



### **How have Pencoed engaged practitioners, learners, parents, carers and the wider community to inform the curriculum's development?**

The school vision was created in consultation with stakeholders. This included:

- Professional Learning days consulting with staff;
- Consultation meetings with governors;
- Consultation meetings with school council representatives;
- Online information sharing and consultation with parents, carers and guardians;
- engagement with the school community and local community through a variety of media including social media accounts.

The school's vision of **Learn, Grow, Thrive, Flourish** was launched in June 2022 and underpins all areas of school culture and ethos. The four purposes are at the heart of the school vision and mission statement.

### **How does Pencoed's curriculum meet the required elements set out in the new national framework, starting from the four purposes?**

The curriculum has been designed and developed in consultation with stakeholders to realise our new school vision. This included:

- Staff engagement in professional learning, reading and research;
- All staff considering the learners needs and the school context related to the four purposes;
- Audits for governors, staff, parents, and pupils considering what pupils should know and be able to do how these link to our values and mission statement;
- Regular cluster working in planning to ensure progression along the 3-16 continuum and a shared understanding of knowledge, skills, and experiences;
- Partnership work with Central South Consortium in developing the new curriculum offer;
- Partnerships and networking with a range of providers from the local and wider community on providing learners with distinct and enriching experiences.

The school has designed and developed its curriculum ensuring equity for all in pursuit of the four purposes. The curriculum in Pencoed is broad and balanced and includes learning opportunities within and across all of the Areas of Learning and Experience. It encompasses the concepts in the What Matters Statements and provides appropriate progression in accordance with the Principles of Progression.

Our school's curriculum aligns to the mandatory requirements of teaching Welsh, English, Relationship and Sexuality Education (RSE) and Religion, Values and Ethics (RVE) and the cross curricular skills of literacy, numeracy and digital competency across the curriculum.

## **How is Pencoed approaching learner progression and its arrangements for assessment?**

The school has prioritised pedagogical development in preparation for the implementation. Action research has taken place with an emphasis on professional learning opportunities surrounding skills across the curriculum and the latest teaching and learning approaches such as 'Reading Reconsidered'. Whole school inset has focused on Pencoed's Pedagogical Principles which underpin the whole school professional learning in ensuring excellent learning experiences and equity for all.

The school's assessment arrangements are informed by the principles of progression and are centred around supporting each individual learner to progress at an appropriate pace, ensuring they are supported and challenged as they progress through their individual learning journey. Through staff Inset programmes and professional learning opportunities that have explored 're-thinking assessment', we have ensured assessment provides a holistic picture of each learner. Assessment is built from design and progression of the strands and pathways deriving from the 27 What Matters Statements.

Formative assessment in Pencoed is significant in providing learners with an understanding of what progress they have made and next steps for each learner. This is embedded in day-to-day practice through a variety of evidence informed assessment strategies and supports learners in making progress in relation to the school/setting's curriculum. More opportunity for real time feedback from teachers is being considered when building the curriculum with a focus on coaching pupils to understand their own progress and the progress of others.

The school is looking to establish a working group of staff and parents to further consider how best to meet the needs of parents in reporting on the progress of their child.

The school is regularly engaging in cluster working to further develop a shared understanding of progression and assessment across the 3-16 continuum. The school has considered how collaboration can support the planning of a continuum across different transitions. Cluster working has provided opportunities to share learning and develop joined-up experiences for learners across their learning journey.

## **How will the Pencoed curriculum be kept under review, including the process for feedback and ongoing revision?**

The curriculum will be implemented in Year 7 from September 2022, with year-on-year roll-out in line with the national requirements.

During the full Governing Body meeting on the 13<sup>th</sup> June 2022, the Governing Body has adopted and agreed the school's curriculum. The school plans to publish a summary of their curriculum on the school website by 11<sup>th</sup> July. They will inform parents and the wider school community of this through their usual communications, e.g., newsletter, social media, etc.

The school curriculum will be kept under review through the self-evaluation activities in the school's MER cycle. This includes learning walks, book scrutiny, pupil, parents and staff forums and questionnaires, etc. Termly reports of these will be shared with the Governing Body. During summer term 2023 the school plans a detailed review of the curriculum for refinement for September 2023.

The school ensures that it consider the impact on learners' mental health and emotional well-being in all curriculum decision making. The school has begun to use the framework on embedding a whole school approach to emotional and mental well-being to support this.

The school continues to foster close partnerships with their cluster schools, the regional consortia, the local authority and ITE partners as appropriate to fulfill their duties.