

Bryntirion Infant school

Curriculum Summary



Welcome to Our Curriculum!

Bryntirion Infant School approach to learning.



Our Aims

Developed in collaboration with parents, Governors, pupils and staff and based on the Four Purposes of the Curriculum for Wales, our Curriculum is unique to our school. They underpin everything that we do, including improvement targets, planning and the professional development of staff. We aim to meet the needs of our learners through creative and meaningful activities. Pupils experience a thematic approach to learning that helps them create connections and learn through memorable experiences equipping them for the future while reflecting on the unique identity of our school and community.



How our curriculum meets the required elements set out in the national framework, starting from the four purposes.

Vision Statement

Our statement '**LIVING, LEARNING AND GROWING TOGETHER**' reflects our understanding and beliefs, as we aim to ensure, we are a community where all children feel loved, respected and encouraged to develop to their full potential.

At Bryntirion Infant School, we have been working hard to prepare for the new Curriculum for Wales - planning, designing and refining an inspiring, enriching curriculum for our 21st Century learners. As a school, we have adopted a thematic, cross-curricular approach to teaching and learning that blends the six Areas of Learning and Experience (AOLEs) - Languages, Literature and Communication, Mathematics and Numeracy, Science and Technology, Humanities, Health and Well-being and the Expressive Arts. Our curriculum:

- covers the six Areas of Learning and Experience.
- encompasses the statements of 'What Matters'.
- reflects the *principles of progression* set out in the progression code.
- includes the *mandatory curriculum elements* (Religion, Values and Ethics framework (RVE), Relationships and Sexuality Education (RSE), Welsh and English)
- encompasses the *mandatory cross-curricular skills* (Literacy, Numeracy and Digital Competency)
- develops *integral skills* within a wide range of teaching and learning - creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising.
- incorporates opportunities for learning and consideration of *cross-cutting themes* - Local, national and international contexts, Careers and work-related experiences, Human Rights Education and Diversity.



Ambitious

Capable learners.

Ready to learn throughout their lives.

BIS pupils will be able to seek to challenge themselves and others, question the world around and lead their learning.



Ethical

Informed citizens.

Ready to be citizens of Wales and the world.

BIS pupils will be respectful and honest in their every day lives, making good choices about their behaviour and finding out about values and beliefs in communities.



Healthy

Confident individuals. Ready to lead fulfilling lives as valued members of society.

BIS pupils will have a sense of belonging and will build positive relationships through experiences built on happiness and laughter.



Enterprising

Creative contributors. Ready to play a full part in life and work.

BIS pupils will actively engage in real life experiences to allow them to solve problems that are purposeful.

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**.



12 Pedagogical Principles



Focuses on 4 Purposes 	Challenges all Learners 	Uses a blend of approaches including direct teaching 	Involves problem solving, creative and critical thinking 	Builds on previous knowledge and skills and engage interest 	Provides authentic context for learning 
Includes assessment for Learning 	Ranges with and across areas of learning and experiences 	Reinforces cross curricular responsibilities 	Encourages children to take increasing responsibility for their own learning 	Supports Social and emotional development and positive relationships 	Encouraged collaboration 

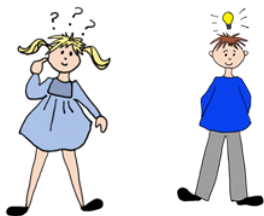


Areas of Learning and Experiences



Expressive Arts 	Health and Well-Being 	Humanities 	Languages, Literacy and communication 	Mathematics and Numeracy 	Science and Technology 
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BIS Curriculum is broad and balanced through topic content approaches to learning and teaching and it is always evolving.



Wider Skills



Critical Thinking and Problem Solving

Critical and logical processes to analyse and understand situations and develop responses.

Planning and Organisation

Implementing solutions, executing ideas and monitoring and reflecting on results.

Creativity and Innovation

Generating ideas, openness and courage to explore ideas and express opinions.

Personal Effectiveness

Reflecting on and understanding oneself and others behaving in effective and appropriate ways: being an effective learner.

Planning

Each half term, topics with a specific AOLE bias are chosen and a balance between the AOLES is achieved throughout the academic year. We are running a two-year cycle of topics.

Year One cycle (2022-2023)

Term	Focus	Umbrella Topic
Autumn Term 1	Health & Wellbeing	Alive and Kicking
Autumn Term 2	Science & Technology	The Mad Scientist
Spring Term 1	Humanities	The Time Machine
Spring Term 2	Language, Literacy & Communication	Red Dragons and Rugby Balls
Summer Term 1	Mathematics & Numeracy	Digit Dilemma
Summer Term 2	Expressive Arts	Sing, Paint, Dance and Be Happy!

Literacy Numeracy and Digital Competencies Frameworks, RSE and RVE to be linked to thematic / cross-curricular topics where appropriate. Discrete lessons may be planned and taught at relevant times throughout the year.



What Our Curriculum Looks Like



Our curriculum is based on striving to make our pupils independent learners who are motivated and enthusiastic. It is important to us that the learning in our school is child centred and Pupil Voice is integral to our planning, teaching and learning. In class, focus tasks are taught in 'bubbles' with an adult supporting, guiding and challenging all. Learning outside the 'bubbles' takes place in our enhanced provision which children access independently. These 'Busy' activities provide authentic contexts for learning and build on previous knowledge and skills. We constantly encourage collaborative work involving problem solving and creative and critical thinking. The strategies we use encourage pupils to take responsibility for their own learning helping them become ambitious and capable learners. Theme days / weeks are used to inspire the pupils and give them a context for their learning.

View	Month	View	Month
Friendship	September 2022	Confidence	March 2023
Respectfulness	October 2022	Tolerance	April 2023
Kindness	November 2022	Resilience	May 2023
Responsibility	December 2022	Honesty	June 2023
Caring	January 2023	Happiness	July 2023
Ambition	February 2023		

At Bryntirion Infant School we promote VIEWS (values, ethics, independence and wellbeing) to encourage and support the spiritual, moral, social and cultural well-being of every child. We hope that learning about the importance of these values in life will help shape our children, guide their behaviour and empower them to become effective learners and good citizens. We focus on one value every half term. These are reference points for assemblies, class planning and around the school.

We are a Rights Respecting the Child Bronze award School. We want our children to feel happy, safe, confident and ready to learn. Being a Rights Respecting School means we are building strong relationships between teachers and peers based on mutual respect and the value of everyone's opinion. This is at the heart of BIS curriculum. Children are treated as equals by their fellow pupils and by the adults in the school. They have a moral framework based on equality and respect for all that will last a lifetime as they grow into engaged, responsible members of society.

Assessment

Using topic maps, knowledge skills and expertise topics are mapped ensuring progression. Assessments and moderation are used to identify pupil progress and ensure high standards. Teachers regularly assess using evaluations, observations, teaching, marking and standardised assessments.



Reviews, feedback and ongoing revision of the curriculum

The world is continually changing and our curriculum reflects that. We work within school across the cluster and in partnership with Governors, Central South Consortium, Local Authority to develop a shared understanding of progression and to plan for transition for learners between schools. This understanding will then form the basis of our judgements on the effectiveness of our curriculum and will lead to suitable regular revisions of the curriculum.



Academic Research

To ensure that BIS curriculum is based on current education theory, research is used to inform curriculum development. As part of School improvement, any curriculum changes are preceded by research, prototyping and evaluation.



Summary of Key Priorities for 2022-2023 School Improvement Plan (SIP)

Inspection Area 1 Learning

1.1 Standards and Progress in Learning and Skills

1.1.1	To raise standards of Language, Literacy and Communication attainment for pupils, with a greater focus on children who are more able and talented.
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Inspection Area 2 Wellbeing and Attitudes to Learning

2.1 Wellbeing

2.1.1	To support pupils, their families and wider community in battling food poverty and reducing food waste. For children to improve personal wellbeing through authentic learning experiences.
2.1.2	To take a holistic approach in developing pupils' health and wellbeing.

2.2 Attitudes to Learning

Inspection Area 3 Teaching and Learning Experiences

3.1 Breadth, Balance and Appropriateness of the Curriculum

3.1.1	To continue to refine and develop the schools' curriculum design, in line with CfW pedagogy.
3.1.2	To develop learning flexible environments, so learners can develop their knowledge and skills in a range of ways.

3.2 Teaching and Assessment

3.2.1	To refine assessment procedures so they are in line with CfW.
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Inspection Area 4 Care, Support and Guidance

4.1 Personal Development

4.1.1	To continue to develop Additional Learning Needs practice and provision in line with ALN reform.
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4.2 Safeguarding

Inspection Area 5 Leadership and Management

5.1 Qualities and effectiveness of leaders and managers

5.2 Self-Evaluation Processes and Improvement Planning

5.3 Professional Learning

Bryntirion Infant School Improvement Budget for 2022-2023 is... £25,604.84

Priorities

OBJECTIVE 1 LEARNING *Inspection Area 1 (1.1 Standards and progress in learning and skills)*

Improvement focus: Priority 1	Improve standards of Language, Literacy and Communication.	Link Governors:	Bethan Hopkins, Rachel Williams
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Rationale from self-evaluation:	Whilst there has been improvement, with the writing element of LLC from last academic year, there are still concerns regarding oracy, reading and writing, particularly the lack of above average pupils in this AoLE. Daily language interventions are being run in all classes. Nearly all pupils are sitting in the below or on target category when data was analysed. A progressive framework that is aspirational in its structure will raise standards of pupils in phonics, reading and writing knowledge and skills.
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Objective	Actions	Costs £	Resource(s)	Lead Person(s)	Timescale	Success Criteria	RAYG
1.1.1 To raise standards of Language, Literacy and Communication attainment for pupils, with a focus on children who are more able and talented.	1.1.1a To purchase Read, Write Inc. (RWI) phonics programme.	£4,714.84	Full phonics set	HT	Autumn 2022	Read, Write Inc. provides a progressive framework in which children are taught homogenously and learning is aspirational, so children who are more able and talented are provided opportunities to stretch their developing skills.	
	1.1.1b To visit a RWI model school.	None	None required	HT, LLC AoLE leader	Autumn 2022	The LLC AoLE / Reading Leader sees first hand the impact RWI is having on the learners and begins to understand that each colour group develops pupils' growing knowledge and skills.	
	1.1.1c To train staff to effectively deliver the RWI programme as Reading Teachers.	£4,930 For 1 full day training all staff, online portal subscription, 3 development days, 6 leadership days and 2 progress meetings	RWI programme resources (above) 2 INSET days	Ruth Miskin Trainer: All teaching staff (Teachers and LSOs)	Spring 2023	All staff have the skills, knowledge and resources to effectively deliver the programme. Pupil progress is evident from the first half term. There is consistency in teaching RWI throughout the school. Pupil outcomes improve over time.	
	1.1.1d To invest in Ruth Miskin support for the Reading Leader (RL) and	Included in 1.1.1c costs above	Non-contact time for RL	HT, LLC AoLE and RL	Spring 2023 onwards	Leaders of RWI have their management skills developed so they can be highly effective in supporting the Reading Teachers in school.	

	Reading Teachers- to be effective in their role.						
	1.1.1e To subscribe to the RWI Virtual Portal to support staffs developing knowledge and skills and to support parents.	Included in 1.1.1c costs above	Online resources for school and home	HT, LLC AoLE and RL	Spring 2023 onwards	Reading Teachers use the portal to support their developing knowledge and share with parents so they can support their children at home.	

OBJECTIVE 2 WELLBEING AND ATTITUDES TO LEARNING *Inspection Area 2 (2.1 Wellbeing; 2.2 Attitudes to Learning)*

Improvement focus: Priority 2	Support children's physical development and wellbeing, using authentic learning experiences.	Link Governors:	Jeff Lewis, Louise Bullock
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Rationale from self-evaluation:	We are aware of the current difficulties of our school community- 36.4% are currently claiming free school meals. With the growing energy bill crisis, families will have to choose between heating or eating. A 'pay as you go' food shop, accessible on school grounds, would enable our families to feed their children and lower the impact of poverty. CfW also provides us the opportunity for children to acquire life-long skills so they are prepared future jobs. We also understand how authentic learning opportunities will help children to make connections in their learning. The development of a kitchen garden will help children learn about farm to fork and sell produce in our Big Bocs Bwyd. There are inconsistencies across the school with how health and wellbeing is being delivered. A structured, progressive framework would provide staff with a framework that also covers RSE.
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Objective	Actions	Costs £	Resources)	Lead Person(s)	Timescale	Success Criteria	RAYG
2.1.1 To support pupils, their families and wider community in battling food poverty and reducing food waste so that children's nutrition supports their development.	2.1.1a To apply to become part of the Big Bocs Bwyd (BBB) initiative (phase 3), funded by Welsh Government.	None	Application forms	HT	Autumn 2022	The school's application for part of the £100K WG funding is successful and we are awarded two shipping containers which have been converted into a pantry (smaller container) and a shop (larger container). There is appropriate space on school grounds to accommodate these and the Governing Body is supportive.	
	2.1.1b To attend BBB phase 3 meetings and disseminate information to BBB team at school and share good practice.	None	None	HT	Ongoing	There is sharing of good practice to improve the success of the initiative and reduce duplication of workload. BBB members are kept up-to-date with recent developments at LA and all Wales level. Newsletters and action plans are shared to ensure progress and success.	

For children to improve personal wellbeing through authentic learning experiences.	2.1.1c To have paperwork in place to ensure the initiative meets standards/codes e.g. planning permission (from BCBC), insurance, energy supply, food hygiene training.	£280 insurance £230 planning permission £100 Food hygiene training	Relevant paperwork	HT	Autumn 2022	The BBB initiative meet all legal codes/standards. Any actions raised addressed.	
	2.1.1.d To identify staff and volunteers that can become part of the organisational team for the school that will drive the initiative together with the strategic lead.	None	Newsletter	HT	Autumn 2022	There is a supportive team of staff and volunteers who run the BBB initiative under the direction of the strategic lead. The team ensure the initiative meets the needs of its users and are flexible and supportive so pupils/families are not disadvantaged by food poverty. Children are involved in a range of aspects relating to the BBB siop e.g. counting takings, pricing foods.	
	2.1.1e To make strong links with local community groups to support the initiative e.g. food banks/pantries, Fairshare charity, local businesses, allotment groups.	None	None	HT and organizational team members	Autumn 2022	The BBB initiative has good level of stock that meets the needs of its users and has made good links with a range of suppliers to reduce food waste, supported by WG. The school has experts (from local allotment users) who can support the staff and pupils' developing knowledge and skills related to growing food.	
	2.1.1f To develop pupils' food literacy skills and knowledge by developing a kitchen garden in school and regular cooking sessions so there are authentic, purposeful learning	£1500 for garden development, equipment and seeds £700 for cooking consumables for classes	Gardening equipment and resources, food consumables for cooking	All staff	Ongoing	Children develop (with support from adults) a school kitchen garden and begin to understand how to grow a range of food. School develops pupils' food literacy knowledge and skills and children regularly make food to 'sell' in the BBB. Experiences are purposeful, seasonal and authentic and support the CfW.	

	related to food.						
2.1.2 To develop pupils' health and wellbeing including RSE and RVE.	2.1.2a To purchase 'Jigsaw' whole school scheme which aligns to CfW and use it in a systematic, progressive way to develop learners.	£400 per annum for Jigsaw (inc. online portal and physical resources) £200 training	Jigsaw set for each class	HWB lead	Autumn 2022	Jigsaw allows pupils the opportunities to connect the pieces of personal, social health and wellbeing. The programme teaches children emotional literacy, social and lifelong skills and resilience in an age-appropriate manner. Progression is evident throughout the school. RSE within CfW is aligned.	
	2.1.2b To develop a 'VIEW' approach across the school.	Annual license to 'Picture News'	Weekly resources-email	HWB lead	Summer 2023	Assemblies and class work take a 'View' approach. Children are aware (at age-appropriate levels) what is in the news and have opportunities to learn about Values, Ethics, Independence and Wellbeing. (VIEW= Values, Ethics, Independence and Wellbeing)	

OBJECTIVE 3 TEACHING AND LEARNING EXPERIENCES *Inspection Area 3 (3.1 The breadth, balance and appropriateness of the curriculum; 3.2 Teaching and assessment)*

Improvement focus: Priority 3	To further develop our Curriculum for Wales paperwork and practices.					Link Governors:	All
Rationale from self-evaluation:	We have made a great start in preparing documents to be used in school to deliver Curriculum for Wales. We have completed Humanities, Mathematics & Numeracy and Language, Literacy and Communication (writing strand). However, a fully complemented curriculum detailing what a 'What Matter's' statement looks like in a year group is now needed. For assessment, we used the WG Compact Profile to assess our Nursery and Reception pupils and document their attainment in age (years/months). Current trackers need adapting to align with CfW terminology and there is a need to remove 'outcomes'.						
Objective	Actions	Costs £	Resources)	Lead Person(s)	Timescale	Success Criteria	RAYG
3.1.1 To continue to refine and develop the schools' curriculum design, in line with CfW pedagogy.	3.1.1a To complete our schools' curriculum design for all Areas of Learning and Experience over a two year cycle.	£1000 Supply cover to release AoLE staff	WG documents (on HWB)	AoLE leads	End of Autumn 2022	Our school has finished our CfW curriculum design which is used by staff for planning, assessment and monitoring so we provide our children with a broad and balanced curriculum that meets the needs of our pupils. All stakeholders have had involvement. Expectations for pupils are clear and pupil progress is supported.	

3.1.2 To develop flexible, modern learning environments fit for 21 century pupils.	3.1.2a To audit current learning environments so they allow our pupils the opportunities to work in a range of ways that are fit for a modern curriculum.	£350 External training (Cath Delve) £10k Purchase of equipment / resources per base	Training materials Equipment and resources	SLT: RW	Summer 2023	School learning environments have been streamlined and designed so they are flexible, modern spaces that allow the children to learn in a variety of ways that best suit them. These spaces also support children's independence and challenge their knowledge and skills.	
3.2.1 To refine assessment procedures so they are in line with CfW.	3.2.1a To develop a new assessment profile and tracker that aligns to the CfW Progression Steps and AoLE so pupils' attainment is tracked and easily monitored so that all pupils make appropriate progress, including those with ALN.	£1200 External training (Gareth Coombes) Shared costs with Cefn Glas Infants	GC materials	SLT	Autumn 2022-Spring 2023	Newly developed documents show pupil progress, over time and are in line with Curriculum for Wales pedagogy. Staff are competent and confident in making decisions about pupil progress. The school take a proactive approach.	
	3.2.1b To promote a proactive approach to pupil attainment by holding 'pupil surgeries' half termly to ensure pupils are meeting set targets and discuss academic attainment and their wellbeing.	None- staff meeting time	School profile/tracker	SLT	Ongoing- starting Autumn 2.	All pupils attainment and wellbeing are discussed. Underperformance of pupils is challenged and support assigned to ensure all pupils meet set targets.	

OBJECTIVE 4 CARE, SUPPORT AND GUIDANCE *Inspection Area 4 (4.1 Personal development; 4.2 Safeguarding)*

Improvement focus: Priority 4	To refine ALN policies provision and procedures, in line with the ALN reform.	Link Governors:	Mark Davies, Louise Bullock
Rationale from self-evaluation:	We have adopted the new ALN policies and practices as a measure of good practice. However, keeping up to date with emerging strategies/systems will place us in an advantageous position to share good practice with others in the cluster and beyond.		

Objective	Actions	Costs £	Resources)	Lead Person(s)	Timescale	Success Criteria	RAYG
4.1.1 To continue to develop Additional Learning Needs practice and provision in line with ALN reform.	4.1.1a The ALNCo to develop a range of documentation to support school staff and parents of pupils with Additional Learning Needs. Management time allocated.	None- class cover	Resources from BCBC and WG	GE	Ongoing	Documentation is in line with WG and LA guidance. It provides all stakeholders with enough information to understand the Additional Learning Need of a pupil and the Additional Learning Provision a child is receiving to overcome their barrier to learning. Reports submitted by the ALNCo to a range of bodies requesting support or a diagnosis meet strict timescales and there is a clear plan for all pupils' with ALN including the next steps.	
	4.1.1b For the ALNCo to attend BCBC ALNCo and cluster events so the school are meeting legal and operational standards and demonstrating good practice.	None- class cover	WG and LA guidance documents	GE	Ongoing	The ALNCo is competent in their role, pupils access what they need to assist their development. The schools policies and practices are in line with WG and LA guidance and good practice is shared.	
	4.1.1c For the ALNCo to embark on IDP champion and cluster lead roles to further enhance pedagogy and practice and for own professional development.	None- class cover	WG and LA guidance documents	GE	Ongoing	The ALNCo is highly effective in the role. Information sharing ensures the cluster are meeting set expectations. The ALNCos professional development is being enriched.	