



## Ysgol Gynradd Grangetown Primary School Curriculum for Wales - September 2025

*'Learning Together for a Brighter Future'*

**Our Vision:** *Grangetown Primary is a multicultural community. We include and respect everyone - celebrating our differences and sameness. Parents, governors, staff and children work together to ensure everyone is supported on their path to personal excellence.*

*Our learners must feel physically and emotionally safe, fit and happy, as these are essential precursors to learning. Possessing an enquiring mind, along with being literate, numerate and technologically able is essential, if our learners are to prosper in a rapidly changing world. Valuing the Arts and creativity, along with a passionate belief in the principles of democracy, tolerance, honesty and kindness is essential, if the world is to thrive. Our children are the future citizens and guardians of the world, and so we teach them to understand they have responsibilities and rights and their choices must be informed and ethical.*

*In our multilingual school, we strive to provide our children with the words to express their emotions, thoughts and ideas. We work hard, alone and together, to think and solve problems. Our greatest pleasure comes in supporting each other to achieve personal goals.*

### **Curriculum Rationale:**

An effective curriculum depends on three things:

1. effective teaching and learning - *pedagogy*;
2. effective, diagnostic *assessment*, and
3. the *knowledge, skills* and *experiences* delivered through the curriculum.

Our curriculum is fully informed by the mandatory legislation (must) and statutory guidance (should) from the Welsh Government. We use this information, along with the context of the needs of the children in Grangetown Primary, to construct a vision and purpose driven curriculum.

#### **1. Pedagogy**

Regard for teacher workload is key to ensuring practitioners have the capacity to deliver engaging and stimulating pedagogy, rooted in research, that supports progress. Planning processes have been overhauled to reduce unnecessary paperwork, whilst ensuring there is no detriment to children's progress. Teachers are consulted and contribute to this work, and this will be an ongoing practice at Grangetown Primary. With effective teaching, all children can achieve their potential. At Grangetown, we continuously reflect on our practice and the pedagogical choices we make. We are committed to using research to inform this reflection. The 12 Pedagogical Principles have been used to inform our learning and teaching, and this is further explained in our Learning and Teaching Policy.

#### **2. Assessment leading to progression**

We must provide for appropriate learner progression; and incorporate a range of assessment approaches to support learner progression. Therefore, we aim for our curriculum to be developmentally appropriate in order to drive this progression. We use knowledge of Child Development, the AoLEs' what matters statements, the descriptors of learning, and the principles of progression to inform understanding of children's progress. Our Curriculum provides for, over time, an increasing depth and sophistication of learning. Our school is part of the Fitzalan cluster of schools, and we have worked collectively to create a shared progression map, which all schools in the cluster, use to help drive curriculum work.

Teachers use a range of assessment tools daily. This may be assessing learning acquired - assessment of learning; or, assessing *for* learning - using assessment as a way to inform next steps. They use a wide range of tools to do this, for example: observations, listening to learners, marking of work, tests and quizzes.

Along with their progress, we also ensure we consider our children's attainment against national standards. The tests we use are diagnostic, and help guide the next steps for children's learning.

**Diagnostic assessments (see Learning and Teaching Policy for Annual Assessment Overview):**

| When?            | Wellbeing                                 | English   | Maths   |
|------------------|---|---|---|
| <i>Termly</i>    |   | Letters and Sounds (Phonics)<br>Benchmarking (Reading)  | CLIC,<br>Learn Its (number based tests)<br>SAFE (wider maths tests)           |
| <i>Annually</i>  | Pupil Attitudes to Self and School (PASS) | Spelling<br>CAT4<br>Comparative Writing<br>Progress Through English<br>NGRT (Reading)<br>WG Reading | Progress Through Maths<br>CAT4 - number element.<br>WG Number<br>WG Reasoning |
| <i>As needed</i> | Place 2 Be SQD                            | Wellcomm<br>Language Links<br>Rapid Reading assessment<br>Rainbow Readers assessment                | Maths Factor  |

**3. Grangetown Primary School's Curriculum Aims:**

We remain on a journey with our curriculum, and don't see it as a piece of work to be finished. Units of Learning are designed with the cohort who will experience it, in mind. We monitor, evaluate and review our curriculum, making the necessary changes to ensure children's needs remain at the heart and we meet all legislation.

The aim of our curriculum is to support the realisation of our school vision, and put our learners firmly on the path to achieving the four purposes (**see Appendix 1**). We consult with parents, children, governors; we work with our cluster schools and wider Central South Consortium collaborative groups to ensure our curriculum reflects the needs of our children and drives them towards the four purposes.

We define our curriculum as being everything our children experience whilst at school. The teaching and learning they experience; the assessments they complete; the progress they make; the knowledge they learn; the skills they develop; and the experiences that further enrich and inform their understanding of the world around them. This is undertaken across a range of Learning Units which are:

- purpose driven;
- inclusive of all learners (**See Appendix 4**);
- informed by the AoLEs;
- developing cross curricular skills; and
- utilising cross cutting themes.

See **Appendix 2** for an overview of the curriculum and **Appendix 3** for a sample Learning Unit plan which exemplifies the above.

**Purposes:**

The 4 purposes of Curriculum for Wales are aimed at developing learners into:

- **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.**

### **Inclusion (see Appendix 4)**

Grangetown Primary School is an inclusive school that aims to meet the needs of all pupils. All children have access to a broad, balanced, stimulating and relevant curriculum whatever their ability or need. Inclusive provision is in all classrooms, delivered by all teachers. Assessment informs approaches which are targeted to engage and stimulate all children and ensure their needs are met. Wherever possible, children are supported and encouraged to take responsibility for their own learning. For those children who need it, we deliver a person-centred package of support in line with the Additional Learning Needs and Educational Tribunal (ALNET) Act.

### **Areas of Learning Experience (AoLE)**

- Expressive Arts.
- Health and Well-being.
- Humanities.
- Languages, Literacy and Communication.
- Mathematics and Numeracy.
- Science and Technology.

### **Cross Curricular Skills are:**

- Literacy Framework
- Numeracy Framework
- Digital Competence Framework

### **Cross cutting themes:**

- Religion, Values and Ethics (RVE).
- Relationships and sexuality education (RSE). *The Headteachers of the Fitzalan Cluster collaborated on an agreed, cluster wide approach. The policy, plans and resources to deliver RSE are the same in each school of the cluster.*
- Human rights
- Diversity
- Careers and work-related experiences
- Local, national and international contexts

## Appendix 1: Vision, and purpose, driven curriculum

| If our vision says, our learners will...   | then ...   | so, our curriculum must ...  | This will be seen through the provision of...   |
|--|--|--|---|
| <p><i>include and respect everyone - celebrating our differences and sameness.</i></p> <p><i>Purpose: Ethical and informed citizens who are ready to be citizens of Wales and the world.</i></p> | <ul style="list-style-type: none"> <li>● Our children need to understand the interrelated nature of the world, its systems and its people.</li> <li>● Our children need to explore and understand the range of people who make up our world eg - different cultures, religions, abilities,</li> </ul>  | <ul style="list-style-type: none"> <li>● Offer positive views of all the people of the world.</li> <li>● Celebrate the many different cultures, religions and abilities we have in school.</li> <li>● Celebrate the rich tapestry of languages our children speak.</li> <li>● Promote the Welsh language.</li> </ul> | <ul style="list-style-type: none"> <li>● The <b>Jigsaw</b> programme - includes cultural diversity</li> <li>● Welsh, taught discretely through daily <b>Deg-y-Dydd</b> sessions and whole class lessons.</li> <li>● Universal Provision - classrooms are designed to support all learners.</li> <li>● <b>Llais Pawb – pupil voice opportunity: Criw Cymraeg</b></li> </ul>              |
| <p><i>feel physically and emotionally safe, fit and happy</i></p> <p><i>Purpose: Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.</i></p>     | <ul style="list-style-type: none"> <li>● Our children must learn the ways they can keep themselves physically and emotionally healthy.</li> </ul>  | <ul style="list-style-type: none"> <li>● Ensure time is given to physical activity.</li> <li>● Teach children about healthy living.</li> <li>● Teach children about mental health and strategies to promote emotional wellbeing.</li> </ul>  | <ul style="list-style-type: none"> <li>● PE – <b>Real PE</b> programme</li> <li>● Substance Misuse.</li> <li>● Healthy Living learning units eg <b>Body Ready, Brain Ready</b></li> <li>● The <b>Jigsaw</b> programme which includes personal and social development and health and wellbeing.</li> </ul>   |
| <p><i>have an enquiring mind</i></p> <p><i>Purpose: Ambitious, capable learners who are ready to learn throughout their lives.</i></p>   | <ul style="list-style-type: none"> <li>● Our children need to learn how to ask the right questions.</li> <li>● Our children need to learn how to learn and value mistakes and challenge along the way.</li> <li>● They must be prepared to learn throughout their lives</li> </ul>   | <ul style="list-style-type: none"> <li>● Teach children learning strategies, use metacognition and growth mindset to encourage perseverance and learning stamina.</li> <li>● Use critical thinking skills.</li> </ul>  | <ul style="list-style-type: none"> <li>● Growth Mindset strategies used, and displayed, in every classroom.</li> <li>● <b>Pupil Voice – Headteacher listens to learners' thoughts Y2-6 - on the Units of Learning they study</b></li> </ul>   |
| <p><i>be literate, numerate be technologically able</i></p> <p><i>Purpose: Ambitious, capable learners who are ready to learn throughout their lives.</i></p>                                    | <ul style="list-style-type: none"> <li>● Our children need to make excellent progress in their knowledge and skills.</li> <li>● They need to be equipped to adapt and utilise technological advances.</li> <li>● They need to be critical consumers and creators of information, ideas and uses.</li> <li>● They must know how to be safe users of the internet.</li> <li>● They need to be able to balance their use of technology with the need for balance and wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>● Teach literacy and maths discretely and through rich authentic tasks.</li> <li>● Teach IT and the DCF discretely and through rich authentic tasks.</li> <li>● Teach eSafety</li> </ul>  | <ul style="list-style-type: none"> <li>● Literacy map which underpins theme/area being taught.</li> <li>● <b>Big Maths</b></li> <li>● Coding in Science and Tech AoLE.</li> <li>● Digital Learning Den: Digital Literacy - eSafety</li> <li>● DCF mapped through curriculum.</li> <li>● Esafety work</li> <li>● <b>Llais Pawb – pupil voice opportunity: Digital Leaders</b></li> </ul> |
| <p><i>value the Arts and creativity</i></p> <p><i>Purpose: Enterprising, creative contributors who are ready to play a full part in life and work.</i></p>                                       | <ul style="list-style-type: none"> <li>● Our children must be exposed to a wide range of the Arts.</li> <li>● Our children must have opportunities to be creative.</li> </ul>  | <ul style="list-style-type: none"> <li>● Enrich children's experiences through learning in, and out of, school eg visits to museums, galleries, concert halls, theatres.</li> <li>● Visitors to school - dancers, musicians etc.</li> </ul>  | <ul style="list-style-type: none"> <li>● Expressive Arts learning units.</li> <li>● Access Arts subscription</li> <li>● Specialist musician to teach music.</li> <li>● Visits and visitors overview.</li> </ul>   |
| <p><i>believe in the principles of democracy, tolerance, honesty and kindness</i></p>  | <ul style="list-style-type: none"> <li>● Our school ethos needs to resonate with these values.</li> <li>● They need to experience democracy.</li> <li>● They need to recognise the</li> </ul>  | <ul style="list-style-type: none"> <li>● All adults will model these behaviours.</li> <li>● All opportunities are taken to reinforce these values, for example during</li> </ul>   | <ul style="list-style-type: none"> <li>● Humanities, RVE learning units.</li> <li>● RSE running through the curriculum - <b>Jigsaw</b> programme</li> </ul>   |

|  |  |  |   |
|--|--|--|---|
| <p><i><b>Purpose:</b> Ethical and informed citizens who are ready to be citizens of Wales and the world.</i></p>   | <p>impact tolerance and kindness has on the quality of lives and wellbeing.</p>  | <p>assemblies.</p>   | <ul style="list-style-type: none"> <li>● Celebration assemblies focus on our values, which include kindness and respect</li> <li>● Anti-Bullying work</li> <li>● Election of representatives, by secret class ballot, to key Pupil Voice groups.</li> </ul>   |
| <p><i>be future citizens and guardians of the world,</i></p> <p><i><b>Purpose:</b> Ethical and informed citizens who are ready to be citizens of Wales and the world.</i></p>  | <ul style="list-style-type: none"> <li>● Our children must be prepared to make a lifelong commitment to the protection of the planet.</li> <li>● They must demonstrate a wide range of dispositions and skills.</li> </ul>   | <ul style="list-style-type: none"> <li>● Teach the ways humans impact on the planet and how we can make this impact positive eg: participate in Walk to School, reduce, reuse, recycle wherever we can.</li> <li>● Show children how food grows and the power of nature.</li> <li>● Expose children to a range of careers and work-related experiences.</li> </ul> | <ul style="list-style-type: none"> <li>● Science and Tech learning units.</li> <li>● Use of the edible playground installation.</li> <li>● Consideration of careers and work-related experiences mapped across the curriculum.</li> <li>● <b>Llais Pawb – pupil voice opportunity: Eco-Schools.</b></li> </ul>  |
| <p><i>have responsibilities and rights and their choices must be informed and ethical.</i></p> <p><i><b>Purpose:</b> Ethical and informed citizens who are ready to be citizens of Wales and the world.</i></p>                    | <ul style="list-style-type: none"> <li>● They must learn that they have rights which protect them, and keep them safe.</li> <li>● They must understand that along with rights come responsibilities, and these include respecting other people's rights.</li> <li>● Their choices matter and must be thoughtful, and made with consideration.</li> </ul>             | <ul style="list-style-type: none"> <li>● Teach our children to understand the part they play in ensuring everyone has rights.</li> <li>● Provide children with a variety of responsibilities to foster their ability to take ownership for the choices they make.</li> </ul>   | <ul style="list-style-type: none"> <li>● The curriculum has Children's Rights mapped across it and children are taught these rights.</li> <li>● <b>Llais Pawb – pupil voice opportunity: Rights Respecting/School Council</b></li> </ul>  |
| <p><i>provide our children with the words to express their emotions, thoughts and ideas.</i></p> <p><i><b>Purpose:</b> Ambitious, capable learners who are ready to learn throughout their lives.</i></p>                          | <ul style="list-style-type: none"> <li>● Our children must be taught how to communicate effectively using the frameworks of effective oral discussion and argument; presentation and performance.</li> <li>● They must learn to listen carefully to others.</li> </ul>   | <ul style="list-style-type: none"> <li>● Develop children's physical, linguistic, cognitive, social and emotional understanding of effective communication.</li> <li>● Apply understanding across all areas of the curriculum.</li> </ul>  | <ul style="list-style-type: none"> <li>● <b>Voice 21</b> strategies.</li> <li>● Oracy tasks developed throughout the curriculum.</li> <li>● Opportunities for performing eg: <ul style="list-style-type: none"> <li>- class assemblies,</li> <li>- presentations by individuals and groups in class;</li> <li>- Pupil Voice groups: presenting to governors, to peers in class and assemblies.</li> </ul> </li> </ul> |
| <p><i>work hard, alone and together, to think and solve problems... support each other to achieve personal goals.</i></p> <p><i><b>Purpose:</b> Ambitious, capable learners who are ready to learn throughout their lives.</i></p> | <ul style="list-style-type: none"> <li>● Our children must experience different working groups - individual, paired and collaborative.</li> <li>● Our children must be effective team members.</li> <li>● They need to develop effective learning habits that they utilise alone and in groups.</li> <li>● They need to develop critical thinking skills.</li> </ul> | <ul style="list-style-type: none"> <li>● Promote children's ability to work flexibly and communicate well with others.</li> <li>● Develop understanding of how to think, how to ask questions, how to transfer their learning to new situations.</li> </ul>  | <ul style="list-style-type: none"> <li>● A range of grouping opportunities across all AoLEs and activities.</li> <li>● The development of pupils' ability to use critical thinking skills.</li> <li>● Rich, authentic learning tasks that encourage transference of learning to new situations.</li> </ul>  |

## Appendix 2: Curriculum overview for Reception – Year 6

- An overview of a broad and balanced approach to the curriculum is maintained by SLT.

### Discrete and taught daily / weekly and / or through Learning Units

- **Literacy AoLE**
- **Welsh**
  - Deg-y-Dydd (Daily practice)
  - Weekly lesson
- **Maths AoLE – Big Maths and Reasoning**
- **Health and wellbeing AoLE**
  - **Physical activity:** *Real PE, dance, gymnastics, athletics*
  - **Jigsaw – Health and Wellbeing and RSE cluster based working**
- **Science and Technology AoLE**
- **IT skills**
- **Expressive Arts AoLE**
- **Humanities AoLE**

### Running throughout the above

| Skills integral to the 4 Purposes   | Cross curricular skills  | Cross cutting themes   |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Creativity and innovation</li> <li>• Critical thinking and problem-solving</li> <li>• Personal effectiveness</li> <li>• Planning and organising</li> </ul>   | <ul style="list-style-type: none"> <li>• Literacy Framework</li> <li>• Numeracy Framework</li> <li>• Digital Competence Framework</li> </ul> | <ul style="list-style-type: none"> <li>• Religion, Values and Ethics (RVE).</li> <li>• Relationships and sexuality education (RSE)</li> <li>• Human rights</li> <li>• Diversity</li> <li>• Careers and work-related experiences</li> <li>• Local, national and international contexts</li> </ul> |
| Pedagogy  |  | Assessment   |
| <ul style="list-style-type: none"> <li>• <b>Direct</b> – knowledge</li> <li>• <b>Facilitative</b> – meaning making</li> <li>• <b>Coaching</b> – transference of learning</li> <li>• <b>Research and theories:</b> Rosenshine and Metacognition practices</li> <li>• <b>See also: <i>Learning and Teaching Policy</i></b></li> </ul> |  | <ul style="list-style-type: none"> <li>• See table of Diagnostic assessments above (2)</li> <li>• <b>See also: <i>Learning and Teaching Policy for the annual overview of assessments.</i></b></li> </ul>  |

### Appendix 3:

#### Teacher Planning:

- Appropriate Learning Units, designed for understanding and based on learners' needs, are co-constructed by year group partners. Due attention is paid to the mandatory and statutory requirements of the curriculum.
- Discrete planning is completed in, for example: literacy, Welsh, maths.
- The Learning Units are used by teachers to inform their daily learning and teaching activities.
- Consideration of the needs of the learners in class, is highlighted in stage 3 of the Learning Units.
- Teachers use PPA time to review children's progress against the stages of the Learning Units. With this knowledge, they refine the approach, and prepare engaging, effective learning and teaching resources to secure children's progress.

#### Learning Unit plan

| Stage 1 – Desired Results GOALS   |   |   |
|---|---|---|
| LEARNING UNIT: UoL      AoLE Driver/s:      Year:   |   |   |
| <b>Statutory and mandatory content:</b>   |   |   |
| <b>Concept</b>  |   |   |
| <b>Stm. of What Matters</b>   |   |   |
| <b>Progression Step(s)</b>  | PS1 - end of Reception; PS2 - end of Y3; PS3 - end of Y6<br>Descriptions of Learning support progressive approach |   |
| <b>Cross-curricular skills:</b>   |   |   |
| LF  | NF  | DCF   |
|   |   |   |
| <b>Mandatory/Cross cutting themes:</b>  |   |   |
| RVE   | RSE and Jigsaw  | UNCRC/UN Sustainable Goals  |
| <b>Transfer (T) – BLOOM'S: apply, analyse, evaluate, create</b><br><b>New situation, strategic thinking, independent, suits purpose and audience</b>      |   |   |
| <b>Pupils will be able to independently use their learning to:</b>  |   |   |
| <b>Meaning-Making (M)</b>   |   |   |
| <b>Understandings</b> (full sentence reflecting conclusions about the content via concept/big ideas): <i>What specifics do pupils need to understand?</i> |   | <b>Essential Questions EQ:</b><br><i>What thought-provoking questions will foster inquiry, meaning-making and transfer?</i><br><b>Pupils will keep considering:</b> |
| <b>Misconceptions and prevention:</b> _____   |   |   |
| <b>Acquisition - Knowledge, Skills and Experiences</b>  |   |   |
| <b>Key Vocabulary:</b>  |   |   |

|                          |  |               |   |   |  |
|--------------------------|--|---------------|---|---|--|
| PPA                      | Jigsaw - See Curriculum Overview for lessons |               | <b><u>Pupils will experience:</u></b><br><b>Visit:</b><br><br><b>Visitors:</b><br><br><b>In-school experience(s):</b> | <b><u>Pupils will know:</u></b><br><i>What facts and basic concepts should pupils know and be able to recall?</i> | <b><u>Pupils will be able to:</u></b><br><i>What discrete skills and processes should students be able to use?</i> |
| Diversity                | CWRE   | Loc, Nat, Int |   |   |  |
| Welsh – Deg-Y-Dydd Daily |  |               |   |   |  |
| Vocab:                   |  |               |   |   |  |
| Sentence patterns:       |  |               |   |   |  |
| Transfer to:             |  |               |   |   |  |

**Stage 2 – Evidence ASSESSMENT**  
**LEARNING UNIT: UoL      AoLE Driver/s:      Year:**

**Performance task(s):** *How will pupils demonstrate their understanding (meaning-making and transfer) through complex performance). Are all stage 1 goals (K, M, T, S) addressed?*

| 6 facets of understanding | Assessment of Transfer task (T) Pupils will show that they really understand by evidence of being able to: | 6 facets of understanding  | Assessment of Transfer task (T) Pupils will show that they really understand by evidence of being able to: |
|---------------------------|--|--|--|
| Explain                   |  | Have perspective   |  |
| Interpret                 |  | Show empathy   |  |
| Apply and adjust          |  | Demonstrate self-knowledge: Self-assessment and reflection on their learning |  |

**Other evidence:**

**Other evidence (eg books, teacher observation, L2L, creative approach, discrete tests)**

Pupils will show they have achieved Stage 1 goals by:

Written tasks:

Oracy: Role play -

Teacher observation -

Teacher Listening to Learners -

Knowledge (K):

**Diagnostic assessments *Highlight if relevant:***

| Wellbeing | English   | Maths   |
|-----------|---|---|
| PASS      | L&S<br>PTE<br>NGRT<br>WG Reading<br>Benchmarking<br>Comparative Writing | CLIC, SAFE, Learn Its<br>PTM<br>WG Number<br>WG Reasoning<br>CAT4 |

|                    |  |                  |  |  |
|--------------------|--|------------------|--|--|
| <b>Skills (S):</b> |  | Spelling<br>CAT4 |  |  |
|--------------------|--|------------------|--|--|

**Principles of Progression – refer to AoLE driver’s principles (NB Child Development and Knowledge of FP Baseline/Profile)**

| <b>Stage 3– Teaching and Learning</b>                    |                             |                               |                                    |  |                     |                        |                 |   |   |                             |
|--|-----------------------------|-------------------------------|------------------------------------|--|---------------------|------------------------|-----------------|---|---|-----------------------------|
| <b>LEARNING UNIT: UoL      AoLE Driver/s:      Year:</b> |                             |                               |                                    |  |                     |                        |                 |   |   |                             |
| <b>Rosenshine Principles of Instruction (Pol)</b>        | 1. Review learning at start | 2. New material - small steps | 3. Lots of good questions          | 4. Models and worked examples<br>WDWNotice? so<br>WDWNeed? | 5. Practise         | 6. Check understanding | 7. High success | 8. Scaffold, support and gradually withdraw | 9. Independent practice                           | 10. Weekly / monthly review |
| <b>Blooms</b>  | A. Remember                 |                               | B. Understand: explain, interpret, |  | C. Apply and adjust |                        | D. Analyse      |   | E. Evaluate: Perspective, empathy, self-knowledge | F. Create                   |

**Key teaching and learning activities, in sequence, to achieve Stage 1 and 2**

| <b>Series of lessons</b><br><i>NB may take less than or longer than 1 session</i> | <b>Effective Learning Objectives - LO....., so</b><br>Use , so to clarify reason for the learning<br><i>Rooted in Stage 1 Understanding and Essential questions</i> | <b>Differentiated Success Criteria - SC</b><br><i>Rooted in Stage 2 - assessment, descriptions of learning, writing process, grammar pathway</i> | <b>AMT</b>  | <b>Activities (Learning activity - Code according to: P.o.I, Bloom’s)</b><br><i>Outline of main activities - must all inform Stg 1 and Stg2.</i><br>Other supporting activities linking to PP/Pol will form part of the lessons/evident in PPT/SMART presentations or resources<br><b>Pedagogical Choice - Highlight</b> planned AMT, Rosenshone’s Pol and BLOOMs for each session |
|---|---|--|-------------|--|
| Session 1   | LO  | Good:<br>Great:<br>Amazing:  | A<br>M<br>T | Rosenshine’s Pol - 1 2 3 4 5 6 7 8 9 10<br><br>BLOOMs - A B C D E F<br><br>ALN/IDP:<br>MAT:  |
| Session 2   | LO  | Good:<br>Great:<br>Amazing:  | A<br>M<br>T | Rosenshine’s Pol - 1 2 3 4 5 6 7 8 9 10<br><br>BLOOMs - A B C D E F<br><br>ALN/IDP:<br>MAT:  |

**Appendix 4: How we ensure the curriculum is inclusive of all children:**

***Emotional Health and Wellbeing:***

| Universal Provision   | Targeted Provision – as Universal, but may also include ...  | Individual Provision – as Universal and Targeted, but may also include...   |
|---|--|---|
| <p>Positive whole school ethos<br/>Getting to know you – time spent at the start of each year to get to know each other – teachers and pupils.<br/>Place2Be class visits and talks<br/>Place 2 Talk<br/>Edible Playground<br/>PASS survey – knowing Pupils Attitudes to Self and School<br/>Pupil Voice Groups<br/>Rights Respecting School<br/>Restorative approach<br/>Jigsaw PSE Lessons</p> | <p>Place 2 Talk and/or Place 2 Be Thrive<br/>Communication with parents<br/>Specific strategies from PASS assessment</p> | <p>Referral to Local Authority specialist emotional, health and wellbeing teams.<br/>Referral to LA Educational Psychologist<br/>Referral to CAMHS/Neurodevelopment services<br/>If learning is affected, Individual Development Plan<br/>Place2Be 1:1 support.</p> |

**Academic:**

| Universal Provision   | Targeted Provision – as Universal, but may also include ...  | Individual Provision – as Universal and Targeted, but may also include ...  |
|---|--|---|
| <p>Broad and balanced curriculum<br/>Diagnostic assessment feeds into planning for each cohort.<br/>Research informed effective teaching.<br/>Research informed understanding of learning.<br/>Assessing Pupil Progress meetings to consider every child's progress.<br/>Effective use of differentiation<br/>Development of Growth Mindset</p> | <p>Diagnostic assessment drives teaching of targeted learning gaps.<br/>Additional sessions in key areas of learning eg speech and language, phonics, maths, reading.<br/>Delivery of targeted programmes devised by LA specialist teams</p> | <p>Referral to Local Authority learning specialist teams.<br/>Referral to LA Educational Psychologist<br/>Referral to CAMHS/Neurodevelopment services<br/>Individual Development Plan</p> |