

Llantwit Major School, Curriculum for Wales

Adoption of curriculum and assessment arrangements/ summary of curriculum

- Information on how practitioners, learners, parents, carers and the wider community have been engaged to inform the curriculum's development
- The school's vision for CFW has been co-constructed with input from Pupil Council, staff, Parent Forum and Governors
- Parent Forum, governors, lead staff, Pupil Council and Senior prefects have attended a collaboration meeting to inform the CFW elements of the school improvement plan (SIP)
- School staff have been engaged through ongoing inset and staff meetings to help develop our approaches to implementation both at whole school level and in the delivery of AOLE areas
- The Pupil council and cluster council have made short videos to share information about our CFW journey with stakeholders and the community
- We have had ongoing meeting with cluster Primary Headteachers, and liaison between AOLE facilitators and key Primary staff to share developments across Year 6 and Year 7
- We have been involved with sharing good practice and CFW developments with our School Improvement group (SIG)
- We have linked with Primary Mental Health to develop our planning for emotional health
- We have engaged with Public Health Wales to undertake a series of interviews with stakeholders to inform our whole school approach to healthy eating as part of our Health and Wellbeing planning
- Pupil voice input is ongoing, and enhanced focus on the coordination of pupil voice actions around teaching and learning and the curriculum is part of the SIP
- We held pupil council and parent meetings to inform our planning for Health and Wellbeing
- Governors have been updated with all developments, and were involved with appointments of new TLR holders who have key remits to drive CFW

- How the curriculum meets the required elements of the Curriculum for Wales, starting from the four purposes
- 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 have appointed new Directors of Aspiration and Capability, Health and Wellbeing, Ethical Citizenship, Creativity and Enterprise, and ALN. Alongside our Directors of English, Maths and Science, these staff have responsibilities to facilitate AOLE working. They also lead on wider aspects of the school's approach to the 4 purposes and CFW roll out
- All Subject Leaders have planned their Year 7 curriculum starting with the 4 purposes
- Planning to date has taken place both through departments, and through AOLE working
- Our Teaching and Learning group is developing school strategies for our consistent pedagogical approaches – immersion, challenge, independence
- Our school Improvement Partner has visited lessons across different AOLEs and our Nurture class, and has met AOLE leads to discuss progress
- We are working towards the Nurture UK award
- We have been part of a self evaluation pilot for ALN with key staff from the LA and CSC
- Transition days for Years 4,5,6 have been revised in line with CFW
- Planning of revised staff roles accounts for the embedding and monitoring of cross-curricular skills of literacy, numeracy and digital competence; relationships and sexuality education (RSE); religion, values and ethics (RVE)

- We have strengthened our provision for Welsh and bilingualism
- Information on how the school is approaching learning progression and its arrangements for assessment
 - 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.
 - We continue to work alongside our Primary cluster to discuss this area and to connect our planning
 - We have developed our model for progression and assessment through ongoing work across departments, sharing good practice in our SIG, consultation with Parent Forum, and discussions between lead staff and our Improvement Partner
- How the curriculum will be kept under review, including the process for feedback and ongoing revision
 - 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.
 - Review and revision will take place via staff, Parent Forum, Cluster council, Pupil council, governors, School Improvement Partner
 - We will work within our school, across the cluster and in partnership with governors, the regional consortia, the local authority, 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.

- Our Autumn term lesson visits will be focussed on CFW
- Our Progress Leader and Strategic engagement lead for Year 7 will focus on the roll out of CFW and monitor engagement and attainment
- Leaders of department will feed back to line managers on the Scheme of work implementation phase
- Monitoring of pupil work and pupil voice will be a sustained focus
- Pupils will be tracked through transition arrangements, and from their entry into Year 7
- Directors of Aspiration and Capability, Health and Wellbeing, Ethical Citizenship, Creativity and Enterprise, ALN, English, Maths and Science will feed back directly to the SLT, and will undertake DER processes that overview all areas of CFW implementation