



Blackwood Primary School INSPIRE Curriculum Summary

*Our Mission Statement
(Empower, Nurture and Challenge)*

Values School

Authentic Learning Goals

Four Purpose (Characters)

*Middle Leaders - Distributed
Leadership AoLE's Leaders*

Pedagogy (How?)

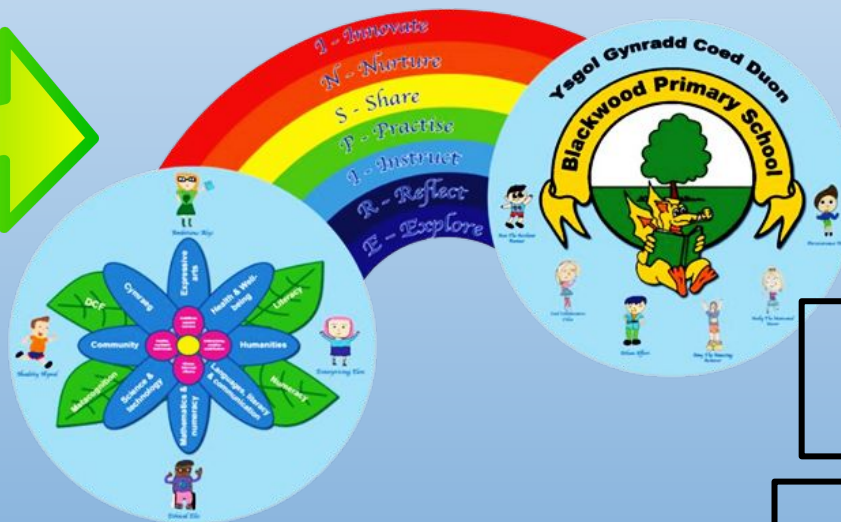
*Continuous
Provision Teams*

*Cluster
Collaboration*

*Independent Learning
Continuous and Enhanced Provision*

*Pupil Parliament
Pupil Leadership Groups - Pupil Voice*

*Why?
What?
How?
So what?*





Blackwood Primary School Curriculum

Our Mission Statement:

Empower



Making everyone stronger and more confident, to realise their dreams, taking ownership of their futures

Nurture



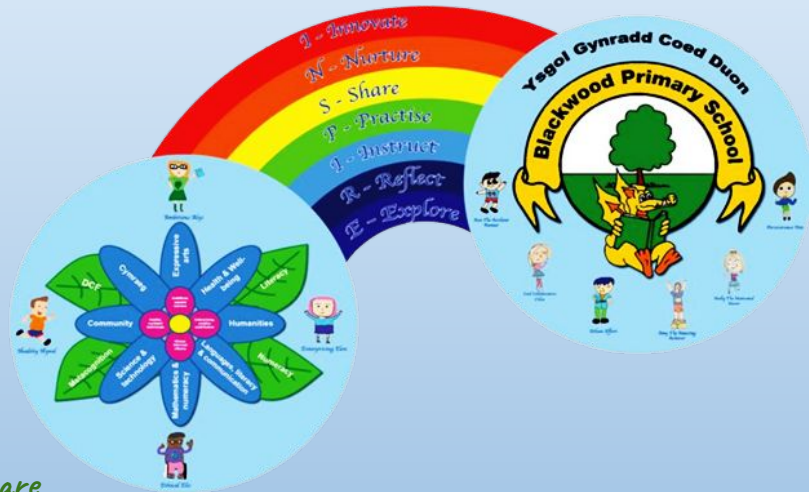
To care for and protect everyone while they are growing

Challenge



To maximise everyone's potential, across all capacities, to constantly improve

The **4** Purposes of Curriculum for Wales



Blackwood Primary School's Four Purpose Characters



Ethical
Elis

Ambitious
Alys

Healthy
Hywel

Enterprising
Elen



Blackwood Primary School- Designing Our Curriculum

Phase 1: Determining the values at the heart of the curriculum.

We began by determining the curriculum principles that reflect our values, school context and needs. Our INSPIRE curriculum evolved from this.

Phase 2: Meeting the required elements of the Curriculum for Wales

We considered how the Four Purposes would be central to the planning and delivery of our curriculum and how there would be a breadth and balance of experience to encompass all of the Areas of Learning and Experience.

Phase 3: Involving all stakeholders in curriculum design

Practitioners and learners were consulted in the evolution of the Inspire curriculum and how the four purposes would underpin the curriculum.

Phase 4: Determining the content and delivery of our curriculum

AoLE Teams have collaborated to unpack the 27 Statements of What Matters to make links across all Areas of Learning and Experience as appropriate. Learners have been involved in the design of the Learning Environment to reflect a Foundation Phase ethos throughout the whole school.

Phase 5: Planning for progression and assessment

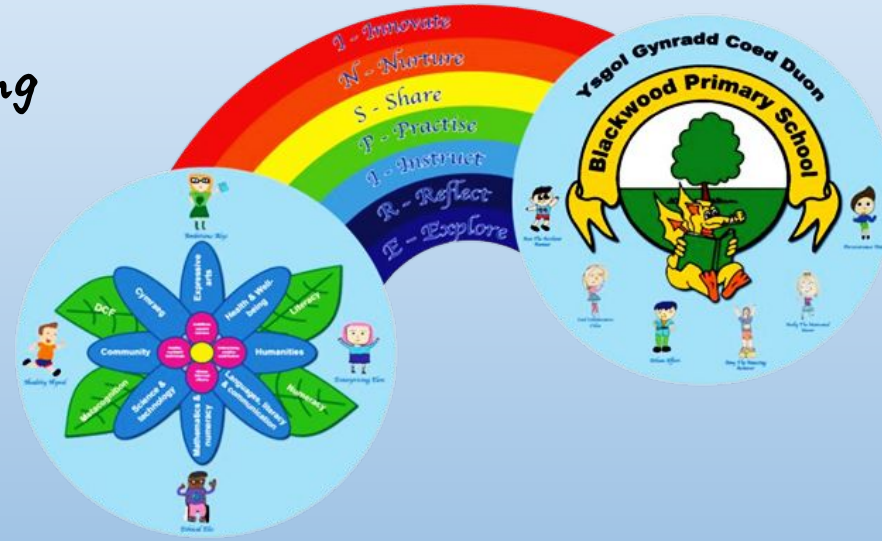
We utilise a range of formative and summative assessment to ensure appropriate learner progression across the continuum of learning, ensuring learners are suitably supported and challenged.

Phase 6: Review and Evaluate

Practitioners are constantly reviewing and evaluating their practice and its impact on teaching and learning through professional learning opportunities .

INSPIRE Curriculum - Enabling learning

<i>I</i>	<i>Innovate</i>	<i>Creativity and innovation</i>
<i>N</i>	<i>Nurture</i>	<i>Take care of on another and keeping safe</i>
<i>S</i>	<i>Share</i>	<i>Collaborate with one another</i>
<i>P</i>	<i>Practise</i>	<i>Critical thinking and problem solving</i>
<i>I</i>	<i>Instruct</i>	<i>Instructional/ focused teaching</i>
<i>R</i>	<i>Reflect</i>	<i>Reflect on personal effectiveness</i>
<i>E</i>	<i>Explore</i>	<i>Independent and guided exploration</i>



These seven words occurred most frequently through collaboration with our stakeholders resulting in our INSPIRE curriculum. This is the 'how' we deliver our curriculum!

Four Purposes at the Heart of the Curriculum

Learners were closely involved in the development of characters to reflect the four purposes at the core of the Curriculum for Wales, to ensure that they had ownership and that the four purposes meant something to them.

Ethical Elis

(Elis Idris Collins- the Ethical, Informed Citizen)

Elis can make his own choices. He knows his rights and how to stay safe. He cares for our world. He recycles at home and in school- he is also a member of ECO club. He loves learning Welsh and is proud to live in Wales.



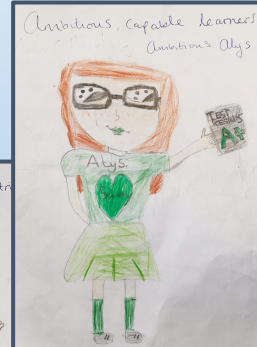
Ambitious Alys

(Alys Catherine Lacey - The Ambitious, Capable Learner)

Alys is ambitious. She wants to be the best she can be! She loves a challenge. She asks lots of questions and loves learning at home and in school. Alys is eager to use her Maths, English and DCF skills to achieve her goals. She is always ready to learn new things and share her ideas.



Learners firstly designed and named the characters, then interpreted the descriptions of each purpose into child speak, writing stories for each character.



- I will always try my best and won't give up
- I will always be ready to learn, learning new things
- I can ask questions and solve problems
- I am good at talking and listening to others
- I can talk about my ideas and what I am learning about
- I can use numbers all around me
- I can show that I understand mathematical ideas
- I can use computers and ipads to find out information
- I can find out about things and say what I think



- I know the difference between right and wrong/ good and bad
- I am always polite and have good values
- I will try new things and won't give up
- I can identify my own and my friends feelings
- I know who to go to if I need help
- I will keep my body fit and healthy
- I will try to keep myself safe
- I will be a good friend to other children
- I will try hard to do things for myself
- I know about healthy and unhealthy food and the importance of exercise
- I will join in with singing, dancing and speaking with my friends



- I can share my thoughts and opinions
- I know my rights
- I can talk about things that I am interested in and that are important to me
- I will do my best to look after my planet
- I know that what I do can make someone happy or sad
- To understand my heritage and culture
- I can talk about the world that I live in and people that are special to me
- I will always try to listen and be kind to others



- I can use my ideas to make and do
- I can solve problems
- I will always try new things
- I can work in a team with my friends
- I can talk about my ideas and my feelings
- I will always help my friends



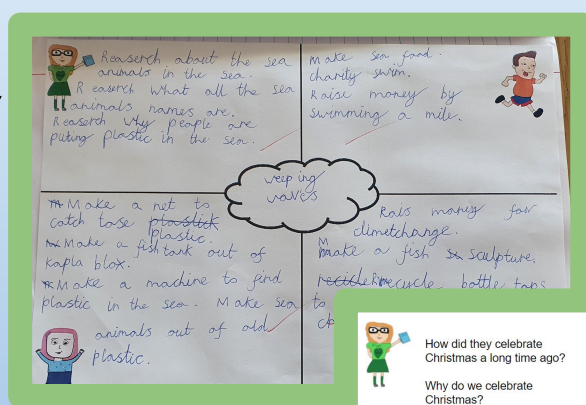
Curriculum Design and Implementation

What do we teach?

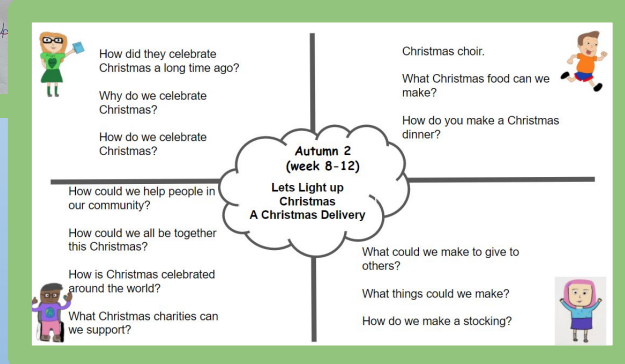
The Curriculum for Wales gives us the freedom to design our own content to ensure that our learners are ambitious, enterprising, ethical and healthy citizens. Practitioners have collaborated to provide learning and teaching that encompasses each of the Areas of Learning and Experience with clear cross-curricular links. Practitioners have identified links for learning and appropriate progression from the What Matters Statements and Progression Steps.





How do we teach it?

Teachers are the facilitators of learning at Blackwood Primary School. Pupil voice plays a pivotal part in the fun, challenging and progressive experiences planned for learning. Learners are consulted at the start of each 'Learning Journey' and invited to contribute ideas as to what they would like to experience and what their 'big questions' are. This process is done with the four purposes at the centre of all thinking. Learners are then guided to consider what AoLEs they may be developing through their ideas. These ideas form the basis of the learning and teaching for each learning journey and this is communicated to parents to keep them informed of what learning their child is experiencing.



Pupil Voice



Year Group/ Blwyddyn:5		Authentic Learning Goal: New Beginnings		Term: Spring 1	
Language, Literacy & Communication Literature, expressing ourselves through language is key to communication. <ul style="list-style-type: none">Oracy- debate, presentation and role play.Reading- variety of genres through guided reading sessions and in AoLEsWriting- Newspaper report, Instructions and poetry. 		Science & Technology Being curious and searching for answers. <ul style="list-style-type: none">Exploring forces when designing and developing a Lunar Module.Design evaluate and improve a game using Scratch.How Technology and Science has influenced our lives. <div> Follow us on twitter @YearFiveBPS</div>		Mathematics & Numeracy Develop and apply mathematical skills to understand the world around us: <ul style="list-style-type: none">AnglesClassifying 2d shapesTranslation of 2d shapesClassify and construct 3d shapesNumberFractionsAlgebraWorded problemsMental mathsMathletics 	
Expressive Arts Exploring is essential to developing artistic skills and knowledge and inspires learners to become curious and creative. <ul style="list-style-type: none">Explore the elements of music- Gustav Holst.Explore and experiment with a variety of media to create space images i.e. marbling, chalk, pastel, acrylic and illustration. Create help videos/ QR codes for year 3/ 4 learners.Dramatisation - learner led.		Health & Well-being How we engage with social influences shapes who we are and affects our health and well-being. <ul style="list-style-type: none">Daily MindfulnessWeekly circle timeWeekly Commando Jo'sEngage in outdoor activitiesLearning pit growth mindset and the power of yetWeekly PE sessions.Healthy eating- cooking 		Humanities Human societies are complex and diverse, and shaped by human actions and beliefs. <ul style="list-style-type: none">Diary writing- Tim PeakeUse knowledge, experiences and beliefs to generate ideas and frame an enquiryTo explore human belief systems and how they shape lives.	

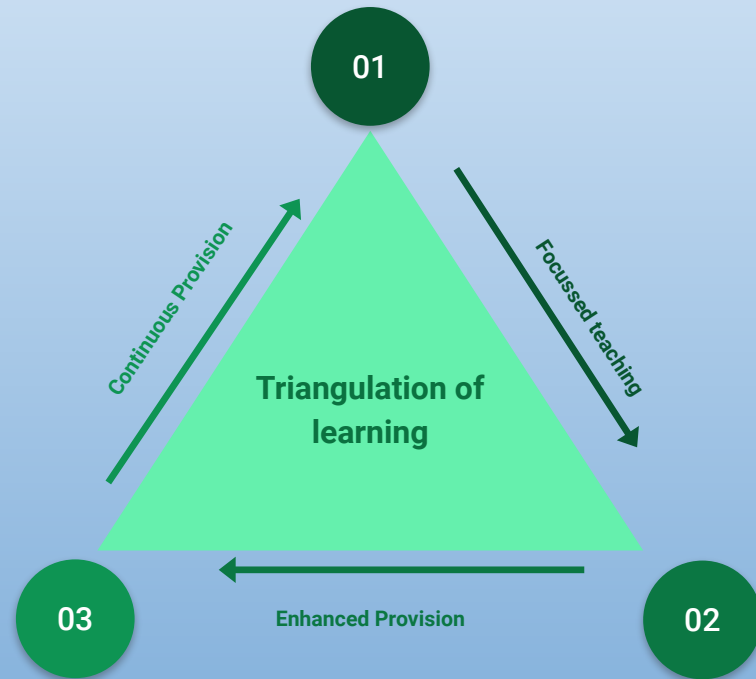
Parent Overview

Effective Learning Environment

Not only has the Curriculum for Wales allowed us the opportunity to design our content, it has also given us the freedom to design a learning environment that is bespoke to the needs and interests of our learners. Learners have been instrumental in the design process of their learning environment and we are proud to have a Foundation Phase ethos that runs throughout the whole school. Independent areas of learning that encompass the AoLE's are set up in each year group to allow learners the freedom to take responsibility for and direct their own learning.

Opportunities for Learning

<i>Focussed Teaching</i>	<i>Instructional teaching from the class teacher.</i>
<i>Enhanced Provision</i> -Effective Leaders -Effective Learning Environments	<i>Learning opportunities in the independent areas with instructional boards to guide learners. Teachers facilitate these learning experiences.</i>
<i>Continuous Provision</i>	<i>Learning opportunities chosen independently by learners based on their interests and the resources available to them.</i>



Equitable Opportunities For All

- **Health and wellbeing:** The decisions made by stakeholders regarding the design and implementation of the curriculum have held learner's health and wellbeing as the utmost priority. Learning environments have been designed with health and wellbeing in mind and learners have access to calm areas, worry monsters or jars and bubble time with adults. They take part in regular circle time activities and weekly Forest School sessions.
- **Pupil Parliament:** To promote knowledge and understanding of the United Nations Convention on the Rights of the Child (UNCRC) learners form Pupil Parliament Groups to ensure leadership and decision making throughout all areas within the school, placing Pupil Voice at the heart of our school community.
- **Extra-curricular activities:** Learners have access to a range of extra-curricular activities to broaden their experiences and enable each learner to develop in the ways described in the four purposes



United we, Empower, Nurture and Challenge
Wrth uno mae'n ein arfogi i feithrin a herio

Pupil Leadership Team *Tîm Arweinyddiaeth Disgyblion*
2021-2022



Children's Rights- Article 12

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.



United we, Empower, Nurture and Challenge
Wrth uno mae'n ein arfogi i feithrin a herio

Eco Committee
2021-2022

Learner progression and assessment



We use the Descriptions of Learning for each What Matters Statement to assess and plan for learners' progress. These broadly correspond to expectations for ages 5, 8, 11, 14 and 16 and offer guidance on how learners should demonstrate progress within each Statement. These are not used as a list of tick boxes, but as tools to consider when planning for our learners' progress. We dip into the different progression steps depending on each individual learners needs.

In addition, the Principles of Progression underpin our planning for learners' progress across the AoLE disciplines over time.

Principles of Progression

Increasing effectiveness	Increasing breadth and depth of knowledge	Deepening understanding of the ideas and disciplines within Areas	Refinement and growing sophistication in the use and application of skills	Making connections and transferring learning into new contexts
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Blackwood Primary School as a Learning Organisation

In order to ensure that the curriculum is kept under review and that there are opportunities for feedback and ongoing revision, Blackwood Primary School is dedicated to creating and supporting continuous learning opportunities for all staff through a comprehensive Professional Learning Offer.



Cardiff
Metropolitan
University

Practitioners are given protected time for professional learning to keep abreast of information and research pertinent to their role and responsibilities.

Practitioners create and present professional learning posters linked to their roles to inform our practice and INSPIRE curriculum.

Blackwood Primary School is a lead school for student teachers from Cardiff Metropolitan University. This requires practitioners to continually reflect on and develop their practice in order to lead and mentor student teachers.

Staff collaborate with other professional organisations such as the University of South Wales on research projects.

University of
South Wales
Prifysgol
De Cymru

Embedding Growth Mindset at Blackwood Primary School

Louise Cooper, Ruth Sims, Julie Postmans, Helen Golding

From Fixed Mindset to Growth Mindset

Our Growth Mindset journey began in September 2018. At this time, Karen Davies took over as Head Teacher at Blackwood Primary School and she was well aware of Growth Mindset and how promising it is in the educational setting and with positive results. (Dweck, Chaplin, Savari & Butler, 2015). It is imperative that with the implementation of the new curriculum, (Barnard, 2015), both staff and students will need to be mentally resilient to the challenges this curricular will bring. As a school we have put into place many new initiatives and processes that we believe will have positive effects on both pupil attainment and wellbeing. We want to ensure that the children who are educated at Blackwood Primary are confident, capable, life-long learners.

Choose your Words Wisely

As we began our Growth Mindset journey we realised that we needed to make sure that we were using the language of encouragement. Learning through mistakes was something that we wanted the pupils to be comfortable with. This was introduced alongside our new morning grid which has a clear focus on providing constructive feedback to pupils as well as supporting their next steps towards their learning. Giving learners constructive and effective feedback enables them to progress their learning forward. (Weiner, 2009). Giving teachers a task that they must set upon immediately increases their awareness of how this can impact on their next piece of work. (Murphy & Davis, 2018)

We have also introduced chapters linked to the learning characteristics that we want the pupils to adopt. This is in its infancy, but so far it has been received positively by both staff and pupils.

AFL- Moving the Learning Forward

Why?

From our reading a high emphasis is placed on the importance of role and discussion exchanges (Gilling et al, 2015). (Voghty, 1981, (Hawthorn, 2012). Show me boards are used to show your progress in determining where students are on and where they need to go (Gilling, 2015).

Impact?

- Learners have responded well to the show me boards however very few learners appear self conscious to show their boards through not being wrong.
- Those, per share have become embedded further across the school and the opportunity to discuss and show what is required by nearly all learners.
- The concept of learners in which 'Say 2x Again Better' was introduced to show learners the steps of learning through their answers before saying them out loud, negating the need for the facilitator to say 'Say 2x Again, better' so much.

References:

Albright, T., Jones, C. and Johns, R. (2019). Key issues in productive classroom talk and interventions. *Blackboard 2019*. Search terms: self-reflection, University of Teesside. (Search term: 2019). Show me boards: A great idea for Shared Assessment.

United we Empower, Nurture and Challenge

Purpose of a Mission Statement

A mission statement should act like a mirror, clarifying for everyone where the school is, and where it's going. And for that to happen, it has to be dynamic and organic. Change embodies – responsiveness to changing times, values, and social needs.

Where it all began...

All staff and Governors gave their input so that our vision is shared by all.

United - When people are united about something, they agree about it and act together.

Empower - Making everyone stronger and more confident, to realise their dreams, taking ownership of their future.

Nurture - To care for and protect everyone while they are growing.

Challenge - To maximise everyone's potential across all capacities, to constantly improve.

Our Vision at Blackwood Primary School

At Blackwood Primary we work together to empower everyone to become ambitious, capable learners who are ready to learn throughout their lives. We challenge everyone to become enterprising, creative contributors who are ready to play a full part in life and work as healthy, confident individuals who are ready to lead fulfilling lives as valued members of society in a nurturing environment that develops ethically informed citizens of Wales and the world.

What is a Mission Statement?

A vision statement, or simply a vision, is a public declaration that schools or other educational organizations use to describe their high-level goals for the future – what they hope to achieve if they successfully fulfil their organizational purpose or mission.

Sources

<https://www.education-organisations-and-schools.com/mission-statement-how-to/>

With uno mae'n ein arfogl i feithrin a herio