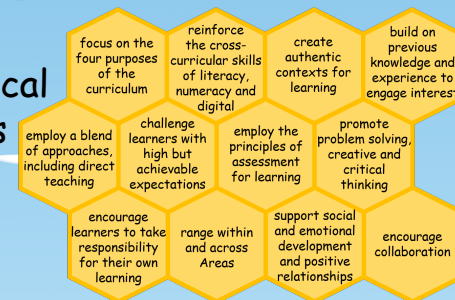




Cwricwlwm Queensferry

Through nurture, encouragement and by creating a love of learning, we aim to inspire our children to be the best they can be.

12 Pedagogical Principles



Focus on mastering literacy, numeracy and digital skills through

Mastery Mornings

Broad, enriched, experiential and practical learning during

Adventure Afternoons

Our Values

Be happy
Be healthy
Be kind
Be curious
Be yourself

Our Four Purposes 'Queensferry Bees' at the heart of everything we do

6 Areas of Learning and Experience - our 'AOLE Tree'



Our non-negotiables



Designing our Curriculum

1

Principles and purpose - what is important to us?

With our school vision as our focus, we discovered a set of values which are central to our ethos at Queensferry CP School.

2

Entitlement and enrichment - what will be on offer?

Alongside the Areas of Learning and Experience and cross-curricular skills, we developed the Queensferry Charter to consolidate the additional experiences we will provide and decided upon our non-negotiables which will be at the heart of our Curriculum.

3

Breadth and balance - what are we going to learn?

We decided to adopt a whole-school thematic approach to teaching and learning, encompassing all aspects of Areas of Learning and Experience alongside the cross-curricular skills.

4

Delivery - how are we going to learn it?

We considered a range of approaches with a renewed focus on the twelve pedagogical principles to ensure varied and engaging teaching and learning.

5

Progression and assessment - how will we make and check progress?

Content will be built upon as learners make their own progress, whilst increasing their effectiveness and refining skills in accordance with the Principles of Progression. A comprehensive on-entry assessment will be made of learners at whichever age they join us alongside assessment for learning throughout.

6

Review and evaluate - how will we check effectiveness?

Following first teaching in September and beyond, teaching staff will regularly review learning and inform planning for future cycles.



1. Principles and purpose

Our Values



Queensferry CP School is situated within the Queensferry Learning Campus, alongside Ty Calon community hub, Hwb Cyfle adult day centre and Plas Derwen pupil referral unit. The school has been at the heart of the community for more than 120 years and on its current site since 1996 with a refurbishment including new school hall completed in 2021. We take pride in being a welcoming and inclusive school that provides a happy, healthy and nurturing environment for learning.

Values	To align with our values, we will...
Be happy	...create a warm and nurturing environment where everybody is able to feel safe and welcome and encouraged to be the best that they can be.
Be healthy	...learn about keeping ourselves and others safe and healthy and demonstrate that throughout everything we do.
Be kind	...maintain an ethos of mutual respect and kindness towards each other and the community we live in.
Be curious	...be creative, investigative learners who are able to use problem solving skills to find new solutions.
Be yourself	...reinforce that everybody is an individual and that it is ok to be yourself



1. Principles and purpose

Four Purposes

The Four Purposes are the starting point for curriculum design. We will help our learners to become ambitious, capable, enterprising, creative, ethical, informed, healthy and confident with our Queensferry Bees personifying these characteristics.



Ethical Elizabeth helps us to become ethical and informed citizens who use evidence and engage with issues to form their views and values. They can understand their rights and responsibilities whilst respecting others and the planet and are ready to become citizens of Wales and the world.



Creative Catherine helps us to become enterprising, creative contributors who can apply their knowledge and skills, think creatively and take measured risks. They can lead and play roles as part of a team whilst expressing ideas and emotions in different formats. They give of their energy and skills for the benefit of others and are ready to play a full part in life and work.



Ambitious Arthur helps us to become ambitious and capable learners who set high standards, build knowledge and solve problems. They can communicate in Welsh and English and explain ideas and concepts whilst using number and digital technology, becoming ready to learn throughout their lives.

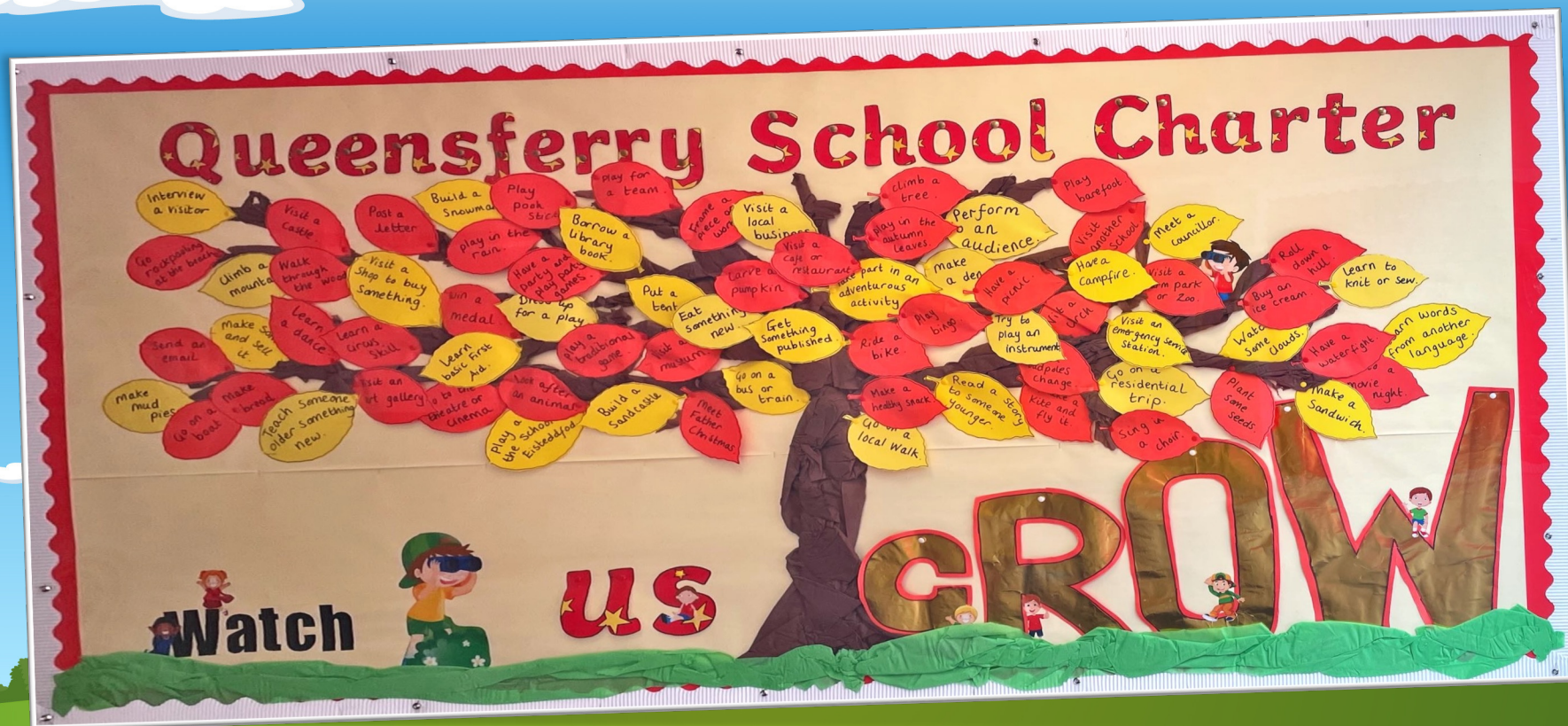


Healthy Henry helps us to become healthy, confident individuals who have secure values and build their mental and emotional wellbeing through confidence, resilience and empathy. They can apply knowledge about diet and exercise, have confidence to take part in performance and are ready to lead fulfilling lives as valued members of society.



2. Entitlement and enrichment

Queensferry School Charter



We aim to create rich experiences for our learners to enjoy throughout their school career and developed our Charter based on these. From buying something from a local shop to climbing a mountain; from rolling down a hill to going on a residential - our learners will become well-rounded citizens of their communities, Wales and the world.



2. Entitlement and enrichment

Our 'Non-Negotiables'



Our learners will build valuable links within their **community** - engaging with local groups and organisations and taking advantage of sporting and leisure facilities. They will learn about their own **community** first before expanding their knowledge to Wales, the UK and the world.



Across all aspects of the curriculum, our learners will be encouraged to be **creative** in their thinking and application of knowledge to solve problems and develop new ideas. Artistic **creativity** will be fostered with art, drama and music throughout our curriculum.



With a range of **digital** equipment available to them, our learners will become proficient in a range of key apps and programs across various platforms. They will be able to record their ideas for presentation in various formats - from basic word processing to engaging audio-visual.



Through dedicated Forest School sessions each year coupled with our expanding **outdoor** learning environments, our learners will be able to access the **outdoors** as a matter of routine. Learning in the **outdoors** will be encouraged through all disciplines.



With our Charter as the focus, our learners will gain rich **experiences** - at school, within the community and beyond. We aim to develop well-rounded, adventurous learners prepared for high school and the rest of their lives.



Embedded as part of our **Cymraeg** Campws, learners will be exposed to the **Welsh** language on a daily basis. They will become proficient in the use of incidental as well as conversational **Welsh** to further their development as citizens of Wales.



3. Breadth and balance

Areas of Learning and Experience

The six Areas of Learning and Experience bring together familiar disciplines and encourage strong and meaningful links across them. The Curriculum for Wales guidance promotes collaboration and cross-disciplinary planning, learning and teaching, both within and across Areas. This will enable learners to build connections across their learning and combine different experiences, knowledge and skills.



Expressive Arts including art, dance, drama, film, digital media and music will engage, motivate and encourage learners to develop their creative, artistic and performance skills, whilst gaining an understanding of societies in Wales and beyond.



Languages, Literacy and Communication will address fundamental aspects of human communication to support learning across the curriculum, enabling learners to gain knowledge and skills in Welsh, English and international languages.



Health and Well-being will provide a holistic structure for understanding physical health and development, mental health, and emotional and social well-being. Learners will develop the capacity to navigate life's opportunities and challenges



Mathematics and Numeracy involves the development of five proficiencies: concepts, symbols, fluency, reasoning and strategic competence. Learners will solve problems, explore ideas, establish connections and work both independently and collaboratively.



Humanities seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. Learners will engage with pressing issues of today as well as articulation of the past.



Science and Technology draws on the disciplines of biology, chemistry, computer science, design and technology, and physics to enhance learners' knowledge and understanding of the world through evaluating evidence and creative processes.



3. Breadth and balance

Content

The cross-curricular skills of literacy, numeracy and digital competence will be the focus of Mastery Mornings for learners throughout the school. Mastering these core skills will form a strong foundation for teaching and learning across the curriculum.

Areas of Learning and Experience form the core content of our curriculum and learners will benefit from teaching and learning that encourages connections between the Areas in a practical and engaging way during Adventure Afternoons.

The cross-cutting themes help to inform decisions around our whole-school topics to create well-rounded learners in accordance with the four purposes of the curriculum.





4. Delivery

Pedagogy

Our curriculum is underpinned by 12 pedagogical principles which ensure that high quality, varied and engaging teaching and learning takes place across the school.

Through teaching
and learning at
Queensferry CP
School, we...

focus on the
four purposes
of the
curriculum

reinforce
the cross-
curricular skills
of literacy,
numeracy and
digital

create
authentic
contexts for
learning

build on
previous
knowledge and
experience to
engage interest

employ a blend
of approaches,
including direct
teaching

challenge
learners with
high but
achievable
expectations

employ the
principles of
assessment
for learning

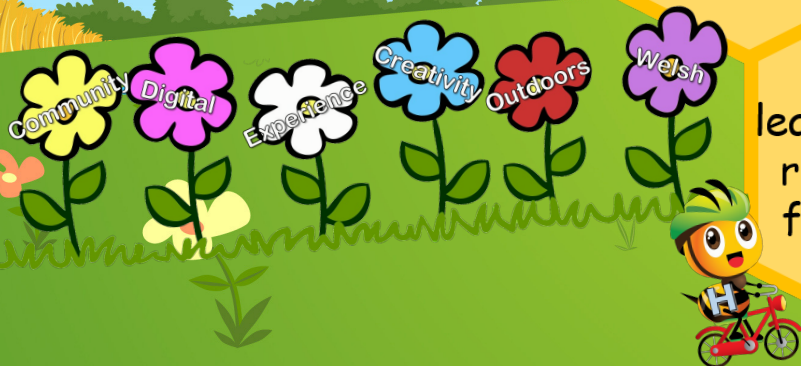
promote
problem solving,
creative and
critical
thinking

encourage
learners to take
responsibility
for their own
learning

range within
and across
Areas

support social
and emotional
development
and positive
relationships

encourage
collaboration





4. Delivery

Our Approach

At the heart of our approach will be **Mastery Mornings** where key skills are the focus; and **Adventure Afternoons** to develop these skills and explore the wider curriculum in a practical and experiential way.

Mastery Mornings

Literacy:

- consistent teaching of phonics and developing reading skills, with extra support for those who need it
- oracy focus to develop robust vocabulary with rich language modelled by adults; speech and language support for our youngest pupils
- fine and gross motor skills development
- word and sentence level skills taught, developed and practiced

Numeracy:

- focus on number to build confidence
- practical skills and strategies to support the above is given daily priority

Digital:

- iPads and technology equipped with programmes to foster independence and allow individual programmes to develop literacy, numeracy and digital competence

Adventure Afternoons

- Broad, enriched, experiential and as practical as possible
- Plans to make use of the outdoor learning zones
- Use of school garden centre and plans for programmes throughout the year
- Music, arts, physical development, drama, cooking
- Outside visits to Aura Leisure Centre and other places around the campus and local area
- Practical life skills are taught in an age-appropriate way to help our children into adulthood





4. Delivery

What will it look like?

We will apply a 'Foundation Phase' approach to learning through to Y4:

small group with an adult



collaborative peer work



independent work



Children are given opportunities to explore the world around them and understand how things work by taking part in practical activities relevant to their developmental stage. They are challenged through practical activities and develop their thinking with open-ended questions. Children are encouraged to explore concepts and share ideas for solving problems.

Elements of the 'Foundation Phase' approach - eg small group focus work - will be used in older years where appropriate.



RMeasimaths™



Children will have access to a range of interventions - both at a universal and targeted level - for everything from phonics and oracy to times tables and emotional literacy. Many of these interventions also encourage independence and digital competency skills

Independent challenges used across the school, linked to ongoing topics with a focus on the application of skills and knowledge.





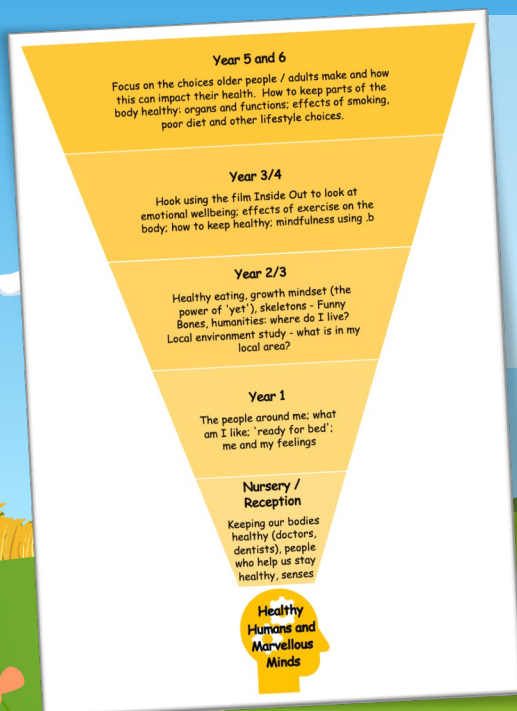
5. Progression and assessment

Progression

We follow a whole school topic, with children in each year group looking at aspects on the same theme. Each class will decide on age-appropriate content in addition to considering the wants of the children through pupil voice activities. The topics will rotate on a two-year rolling cycle to ensure that those in mixed-age classes do not cover the same content twice and to increase variety.

Topic Overview Year 5 / 6 – Cycle A						
Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Marvellous Minds & Healthy Humans		Time Machine		Blue Planet	Let's Imagine
Themes	JIGSAW PSHE, Healthy living, mental and physical health and wellbeing, learning styles, cultural diversity, digital safety, diet and exercise		Curiosity about the past and present, impact of human's actions and beliefs, a diverse world, How things work.		Interdependence; Living things; habitats; pollution; impact of human action.	How things work, entrepreneurial skills, creativity and imagination.
Class Text	The Promise by Nicola Davies How to Live Forever, Colin Thompson The Boy, the Mole, the Fox and the Horse Class text – Mrs Gwark by Morgan Tomos		Tin Forest by Helen Ward The Highwayman by Alfred Noyes Flight by Vanessa Harbour Space themed past/present		Kensuke's Kingdom Boy Overboard	The Journey/Return The Dragon Machine The Day I Fell into a Fairy Tale
Seasonal	World Heart Day; Jeans for Genes; Recycle Week; Black history month; World First Aid Day; Anti-Bullying Week; Harvest; Children in Need; Human Rights Day; Remembrance		St David's Day; Hedd Wyn birthday; Santes Dwywenn; Holocaust Memorial Day; Martin Luther King Day; Rosa Parks Day; Mothers' Day; World Book Day		Endangered Species Day; World Turtle Day; World Ocean Day; Water Safety Week	Children's Book Week; Space Day; World Music Day
Enrichment Ideas	Give it a go week; well-being day / activity day / sport day; gratitude day		Visit Father's House; day from the past		Sponsored event; 'change the world' performance	Summer Fayre sales opportunity; STEM week
Artist and Influential people	Mindful pictures / repeated patterns; Picasso – self-portraits.		LS Lowry David Hockney Welsh Artists (Martyn Evans, Kyffin Williams, Rhianon Roberts)		The wave: Claude Monet; David Attenborough; Dorian Spencer; Grace Darling	Sebastien Copeland; abstract artists
RVE Lens	Search for meaning and purpose; relationships and responsibility		Values and ethics; identity and belonging		The natural world and living things; the journey of life	Authority and influence
RSE Focus	Relationship and identity		Empowerment safety and respect		Sexual health and well-being	

For each topic we will create a 'progression funnel' (example left), which demonstrates how greater breadth and depth is applied to studying the same topics throughout different stages of the school. For example, whilst studying 'Blue Planet' in Reception, children might learn about some basic sea creatures with accompanying craft activities, whereas those in Year 6 could learn about plastic pollution in our seas and oceans, how this can be prevented and writing persuasive letters to lobby their MP to raise the issue in Parliament.



Reflecting the content from the progression funnel and topic overview documents and with the addition of pupil voice, each class will create a further overview document including content ideas for each AOLE. This document will also include elements of the Queensferry Charter that could be covered during the topic.





5. Progression and assessment

Assessment

At the start of each academic year - or on entry to the school - children will be assessed by class teachers to build a baseline picture of literacy and numeracy skills. All children from Year 1 will be assessed using Salford reading tests twice yearly and all children from Year 2 will also be assessed using Young's spelling.

Hwb

**Personalised
Assessments**

Children from Year 2 will be assessed in literacy and numeracy via the online Personalised Assessments, which provide tracked data on attainment and progression throughout their school career.



Areas of Learning and Experience will be assessed using the Taith360 online tool - which allows teachers to plan, track and assess children's attainment within the progression steps as well as key experiences, feelings and attributes of learners.



Each class uses Seesaw to create an online portfolio to enable videos, photos and digital documents to be stored and shared with parents. This assists in teacher assessment alongside evidence recorded in books and observations.



As well as assessing academic attainment, teachers will use the Boxall Profile to assess children's social, emotional and behavioural needs. This will inform the requirement for any additional support for children to access learning.