



Cogan Primary School / Ysgol Gynradd Cogan

Summary of the New Curriculum for Wales

- information on how practitioners, learners, parents, carers and the wider community have been engaged to inform the curriculum's development;
 - Over the last four years we have been developing our New Curriculum for Wales- Llais Curriculum (Pupil Voice). We have used expertise and all practitioners within and outside of school have been engaged. For example, curriculum workshops, training events, Inset training, monitoring, evaluation and review processes, parent/carers questionnaires, Standards and Provision Governor committee meetings have met termly and fed back to the full governing body.
 - Pupil involvement has taken place through half termly Llais group sessions, as well as pupils driving and leading their learning through a co-constructive curriculum.
 - The curriculum is both proactive and reactive to changes within the local, national and global community. Our curriculum is broad, balanced and flexible in its design and purpose.
 - Collectively we created a set of non-negotiable areas of study, which focused on knowledge, skills and experience. These become the foundation for our curriculum design.
- how the curriculum meets the required elements set out in this national framework, starting from the four purposes;
 - The four purposes are at the heart of our new curriculum. We have followed the Schools as Learning Organisation model for Wales which provides a framework for our curriculum.
 - The required element of developing a shared vision, centred on the learning of all learners, has been carefully considered and applied.
 - Having gained a common understanding of what the four purposes of the curriculum for Wales would mean for our learners, we then audited our current schemes of learning. This allowed us to celebrate what we did well and identify areas for improvement.
- information on how the school is approaching learning progression and its arrangements for assessment; and
 - Collaboration within the school community has resulted in a multi-layered, universal cycle of assessment which places the child at the

centre and answers the question *'How do you know a child is making progress in their learning?'*

- Staff have engaged with the Progression Steps, Statements of What Matters, The Skills Frameworks and curriculum guidance.
 - We strongly value pupil voice and support children in identifying next steps in their learning. This is achieved collaboratively through Individual Progression Reviews (IPRs) and Progress Meetings. For example, children will have designated time to meet with their class teacher to talk about their learning progress.
- how the curriculum will be kept under review, including the process for feedback and ongoing revision'.
- The curriculum is reviewed termly as part of the School Improvement Process. AoLE leads (in collaboration with staff and listening to learners) annually develop Action Plans, which then feed directly into the School Improvement Plan (SIP).
 - A review of priorities and targets within the SIP takes place with all staff on a regular basis.
 - A detailed map of curriculum development which spans three years facilitates the process for feedback and ongoing revision.