



# Curriculum for Learning Policy A Guide to our “Purposeful, Authentic & Relevant Curriculum”

## Curriculum for Wales CfW

Written in 2019

**\*\*Written by previous management in November 2021, new leadership team are reviewing content in line with what they have observed and vision for going forward.  
New document to written by July 2022 in line with audit.**

Caring Learning and Achieving Together - Gofalu Dysgu a Chyflawni gyda'n Gilydd

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**Other Documents and Policies to be read in conjunction with this document:-**

- **Assessment for Learning Continuum (CfW)**
- **Feedback Policy**
- **Additional Learning Needs Policy**

# WELCOME TO OUR SCHOOL - Croeso i'r Ysgol Gynradd Coedpenmaen



**We believe that every member of the school community is a learner, pupils, staff and parents. Together we develop as a learning organisation, using information from research, other schools, businesses and the real world to build a culture for improvement.**

Across all Areas of Learning and Experience (AoLEs), the application of numeracy, literacy and digital competency are planned for. Teachers are expected to plan and deliver learning objectives pitched appropriately to the learners needs. Lessons have success criteria (which also include numeracy, literacy and/or digital competency) to ensure the learners are aware of the particular skills they are looking to develop within that lesson. In addition to literacy, numeracy and digital competence, teachers plan for incidental welsh and opportunities to address relationships and sexuality education in line with the new CfW.

There is a whole school and cluster approach to well-being enabling pupils to understand their own and others' emotions. This is in line with the Health and Well-Being AoLE, and is integrated throughout the school day, and throughout the curriculum itself.

Every opportunity is used to promote the ethos of all stakeholders; "Caring Learning and Achieving Together"

## OUR SCHOOL AIMS

Through our Mission Statement we aim to...

- provide education to nurture and inspire every child, taking care of their individual needs, so that their imaginations are free to flourish.
- to do our very best to provide the foundations for a successful future for all of our pupils.

The mission statement for the school has been approved by the Governors in the following terms: To achieve these aims, we:

- promote the development of each pupil to his or her full potential.
- achieve the best academic standards of which each is capable.
- remember learning starts with engagement and that learning is social - children learn from and with each other, and with the significant adults in their lives
- know every child, so that we are in a strong position to guide them towards their next steps of learning – both academically and socially
- treat everyone individually share ideas, on the understanding that others will share theirs celebrate success are reflective, and strive always to improve our practice
- expect everyone, including staff, to develop, learn and progress
- draw in the local community, so the children can gain from its wisdom
- be open where things have not gone well, to learn and do better next time
- serve the local community society You are the most important person in your child's life.

*You are the one who will really influence the way that he or she will feel, think and act, in all aspects of life, including their attitudes to school. If we work TOGETHER as PARTNERS in your child's journey, we are giving the children the VERY BEST START IN LIFE.*

## OUR SCHOOL STRUCTURE

The school utilises its space to meet the needs of learning, in a creative and purposeful way. This enables staff to deliver a more active and experiential curriculum, underpinned by a very serious approach to teaching and learning.

We develop skills through teaching in varying group sizes, through a range of pedagogical approaches.



## A PURPOSEFUL, AUTHENTIC & RELEVANT CURRICULUM

A new curriculum is being developed for settings and schools in Wales. A final version will be available in January 2020, and will be used throughout Wales by 2022.

The principles underpinning every Area of Learning and Experience (AoLE) in Coedpenmaen Primary ensures that the curriculum is:-

**authentic:** rooted in Welsh values and culture and aligned with an agreed set of stated purposes

**evidence-based:** drawing on the best of existing practice within Wales and from elsewhere, and on sound research

**responsive:** relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions for future challenges as lifelong learners

**inclusive:** easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society

**ambitious:** embodying high expectations and setting no artificial limits on achievement and challenge for each individual child and young person

**empowering:** developing competences which will allow young people to engage confidently with the challenges of their future lives

**unified:** enabling continuity and flow with components which combine and build progressively

**engaging:** encouraging enjoyment from learning and satisfaction in mastering challenging subject matter

**based on subsidiarity:** commanding the confidence of all, while encouraging appropriate ownership and decision making by those closest to the teaching and learning process

**manageable:** recognising the implications for and supported by appropriate assessment and accountability arrangements.

**rights-based:** underpinned by the principles of the United Nations Convention on the Rights of the Child.

We believe that to get the best out of all our learners (and that includes staff) we have to offer rich and exciting experiences. We are committed to developing a curriculum which engages, enthuses and inspires our pupils and staff. We encourage teachers to have the freedom to teach in ways they feel will have the best outcomes for their learners.

We have a strong emphasis on the acquisition and application of skills and knowledge through experiential and active learning. We study a whole school topic each term. All children contribute to their curriculum, ensuring that they have ownership over their learning, through class planning at the beginning of each term.

Every whole school topic is launched through Immersion Activities. These may be school based activities or trips and the use of visitors to ensure effective learner engagement from the first day of each term.

From the immersion activities, the pupils are encouraged to ask questions about the topic.

What do they want to discover?

How would they like to do this?

## PLANNING AND PREPARING FOR LEARNING

Our curriculum places emphasis on equipping young people for life. It provides pupils with opportunities to learn new skills and apply their knowledge positively and creatively.

Learners get a deep understanding of how to thrive in an increasingly digital world. We follow a digital competence framework developing digital skills across the curriculum, and preparing them for the opportunities and risks that an online world presents.

All teachers ensure that learners are planned for ambitiously, at a progression step relevant to their need. Each AoLE has a number of **What Matters** statements, which ensure breadth, and coverage of the fundamental key concepts.

As a guide to planning, the school has mapped out expectations for each year group in

the table below. However, learners may be above or below the **descriptions of learning** within that particular **progression step**. A child's progression step is not a 'best fit' model but a way to genuinely plan for an individual's progression in different areas of learning



Teachers use the PPA time effectively to plan, prepare and assess learning. This takes the form of the **skills, knowledge and experiences** that each child needs to be able to progress.

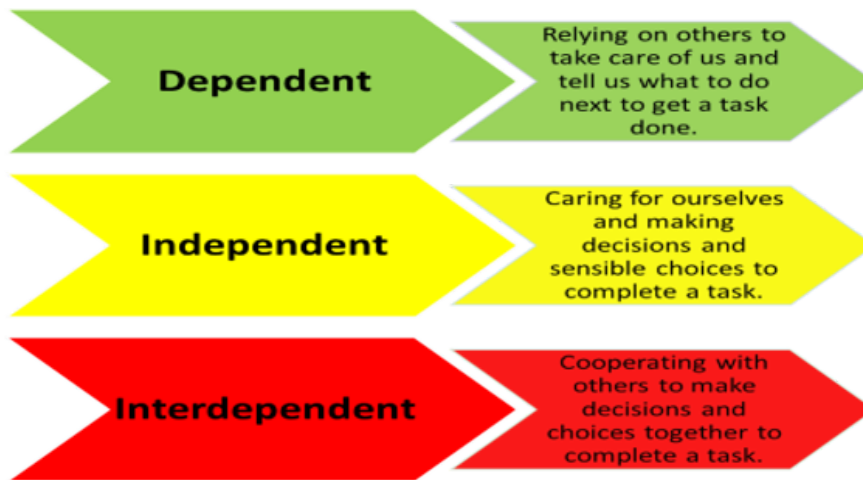
Year Group	Progression Step	Year Group	Progression Step
<b>Nursery</b>	PS1	<b>Year 3</b>	PS2/PS3
<b>Reception</b>	PS1/PS2	<b>Year 4</b>	PS3
<b>Year 1</b>	PS2	<b>Year 5</b>	PS3
<b>Year 2</b>	PS2	<b>Year 6</b>	PS3/PS4

The curriculum is the whole learning experience offered by our school. It is not only the lessons and activities, but also the attitudes and values we promote. This is achieved through integrating the **Four Purposes** into all our planning. These are explicit to the learners and the parents.

Our curriculum is enriched, engaging, broad, balanced and relevant to our learners. It ensures progression and continuity for the pupils and provides opportunities for children to acquire knowledge, skills and values through a variety of experiences.

***How*** children learn is as important as ***what*** they learn. Our teachers teach through a range of approaches, not restricted, but including those outlined in the **12 Pedagogical Principles**





Opportunities to develop **independence and interdependence**, throughout their time in Coedpenmaen is both visual and explicit. Staff consistently discuss this with the children through the maturity continuum (see below), although this must be recognised as a non-linear tool. In other words as children are exposed to new skills they are

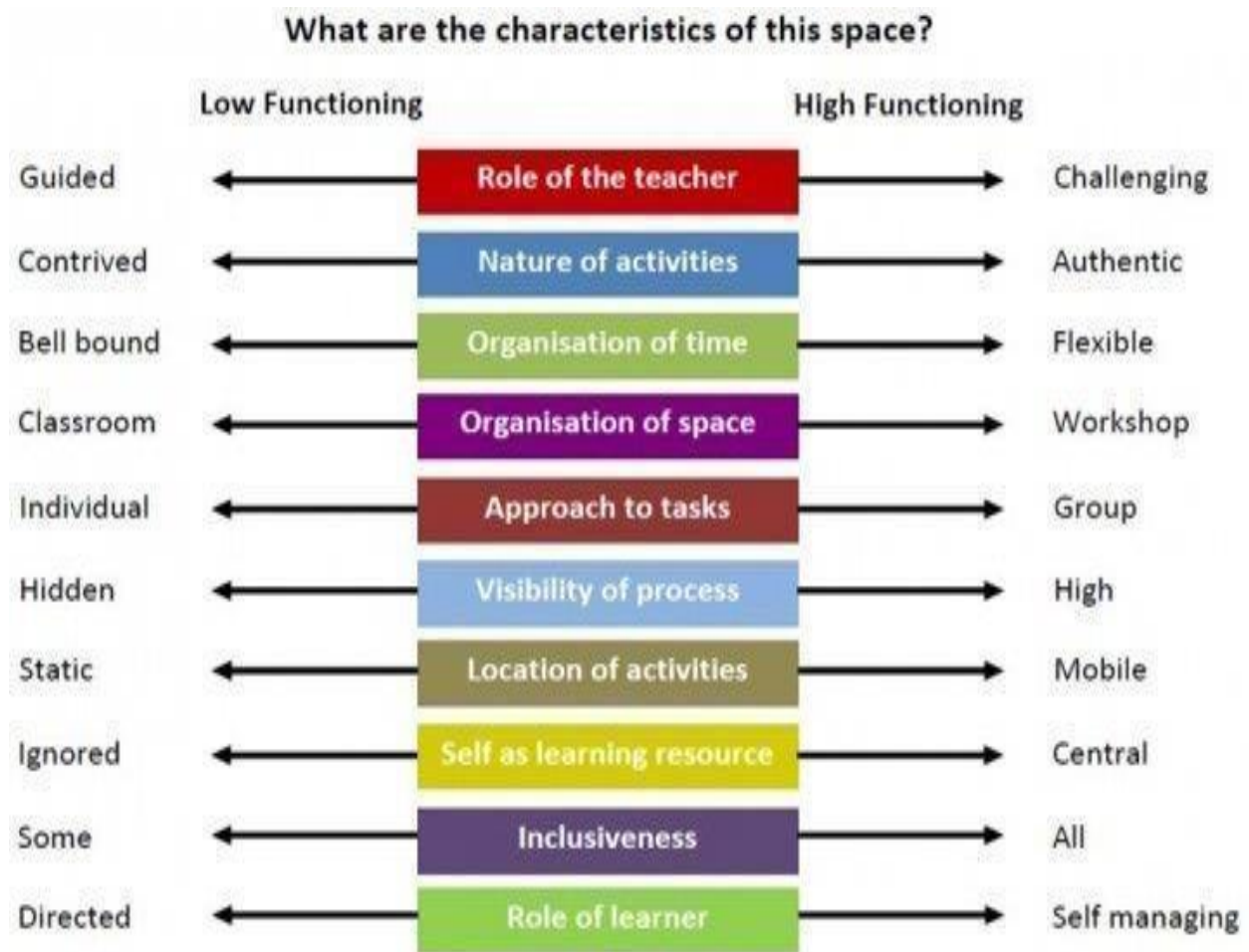
**dependent**, and move towards **interdependence** as this new skill is understood and eventually applied. Skills will be planned for a number of times before a child can intrinsically apply it out of context.

Teachers plan and prepare learning with a clear understanding of pedagogy. Within any given lesson, adults consider their selection of methods in light of the purpose of learning. This involves the teachers' blend of theoretical and practical knowledge, deciding on how best to promote effective learning.

As the child moves away from being directed by the teacher, they will be encouraged to make choices in their learning (child centred). At a more advanced stage of independence, learners will use the understanding of "what they need to learn" to help inform their choices of "how they are going to do it" (Learning centred). Once again, as new learning takes place the child will need more teacher direction.

	<b>Pedagogy</b>	<b>Andragogy</b>	<b>Heutagogy</b>
<b>Dependence</b>	Learner is dependent	Learner is independent	Learner is interdependent
<b>Learning Resources</b>	Teacher driven and controlled	Learner and teacher controlled	Learner and teacher provided. Learner negotiates path
<b>Learning Focus</b>	Skill and concept. Prescribed.	Task or problem solving. Negotiated	Problem finding. Learner driven.
<b>Motivation</b>	External	Internal	Self efficacy
<b>Teaching Role</b>	Process designer, knowledge holder, director	Enabler, collaborator	Capability builder

At Coedpenmaen we use the **Paul Collard Creative Classroom** approach to develop a highly functioning environment for our learners. This has been used to support a whole school strategy towards self-improvement in line with CfW.



## THE LEARNING ENVIRONMENT

The physical and emotional learning environment at Coedpenmaen Primary reinforces our commitment to high standards and the drive to continually raise achievement. The learning environment is a means of adding greater depth and breadth to pupils' learning. We believe it plays an important role in supporting the well-being of our learners. It raises self-esteem, celebrates what we do and encourages pride in the classroom and school.

### Aims

The school's aims for the learning environment are:

- To motivate children by setting high standards to which they can aspire
- To support independence and active learning
- To encourage collaboration

- To celebrate achievement

- To create a stimulating teaching and learning environment
- To encourage aesthetic awareness and a positive attitude to our school environment
- To arouse curiosity, pose questions and stimulate enquiry
- To increase children's self-esteem and pride in their work
- To reflect and value different levels of achievement and cultural backgrounds
- To inform and inspire parents, carers, governors, teachers and visitors to the school.

## Staff Responsibility

Individual teachers are responsible for the learning environment within their own workshops and designated areas.

The learning environment, whether indoor or outdoor, should be calm, welcoming, organised and stimulating places where high value is placed on learning. The environment needs to be considered in terms of:-

- How it looks eg organised
- How it sounds eg calm
- How it smells eg clean
- How it feels eg comfortable

The environment at Coedpenmaen reflects its curriculum and must promote interest and discussion.

A calm environment is not necessarily a quiet one. By calm we mean children:

- Are on task
- Are aware of acceptable noise levels for classwork and teachers help to maintain this by example
- Are taught to tidy up after themselves
- Know the rules and boundaries
- Can access resources they require
- Have appropriate amount of room for the activity.

The learning environment is well organised when:

- Walls, zones and resource areas are labelled so that pupils can be independent and know where to find what they need
- Children's resources are accessible
- There is a clear furniture layout
- Areas are kept tidy



## Resources

It is expected that every Pod offers learners appropriate opportunities to develop their self-efficacy through their own lines of enquiry. Where possible these will be purposeful and authentic and aligned with the sustainable development goals (SDGs). All resources and areas must be appropriate to support the age and stage of learners' development. Resources must include appropriate materials and areas to promote:-

- **Reading (Bilingual)**
- **Writing (Bilingual)**
- **Oracy (Bilingual)**
- **Numeracy**
- **Creativity**
- **Imagination**
- **Digital skills**
- **Investigation**
- **Construction**
- **Problem solving and critical thinking**
- **Pupil Influence**
- **Pupil self regulation**

## Displays at Coedpenmaen Primary

At Coedpenmaen we use displays to enhance and promote learning. We ensure that displays:

- engage the audience and/or stimulate interest in a topic. Theme or unit of work
- Model high expectations of presentation and handwriting
- ensure reflection of a broad and balanced curriculum and always include work related to literacy and numeracy
- contain key and technical vocabulary relevant to the focus of the learning is evident in all subjects
- maintain balance between celebration and information
- use various styles, strategies and subjects
- be current - all work on display is up to date and represents learners currently in the class
- celebrate children's work and evidence our community/ethnic mix
- be used actively and purposefully
- ensure that all learners are represented
- be 3D where possible and creative (and include use of relevant text books and artefacts)
- have a variety of techniques and media employed in artistic displays
- learner's drawings, writing and other representational work to be original
- have learners own drafted independent writing on display. (It is acceptable to have some mistakes in pieces of extended writing or teachers' marking/feedback on the work)
- have a title and labels (bilingual – Welsh /English /other languages as appropriate) which include information, facts and questions
- introduce, summarise or reinforce knowledge and skills
- Accessible to its audience ie right height and size for reading

There are four main types of display:

1. **Interactive** - where children have the opportunity to interact with the display either during the main teaching input or as part of their lesson or informally to extend their learning beyond the lesson. Interactive aspects should be multi-sensory.
2. **Celebratory** - reflecting the Curriculum coverage and standards for that particular year group
3. **Informative** – A learning wall where children can get information eg Times tables reckoner, WoW words.
4. **Working walls** - Work is not necessarily mounted as it is expected to develop rapidly and change frequently eg work of the week

Displays should include:

- **Information** (pictures, reference materials, word banks, etc to encourage interaction and enquiry)
- **Process** (stimulus material, evidence of the work's evolution)
- **Outcomes** (final results)
- **A variety of written texts styles** (e.g. handwritten by student/adults, computer fonts, etc). This is because children will see a variety of texts in the world around them.

All displays need to reflect the professional and innovative nature of the work that is carried out in the school. They should have correct or appropriate level of spelling, syntax and punctuation (there are exceptions on working walls where work in-progress by pupils may be displayed).

## SELF REGULATION

# What zone am I in?



Tips to get in the **green zone**



Nurture Growth Positivity

We encourage our learners to develop self-regulation, and to understand the “*how and why*” of their emotions in order for them to develop strategies to best help and support them. Children will regularly self-assess themselves to identify where they are in terms of their feelings, and what they can do to help move them into a more mentally healthy zone.

## EXPECTATIONS FOR LEARNING

We have very clear expectations of the staff, pupils and the environment in which we all learn.

**The teachers will...**

- keep a consistent focus on the four purposes of the curriculum
- challenge all learners

- encourage sustained effort and growth mindset
- use a blend of pedagogical approaches to promote problem solving, creative and critical thinking
- build upon previous knowledge

- create authentic contexts for learning
- employ assessment for learning principles
- teach across all areas of learning and experiences
- reinforce cross-curricular responsibilities including literacy (Welsh and English), numeracy and digital competency
- provide opportunities for pupils to practice their skills in real life situations
- encourage pupils to take responsibility for their own learning
- support social and emotional development
- encourage independence and interdependence
- value the four purposes within their planning

#### **The pupils will...**

- build from what they know
- make choices to support their learning
- ask questions about their learning
- value their own and others' ideas
- learn from their mistakes
- make choices about their learning including when to use ICT
- have time to reflect on own and others' work
- challenge themselves
- use a range of approaches to learning
- enjoy working together and on their own

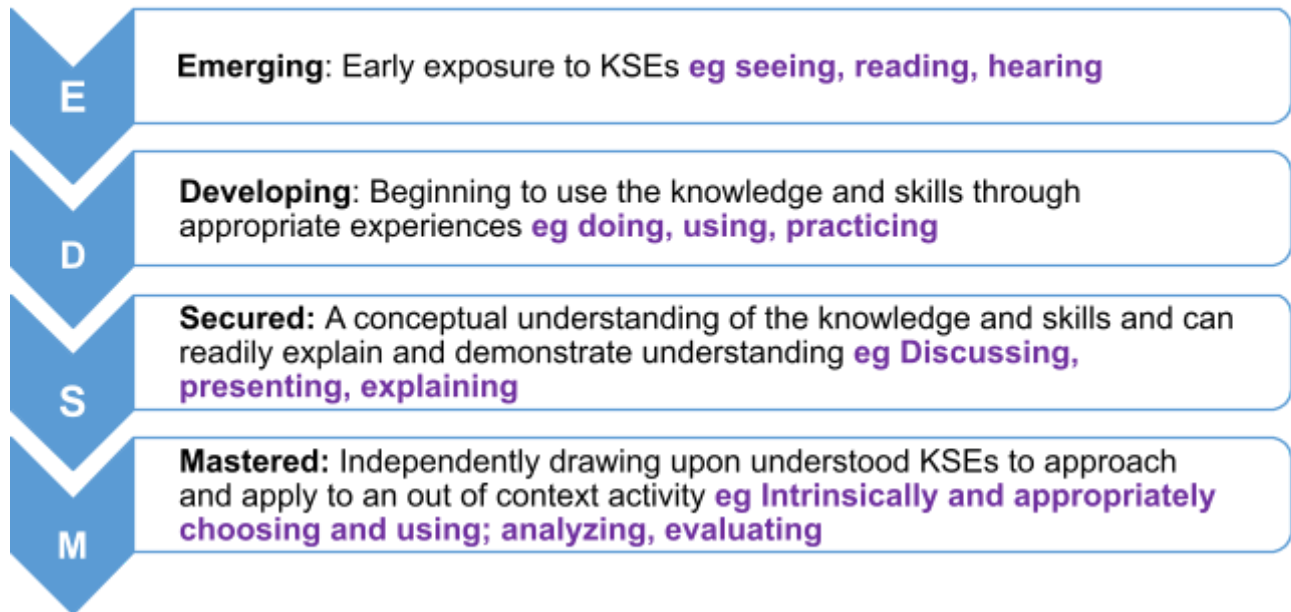
#### **The school environment will provide...**

- experiences of real life problems and situations
- a safe comfortable, inspiring place for learning
- appropriate technology to inspire creative learning
- enjoyable opportunities for outdoor learning.
- learners with opportunities to care for and manage their natural world

## **ASSESSING LEARNING AND PLANNING FOR PROGRESS**

At Coedpenmaen, we are committed to formative (fine) assessment to inform next steps for our learners. To enable consistency, the school is developing its own tracking of progress in this way.

When new knowledge, skills and experiences are planned (fine planning) and prepared for, learners will be at the early “**emerged**” stage of their journey. As the children practise and refine these skills, they move along our assessment continuum of “**developing, securing and mastering**”.



Each child's progress is monitored and recorded by the class teacher. School leaders routinely monitor progress and coverage of skills, knowledge and experience.. This process is carried out from the time a pupil starts in Coedpenmaen Primary School until they leave, whereby assessment information is passed onto the secondary school.

All assessment information is used to develop appropriate learning programmes to aid progress. The school has clear procedures for recording and reporting which are outlined in the schools **Assessment Policy and the Assessment for Learning Continuum**.

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work;
- To help our children understand what they need to do next to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents that enable them to support their child's learning;
- To provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.
- To enable school leaders, including the governing body, to evaluate the effectiveness of learning for specific groups of learners to ensure an inclusive curriculum

It is a Welsh Government requirement that children are assessed in key developmental areas on entry to school. These assessments are carried out by the class teacher in order to provide a 'baseline' of where the child is when they start school and to identify the next steps in their development.

## **STATUTORY TEACHER ASSESSMENTS**

The Welsh Assembly expects every school to report on children's attainment (National Curriculum outcome or level) at the end of Year 2 and Year 6. These are reported to parents in the Summer term reports.

However, under the new curriculum, the central focus of assessment arrangements is to ensure learners understand how they are performing and what they need to do next. There will be a renewed emphasis on formative assessment for learning as an essential and integral feature of learning and teaching.

## **HOW PARENTS ARE INFORMED OF PROGRESS**

Coedpenmaen has developed its own robust tracking system that enables the school to produce individual pupil profiles covering a range of assessment scores and data on each pupil. These profiles contain information regarding attendance and academic progress. We plot individual pupil progress as well as cohort progress, which we use to review teaching and learning and set future targets for improvement.

We are very committed to ensuring that parents are kept fully informed about their child's progress. This takes place in the following ways:

- Twice yearly open evenings and formal meetings with class teachers are arranged to discuss progress and set targets for future development. These take place in the Autumn and Spring Term.
- A written Termly School Report which comments on the progress made in every area of learning and experience will be issued online
- Class teachers make themselves available to parents whenever possible at the beginning and the end of the school day.
- In addition to individual pupil meetings, school holds a number of events to keep parents up to date with school initiatives and plans. These include:-
- An annual school development day
- Various presentations throughout the year. Eg internet safety, curriculum reform, numeracy, literacy, digital competence etc
- Nursery open days

## **MEETING THE LEARNING NEEDS OF ALL PUPILS**

Children with additional learning needs are supported well in Coedpenmaen. Additional support includes differentiated work with the class teacher, time spent in small groups or with the help of outside agencies. Individual Development Plans (IDPs) are used to focus upon the child's needs and next steps. IDPs are reviewed and updated at least termly. We believe strongly that all teachers are teachers of learners with additional learning needs. The school has clear procedures for supporting pupils with additional



Learning Needs (ALN) and these are outlined in the school's **ALN Policy**.

Annual pupil centred planning reviews in our specially designated area (Cwtch), enabling pupils, parents, carers and support agencies to come together for maximum pupil support.

In Coedpenmaen, we believe that *all* children should be challenged in order to reach their potential. Feedback to pupils is clear, and staff ensure that pupils understand their next steps, and/or what they need to do to improve their work.

The school has a robust **Feedback Policy** providing all staff with a consistent, yet progressive approach to feedback to pupils. We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost their self-esteem, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and next steps
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform future lesson-planning.

## HOME LEARNING

Children receive a home learning menu generated from the content ideas by pupils at the start of the term. Teachers will then consider the knowledge, skills and experiences that would benefit the children through their home learning projects.

Support and guidance for home learning is always available from the teachers. We also subscribe to web based sites to support home learning. Whenever possible, home learning is an extension to work carried out in class. All children and parents are encouraged to read regularly at home together. All children have reading diaries to support the link between home and school.

## CURRICULUM FOR WALES (CfW)

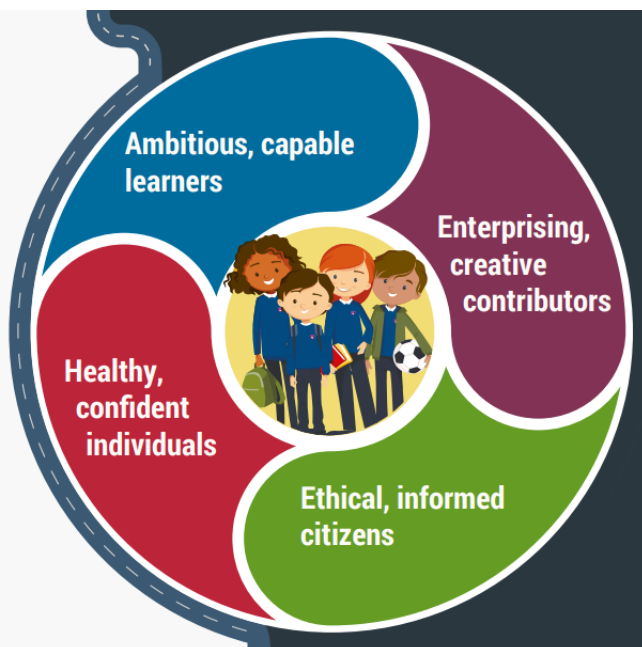
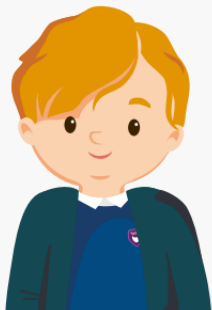
## The four purposes



These four purposes will be the foundation of everything you learn.

All children and young people will get support to be:

- **ambitious, capable learners** who are ready to learn throughout their lives
- **enterprising, creative contributors** who are ready to play a full part in life and work
- **ethical, informed citizens** who are ready to take part in Wales and the world
- **healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.



All teachers plan for the cross-curricular responsibilities of **literacy, numeracy and digital competence** to support almost all learning. These are essential for learners to be able to participate successfully and confidently in the modern world.



## INTEGRAL (WIDER) SKILLS

Throughout the curriculum, meaningful and authentic experiences will provide opportunities to develop the wider skills, developing the resilience to face present and future challenges throughout their life.

### Areas of learning and experience



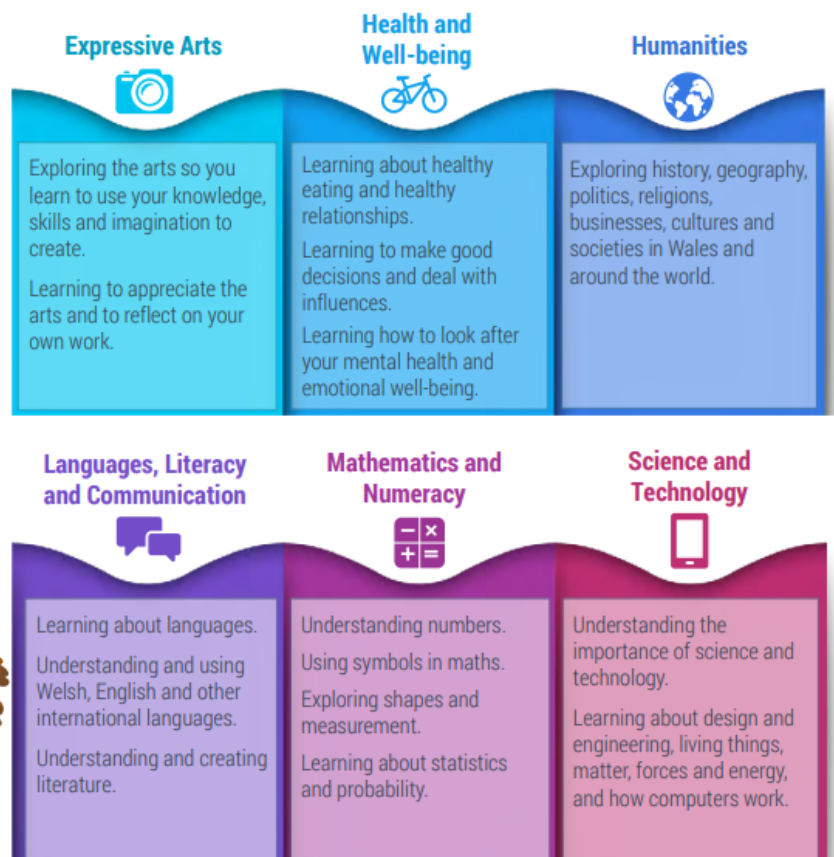
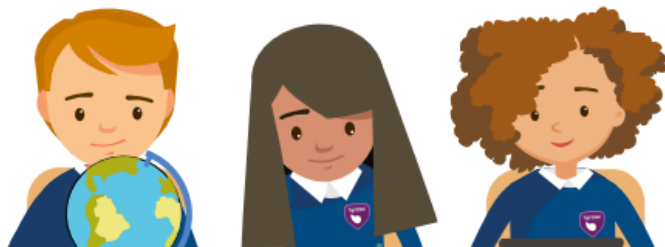
The new curriculum is about helping you connect your learning.

As well as learning **literacy, numeracy** and **digital skills**, there will be six areas of learning and experience. You might not have lessons called these, but everything you learn will connect to these areas.

The curriculum your school develops should cover:

- human rights and the United Nations Convention on the Rights of the Child
- diversity and respecting differences
- experiences and skills for careers and the workplace
- local, national and international aspects of all learning.

They must also teach you about relationships and sexuality education too.



# Important life skills

As well as literacy, numeracy and digital competence, the new curriculum will have more opportunities for you to learn skills.



## Creativity and innovation skills

You will have opportunities to explore, communicate, create plans and find solutions.



## Critical thinking and problem-solving skills

You will have opportunities to ask questions, look at the evidence, make decisions and solve problems.



## Personal effectiveness

You will learn to make the most of your time and talents. You'll get support to grow in confidence, become aware of different social, cultural and ethical views and learn from your mistakes.



## Planning and organising skills

You will learn to manage your time, set goals, make decisions and check your work.



### PHYSICAL ENVIRONMENT POD CHECKLIST

<b>Resources must include materials and areas to promote and support:</b>	
Reading (Bilingual)	
Writing (Bilingual)	
Oracy (Bilingual)	
Numeracy	
Creativity	
Imagination	
Digital Skills	
Investigation	
Construction	
Problem Solving and Critical Thinking	
Pupil influence	
Pupil Self Regulation	
<b>Presentation of the display</b>	
A clear title – bilingual - with eye catching lettering	
Clear, understandable font at an appropriate size	
Backing paper used with a border	
3D element to bring 'learning to life' e.g. books, artefacts linked to the topic	
Pictures	
4 Purposes	
Wider Skills	
<b>Work being displayed</b>	
Work is double mounted neatly	
Key and technical vocabulary and key questions – if appropriate	
Good quality – neat and purposeful	
Success Criteria – if appropriate	
Differentiated, quality examples of work	
Work marked (by staff and learners) is acceptable	
Different stages of work e.g. planning, drafting, final piece	
Evidence of extended writing	
Cross-curricular	
A variety of written texts styles should be used (e.g. handwritten by student/adults, computer fonts, etc). This is because children will see a variety of texts in the world around them.	
<b>Additional considerations</b>	
Photographs of children completing the work/activity	
Challenges so that learners interact with the display	
Learning prompts/facts linked to the display topic	

Quotes from learners	
QR codes	

## APPENDIX 2

### CURRICULUM FOR LEARNING POD CHECKLIST

<b>Pod Ethos</b>	
<b>All staff:-</b>	
set clear expectations of behaviour as per Positive Relationships Policy	
promote consideration and respect towards others including good manners and courtesy	
meet all learners' needs through planning curricular and extra curricular activities to enable pupils to discover new interests and develop existing ones	
challenge pupils and build expertise and mastery	
encourages sustained participation over time	
ensure that all pupils benefit equally from what we offer	
<b>Building Independence</b>	
<b>All staff:-</b>	
value learners' views in planning their environment	
build upon the skills and knowledge learnt by providing opportunities for applications through IQ and Choice & Challenge Time	
plan from four purposes and wider skills to ensure readiness for real life	
plan flexibly and meets the needs and interests of the pupils through cross curricular approaches	
engage in activities to model and promote discussions	
provide opportunities, through Choice & Challenge, for pupils to follow their own lines of enquiry	
<b>Social and Emotional Well-Being</b>	
<b>All staff:-</b>	
provide opportunities for learners to talk about feelings and needs throughout the day, using the self-regulation tool when necessary	
encourage pupils to talk through their understanding of learning and actions and emotions	
make changes to the environment to suit the needs of the learners when necessary eg routines, displays, groupings, resources, self-regulation tool	
create an emotional environment which actively supports pupils to talk about their feelings and needs	
<b>Extending Language</b>	
<b>All staff:-</b>	
create an environment where learners are encouraged to lead	



conversations	
encourage effective interactions between learners by encouraging to participate in purposeful conversations, questions and listening	
play/work alongside learners taking cues from them to develop imagination and creativity	

support language development by modelling appropriate grammar slightly above the child's current level	
provide one to one feedback to every pupil at some point in the school day	
promote an inclusive environment to ensure every child feels included in all activities	
<b>Supporting Learning and Critical Thinking</b>	
<b>All staff:-</b>	
Generate Big Questions through daily worship and consider HABER when evaluating information	
activate prior knowledge through learners' schemas and interests	
plan for a range of visitors, experiences and authentic contexts	
effectively utilise the local environment, Wales and the wider World to link learning to global contexts (SDGs)	
use objects, videos and resources effectively to inspire probing questions and problem raising	
provide visual learning opportunities by modelling metacognition and problem solving processes	
provide opportunities for pupils to plan their own learning through EPIC time	
provide opportunities for pupils to raise problems and solve them in a way that suits them	
encourage pupils to plan, undertake and reflect on their learning, linking to four purposes when appropriate	
evoke excitement through strategies such as treasure hunts, code breaking etc	
use factual and authentic materials to support learners' knowledge and understanding of concepts	
engage learners with stories, songs and authentic materials to promote effective questioning, evaluation and prediction	
plan for a focus on each of nine reading behaviours in cross curricular contexts	
model scientific and problem solving approaches through talk and action	
use correct key and technical vocabulary and link these to learners' own experiences	
encourage parents/carers to join in with activities and explorations	
<b>Assessing Learning &amp; Language</b>	
<b>All staff:-</b>	
observe, provide learners with feedback, ask open ended questions, and scaffold where appropriate	
highlight strengths and difficulties and give clear instruction on next steps to success	

promote growth mindset including resilience at all opportunities eg persistence, concentration and completion	
encourage learners to provide one another with positive and supportive feedback	
use the EDSM model to plan for learners' next steps	
share observations and assessments with parents/carers so that they can be supported at home	