



Ysgol Gynradd

Coed Hirwaun

Primary School

*Achieving
Excellence Together*

Curriculum for Wales 2022

Principles and Purpose:

At Coed Hirwaun Primary School we believe we have developed a purpose-led curriculum, which has a secure foundation on the Four Purposes of the Curriculum for Wales 2022.

Our curriculum design is broad and balanced with a focus on the acquisition of knowledge and skills, whilst ensuring it is both motivating and challenging to engage pupils and foster a love of learning. It has a strong focus on promoting pupil independence and digital competency, enabling our pupils to become effective citizens of the 21st century. It is also designed for a school in Wales, being tailored to reflect the unique nature of the country and its culture.

Our curriculum is underpinned by the twelve pedagogical principles and employs a range of teaching approaches. The overarching teaching approaches are: a 'traditional' approach for Mathematics and English, and a 'progressive' approach which will encompass all Areas of Learning and Experiences, Cross Curricular responsibilities (Literacy, Numeracy and DCF skills) and the Welsh Dimension. Our progressive approach is a child centred, Inquiry-based approach which has an emphasis on the acquisition of both skills and knowledge. All topics are set within an authentic context for learning, endeavouring to 'solve the problems of tomorrow in the classrooms of today.' Children will make presentation of their findings to audiences in and beyond the school.

Inquiry Based Learning:

The Inquiry based learning (IBL) approach develop the skills integral to the four purposes: creativity and innovation, critical thinking and problem-solving, personal effectiveness and planning and organising. The development of these skills allows learners to work in a holistic way, providing them with opportunities for both innovation and inquiry and to use connections between different Areas of Learning and Experience effectively.

Inquiry-based learning is a form of active learning that starts by posing a question, problem or scenario. Inquirers will identify and research issues and questions to develop knowledge

and solutions. Instead of the teacher telling pupils what they need to know, they are encouraged to explore the material, ask questions, and share ideas. Inquiry-based learning uses different approaches to learning, including small-group discussion and guided learning. Instead of memorising facts and material, pupils learn by doing.

At Coed Hirwaun we have been using an Inquiry based approach for several years. Currently we use a 'Controlled Inquiry' approach, which is completed within a framework established by the teacher. The teacher provides the context, starting ideas, tools and some goals. Then the pupils apply what they are given and move through the process steps. With the development of the new curriculum, we have decided to *evolve* our Controlled Inquiry based approach to include a '**Guided Inquiry**' approach from Years 2 to 6. Guided Inquiry involves the teacher, in conjunction with the pupils, choosing a question within a topic, then the pupils are left to develop their own methods of inquiry and processes for moving through concepts.

Breadth and Balance:

The curriculum has been arranged into vibrant and cohesive topics for each year group, which have been mapped onto long term planners. We have ensured coverage of the requirement of the Curriculum for Wales by addressing the What Matter Statements and Progression Steps. The children will study six 'topics' per year.

Our medium term planners provides strategies for accessing prior knowledge, outlines how the topic will develop, and identifies any significant outcomes.

Structure:

- All topics start with an engagement experience or 'tuning in' task, which is specifically designed to stimulate children's curiosity and immerse the pupils in the topic.
- Pupils will participate in designing the focus of their study, facilitated through an Inquiry Question or Challenge.
- The Learning will develop the pupil's skills and knowledge and deepen their conceptual understanding: 'Finding Out and Sorting Out'

- The culmination of the topic is a Challenge, a solution to a problem, an answer to an 'Inquiry Question' or the creation of a product.

Recording:

Children will use an Inquiry Planner- the Rainbow Recorder to record the steps taken in their task. This planner has been differentiated to ensure progression from Year 2 to 6.

In Years 5 and 6 children will be expected to: remember, understand, analyse and apply, evaluate, create share and reflect. The pro forma has prompt questions for each stage which will scaffold the children's Inquiry.

Assessment:

The overarching purpose of our assessment procedures is to support every learner to make progress. In our curriculum, assessment is an integral part of the learning process, with teachers working with pupils to help identify their strengths, areas for development and next steps in learning. We will draw on a wide range of assessment approaches to build a holistic picture of our pupil's development.

Assessment of the Inquiry Based Learning Approach:

The processes involved in inquiry-based learning are just as important as the final product. Pupils learn and demonstrate different skills in each of the stages of the inquiry process, therefore we will use formative assessment throughout the Inquiry. This means checking-in and adjusting the learning, to ensure pupils are acquiring the necessary knowledge and skills they need. A variety of ways will be used to collect assessment information about pupil's learning, such as:

- **Informal observations**
- **Discussions, learning conversations, questioning,**
- **Group tasks**
- **Projects, portfolios**
- **Peer and self-assessments**
- **Self-reflections**

At the end of an Inquiry pupils 'create' an end product, which allows them to demonstrate all that has been learned and how it can be applied. A summative assessment 'TAG, - Topic Assessment Grid, will be used to assess the culmination of all knowledge and skills.

Assessment *for* Learning

Assessment for learning is integral to our school and our curriculum. Inquiry-based learning is weighted in favour of assessment for learning as these types of assessments are effective aids for deepening pupils understanding and encouraging pupil involvement in the learning and assessment process. By looking at evidence and seeing how our pupils are doing, which skills they have learned and where they need further support, teachers are able to adjust or differentiate their instruction and provide specific feedback to help pupils achieve greater success.

Continuum of Learning

Our Learners will also be assessed using Taith360, a new assessment system for Curriculum 2022, which has been designed to reflect the national principles of progression, drawing on the descriptions of learning. Our teachers will assess all learners across the 3 to 16 continuum based on the progression articulated in our school curriculum.

Personalised Assessments

Statutory online personalised assessments which are designed to support learning and teaching will be undertaken annually. These will help the both the teacher and learner to understand how a learner's reading and numeracy skills are developing and what the next steps should be.