



Curriculum Rationale

Black Lane Primary School

2025-2026

Adopted by Governing Body: June 2022
Review date: November 2025
Review Frequency: Annually

Headteacher: Mrs R Fox
Chair of Governors: Mr G Davies



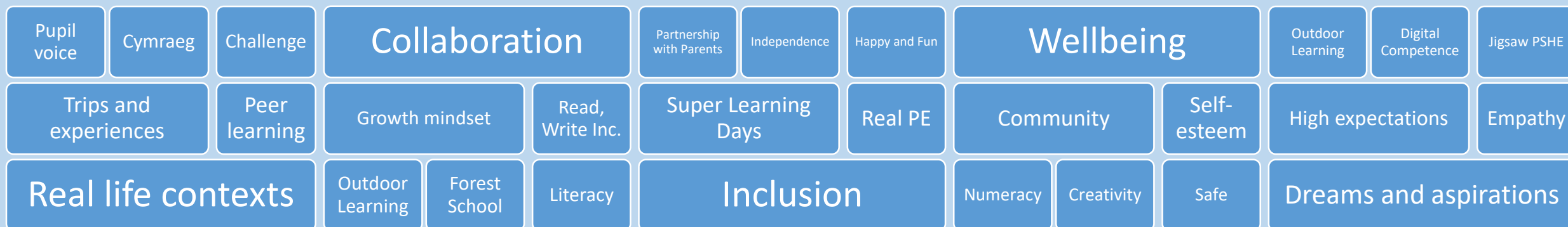
Black Lane is a community school with wellbeing at the heart of everything that we do. We value the contribution everyone brings to our school which makes our school a safe, positive, friendly and caring environment. Throughout the school we strive to provide children with a range of enjoyable learning experiences which bring the curriculum to life and make learning fun through real life contexts. Everyone's voice and wellbeing is important to us and part of our ethos. We have high expectations of all children and staff at Black Lane where everyone is supported to be the best that they can be through a stimulating and supportive learning environment.

Our vision is to:

*Ensure **every child** feels **valued** and **motivated** to **succeed** in a secure and stimulating environment, where all children feel **Healthy, Happy** and **Safe**.*

*Have **high expectations** of every child, providing a wide range of **enriching learning** experiences that encourage and support children to **reach their full potential**, whatever their aspirations. This is reflected in our school motto:*

"Aiming high, achieving your best!"





At Black Lane our aim is to provide an engaging curriculum that is led by children's interests and provides them with the knowledge, skills and experiences to become confident life long learners in a fast changing world. The curriculum for wales has four purposes that aim for learners to become:

- **Ambitious, capable learners ready to learn throughout their lives**
- **Enterprising, creative contributors, ready to play a full part in life and work**
- **Ethical, informed citizens of Wales and the world**
- **Healthy, confident individuals, ready to lead fulfilling lives as valued members of society**

We have core values of what we want Black Lane pupils to be:

- **Happy and Healthy** – *this means I am resilient and I have a positive growth mindset, I look after my body and mind and I enjoy learning*
- **Kind and caring**—*this means I am respectful to others and the environment, I am polite and I treat everyone fairly*
- **Ambitious and Capable** – *this means I am confident, I aim high to reach goals and I use my imagination and thinking skills to lead my own learning and overcome challenges with independence*

These are our core values and underpin everything that we do.



The four purposes and our core values underpin all aspects of curriculum design, planning and teaching and learning

Our Locality

- Currently 15.4% FSM*
- Semi-rural environment, but limited play areas for children
- Nature areas and Brymbo Heritage are local to school
- Low job opportunities/aspirations in the immediate area
- The school has good ground space outside and beautiful views
- [The Welsh Index of Multiple Deprivation \(WIMD\) 2019](#) places Pentre Broughton is among the 50% least deprived areas in Wales overall (ranked 1049/1909). Key points include:
 - *Income is among the 30-50% most deprived in Wales (ranked 885/1909)*
 - *Education and Community Safety is among 20-30% most deprived (ranked 486/1909; 495/1909)*
 - *Physical Environment is among the least deprived (ranked 1825/1909)*



Our Staff

- HT and DHT have been in post since 2018
- 6 full time teachers and 1 part time teacher - teachers have been at Black Lane for many years and know the school community well
- 4 teachers are UPS3 and there is 1 TLR post
- There are 2 full time TAs; 5 part time TAs;
- 4 teachers have completed the Welsh sabbatical course and are confident speaking and teaching Welsh

Our Classes

- 5 full time mixed aged classes
- 1 part time morning nursery class
- Jigsaws (a private childcare provider) provides nursery plus provision for nursery
- Early Entitlement join the nursery class in Spring and Summer terms
- Classes are always below 30
- We aim for a ratio of 1:10 in early years and 1:15 in upper Foundation Phase.



Our Pupils

- Approximately 123 full time pupils and 20 part time nursery+
- Currently 15.4% FSM*
- Approximately 21% accessing Targeted Universal; 2 IDP
- Provision Mainly white British ethnicity; other ethnicities include: Bangladeshi and Lithuanian
- Around 5.3%* of pupils have English as an additional language (EAL)

**data correct at time of recording (21-22)*



Who are we?

Ysgol Black Lane is a primary school located in the village of Pentre Broughton, Wrexham. We provide education for approximately 155 pupils including 20 part time nursery pupils who attend during the morning sessions. Nursery pupils have the opportunity to stay all day through our onsite wrap around care provider, Jigsaws. Afterschool club is also offered to all pupils across the school.

Pupils are taught across 5 mixed aged classes and a single nursery aged class. Nearly all pupils are local to the school.

- ✓ Around 15.4%* of pupils are entitled to free school meals which is below the Wales average of 25.7%
- ✓ At present, around 21%* access Targeted Universal Provision to support with their learning
- ✓ Most children are white British. Other ethnicities include: Polish, French, Bagladeshi
- ✓ Around 5.3%* of pupils have English as an additional language (EAL)

**data correct at time of recording (25-26)*

Language

Black Lane is an English-medium school with a strong focus on the Welsh language. At Black Lane we are fully committed to developing confident bilingual Welsh speakers and are working to achieve the Cymraeg Campus Language Charter. We want to inspire our children and school community to use Welsh in all aspects of their lives.

All of our teachers are confident to teach Welsh language skills across the school and are continually working hard to learn new skills. We have four full time teachers who have completed the Welsh Sabbatical course and have excellent skills to be able to develop the Welsh language to a high standard. Our vision is to deliver 30% (leading to 40%) of our curriculum through the medium of Welsh from year 2 and encourage staff and pupils to use Welsh words and phrases across different contexts.

We are proud of our Welsh ethos and we celebrate the Welsh language, culture and heritage throughout the curriculum. Topics will be enhanced with experiences to explore our locality such as visits to local nature areas including a walk up Moel Famau, museums, theatres and many more. Our learners will have the opportunity to attend residential trips to Cardiff, Nant BH, Pentrellyncymmer and Glan Llyn.



Our Criw Cymraeg have helped to achieve the Gwobr Arian



Our annual Eisteddfod explores the Welsh language and culture

The children have explored the four purposes and the meaning of our core values



Healthy, Confident Individuals

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



I know what I believe

I can perform in front of other people



I make friends and respect others



I learn from my mistakes



I know who to go to if I need help to stay safe

I try to be independent and do things for myself



I know how to stay fit, have a healthy diet and lead an active life



Ethical, Informed Citizens

and are ready to be citizens of Wales and the world

I find out about things myself and make my own choices



I find out about things happening in the world and how it



I know how my actions and decisions affect other people



I respect the needs and rights others in society



I know about Wales and the world, now and in the past



I need to take care of the world to ensure future generations can enjoy it



Our Curriculum

A curriculum is everything a learner experiences whilst in school – the learning experiences and the experience of learning.

Our curriculum is broad and balanced and suitable for learners of all ages, abilities and aptitudes.

Our curriculum will ensure that learners develop the skills and knowledge they need to learn successfully and achieve the four purposes – the starting point and aspiration for every child and young person in Wales.



Enterprising, Creative Contributors

and are ready to play a full part in life and work

I use what I learn to create new things



I am kind, selfless and help others



I share ideas and feelings with others in different ways



I can lead, listen and share jobs in a team



I can take risks and try new things



I think creatively to look at something in a different way to solve a problem



I make the most of every opportunity



Ambitious, Capable Learners

and are ready to learn throughout their lives

I enjoy challenges and aim high



I can use skills I have learnt in different places in new situations



I use numbers in different ways and places



I can solve problems and ask questions when I need to



I speak, read and write in English and Welsh



I can tell people what I am learning about



I use technology to find reliable information I need



I find out information and give my opinion



I use number skills to represent data in different ways



The Curriculum for Wales gives us the freedom to design our own content within a national approach, enabling learners to develop towards the four purposes.

The Curriculum contains the 6 Areas of Learning and Experience and it encompasses the Statements of What Matters.



Language, Literacy and Communication

- Children will learn about languages. They will understand and use Welsh, English and other languages. They will study and create literature and communicate in spoken, written or visual ways. This could include poetry, drama and film.



Science and Technology

- Children will learn about biology, chemistry, physics, computer science and design and technology. They will learn about design and engineering, living things, matter, forces and energy and how computers work.



Mathematics and Numeracy

- Children will develop their understanding of numbers and use of symbols in Maths. They will explore shapes and measurement and learn about statistics and probability



Expressive Arts

- Children will explore art, dance, drama, film and digital media and music to develop their creative, artistic and performance skills.



Health and Wellbeing

- Children will learn about looking after their physical and mental health including emotional wellbeing. They will learn about healthy eating and how to make good decisions, deal with influences and develop healthy relationships.



Humanities

- Children will learn about the world, society and events in the past and present. They will explore the challenges and opportunities that face us and what ethical action we can take safeguard the world and its people in the future

We will ensure that the level of challenge is appropriate i.e. that the literacy and numeracy skills match the level of our learners' language and mathematical skills

Cross Curricular skills will be developed across all areas of the curriculum

Literacy

Numeracy

Digital

Our teachers will plan learning experiences across the AOLES that incorporate the cross-curricular and integral skills enabling learners to develop, practice and apply the skills fully

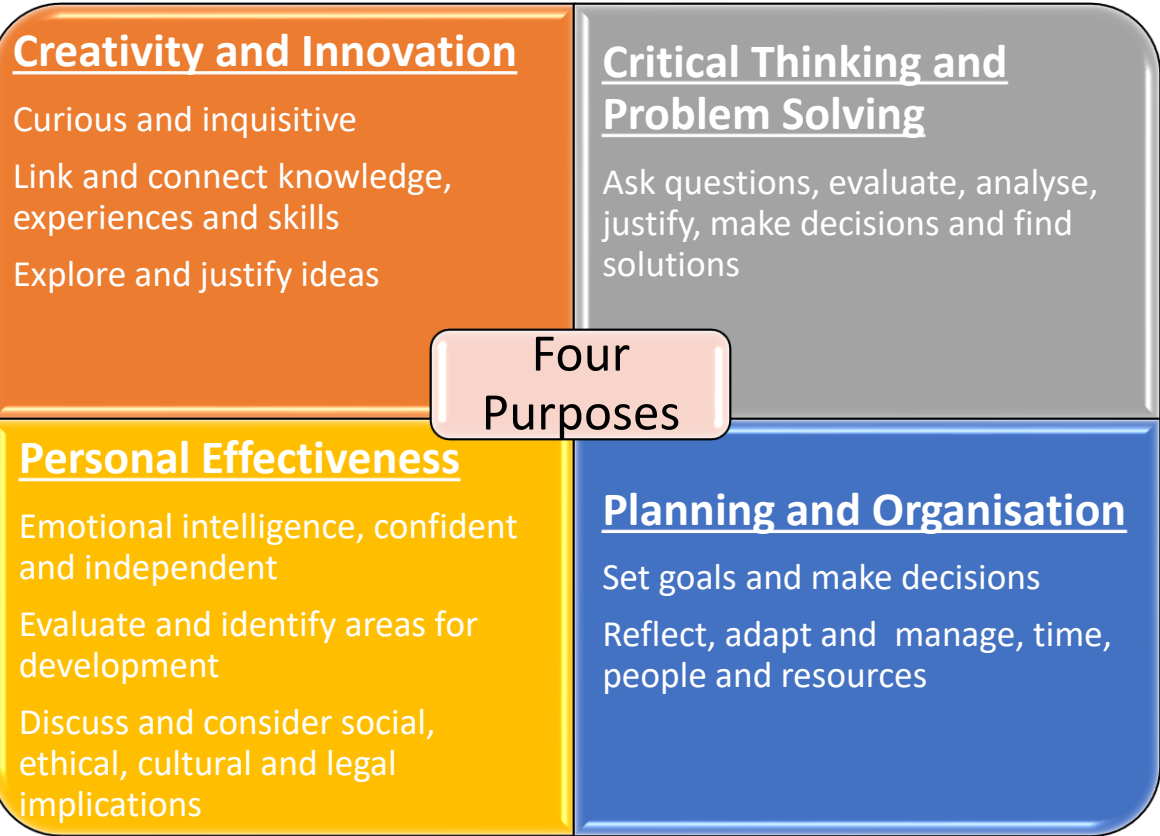
We will develop the skills and concepts contained within the 27 Statements of What Matters in the AOLEs over our pupils' time at school.

These help our learners to think about what they are learning and how topics links to each other, to work and to life. When we revisit we will extend and deepen these skills and concepts to ensure progression in learning, appropriate to our learners' developmental stages

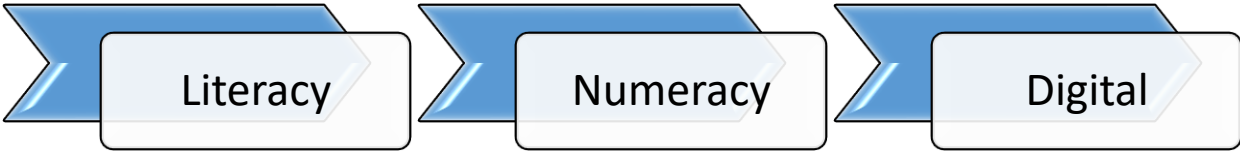
Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Languages, Literacy and Communication	Science and Technology
Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals	Developing physical health and well-being has lifelong benefits	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	The number system is used to represent and compare relationships between numbers and quantities	Languages connect us	Being curious and searching for answers is essential to understanding and predicting phenomena
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts	How we process and respond to our experiences affects our mental health and emotional well-being	Events and human experiences are complex, and are perceived, interpreted and represented in different ways	Algebra uses symbol systems to express the structure of mathematical relationships	Understanding languages is key to understanding the world around us	Design thinking and engineering offer technical and creative ways to meet society's needs and wants
Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	Our decision-making impacts on the quality of our own lives and the lives of others	Our natural world is diverse and dynamic, influenced by processes and human actions	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world	Expressing ourselves through languages is key to communication	The world around us is full of living things which depend on each other for survival
	How we engage with social influences shapes who we are, and affects our health and well-being	Human societies are complex and diverse, and shaped by human actions and beliefs	Statistics represent data, probability models chance, and both support informed inferences and decisions	Literature fires imagination and inspires creativity	Matter and the way it behaves defines our universe and shapes our lives
	Healthy relationships are fundamental to our well-being	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action			Forces and energy provide a foundation for understanding our universe
					Computation is the foundation for our digital world

‘Our curriculum develops and embeds the mandatory cross curricular skills and Integral skills across the areas of learning’

We ensure that we plan for integral skills to be developed across a wide range of teaching and learning, which underpin the four purposes. These are:



Cross Curricular skills will be developed across all areas of the curriculum



Literacy, numeracy and digital competence are essential for learners to be able to access knowledge.
Our curriculum develops and embeds these cross curricular skills across the areas of learning, providing opportunities to extend and apply across the areas of learning. These are skills that can be transferred to the world of work, enabling learners to adapt and thrive in the modern world.

- Our learners will be given opportunities 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

Cross Cutting themes will also be planned across the curriculum



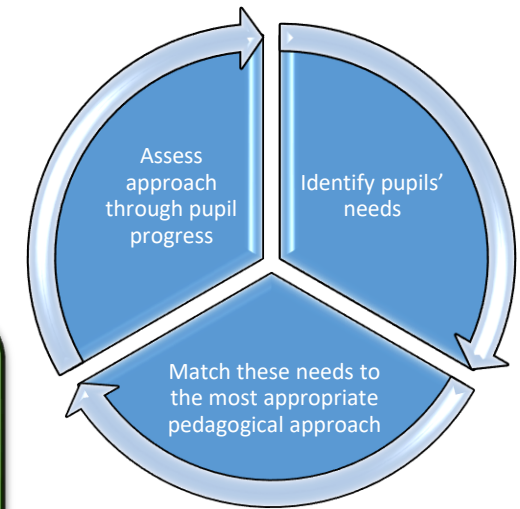
What Teaching Looks like in our School

Excellent teaching is essential in working towards the four purposes, our vision and the curriculum framework. We will use a range of pedagogical styles choosing these approaches thoughtfully in the context of curriculum purposes and the needs and developmental stage of learners across the 3-16 continuum.



We will ensure that the curriculum draws on the voice of our learners and responds to their needs, experiences and input into their learning

We will work together to ensure a continuum of learning between phases to ensure appropriate continuity of learning and teaching



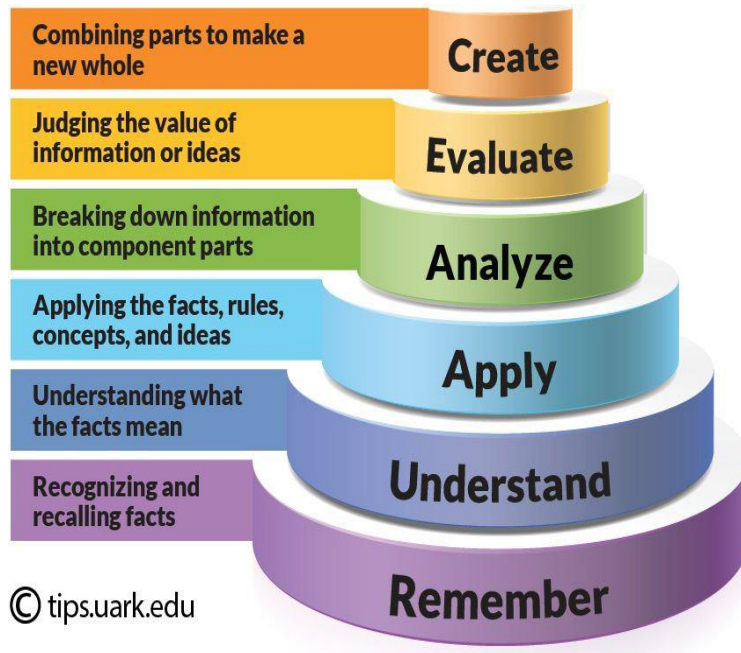
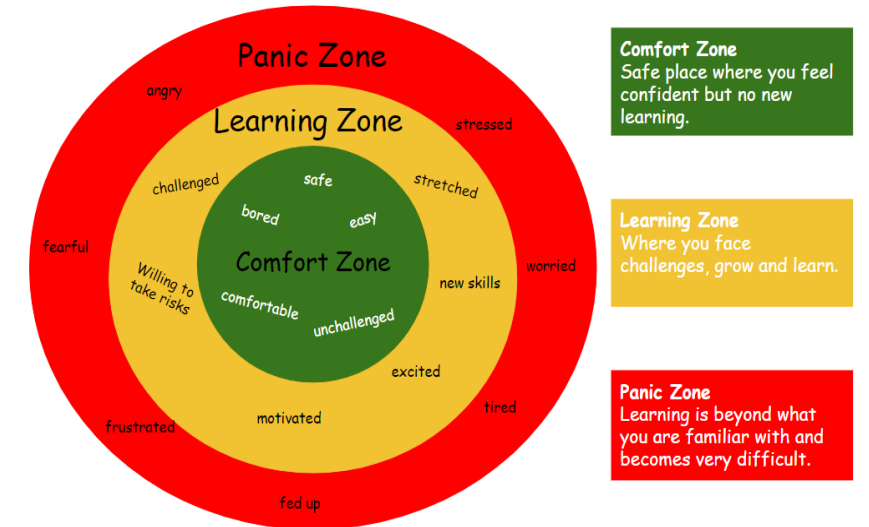
We plan for rich, authentic learning experiences that challenge and motivate the individual needs of the school and learners.

Staff support learners to identify their greatest areas of need and match this with the most appropriate teaching approach. The 12 pedagogical principles are not intended as a checklist but to underpin the implementation of the curriculum.

Metacognition and Challenge

Learning Zone

At Black Lane, we want to help all pupils find their "learning zone," the sweet spot between their comfort zone and panic zone. In the learning zone, children feel challenged yet supported, allowing them to take risks, make mistakes, and grow. This environment fosters resilience and encourages a love for learning, as pupils tackle new concepts and skills. When children are in their comfort zone, they may not experience the growth we aim for, while the panic zone can hinder their confidence. By promoting a balance, we empower your child to explore their potential, embrace challenges, and develop a positive mindset toward learning.



Bloom's Taxonomy

We use Bloom's Taxonomy to inform planning and the level of challenge in Black Lane. Bloom's Taxonomy is a framework that helps teachers design activities and assessments that encourage deeper understanding and critical thinking. There are six levels of cognition, each building on the one below it. By moving through different levels—remembering, understanding, applying, analysing, evaluating, and creating—children are challenged to engage with the material in various ways. This approach not only fosters a love for learning but also equips the children with the skills to think independently and solve problems creatively.

Teachers will use Bloom's Taxonomy to plan for different levels of challenge within their class. This may be through differentiated activities, focused tasks, questioning.

Planning for Challenge

Teachers plan a range of learning activities to meet the needs of all learners in their class, ensuring there is appropriate challenge.

From Early Entitlement (EE) to year 1, children are supported to extend their learning and thinking skills through focused challenges in the continuous provision areas and appropriate questioning from adults in class. This is sometimes planned and sometimes ‘in the moment’ through child-led learning.

From year 2-6, teachers plan for four different levels of challenge that the children can choose from. The children are encouraged to choose their own level using their ‘Learning Zone’:

- Red Challenge: easier challenge, may require skills of remembering/understanding
- Green Challenge: middle challenge, may require skills of applying and analysing
- Blue Challenge: harder challenge, may require skills of analysing and evaluating
- Mega Challenge: stretch challenge, may require the children analysing, evaluating and creating

Dydd Mercher 4 Rhagfyr



WALT: understand how nocturnal animals move around in the dark.

Use the sheet and choose one word that describes the object. Write what you think it is.

Use the sheet and write at least 2 words that describe the object. Write what you think it is.

Use the sheet and write as many words that you can find that describe the object. Write what you think it is.

MEGA CHALLENGE

Can you explain what a nocturnal animal is and how they survive at night time?

😊

😐

😞

Steps to Success	WALT: write a soliloquy	SA	PA	TA
I must...	write in the first person as Rhitta Gawn	✓	✓	✓
	ask myself questions	✓	✓	✓
	adventurous vocabulary	✓	✓	✓
	different sentence types	✓	✓	✓
	show emotions and feelings	✓	✓	✓
	describe the conflicts and desires	✓	✓	✓
I should...	answer the questions that I ask myself	✓	✓	✓
I could...	show feelings not tell	✓	✓	✓
	use imagery (simile, metaphor, alliteration, personification)			

Teachers also use a *Must*, *Should* and *Could* success criteria to match the different levels of challenge and support children to know *how to be successful* and to know *how to improve* their work. Must, Should and Could success criteria is useful for low threshold, high ceiling tasks, encouraging all children ‘to aim high and achieve their best’. Tasks are planned skilfully to ensure that all children can begin the task comfortably (low threshold) whilst providing opportunities for the children to advance their learning in depth (high ceiling). Low threshold, high ceiling tasks create a rich learning environment where all children can succeed, allowing for more advanced learners to progress to the next level. They foster both confidence and challenge, making them a powerful tool in our classrooms.

Must Criteria – skills that all children must strive to achieve within the task

Should Criteria – skills that children are encouraged to explore to challenge themselves to improve their work to the next level

Could Criteria – skills that children are encouraged to explore in depth in order to stretch themselves and extend their learning at a higher level

This also supports a clear and consistent approach for successful self and peer assessment!

Self and Peer Assessment

Self assessment and peer assessment are powerful tools that promote active learning, critical thinking and collaboration. When children are involved in evaluating their own work or the work of others, they take great ownership of their learning and develop skills for both academic and personal growth. Some of the benefits of self and peer assessment are:

Reflective Learning

- Reflect on own progress, strengths and areas for development
- Reflect on how to improve their work

Responsibility for Learning

- Children take ownership of their learning
- Greater engagement and effort

Improves Metacognition

- Helps children think about how they think and learn
- Encourages children to set targets and monitor progress

Independent Learning

- Children can evaluate their work independently

Motivation

- Increases motivation to improve and achieve
- Fosters a growth mindset as they focus on personal development

Immediate Feedback

- Children receive immediate feedback on what they have achieved and what they need to do to improve their work

Steps to Success	WALT: write a soliloquy	SA	PA	TA
I must...	write in the first person as Rhitta Gaur	✓	✓	✓
	ask myself questions	✓	✓	✓
	adventurous vocabulary	✓	✓	✓
	different sentence types	✓	✓	✓
	show emotions and feelings	✓	✓	✓
	describe the conflicts and desires	✓	✓	✓
I should...	answer the questions that I ask myself	✓	✓	✓
I could...	show feelings not tell	✓	✓	✓
	use imagery (simile, metaphor, alliteration, personification)			

The children use the success criteria to evaluate their own and their peer's work. The teacher will also use the success criteria to show progress and next steps

Steps to Success	WALT: Write a story	SA	TA
Rhaid i mi...	Write in sentences	✓	✓
	Capital letters and full stops	✓	✓
	Sound out my words	✓	✓
	Finger spaces	✓	✓
Dylan i...	Write my whole story	✓	✓
	2A sentences		
	Add speech	✓	✓
	Story language (action words)	✓	✓
Gallen i...	Use alliteration	✓	✓
	4A sentences		
	Verbs	✓	✓

Assessment

‘Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace, ensuring they are challenged appropriately.’

Assessment is part of learning every day. We work with our learners to identify strengths, areas for development and inform next steps in teaching and learning. We use a range of assessment strategies to support the progression of each individual learner. The pace at which learners progress will be individual to each learner. Assessment has three purposes:

Support individual learners on a day to day basis

- Focuses on learner strength and areas for improvement. Where relevant barriers to learning
- Engages the learner and helps to move learning forward day to day

Identify, capture and reflect on individual learner progress over time

- Identifying and reflecting on progress of individual learners over time.
- Provide feedback to help plan future learning including additional support or challenge

Understand group progress in order to reflect on practice

- Identifies progress of different groups of learners
- Used to ensure the curriculum and the teaching and learning helps raise achievement for all

We communicate effectively with parents/carers on an ongoing basis to foster positive relationships in order to engage them in purposeful and meaningful dialogue. When undertaken well, this can help aid learner progression by helping parents/carers to understand how they can support learning within and outside the school environment.

We have developed and implemented processes which support effective two-way communication and engagement with parents/carers. When developing these processes, consideration has been given to using a wide variety of different communication means, e.g. face-to-face, Class Dojo, Seesaw and email.

Information on any support, interventions or additional needs required for the learner's development is shared with parents and carers.

Progression

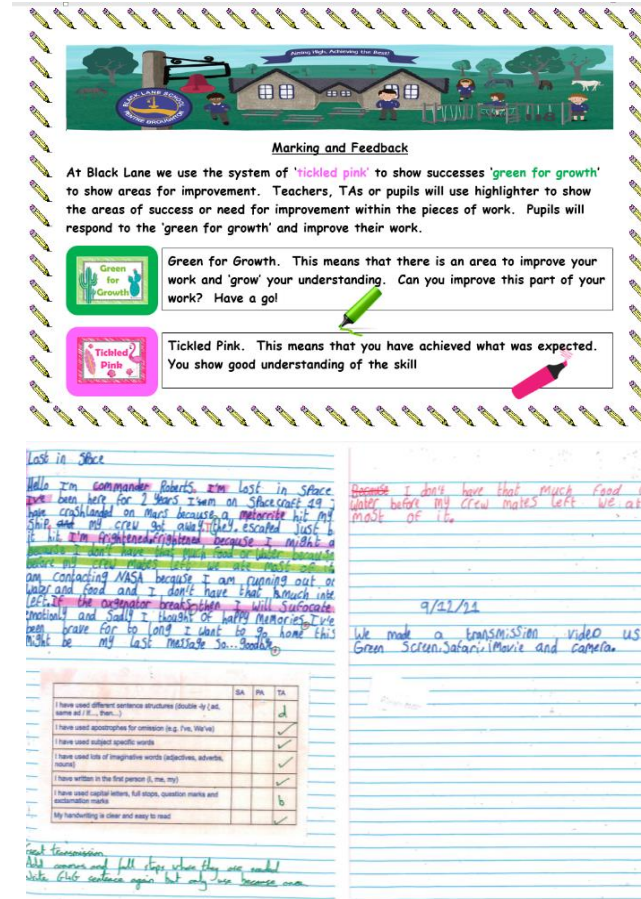
'Supporting learners to make progress is our fundamental driver'

Our curriculum, supported with effective teaching and learning enables learners to make meaningful progress. Progression in learning is a process of developing and improving skills and knowledge over time. We use the Descriptions of Learning within each what matters statement to assess and plan for learners' progress. These are arranged in 5 progression steps. These broadly correspond to expectations at ages 5, 8, 11, 14 and 16 years.



Opportunities for ongoing reflection and assessment are sought throughout teaching and learning experiences. The assessment process is continuous and pupil centred. Each individual child is on their own unique journey.

We realise the importance of instant feedback and use a range of 'Assessment for Learning' strategies to support pupil progress, rather than marking at the end of the lesson or school day. We make use of verbal feedback, pit-stops, talking partners, WAGOLs, working walls, Apple TV, peer and self assessment. We make use of 'listening to learners' to ensure that they can talk about their work, can show understanding and are aware of next steps and targets for improvement.



We also use the Principles of Progression underpin our planning for pupil progress over time in our planning for pupil progress over time

Increasing effectiveness

Increasing breadth and depth of knowledge

Deepening understanding of the ideas and disciplines within the areas

Refinement and sophistication in the use of application of skills

Making connections
and transferring
learning into new
contexts

At Black Lane we aim for every child to success... 'aiming high, achieving your best'!

We use a range of Assessment for Learning (Afl) strategies which supports assessment of individual learners on a day to day basis and contribute towards the realisation of the whole curriculum

Formative Assessment Strategy	Four Purposes	Integral skills	12 Pedagogical Principles
• Learning climate and culture, • Growth Mindset, Learning powers, Learning zones celebrate mistakes, embrace challenge	• Ambitious, capable learners • Healthy, confident individuals • Enterprising, creative contributors •	• Creativity and innovation • Personal Effectiveness • Planning and organising • Critical thinking and problem solving	1,2,3 7, 10,11, 12
• Involvement of learners in the planning	• Ambitious, capable learners • Individuals healthy, confident • Contributors enterprising, creative	• creativity and innovation • Personal Effectiveness • Planning and Organise • Critical thinking and problem solving	1,2,3 7, 10,11, 12
• Talk partners	• Ambitious, capable learners • Healthy, confident individuals • Enterprising, creative contributors	• Personal Effectiveness • Planning and Organising • Critical thinking and problem solving	1,2,3,4 7, 10,11, 12
• Learning intentions and Success Criteria	• Ambitious, capable learners	• Personal Effectiveness • Planning and Organising	2,3,4,5,7, 10, 11,12
• Feedback -Verbal , Peer and Written	• Ambitious, capable learners • Healthy, confident individuals • Enterprising, creative contributors	• Personal Effectiveness • Planning and Organizing • Critical thinking and problem solving	1,2,3,4, 7, 10,11, 12
• Prior/ Current knowledge Questioning	• Ambitious, capable learners • Healthy, confident individuals • Enterprising, creative contributors	• Personal Effectiveness • Planning and Organising • Critical thinking and problem solving	1,2,3,4,5,7,10 11, 12
• Differentiated challenges and eliminatiing ability groups	• Ambitious, capable learners • Healthy, confident individuals	• Personal Effectiveness • Planning and Organising • Critical Thinking and Problem Solving	1,2,3,5,7,10 11, 12

Assessment Overview

At Black Lane we use assessment to continually assessing learners progress rather than making one off judgements. We use assessment to reflect learners' progression that is individual to them. We use a range of assessment methods, to develop a holistic picture of the learner – their strengths, areas for improvement and the support and challenge needed to take their learning forward.

Assessment Overview Black Lane

Activity	Frequency	Information/Description	Focus
On-entry assessment Collating information from a range of sources	First half term of Nursery / Reception When a new pupil starts at school	Build an initial holistic picture and identify health, social, emotional and academic needs from: • Previous Setting / Schools • Parents • Health workers • Other agencies as appropriate – ESW etc. • Classroom observations • Focused tasks • Co-construct one page profile about the child	• General health and wellbeing, • Medical needs incl. toileting etc. • Specific learning needs, e.g. SALT • Strengths • Areas for development – both academic and extra-curricular
Supporting the progression of individual learners	On-going basis – formal reviews for 'red' pupils', fluid reviews for yellow pupils	• Pupils put into support groups – Red, Yellow, Green • Red – Individual Development Plan • Yellow – Group Development Plan • RWI, <u>Wordshark</u> • For appropriate intervention (phonics, SAFMEDS, counselling, SAP etc.)	• General health and wellbeing, • Medical needs incl. toileting etc. • Specific learning needs, e.g. SALT • Strengths • Areas for development • Evaluation of provision
On-going day to day assessment	Minute by minute, hour by hour, day by day etc.	• Ongoing day-to-day assessment to identify the learner's current achievements and plan the direction for their next stages of learning • Timely feedback to pupils based on learning outcomes, clear success criteria and effective questioning	• Effective response to feedback from learner and practitioner • Opportunities for self-assessment and peer assessment (including 'learning breaks') • Assessment for Learning strategies
Professional dialogue within school to develop a shared understanding of progression	On-going dialogue at least once every half term in staff meetings - focus on progress and well-being	• Teachers share and discuss pupils' progress - during PPA, phase meetings and in groups (a mixture of teachers from different year groups) during staff meetings • Focus on how to move the learning forward and identifying next steps and/or support for the learners	• Examples of school curriculum • Examples of classroom planning • Examples of learning and teaching activities • Examples of learning – both processes and outcomes • Examples of additional support provided
Pupil progress meetings between class teacher and SLT / peer	Termly	• Meetings to discuss learners' progress and next steps in their development between teachers and SLT • Qualitative information – staff observations, pupils' work, attitude to learning, wellbeing, pupil and parent input, • Quantitative data – Boxall, PASS, online assessments, SS, CATs • Recorded in an on-going format – Taith360 • Tracking of interventions	• Health and wellbeing • Attitude to Learning incl. attendance • Strengths, • Areas for development – both academic and extra-curricular • Additional Support Needed • Evaluation of provision
Parental Dialogue	Termly	• Class curriculum evening in first half term • Effective, regular and on-going dialogue with parents - pupil work via Seesaw, Class Dojo and/or Google Classroom • Parent evenings – option of face to face, online or by phone – individual parental choice • One page summary provided at the end of the year	• The progress their child is making • Their future progression needs • How future progression needs can be supported at home • Their general well-being in school
Professional dialogue between schools	Whole curriculum is covered over a two year period	• Teachers meet on a termly basis to developing a shared understanding of progression • Discussions on how to move the learning forward –planning, expectations teaching and learning	• Examples of school curriculum • Examples of classroom planning • Examples of learning and teaching activities • Examples of learning – both processes and outcomes • Examples of additional support provided
Transition	Termly / Annually	• Professional Dialogue activities termly – developing shared understanding of progression • Annual transition week/activities for Year 6 pupils, cross phase visits for staff, one page profile provided for each pupil • Professional dialogue meetings to discuss pupil progress, wellbeing and attitudes to learning	• Supporting learner progression • Supporting the overall needs and well-being of the learner.
Learner involvement	Regularly	• Learners should have regular input into the process – peer and self-assessment • Listening to learners – learners discussing their work, identifying progress and next steps	• Providing evidence of their progression and opportunities for self-reflection.

We use a range of evidence to inform assessment and progression:

- Observation
- Listening to learners
- Books
- Learning walks
- Taith360
- Seesaw
- Google Classroom
- Oxford Reading Buddy
- Wordshark
- Read, Write Inc
- Pupil progress meetings
- Professional dialogue meetings

Examples

At Black Lane we use Taith360 to plan topics that include description of learning from across the what matters statements within each area of learning, as well as the cross curricular skills. Teachers also include planning for the four purposes within each topic plan. This planning tool enables teachers to track coverage across the curriculum.

Teachers can use Taith360 to assess individual and groups of pupils in all areas of learning and the cross curricular skills over time. Each learners progress is tracked from progression step 1 to 5. Teachers will add notes and/or evidence to show how and what the child have achieved. Teachers will also assess wellbeing and attitudes to learning to ensure the curriculum is relevant and pupils are supported with needs.



Medium Term Planning MH



Medium Term Planning Yr W

← Plan Summary

Plan Name:
Construction

Created By:
Terri Hughes

Four Purposes:
enterprising, creative contributors (6)
ambitious, capable learners (8)
ethical, informed citizens (6)
healthy, confident individuals (8)
[View More...](#)

Group:
Moel Hebog

Last Modified By:
Terri Hughes

Date Start:
10/01/2022

Date End:
08/04/2022

Notes:
Visit from Techniquet focusing on construction, Visit to Chirk castle.
Welsh week, Mothers day, Chinese New year, Easter.

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DCF: Citizenship 9

Hum: Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future. 4

Hum: Events and human experiences are complex, and are perceived, interpreted and represented in different ways. 4

Hum: Human societies are complex and diverse, and shaped by human actions and beliefs. 4

H&W: Developing physical health and well-being has lifelong benefits. 4

H&W: How we process and respond to our experiences affects our mental health and emotional well-being. 3

H&W: Our decision-making impacts on the quality of our lives and the lives of others. 3

LLC: Languages connect us 3

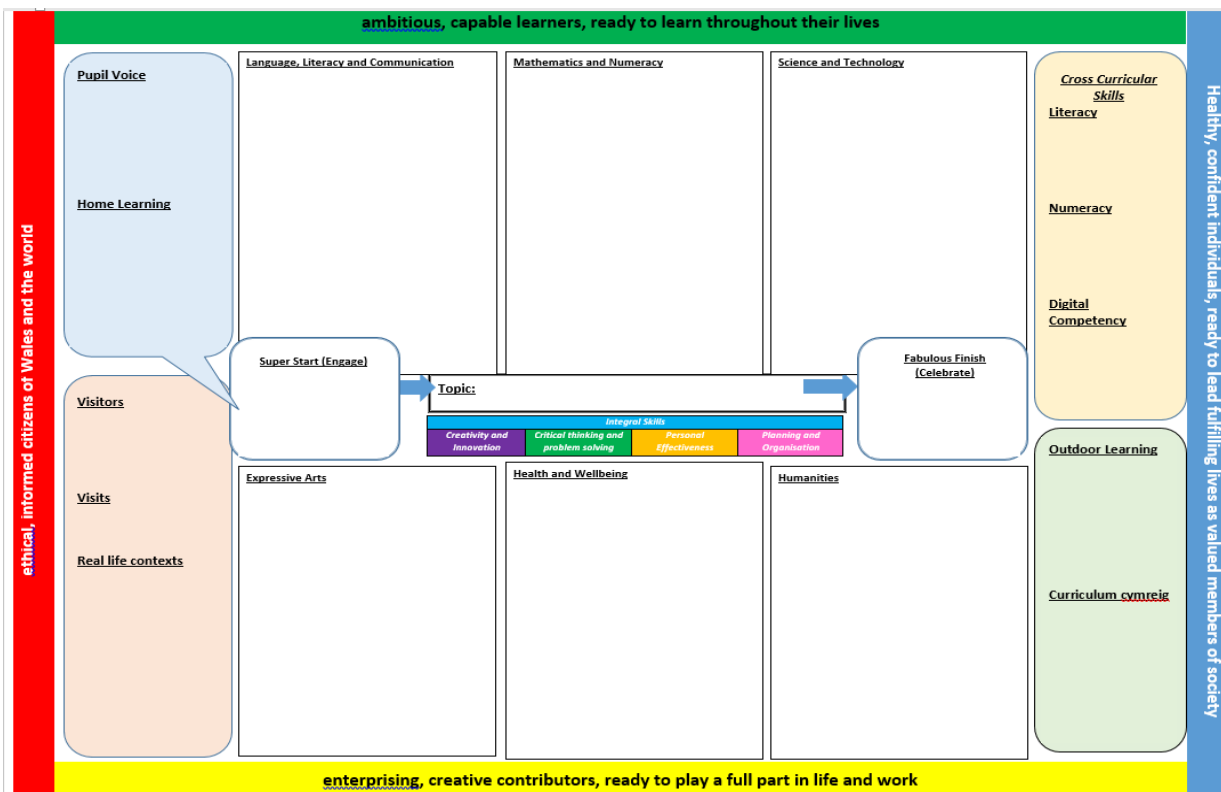
LLC: Understanding languages is key to understanding the world around us. 17

LLC: Expressing ourselves through languages is key to communication. 15

LLC: Literature fires imagination and inspires creativity. 6

Numbers next to each WMS and Four Purposes show how many times it has been covered. Teachers use this to inform future planning

More examples...



- We use a medium term topic planner to develop connections between the AoLEs. We want to plan for excellent teaching and learning, so we have included opportunities to plan for the pedagogical approaches.
- Each topic will include a learning experience (a Super Start) which will engage learners, spur curiosity and make learning real. We will enhance our curriculum with a variety of enrichment experiences.
- We celebrate all learning. We aim to ensure that all learning has a purpose and learners work towards a 'Fabulous Finish'. For example this could be presenting to an audience, making an Imovie or organising an event.
- Our children choose the topics for their year. We have lead and supporting AoLEs.
- We also plan for discrete learning to ensure coverage of knowledge, skills and experience.
- Staff develop/share WALTs and Success Criteria with the learners for each lesson, so that they understand what they learning, how they can achieve and how to improve their work. We provide immediate feedback so that children can reflect and improve their work.

In Foundation Phase (FP) staff develop high quality learning environments to support learning through play. Staff plan for skills within the continuous provision areas and adults facilitate learning. As pupils progress through FP they complete challenges in the areas, developing independence, problem solving skills and resilience.

