



Greenmeadow Primary Curriculum Summary

Empowering Young Minds For Tomorrow



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Wellbeing & Relationships (Every child matters)



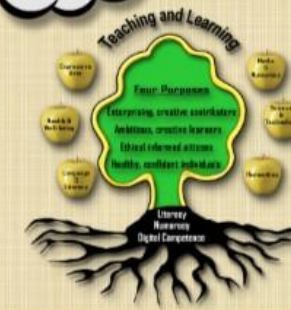
Our Vision

To be inclusive & nurturing
Create a safe, happy & stimulating learning environment where everyone feels valued & respected

Provide high quality teaching & learning experiences via an enriched & inspiring curriculum

Promote equal opportunities & develop a culture of collaboration to inspire our learners to become valued citizens of Wales & the World

Community (It takes a community to raise a child)



All stakeholders contributed to our vision for Greenmeadow. It exemplifies our commitment to ensuring the four purposes are at the core of everything we do in school and will lead us on our journey towards embedding The Curriculum For Wales.

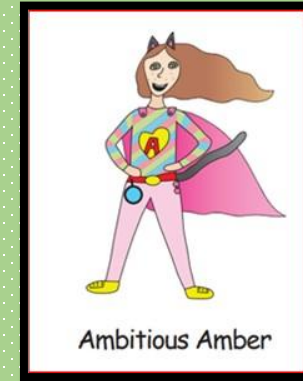
At Greenmeadow every individual is valued for who they are and what they contribute to the school. Values are intended to support the personal, social and spiritual development of every pupil throughout the school.



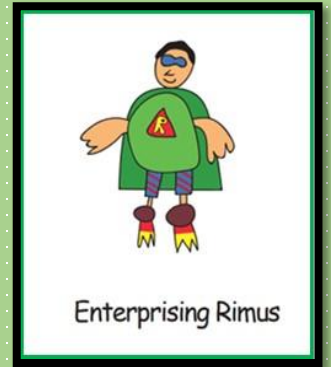
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What kind of hero will you be today?

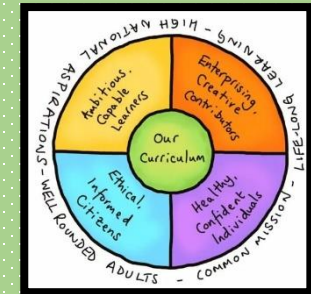
Curriculum for Wales 2022 allows schools to make decisions about the curriculum they provide for their students. These decisions have been made by Greenmeadow Primary through us working closely with Welsh Government, and other educational advisory bodies, such as The Education Achievement Service. We have also worked with our governors, children, parents and community to design a curriculum that meets the needs of all of our students, with the Four Purposes of the Welsh Curriculum at the forefront of our minds.



Ambitious Amber



Enterprising Rimus



Ethical Ernest

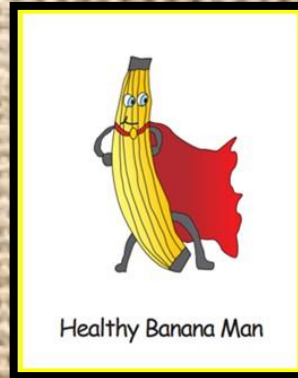


Healthy Banana Man

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*Developing empathy
and resilience*



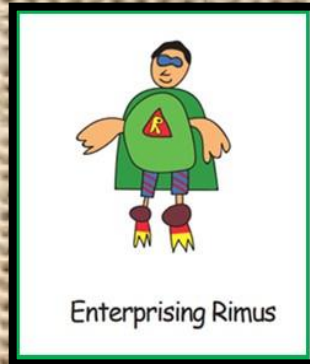
*Confident to participate
and perform*



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Think creatively to solve problems



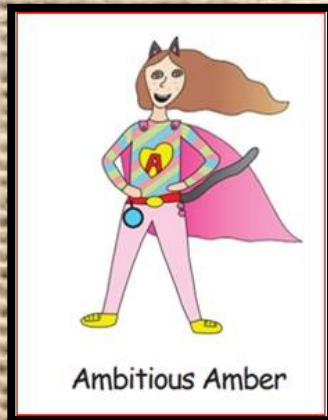
Able to take measured risks



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Set themselves high standards



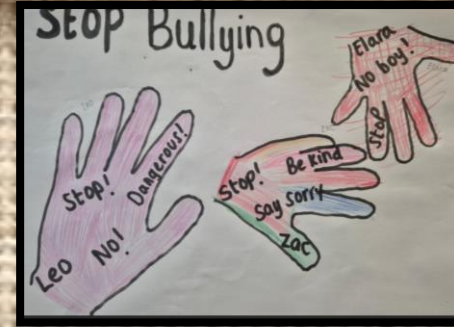
Enjoy a challenge and explain concepts and ideas they are learning about



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*Ready to be citizens of
Wales and the World*



Ethical Ernest



*Understand and respect the
rights and needs of others*



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30 Greenmeadow

Experiences

Technique

Cardiff museum

Library

Paddle in the sea

Play an instrument

Play football

Outward bounds

STEM

Swimming

Cycling Proficiency

Basic cookery

Fun days

Presentations

Drug dangers

Digital work

Music and dancing

Welsh landmarks

School Sleepover

Bowling

Gardening

Theatre

Camping

Cinema

Aquarium

Nature Walks

Financial Education

First aid/CPR skills

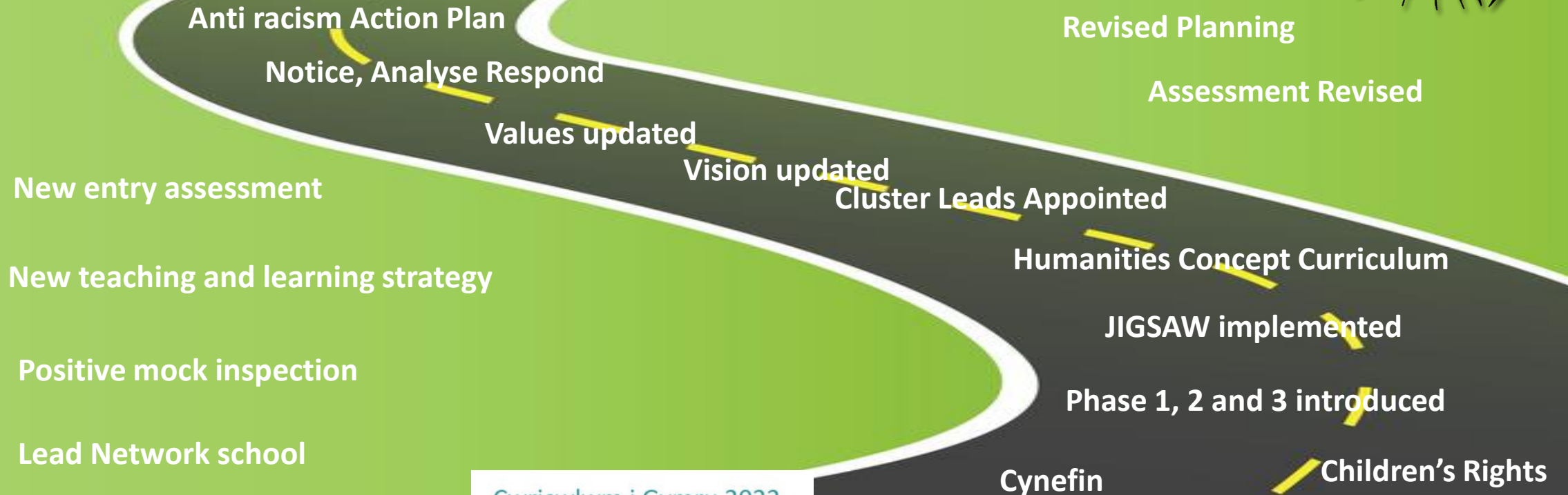
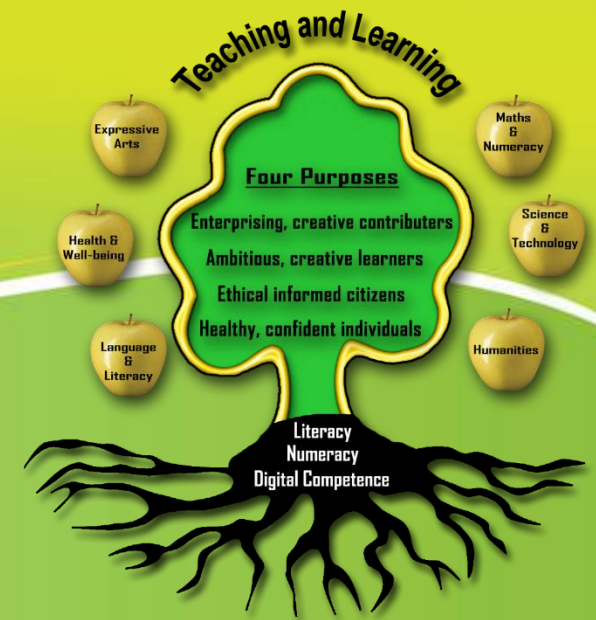
Road Safety

Animal Care

Den building

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Our Curriculum Journey 2022-2025





EMPOWERING YOUNG MINDS FOR TOMORROW

EXCELLENT TEACHING AND EXCELLENT LEARNING
FOR THAT ONE CHANCE CHILD



OUR 12 CORE PRINCIPLES:

ACTIVE AND ENGAGING LESSONS FROM THE START

GOOD SUBJECT KNOWLEDGE

EFFECTIVE QUESTIONING

TO FACILITATE AND NOT PREACH

ADAPTIVE TEACHING TO CATER FOR ALL

USE OF INTERESTING AND ORGANISED RESOURCES

TALKING PARTNERS - THINK, PAIR, SHARE

BE FLEXIBLE, ADAPTABLE AND INNOVATIVE

PROVIDE REAL LIFE AUTHENTIC LEARNING

UNDERSTANDING PUPIL NEEDS BY ACTIVATING PRIOR LEARNING AND ADDRESSING NEXT STEPS

OPPORTUNITIES FOR LITERACY, NUMERACY AND DIGITAL SKILLS

UNDERSTAND MISTAKES ARE SIMPLY LEARNING OPPORTUNITIES

AS EXCELLENT TEACHERS WE...

- ADAPT AND SHARE PRACTICE
- HAVE HIGH EXPECTATIONS
- ARE COMMITTED
- ENTHUSIASTIC AND USE INITIATIVE
- FOSTER POSITIVE RELATIONSHIPS
- VALUE EQUITY AND EQUALITY
- PROMOTE AUTONOMOUS LEARNING

OUR VALUES

UNITY
PEACE
TRUST
RESPECT
HAPPINESS
UNDERSTANDING

OUR LEARNERS THRIVE BECAUSE THEY ARE...

RESILIENT

COMMUNICATE EFFECTIVELY

KNOW THEIR NEXT STEPS

ENGAGED

CONFIDENT, HAPPY AND SAFE

EMPATHETIC

WORK INDEPENDENTLY

WORK COLLABORATIVELY

CURIOS AND CREATIVE

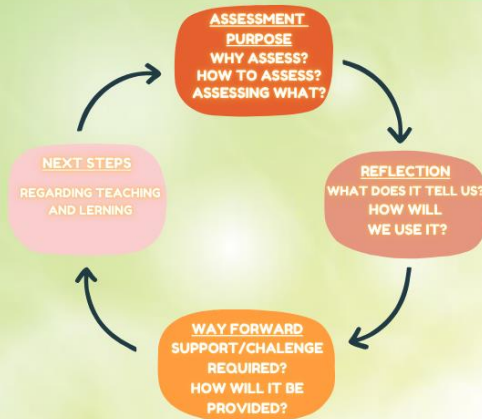
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PROGRESSION AND ASSESSMENT



ALL LEARNERS MAKE PROGRESS PERSONAL TO THEM
WE ARE INCLUSIVE AND THE NEEDS OF ALL LEARNERS ARE MET
ALL LEARNERS FEEL ENTHUSED AND ENCOURAGED TO LEARN



OUR AIMS:

SUPPORTING INDIVIDUAL LEARNERS

IDENTIFYING INDIVIDUAL PROGRESS

IDENTIFYING GROUP PROGRESS

DAY TO DAY ASSESSMENT

- FORMATIVE ASSESSMENT/LIVE MARKING
- MARKING: WRITTEN RESPONSE/VERBAL FEEDBACK
- SELF/PEER ASSESSMENT
- IDENTIFY MISCONCEPTIONS
- FEEDBACK POLICY/STAMPS/SUCCESS CRITERIA GRIDS
- UPLEVELLING/GREEN AND ORANGE PENS

HOW

REPORTING

- ENTRY ASSESSMENTS
- AUTUMN PARENT MEETING
- SPRING LEARNER REVIEW
- SUMMER WRITTEN REPORTS
- NATIONAL PERSONALISED ASSESSMENTS
- PCP MEETINGS/IDP TARGET REVIEWS

TRACKING PROGRESS

- COGNITIVE ABILITY TESTING (CATS)
Y4 NOV & Y6 MAY
- RWI ASSESSMENTS
- STAR READING TESTS
- NATIONAL ASSESSMENTS
- SPELLING AGES
- TAPAS DIAGNOSTICS

INFORMS



PUPIL PROGRESS MEETINGS

- PUPIL PASSPORTS - DATA UPDATED AND INDIVIDUAL TARGETS SET.
FSM/ALN INFORMATION RECORDED AND PROGRESS DISCUSSED.
- COHORT TRACKERS - ALL TEST DATA RECORDED AND USED TO INFORM CLASS GROUPS.
- WELLBEING CHECKS FOR LEARNERS

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Our Twelve Pedagogical Principles

Central to Curriculum for Wales are the 12 pedagogical principles i.e. teaching and learning approaches. On a daily basis teachers in Greenmeadow will:

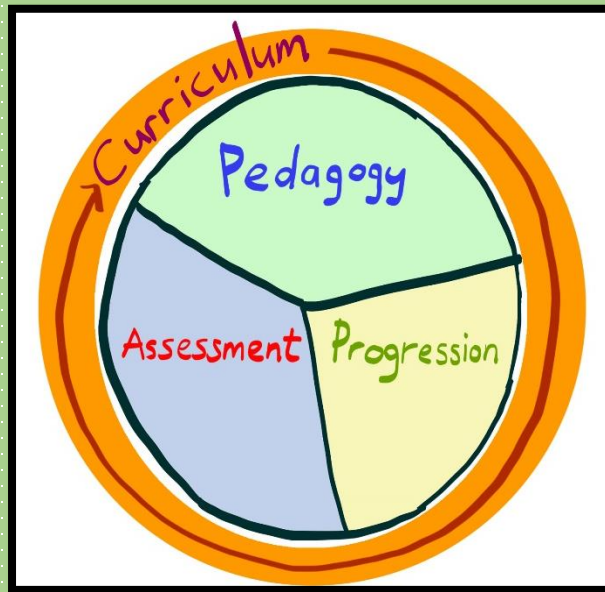
- Assess the impact of the teaching approach through pupil progress*
- Identify pupils' greatest needs*
- Match these needs with the most appropriate pedagogical approach*

1. Purpose	2. Challenges all learners	3. Blend of approaches	4. Promoting problem solving, creative and critical thinking.
5. Building on prior knowledge	6. Authentic contexts	7. Assessment for learning	8. Cross curricular across AoLEs
9. Developing Skills - literacy, numeracy and DCF	10. Take responsibility for own learning	11. Social and emotional development	12. Encourages collaboration

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Assessment & Progression

The school uses a progressive cohort tracker which is cyclical in its nature, building on prior knowledge, skills and experiences to inform future teaching and planning. Teachers use Taith 360 to ensure the What Matters statements and Descriptions of Learning drive our authentic, purposeful projects. It ensures flexibility to allow for learners to make meaningful choices about their future learning.



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Progression and assessment is indistinguishable from teaching and learning, ensuring all learners make appropriate progress during their time at Greenmeadow. We use a range of assessment tools that builds a holistic picture of learner progression and wellbeing. All stakeholders are engaged with learner progress. Learners are active participants in their learning by reflecting on their progress throughout the year. Each learner has a Pupil Passport which tracks their progress and achievements throughout their school career, which is shared with parents / carers in their Spring Learner Reviews and End of Year Reports.

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Cynefin

Traditions

Memories

Language

People

Community

Connections

History



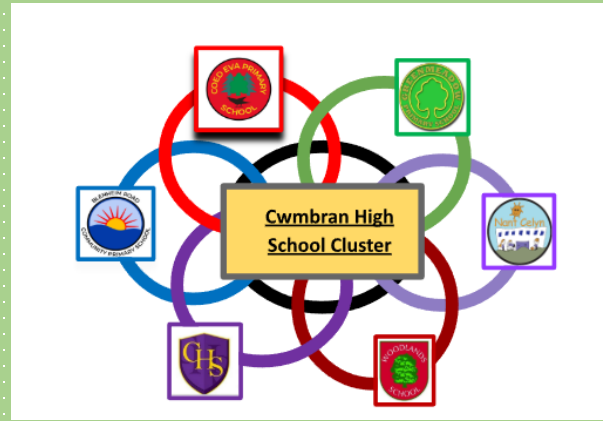
Culture

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Our ALN Vision



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- *As a cluster, we believe assessment allows us to know and understand our children holistically. It is a continuous loop of feeding forward into what is being taught next, addressing misconceptions and identifying what else is needed. We need to ensure our learning as a school and a cluster is relevant, progressive and purposeful.*
- *As educators we are accountable for all of our learners to ensure they make appropriate progress. We value a variety of strategies and assessment tools to gauge a child's development. This includes qualitative and quantifiable processes. This deepens our understanding of our learners on an individual and personalised basis to support their learning.*

We will be reviewing our curriculum on a termly basis, reflecting on our provision and practices. We will be seeking the views of parents, pupils and governors to feed into improvements to help our curriculum to continue to evolve.



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