



Learn, Live, Believe

ST BERNADETTE'S Catholic Primary School CURRICULUM FOR WALES A SUMMARY





Developing our Vision Statement

St. Bernadette's curriculum vision became a conversation for the whole school community. Our vision was created in consultation with children, staff, parents/carers, and governors and informed by the school's Christian values and ethos.

It has been published on the school's website and has been shared with the school and parish community in newsletters.

In creating a vision statement for our school we considered:

- ▶ What should we teach and why?
- ▶ How should we teach it?
- ▶ How will this support our pupils to realise the four purposes?
- ▶ Putting Christ is at the centre of all that we do.



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ST BERNADETTE'S VISION STATEMENT

St Bernadette's is a Christ centred community, valuing every one of our children and giving them the opportunity to thrive and be successful in their lives. We aim to develop children who are well rounded individuals, equipped with life-long skills to be the best that they can be, contributing to their families, the church and the wider community.

We want every child to know that they have their own purpose in life and to develop into resilient, ethical and faith filled young people who respect themselves and others, and are joyful and celebrate together.





Engaging all stakeholders in curriculum development

- Staff have engaged in professional learning, reading and research and have shared practice with each other and with colleagues from other school settings to deepen their understanding and knowledge of curriculum content, design and teaching pedagogy, including ‘assessment for learning.’
- Governors, staff, parents and pupils have been asked to consider what our pupils should know and what values, skills and qualities should be developed.
- The school collaborates and consults with a range of providers from the local and wider community to offer learners distinct and enriching experiences which includes local artists, filming and theatre companies.
- Learners and staff engage in discussions prior to immersion weeks and contexts for learning; providing a voice for what and how they learn.
- Information on the curriculum is shared with parents/carers and ways they can support their child within and outside of the school environment.

Meeting the requirements for the Curriculum for Wales



St Bernadette's curriculum is a realisation of our school vision, driven by the four purposes and with Gospel values at its centre.

- It is broad and balanced with universal provision to suit learners of differing abilities and aptitudes.
- It includes learning opportunities within and across the six Areas of Learning and Experience (AOLE)
 - Health and Well-Being - PSE, RSE, PE and Games
 - Expressive Arts - Music, Art, Drama, digital art
 - Humanities - History, Geography
 - Science and Technology - Science, ICT, Design Technology
 - Language, Literacy and Communication
 - Mathematical Development
- It encompasses the concepts within the statements of what matters ensuring the mandatory elements are taught: Welsh, Relationships and Sexuality Education (RSE) and the Cross curricular skills of literacy, numeracy and digital competence.
- Our 'Contexts for Learning' builds connections across learning, combining different knowledge, skills and experiences.
- It provides appropriate consistency in planning and progression in accordance with the principles of progression
- It considers the 12 pedagogical principles

Our aim is to create a successful curriculum, supported by effective teaching and learning, which will enable our pupils to make meaningful progress.



Religious Education



The distinctive catholic nature of our school and its curriculum stems from our Mission Statement.

"We are a Christ centred community, reaching out to others.

We learn, grow and celebrate together. We bring our faith to life."

- ▶ At St Bernadette's, the Jesuit Pupil Profile virtues are used to deepen our pupils development, *"improvement in living and learning for the greater glory of God and the common good."* Ignatius'
- ▶ 10% of teaching time is given to RE and the 'Come and See' scheme is followed throughout the school.
- ▶ A daily Act of Collective Worship, Christian Meditation and the Daily Examen Prayer are all features within our RE curriculum
- ▶ Our curriculum will also focus upon liturgical events that occur during the year, enriching the children's knowledge and experience of their faith.

The new RE Curriculum' will be introduced in 2023.
There are 6 branches :
Creation and Covenant
Prophecy and Promise
Galilee to Jerusalem
Desert to Garden
To the ends of the earth
Dialogue and Encounter



Progression and Assessment

At St Bernadette's we believe assessment and progression are fundamental to ensuring our vision of equipping the children *with life-long skills*.

We know that a successful curriculum, supported by effective teaching and learning enables learners to make meaningful progress.

Progression in learning is a process of developing and improving in skills and knowledge over time.

- ▶ The principles of progression describe what it means for learners to progress and the capacities and behaviour needed to support this progress. They will be used to:
 - Understand what progression means and should look like in a given area
 - Develop the curriculum and learning experiences to enable learners to progress in the ways described
 - Develop assessment approaches which seek to understand whether this progress is being made

A range of 'assessment for learning' strategies are used across the school to enable teachers to identify learners who require further support or challenge and to inform next steps in learning for individuals and groups of learners. Summative assessments, including national tests, inform teachers and leaders of learners' progress.

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

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

Taith 360 is used as an assessment tool.

Pupil progress meetings ensure teacher accountability, enable professional dialogue and identify needs of learners and specific groups

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



Review, Feedback and Revision

Coherence and progression across the curriculum will be reviewed regularly. This is to ensure that there are opportunities throughout the curriculum for pupils to develop build or deepen their knowledge , skills and experiences and ensuring authentic links between AOLEs.

- ▶ The school's self-evaluation activities will be clearly outlined in the monitoring, evaluation, and review (MER) cycle.
- ▶ Evaluations will be shared with governors.
- ▶ Strong cluster work will be undertaken, sharing an understanding of progression from the 3-16 continuum.
- ▶ Seeking the views on our curriculum, to review, revise and to help it evolve will be essential in ensuring its effectiveness. This will be done through:
 - Professional dialogue: staff and governors
 - Learner voice
 - Cluster work
 - Parental questionnaires

During the next academic year, the school will review its curriculum provision and make appropriate adjustments to ensure impact at all levels in readiness for September 2023.