



Victoria CP School - Curriculum Rationale



VICTORIA CP SCHOOL
PUPIL OFFER

WORKING TOGETHER, ALL CHILDREN CAN ACHIEVE

At Victoria CP School, we strive to ensure that all our pupils are:

- Ambitious, capable learners who display a growth mind-set and give 100%
- Enterprising and creative contributors in school and their community
- Ethical, informed citizens who value their own and each other's cultures
- Healthy, happy and confident individuals who value participation
- Kind, forgiving, compassionate and respectful

Who:

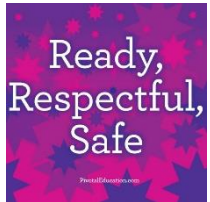
- Feel safe, secure and fearless
- Feel valued
- Strive to be the best they can be

We do this by:

- Creating an innovative, exciting and relevant curriculum which engages and stimulates all learners
- Planning enriching learning experiences and providing extra-curricular activities
- Ensuring all pupils develop their literacy/communication, numeracy and ICT skills to enable them to be successful in life
- Promoting the Welsh language, culture and heritage
- Celebrating the diversity within our school
- Robustly challenging and assessing our pupils
- Developing learners who can assess and narrate their own progress
- Developing all practitioners within school
- Acknowledging our accountability
- Building partnerships with all parents

We pledge to use a range of successful ways to stimulate a passion for learning and increase the confidence in all pupils to access the curriculum. We will work alongside a range of partners to broaden the horizons of our pupils and enrich their learning in meaningful and exciting ways.

WE HAVE HIGH EXPECTATIONS OF EVERY CHILD



At Victoria CP School, we deliver an engaging and meaningful curriculum that meets the needs of **all** learners. Our creative curriculum is local yet global and it will provide our learners with the skills, experiences and knowledge to empower them to embrace an ever-changing world with critical minds, positivity and hope.



Yn cydweithio efo'i gilydd, gall pob plentyn llwyddo



School Context

Ysgol Victoria is situated in the town centre of Wrexham and is maintained by Wrexham local authority. We are an inclusive and diverse school with over 22 nationalities represented, including asylum seekers and refugees. The locality is classed as neither an advantaged or disadvantaged area. Our school serves the town centre and outlying villages including Offa, Erddig, Hightown, Rhostyllen, Bersham and Brymbo. We have 446 pupils on roll, including 48 full-time nursery children which makes us one of the biggest primary schools in Wrexham. We have 16 classes and we are 2-form entry. We are an English medium primary school and none of our pupils speak Welsh at home. 41% of our pupils are from an ethnic minority or mixed background and we see this number increasing year on year which is very exciting for us. 23% of our pupils are learning English as an additional language and they are well supported by our EAL team. About 19% of our children are eligible for FSM and 16% of pupils are on the school's additional learning needs register. Three of our pupils have a statement of special educational needs.

The school was last inspected in April 2019 and was judged as 'Good' in all areas.



Estyn Summary, April 2019

Most pupils, including those with additional learning needs or who have English as an additional language, make good progress while at the school. The school provides a safe and caring environment and nearly pupils behave well and have positive attitudes to their learning. Teachers provide interesting and appropriately challenging activities that encourage pupils to develop their literacy and numeracy skills well, often in imaginative and stimulating contexts. The school's arrangements for care, support and guidance promote pupils' development as rounded and resilient individuals effectively. The headteacher has established a strong ethos of teamwork where all staff share good practice and curricular innovation. A well-informed governing body supports the school effectively.



Purpose - At Victoria CP School, we deliver an engaging and meaningful curriculum that meets the needs of all learners. Our creative curriculum is local yet global and it will provide our learners with the skills, experiences and knowledge to empower them to embrace an ever-changing world with positivity and hope

AMBITIOUS & CAPABLE LEARNERS:

- 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

HEALTHY & CONFIDENT INDIVIDUALS:

- 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

ENTERPRISING & CREATIVE CONTRIBUTORS:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve 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

ETHICAL & INFORMED CITIZENS:

- 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

The 6 Areas of Learning

Health & Wellbeing	Languages, Literacy & Communication	Mathematics and Numeracy	Science & Technology	Expressive Arts	Humanities
Physical health Mental health Emotional & Social Wellbeing	English, Welsh & International Languages	Understanding concepts, using symbols, fluency, reasoning & strategic competence	Biology, Chemistry, computer Science, Design & Technology & Physics	Art, Music, Dance, Drama, Film & Digital Media	Geography, History, Religion, Values & Ethics, Business, Social Studies, Economics & Philosophy

Cross-Curricular Skills

Literacy	Numeracy	Digital Competence
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Integral Skills

Creativity	Inquire, explore, be curious, share ideas, link experiences, knowledge and skills
Critical thinking and problem solving	Question and evaluate information and situations, identify problems and suggest different solutions, make decisions objectively
Personal Effectiveness	Develop emotional intelligence, confidence and independence, evaluate current learning and next steps, celebrate mistakes,
Planning & Organisation	Set goals for their learning and discuss and reflect on their progress

Cross-cutting Themes

Relationships and Sexuality Education (RSE)	Human Rights and Rights of the Child	Diversity	Careers and Work Related Experience	Local, National and International Context
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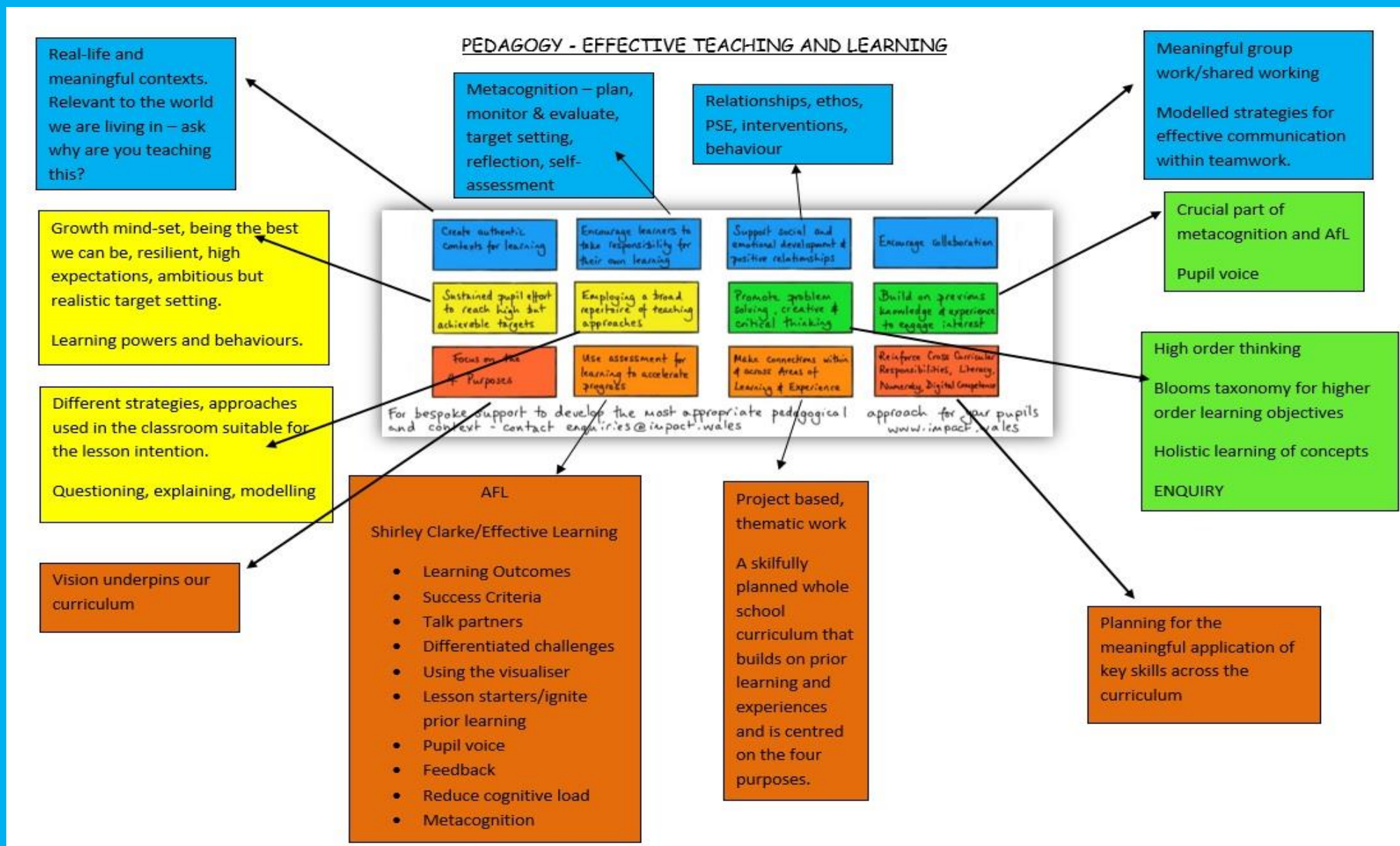
Learning Powers at Victoria Primary School



Concentrate	Don't give up	Be cooperative	Be curious	Have a go	Use your imagination	Keep improving	Enjoy learning
<p>Manage distractions.</p> <p>Dive beneath the surface to see more.</p> <p>Do one thing at a time.</p> <p>Break things down.</p> <p>Plan & think it through.</p> <p>Draw diagrams, jot down thoughts or things that help you think.</p>	<p>Work hard.</p> <p>Practise lots.</p> <p>Keep going.</p> <p>Try new strategies.</p> <p>Ask for help.</p> <p>Start again.</p> <p>Take a brain break.</p>	<p>Listen to others.</p> <p>Say when you don't understand.</p> <p>Be kind when you disagree.</p> <p>Explain things to help others.</p> <p>Be tolerant.</p> <p>Take on a role.</p>	<p>Ask questions.</p> <p>Notice things.</p> <p>Look for patterns and connections.</p> <p>Think of possible reasons.</p> <p>Research.</p> <p>Ask what if...?</p> <p>Record your thoughts.</p> <p>Ask different points of view.</p>	<p>Have a growth mindset.</p> <p>Don't worry if it goes wrong.</p> <p>Learn from mistakes.</p> <p>Be excited to try new things.</p>	<p>Be creative.</p> <p>Let your imagination go.</p> <p>Think up new ideas and questions.</p> <p>Enjoy free time to explore, discuss & share.</p> <p>Allow yourself to think more deeply.</p>	<p>Keep reviewing your work.</p> <p>Identify your best bits.</p> <p>Improve one thing first.</p> <p>Try to be better than last time.</p> <p>Don't compare yourself to others; only yourself.</p> <p>Set yourself targets.</p>	<p>Feel proud of your achievements.</p> <p>Imagine your intelligence growing by the minute.</p> <p>Use what you have learnt in real life.</p> <p>Know that you can do it if you have input and practise.</p> <p>Give learning a chance!</p>



No curriculum can come to life without pedagogy. The curriculum is the map of learning and pedagogy is the vehicle. We use a wide range of teaching and learning approaches that suit the learners in our class. This ensures that our learners are receiving a more personalised curriculum.



Our Curriculum

At Victoria CP School, we deliver an engaging, inclusive and meaningful curriculum that meets the needs of **all** learners. Our creative curriculum is local and community focused, yet global and it will provide our learners with the skills, experiences and knowledge to empower them to embrace an ever-changing world with critical minds, positivity and hope. We are a school that places as much importance on children's well-being as it does on academic success. Our curriculum is alive and evolving. It is responsive to the needs of our pupils. It is a fluid and flexible machine which may alter direction according to the needs of the class or cohort. Above all, it has coherence, credibility and compassion and encourages learners to engage with their head, heart and hands. (Debra Kidd)

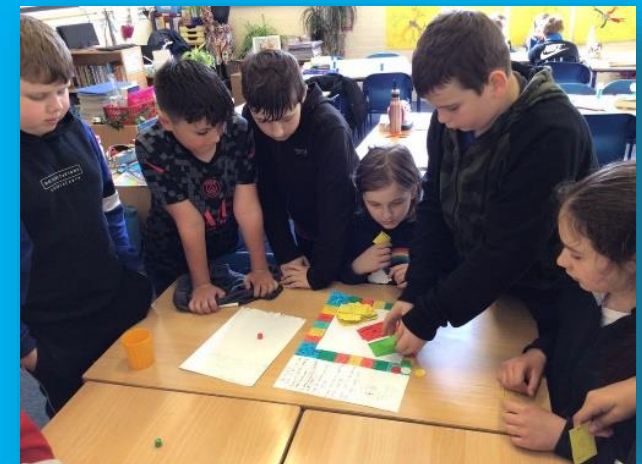
What we teach isn't the most important factor - it is how we teach it where our effort and focus lies. We focus on 'learning to' not 'learning about'. We understand that learning is a very personal journey for every child and we respond to the individual needs of our learners using a wealth of pedagogical approaches of which investing in, and building positive relationships, is the main approach to engaging our children. Their progression is our mission and ensuring our children independently navigate their own learning journey throughout their time at Victoria School is of utmost importance. This can only be achieved through mutual trust and high expectations of all.

The four purposes underpin all of our teaching and learning at Victoria CP School. For our youngest children in Nursery, we follow Planning in the Moment where we capture teachable moments from the interests of the child in the present moment. This child-led learning gains momentum as our children move through the infant department. Alongside this, we focus on developing basic skills through a multi-disciplinary approach. We implement a strong transition between year 2 and 3, where year 3 adopt many FP approaches with a focus on basic skills. By the time our children reach upper KS2, they are experiencing more of a disciplinary approach to their learning which will prepare them for high school.

We give the children agency - a purpose and meaning to their learning. We capitalise on technology and use it as a vehicle to empower our pupils and to use it to enhance their learning and their personal effectiveness as learners. Digital and scientific literacy are hugely influential in the world we live in, and we will enable our learners to shape a better future where they can positively influence their lives and the world around them.



We have a diverse learning community and it is important to us that we represent and serve all our pupils and families through our diverse and rich curriculum. We want every child to know that anything is possible - that there are no barriers to learning at Victoria CP School. We are a 'Rights Respecting' and 'Peace' school, and we pride ourselves on being an inter-cultural school where the Rights of the Child thread through everything we do.



Assessment at Victoria CP



AT VICTORIA, WE BELIEVE ASSESSMENT TO BE INTEGRAL TO TEACHING & LEARNING IN ORDER TO PURPOSEFULLY ENABLE OUR LEARNERS TO MAKE PROGRESS.



The 3 key roles of assessment:



Implementation

Supporting individual learners on an on-going, day-to-day basis.

Identifying, capturing & reflecting on individual learner progress over time

Understanding group progress in order to reflect on practice.

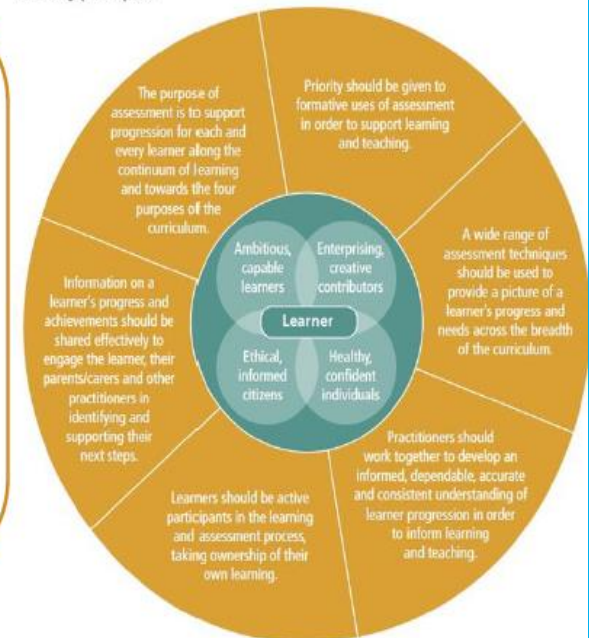


How we assess...

In order to support each individual pupil, staff at Victoria utilize a wide range of assessment techniques in order to gather the most purposeful information to further learning.

- Continuous formative assessment is a constant feature within each classroom, that is embedded in such a way that it is indistinguishable to our learners from strong everyday teaching.
- Daily observations of success, achievements & challenges inform our planning & the identification of next steps & targets.
- Assessment for learning strategies such as self & peer reflection are employed to enable our learners to identify their own progress & challenges, supporting them to recognise their own strategies in learning.
- Dedicated progress weeks are planned for termly, whereby staff spend directed time with small groups of learners to enable more focused discussions & observations of learners' progress.
- Progress meetings are held termly to identify both individuals & groups of learners who are achieving well, or that require further support. Reflecting upon these achievements informs further planning & practice.
- In house summative assessments, such as tests on times tables and spelling, provide numerical snapshots of progress that assist pupils in recognising their own success.
- A tracking system named Taith360 is used to track pupil progress & attainment in line with curriculum requirements.
- Additional diagnostic assessments may be used if a need is identified with individual learners.
- Assessment of our learners' wellbeing is as equally valued here at Victoria as academic achievement & so we use a range of strategies & techniques to enable our learners to express themselves; PASS, SAP, ELSA, worry boxes etc.

Our key principles



Assessment at Victoria CP



Implementation Continued



Home-School Partnership

We at Victoria believe that all parents & carers hold an essential role in supporting the learning & progression of their child. For this reason, we promise to engage regularly with parents/carers in order to understand & support individual learners. We will share & actively respond to knowledge, information & assessments which will further develop our learners' skills, knowledge, understanding, progress & wellbeing.



Support to boost progress

Each child is unique & therefore makes progress in different ways & at an individual pace. Staff at Victoria will draw upon observations & continuous assessment to ensure all learners are challenged, as well as identifying those that may need additional support. Those who require a boost, will be provided with targeted support; either in a group context or on an individual basis. Support may be specialised programs such as IDL or ELSA or group work such as RWI or SAP. Any support is discussed with parents/carers & caters for each individual learners' needs. Our intention is that we equip every learner with the tools, skills, agency and autonomy to move their own progress forwards.



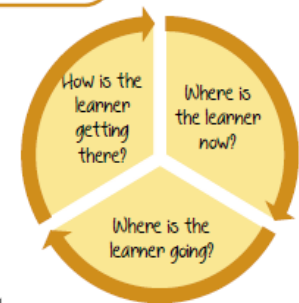
The e-portfolio

As digital technology is taking an ever increasingly significant role in society, we encourage our learners to embrace all it has to offer in safe & responsible ways. Much of our pupils work is saved to an e-portfolio using the platform of Seesaw. Pupils upload examples of their various achievements, work they are proud of as well as specific, assessed pieces.



The whole child...

As important as a child's academic achievement is, we know that there is a lot more that makes up the whole child. Achievements in clubs & other areas of our learners' lives are celebrated & cheered here at Victoria. We encourage pupils to share their talents & skills with their peers, drawing upon their strengths & shining a light upon all levels of achievement & success.



Impact – How will we know we have achieved our aims?

Learners are engaged and thoughtful in their lessons.



Our learners will recognise their own self worth, success & achievements based on their own journey, not through comparing themselves to others.



Every child makes steps forward in their learning.



High quality CPD ensures staff are well-supported & equipped to tailor challenge & support for individual pupils enabling appropriate progress to be made.



A high number of learners achieve the expected standards in their learning or higher, & through targeted intervention, those who find it difficult make their own appropriate progress.



Learners can narrate their own progress through a secure understanding of how they learn successfully and what they need to do next.