



Glyncorrwg Primary School

Cwricwlwm statement

Our school and the Four purposes



Ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find
- and **are ready to learn throughout their lives**



Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- are questioning and enjoy solving problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit
- and **are ready to play a full part in life and work**



Ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet
- and **are ready to be citizens of Wales and the world**



Healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

- and are ready to lead fulfilling lives as valued members of society

Skills integral to the four purposes

Integral skills

The four purposes are also underpinned by integral skills developed within a wide range of learning and teaching. At the heart of these skills is the importance of learners recognising, using and creating different types of value - worth and importance in a range contexts, including financial, cultural, social and learning value.

Creativity and innovation

Learners are given space to be curious and inquisitive, and to generate many ideas. They are supported to link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions. They identify opportunities and communicate their strategies. This support learners to create different types of value.

Critical thinking and problem-solving

Learners are supported to ask meaningful questions, and to evaluate information, evidence and situations. They analyse and justify possible solutions, recognising potential issues and problems. Learners become objective in their decision-making, identifying and developing arguments. They are able to propose solutions which generate different types of value.

Personal effectiveness

Learners develop emotional intelligence and awareness, becoming confident and independent. They have opportunities to lead debate and discussions, becoming aware of the social, cultural, ethical and legal implications of their arguments. They evaluate their learning and mistakes, identifying areas for development. They become responsible and reliable, being able to identify and recognise different types of value and then use that value.

Planning and organising

Where developmentally appropriate, learners are able to set goals, make decisions and monitor interim results. They are able to reflect and adapt, as well as manage time, people and resources. They are able to check for accuracy and be able create different types of value.

The development of these skills allows learners to work across disciplines, providing them with opportunities for both synthesis and analysis. There is particular potential for innovation in making and using connections between different disciplines and Areas.

When developing these skills, learners:

- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances
- are supported and challenged so that they are prepared to confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- are afforded the space to generate creative ideas and to critically evaluate alternatives – in an ever-changing world, flexibility and the ability to develop more ideas will enable learners to consider a wider range of alternative solutions when things change
- build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.

12 Pedagogical principles

On a daily basis our staff will identify pupils' greatest needs, match these with the most appropriate pedagogical approach and assess the impact of the teaching approach through pupil progress.

- create authentic contexts for learning
- encourage learners to take responsibility for their own learning
- support social development & positive relationships
- encourage collaboration
- sustain pupil effort to reach high but achievable targets
- employ a broad repertoire of teaching approaches
- promote problem solving, creative & Critical thinking
- build on previous knowledge & experience to engage interest
- focus on the Four purposes
- use assessment for learning to accelerate progress
- make connections within & across AoLEs (areas of learning and experiences)
- reinforce Cross Curricular responsibilities – Literacy, Numeracy and Digital Competence.

Cross-curricular skills

The mandatory cross-curricular skills of literacy, numeracy and digital competence are essential to all learning and the ability to unlock knowledge. They enable learners to access the breadth of a school's curriculum and the wealth of opportunities it offers, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling learners to adapt and thrive in the modern world. Learners need to be adaptable, capable of learning new skills throughout life and equipped to cope with new life scenarios.

Our curriculum enables learners to develop competence and capability in these skills and, where there are opportunities, to extend and apply them across all AoLEs (areas of learning and experiences).

Learners are given opportunities across our curriculum to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world.

These skills are embedded across the curriculum.

Principles of progression

Five principles of progression underpin progression across all Areas. The principles are as follows

Increasing breadth and depth of knowledge

Learners need to acquire both breadth and depth of knowledge. As learners progress, they develop an increasingly sophisticated understanding of concepts that underpin different statements of what matters. They see the relationships between these and use them to further shape and make sense of knowledge and make links across the whole curriculum. This consolidates their understanding of concepts.

Deepening understanding of the ideas and disciplines within the Areas

Holistic approaches are particularly important to learning in early steps as learners engage with the world around them. Learners should become increasingly aware of ways in which ideas and approaches can be coherently grouped and organised. As they progress they need to experience and understand disciplinary learning in each of the Areas and see these in the context of the statements of what matters and the four purposes.

Refinement and growing sophistication in the use and application of skills

Learners need to develop a range of skills including: physical, communication, cognitive and Area specific skills. In the early stages of learning, this range of skills includes focus on developing gross and fine motor; communicative and social skills. They also develop intellectual skills in applying what they have learned. As learners progress, they demonstrate more refined application of existing skills, and will experience opportunities to develop new, more specific and more sophisticated skills.

Over time, learners become able to effectively organise a growing number of increasingly sophisticated ideas, to apply understanding in various contexts and to communicate their thoughts effectively, using a range of methods, resources or equipment appropriate to their purpose and audience.

Making connections and transferring learning into new contexts

Learners should make connections with increasing independence; across learning within an Area, between Areas, and with their experiences outside of school. Over time these connections will be increasingly sophisticated, explained and justified by learners. They should be able to apply their learning in more unfamiliar and challenging contexts.

Increasing effectiveness

As learners progress, they should become increasingly effective. This includes increasingly successful approaches to self-evaluation, identification of their next steps in learning and more effective means of self-regulation. They become increasingly able to seek appropriate support and to identify sources of that support. They ask more sophisticated questions and find and evaluate answers from a range of sources. They become increasingly effective at learning in a social and work-related context.