mathematics conduct a baseline assessment on entry into Year 7.

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 cluster's transition plan can be found here:

Aberdare Cluster Plan 2022 - 2025

CLUSTER TRANSITION PLAN Progression Step 3 & 4 (Year 6 & 7)		Achieving a common understanding of the "What matters" statements with Curriculum for Wales document. Development of collaborative cluster work. Common understanding of the progression steps (especially at PS3)		
Focus Area 1 CURRICULUM FOR WALES				
Current practice	Ways forward	Timescale	Resources	Monitoring
1) HT, AoLE leads and all staff have attended cluster training regarding the new curriculum. Practitioners are working on a cluster basis to drive forward a shared approach to the new curriculum – the aim is to create a concept based curriculum shared by the whole cluster.	<p>Year 1 - Collaborative cluster work based around the progression of learning across the curriculum. Each AoLE group to be overseen by HT within cluster</p> <ul style="list-style-type: none"> Creation of sub groups, focussing on two Area of Learning and Experience. Sub groups to work on developing a common understanding surrounding the "What Matters" statements within their focus AoLE and the progression steps and agreed common concepts. Cluster wide INSET day for all practitioners to work together - on cross cutting themes (e.g. RVE). <p>Year 2 - Focus as above</p> <ul style="list-style-type: none"> Review of two AoLEs completed in Year 1. Monitor and evaluate before starting Year 2 work on the New Curriculum. Continuation of sub-group work on additional two AoLEs 	<p>Start – September 2022. On-going throughout year.</p> <p>On-going throughout year. Meeting termly. 2022-2023</p> <p>February 2023</p> <p>Start September 2023</p>	<p>Cover for SLT/teachers to attend sub group meetings</p> <p>Closure day Venue costs if applicable</p> <p>Cover for SLT/Teachers to attend sub group meetings</p>	<p>SMT and primary Head teachers; Subject specific colleagues from secondary schools.</p> <p>As above.</p> <p>School leadership teams and all teaching staff</p> <p>SLT members ACS SJB representatives</p>

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2) Deputy Heads network enables strong collaborative working across the cluster with particular focus on arrangements for assessments (in and of learning).	<p>Year 3 - Focus as above</p> <ul style="list-style-type: none"> Review of two AoLEs completed in Year 2. Monitor and evaluate before starting Year 2 work on the New Curriculum. Continuation of sub-group work on additional two AoLEs 	September 2024	Supply cover to release deputy headteachers from class.	from primary partners AoLE leads for secondary schools and cluster.
	<p>Each year, the Deputy Head's network will undertake further work on Curriculum for Wales, including, but not limited to:</p> <ul style="list-style-type: none"> Sharing good practice across schools Remaining up-to-date with current practice and WG initiatives and priorities. Embedding practices for assessment Looking at leadership development with a view to building capacity across schools. 	<p>Network to start no later than November 2022 – deputies to meet half termly and as appropriate to the chosen focus</p>		

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CLUSTER TRANSITION PLAN KS2/KS3		Ensuring that each individual learner's progression is supported as they transition from primary to secondary school. Providing robust arrangements for managing and coordinating transition between primary and secondary schools.		
Focus Area 2 : Support for learner's progression (transition)				
Current practice	Ways forward	Timescale	Resources	Monitoring
1. Specific relevant information is shared between primary and secondary colleagues.	Cluster to agree a shared, clear set of information (summative) to be passed between primary and secondary schools. Cluster to agree on certain tests (to assess reading etc) in order to provide the secondary schools with parity of information.	Start – 2022. Decision made during Autumn Term. Information to be sent to secondary schools May/June 2023.	Cost of reading tests etc.	SLT (School Leadership Teams).
2. Pupils who still require interventions are identified by the primary school and secondary school continue the interventions used	To provide progression and continuity in teaching and learning. The information on interventions that pupils are receiving in the primary school will be transferred and where possible continued in the secondary schools.	On-going throughout year. Meeting June of the transfer year (2023)	Cover for teachers if required.	SLT, ALNCO and primary head teachers.
3. CAT tests are also used by ACS in years 7 and 9, BKSB used by SJB to determine cognitive ability of all pupils and to devise appropriate individualised support for pupils who transfer with basic skills' needs or are able and talented	CAT/ BKSB testing is used by secondary schools to identify pupils who need additional support or are able and talented. To ensure that the interventions are appropriate to the ability of the child in secondary sector. To track the progress of all pupils receiving intervention and to ensure they achieve maximise their potential.	Start 2022. On-going throughout year.	Cost of CAT BKSB tests Cost of invigilation Cost of analyses against child and interventions Cost of cover for secondary	SLT & ALNCO in secondary schools

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4 Develop pupils identified as MAT in certain areas decided on by the Cluster	A MAT register is available in all schools for pupils. Secondary schools meet to coordinate MAT experiences for the coming year. The cluster will work together through AoLE development work on the provision for MAT pupils across all schools and both sectors.	Start September 2022 Ongoing	colleagues coordinating the activities. Cost of materials No costs expected here – work to be done through cluster meetings and AoLE sub group meetings.	Transition coordinators form ACS SJB representatives from primary partners AoLE leads for secondary schools and cluster & primary headteachers.
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Aberdare Cluster Plan 2022 - 2025

CLUSTER TRANSITION PLAN KS2/KS3		To ensure a consistent approach within our cluster to the improvement and maintenance of attendance for our pupils. To ensure our pupils have a positive attitude to school and that all schools develop the physical and emotional well-being of their students		
Focus Area 3: Well-Being				
Where we are now?	What we want to achieve?	Timescale	Resources	Monitoring
<u>Attendance</u> Local authority targets are set for all schools within the cluster. Schools have adopted a number of consistent practices to improve attendance within their schools.	Consistent closing of registers for am and pm registration Similar statutory systems are put in place to monitor, evaluate and review the progress in attaining attendance targets Schools will share their criteria for the authorisation of holidays within term time. Schools will share current good practice to improve attendance.	2022-2023	Cluster meeting time	Cluster head-teachers
<u>Wellbeing</u> Strong focus on wellbeing throughout the cluster with a range of support and activities used to promote wellbeing in schools.	Sector leading practice in the cluster approach to wellbeing. Creation of a clear and costed CLA plan Dissemination of information between cluster schools e.g. feedback from the trauma-informed schools project.	2022-2023	As per CLA Plan	Impact evaluation by CLA sub group
<u>Transition</u> Senior Staff from secondary schools visit primaries to obtain relevant and important information regarding pupil	Visits will be complemented by the transfer of information from 'My Concern' the safeguarding record system which is now used across the local authority.	2022-2023	Release time as appropriate	Headteachers

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wellbeing and a variety of information to ensure smooth transition between schools. Transition days in secondary schools are held for Year 6 and taster days for Year 5 pupils. Pupils identified as ALN/Vulnerable pupils are invited to make extra visits to secondary school to form relationships and develop confidence.	Primary Schools have a cluster ALN forum who work closely with secondary colleagues to ensure that there is effective communication between primary and secondary schools. Person Centred Practice (PCP) between schools in line with the new ALN bill will assist with transition and Team around the Child (TAC) meetings where appropriate. Cluster to agree a shared way of collating information for both secondary schools in the cluster.	Ongoing half termly meetings. Ongoing By June 2023		
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Our school vision was created over a period of three months in consultation with teaching staff. The school held a staff meeting, with all staff, to consider a draft vision (following a general survey of what their understanding of CfW was at that time). Our school vision was launched in December 2022 and underpins all areas of school life. Our curriculum enables us to realise our vision.

As part of curriculum design:

- Our school leaders and teachers undertook reading and research and attended professional learning on curriculum.
- Through surveys, staff, parents and pupils were asked to consider what features should be present on termly and yearly reports.
- staff worked together to identify the required changes to our current cultures,

provision and practices.

- Teachers have worked with staff from the cluster schools to support one another in planning our curriculum, ensuring progression along the 3-16 continuum.
- The school shares information with parents/careers on the curriculum and ways they can support their child within and outside of the school environment.
- The school collaborates and consults with a range of providers from the local and wider community on providing learners with distinct and enriching experiences including related to religion, values and ethics (RVE) and careers and work related experiences (CWRE).

Our school curriculum is suitable for all learners and will enable them to realise the four purposes. It takes account of and responds to the unique opportunities and challenges that present themselves to individuals and groups of learners in our school.

Our school curriculum 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 and provides appropriate progression in accord with the principles of progression. It also aligns to the mandatory requirements of teaching Welsh, English and Religion, Values and Ethics (RVE). The mandatory elements of Relationship and Sexuality Education (RSE) and the cross curricular skills of literacy, numeracy and digital competence are embedded throughout the curriculum.

We believe progression and assessment is fundamental to ensuring we achieve our school vision. Our school curriculum is underpinned by the mandatory principles of progression which describe what it means for learners to progress and the capacities and behaviours our staff will seek to support, regardless of a learners' stage of development. Our assessment arrangements are informed by these principles of progression. We use a variety of evidence informed assessment strategies to enable each individual learner to make progress at an appropriate pace. We ensure our processes identify learners who require further support or challenge and provide rich qualitative intelligence for us to inform next steps in learning for individuals and groups of learners. Our assessment arrangements ensure active engagement between learners and teachers and is based on ongoing reflection on where a learner is, what their next steps are and what is required to support them in achieving these.

Curriculum review, evaluation and revision

The review process

It is the responsibility of the governing body and headteacher to keep the curriculum and assessment arrangements under review, revising them if they no longer comply with our curriculum policy.

Our school curriculum will be kept under review to ensure that it is meeting the needs of our learners and our school vision. Throughout the year there will be a variety of self-evaluation activities to inform our understanding of the effectiveness of our curriculum and the required revision. We will work within our school, across the cluster

and in partnership with governors, the regional consortia, the local authority, Diocese and our ITE partnership to further develop a shared understanding of progression and to ensure a high-quality 3-16 continuum of learning for all.