

The Federation of Blenheim Road Community and Coed Eva Primary Schools



In everything we do:

- We grow thriving, successful learners.
- We lead our people to excellence.
- We change our community and country for the better.

1. Our Context

The Federation of Blenheim Road Community and Coed Eva Primary Schools are two primary schools in South East Wales situated 0.9 miles apart. Across the Federation there are 712 pupils on roll, 262 pupils in Blenheim Road and 450 pupils in Coed Eva aged 3 - 11.

- 3-year FSM average Blenheim Road is 38% and 26.8% in Coed Eva Primary
- Around 1.4% of pupils in Blenheim and 1.7% of pupils in Coed Eva speak English as an additional language.
- The school has identified approximately 3% of pupils as having additional learning needs in Coed Eva and 6% in Blenheim Road Community.
- We have 15 Looked After Children across the Federation, 10 in Coed Eva, 5 at Blenheim

Torfaen context

- ¼ of residents don't have a passport.
- Ranked 18 out of 22 in in Youth Opportunity Index.
- 71% of children do not entre higher education.
- 20.5% of residents aged 25 - 65 have no qualifications.

Our Federation

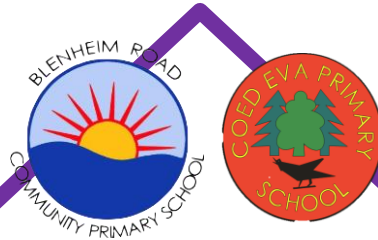
- Strong consistency across both schools.
- One organisation, two sites.
- Federated contracts.
- Strong governing body.



The Federation of Blenheim Road Community and Coed Eva Primary Schools



Leading our people to excellence
Leadership and professional learning.



**By leading our people to excellence,
we grow thriving successful
learners.**

**Together we change our community
and country for the better.**

Changing our community and country

*School and Community
Partnership lead, 2x FaCE officers.*

Thriving, successful learners...
Our Federation's Curriculum

*Leaders of learning: LLC, M&N, Welsh,
Childhood experiences.*

The four purposes are the shared vision and aspiration for every child and young person.



Our Concepts

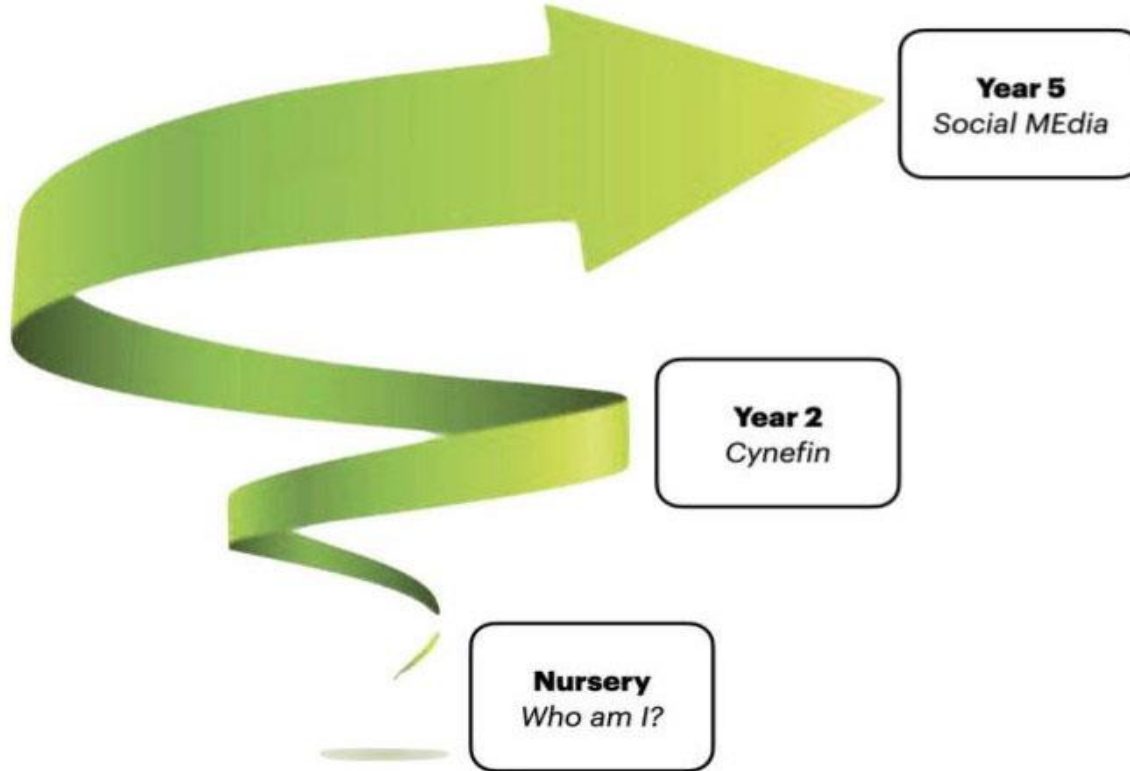


Safety	Identify and manage risks, understand and apply strategies to stay safe and seek support.
Investigation	Develop curiosity, knowledge and skills to draw conclusions.
Courage	Explore what it means to be brave when facing adversity.
Culture	Explore the ideas, customs and social behaviour of particular people and the places where they come from.
Identity	Beliefs, values, attitudes and experiences shape my identity.
Aspirations	Encourage curiosity about their interests to develop future aspirations.
Environment	Understand different environments, their inhabitants and our effect on them.
Responsibility	Understand the impact of the human populations and how that affects living things, now and in the future.
Citizenship	Explore what makes a good citizen. Consider their impact on their family, school and the world around us.

A white speech bubble with a black outline, pointing towards the table. It contains the text: "Concepts are 'big ideas' that are important to our learners and the community."

Concepts are 'big ideas' that are important to our learners and the community.

Concept: Identity



Implications of curriculum and pedagogic intentions

Sept 2021	Oct 2021	Notable dates/ relevant to topic	Nov 2021	Dec 2021
1	1 Black History Month	1st	1st	1st
2	1st Day of the Year	1st	1st	1st
3	1st Day of the Year	1st	1st	1st
4	1st World Space Week	1st	1st	1st
5	1st	1st	1st	1st
6	1st	1st	1st	1st
7	1st Youth Mental Health Day	1st	1st	1st
8	1st	1st	1st	1st
9	1st	1st	1st	1st
10	1st	1st	1st	1st
11	1st	1st	1st	1st
12	1st	1st	1st	1st
13	1st	1st	1st	1st
14	1st	1st	1st	1st
15	1st	1st	1st	1st
16	1st	1st	1st	1st

big questions

one-offs and special events

embedded, authentic learning

surface learning

deep learning

trudge activity and demand

disciplined study

fragmented knowledge and skills

Fundamentals

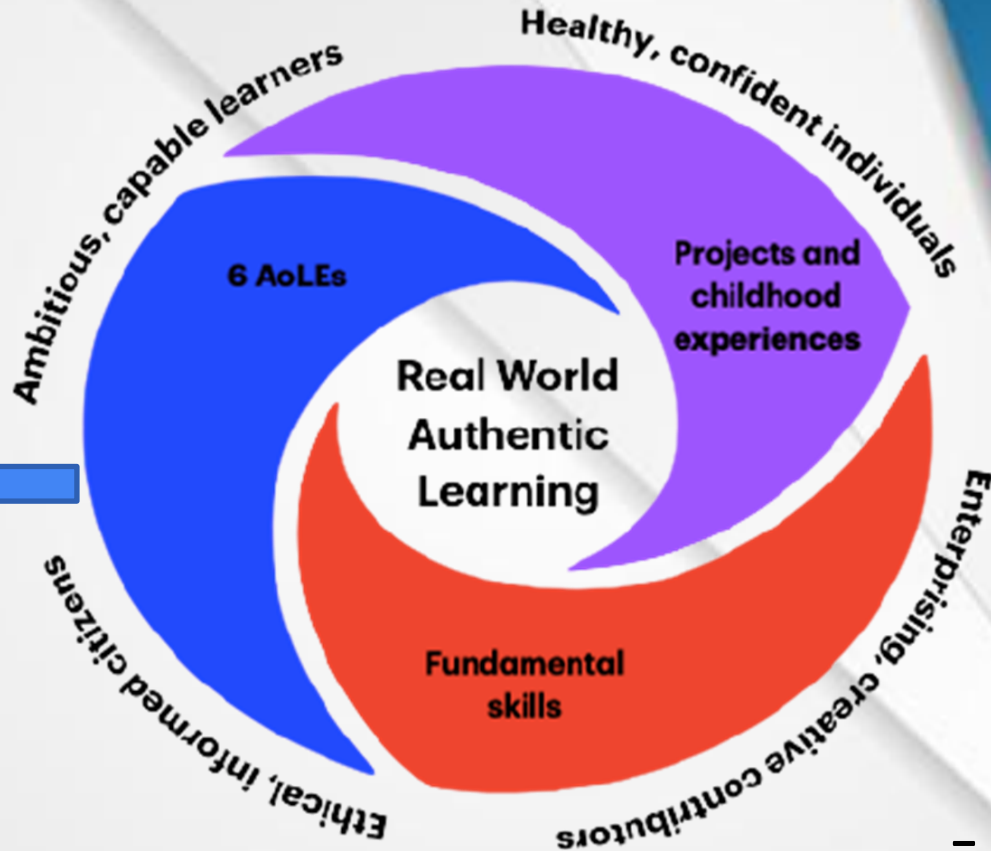
LLC:
 Writing for oracy opportunities wherever possible.
 Reading (where appropriate).
 Phonics (where appropriate).
Writing
 Writing a single clause using nouns, verbs, full stops and capital letters.
Mathematics:
 White Rose Maths (to be taught daily, where appropriate).
Physical:
 You will need to provide a range of opportunities to develop physical literacy.
RSE: This must be developmentally appropriate for additional learning needs.
 When discussing safe/unsafe relationships you will need to use of accurate terminology for all body parts.

Fundamentals

Aspects of learning that are essential to children's development.

**There are also elements that are mandatory that do not appear elsewhere in the curriculum.*

- Health and Wellbeing
- Language, Literacy and Communication
- Mathematics and Numeracy
- Expressive Arts
- Humanities
- Science and Technology



= Pupil empowerment

		Nursery	Rec	Y1	Y2	Y3	Y4	Y5	Y6
Safety	Identify and manage risks, understand and apply strategies to stay safe and seek support.	Staying Safe		Who Keeps Us Safe?			Survivors		
Investigation	Develop curiosity, knowledge and skills to draw conclusions.	Curiosity Cube			How does it work?			Discoveries & Inventions That Changed the World	
Courage	Explore what it means to be brave when facing adversity.		Superheroes			Expeditions			WWII
Culture	Explore the ideas, customs and social behaviour of particular people and the places where they come from.	Celebrations		Welsh Culture			Cultures of the World		
Identity	Beliefs, values, attitudes and experiences shape my identity.	Who am I?			Cynefin			Social MEdia	
Aspirations	Encourage curiosity about their interests to develop future aspirations.		Me!			Inspire Us			What is my Ikigai?
Environment	Understand different environments, their inhabitants and our effect on them.	The Great Outdoors (Animals)		Jungles & Rainforests			Land and Sea		
Responsibility	Understand the impact of the human populations and how that affects living things, now and in the future.	Grow With Me			Our Planet			Our World, My Impact	
Citizenship	Explore what makes a good citizen. Consider their impact on their family, school and the world around us.		My Class			Being a Good Neighbour			I Can Make a Difference



Our children to have an impact on themselves and their community, enabling them be activators of social change!



Angela Ellis (Cameron E's parent)

33d

Well done year 6. Thank you, means a lot right now xxx



Rosie Douglas-Davies (Gerry V's parent)

33d

WOW! What an amazing amount for a very special cause. Da iawn 🍀

A purposeful authentic curriculum



Learners learning impacts upon themselves and others. They make a genuine difference!

Produce high quality products or events that they are proud of.

Genuine links with the local community and experts to enhance learning.

A solid knowledge and skill foundation

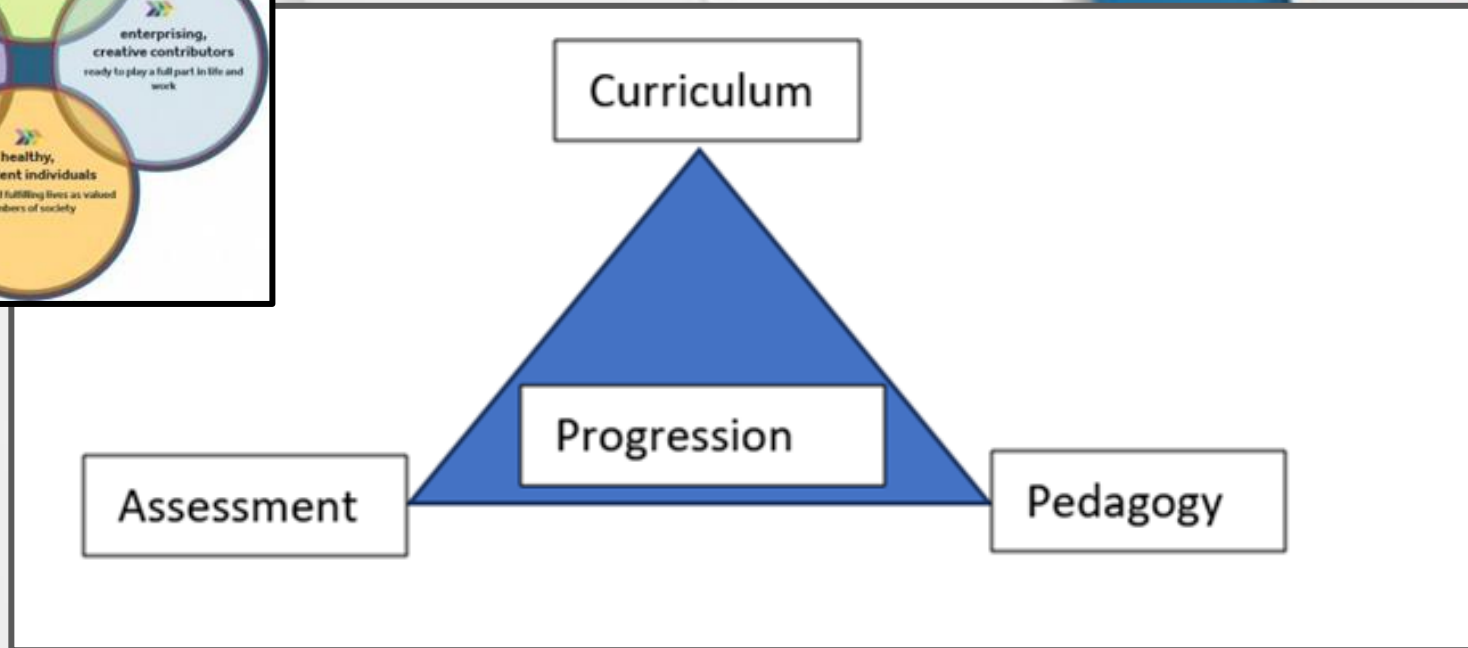
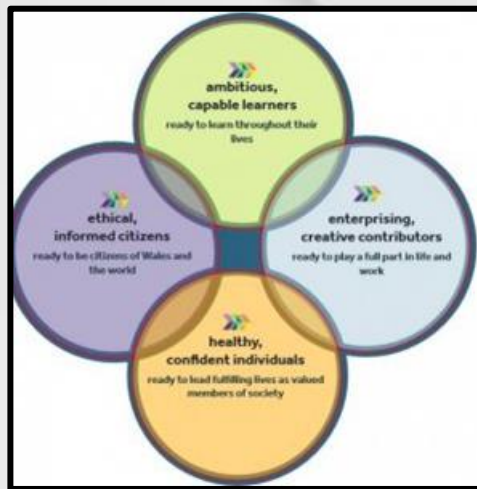
Literacy, Numeracy, DCF



Concept		Nursery	Rec	Y1	Y2	Y3	Y4	Y5	Y6
SAFETY Identify and manage risks, understand and apply strategies to stay safe and seek support.	Identify and manage risks, understand and apply strategies to stay safe and seek support.	Staying Safe		Who Keeps Us Safe? <i>Information videos (drama & film)</i>			Survivors <i>Survival documentary</i>		
INVESTIGATION Develop curiosity, knowledge and skills to draw conclusions.	Develop curiosity, knowledge and skills to draw conclusions.	Curiosity Cube			How does it work? <i>Publish a fact book</i>			Discoveries & Inventions That Changed the World <i>Science Fair</i>	
COURAGE Explore what it means to be brave when facing adversity.	Explore what it means to be courageous when facing adversity.		Superheroes			Expeditions <i>Product:Vlog</i> End goal: expedition			WWII <i>Immersive drama/WWII play</i>
CULTURE Explore the ideas, customs and social behaviour of particular people and the places where they come from.	Explore the ideas, customs and social behaviour of particular people and the places where they live.	Celebrations		Welsh Culture <i>Folk dance/ music show</i>			Cultures of the World <i>Open air carnival (dance & music)</i>		
IDENTITY Beliefs, values, attitudes and experiences shape my identity.	Beliefs, values, attitudes and experiences shape my identity.				Cynefin <i>Art exhibition-</i>			Social Media <i>Photography exhibition - the impact of</i>	

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Purposeful writing opportunities (<i>this includes the editing & drafting process</i>)	Begin to understand writing can be for different purposes		Write for different purposes and authentic audiences (real or imagined)			Adapt writing style and structure
	Communication using marks, symbols or writing letters.					
Sentences types		Form letters accurately Writing words & phrases Begin to write single clause sentences Finger spaces	Single clause sentences	Multi-clause sentences Paragraphs	Multi-clause sentences Paragraphs	Multi-clause sentences Paragraphs with links between them
Word classifications			Verbs <i>e.g. I see/he saw, I go/he went</i> , and subject-verb agreement, <i>e.g. I was/we were</i> . Nouns	Verbs <i>e.g. I see/he saw, I go/he went</i> , and subject-verb agreement, <i>e.g. I was/we were</i> . Nouns Connectives Adjectives	Verbs Nouns Connectives Adjectives Adverbs Fronted adverbials ' <i>Later that morning, we visited the castle</i> '	Verbs Nouns Connectives Adjectives Adverbs Fronted adverbials ' <i>Later that morning, we visited the castle</i> '

ASPIRATIONS <i>Encourage curiosity about their interests to develop future aspirations.</i>						
YEAR 3 Context for Learning: Inspire Us!						
AoLEs	What Matters Statements	Descriptions of Learning/Progression Steps (2)	Knowledge & Skills	Provision	Product/End goal	Depth
Humanities RVE Develop an appreciation of belonging in their locality, Wales and the wider world Develop a sense of their uniqueness and value Develop aspirations and learn to live with disappointment	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future. Events and human experiences are complex and perceived, interpreted and represented in different ways.	I have been curious and made suggestions for possible enquiries and have asked and responded to a range of questions during an enquiry. I can present what I have discovered in a variety of ways and draw simple conclusions. I can form and express opinions about something that is important to me, considering my own ideas, feelings and those of others. I can recognise and explain that my opinions and the opinions of others have value. I can recognise that opinions may change over time. I am beginning to recognise other people's feelings and viewpoints about familiar events or experiences.	The World of Work Explore community links (RVE) - Clubs and hobbies (explore health benefits of having a hobby) - Local sports clubs - What are jobs? What are important jobs? - Expose to a broad variety of different sectors 'Good' and 'Bad' jobs - Discuss children's perceptions of what a 'good' job and a 'bad' job is. - Inquire around the realistic opportunities of certain vocations - What would be the implications of not having certain jobs/roles in our community? Introduce links! - What does the world need? - What do you love to do? (RVE) - What can you be paid for? - What are you good at? (RVE) (Link to self-efficacy and metacognition - what you're not good at now can be improved) Manufacturing - Understanding of the manufacturing process - what does a production line look like?	Anchor text: Little People, Big Dreams books linked to the Aspirational and Significant Others. Additional texts: Experts: Childhood Experiences: - visit a factory (Cadbury's World) - Millennium Centre/New Theatre to see a show	Class assembly	



How does our learning offer (curriculum design, assessment and pedagogy) our allow learners to become thriving successful learners and achieve in line with the 4 purposes in Wales?

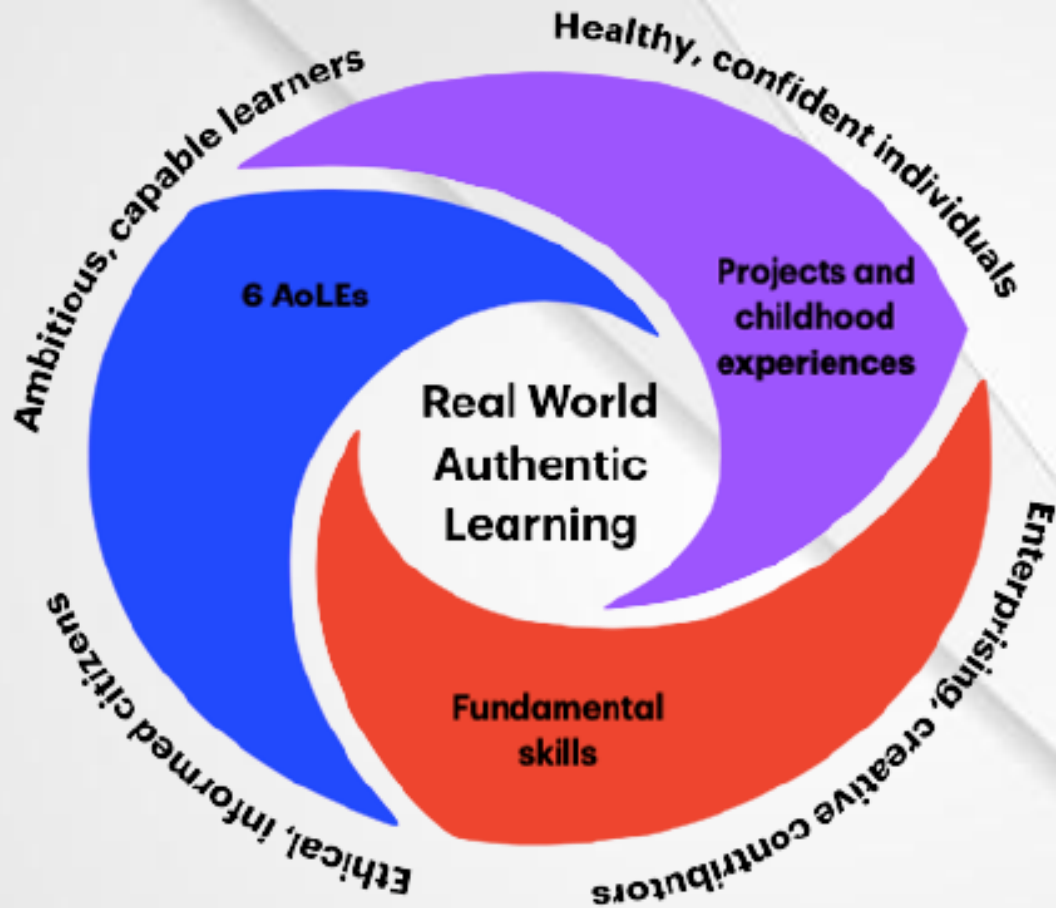
Curriculum Design AoLE - WMS

Principles of progression

12 pedagogical principles

Enterprising, creative contributors who:

	Curriculum	Assessment	Pedagogy
connect and apply their knowledge and skills to create ideas and products.	S&T, Expressive Arts	Making connections and transferring learning into new contexts	6. creates authentic contexts for learning
think creatively to reframe and solve problems.	EA, HUM, S&T, M&N		4. means employing a blend of approaches including those that promote problem-solving, creative and critical thinking
identify and grasp opportunities.	H&W	Increasing effectiveness	10. encourages learners to take increasing responsibility for their own learning
take measured risks.	HUM and H&W		
lead and play different roles in teams effectively and responsibly.	H&W		12. encourages collaboration
express ideas and emotions through different media.	EA		11. supports social and emotional development and positive relationships
give off their energy and skills so that other people will benefit.	EA		12. encourages collaboration
are ready to play a full part in life and work.		Increasing effectiveness	



= Pupil empowerment

2. Self-evaluation processes

- Previous School Development Plans
- Our annual assessment cycle
- Current SDP priorities:
 1. To achieve excellent standards in Languages, Literacy & Communication.
 2. To achieve excellent standards in Mathematics & Numeracy.
 3. To create excellent systems for Progression & Assessment.
 4. To deliver excellent Childhood Experiences.

How this leads into our Rapid Action Cycle process...



SDP Overview 2022-23




**We Grow
Thriving
Successful
Learners**

**We Lead
our
People to
Excellence**

**We Change
our
Community &
our Country
for the Better**


Progression & Assessment

Rapid Action Cycle 1




Literacy

Rapid Action Cycle 2




Numeracy

Rapid Action Cycle 3




Literacy/Numeracy

Rapid Action Cycle 4



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Rapid Action Cycle 5



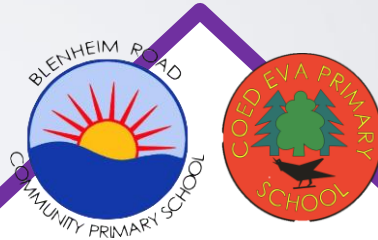
Childhood Provision, including: Impossible Dreams, Outdoor Learning, Big Bocs, Farm

Welsh

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Thank you for listening.