

Newsletter : Issue 1

Welcome to the first issue of our curriculum newsletter

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- Donaldson in a nutshell.
- What stage are we at in the curriculum reform process at CCYD?
- The 12 Pedagogical Principles explained
- Pupil Voice - curriculum

Donaldson in a nutshell

Donaldson's Successful Futures report outlines that skills, content and pedagogy should be at the core of our curriculum. He states that the purpose of the curriculum is to develop pupils to be:

- **Ambitious & capable**
- **Creative & enterprising**
- **Ethical & informed**
- **Healthy & confident**



The curriculum has been arranged into 6 Areas of Learning - AOLE's. Each should develop strong cross curricular links. Having these common AOLE's from age 3 to 16 should allow schools to underpin continuity and progression from Primary through to Secondary school.

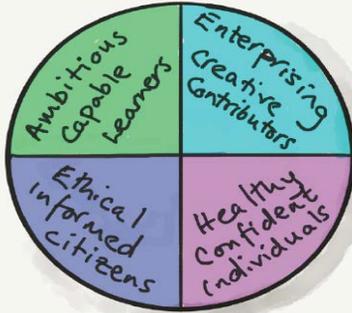
Pioneer and Partner schools are currently working with the CSC to develop the curriculum. The timeline for the curriculum reform is is:

Framework available for feedback	2019
Final curriculum framework	2020
Schools using the framework	2022
New GCSE's	2025

6 AREAS OF LEARNING & EXPERIENCE

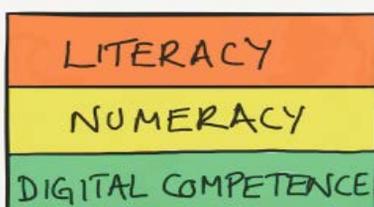
MATHS & NUMERACY • Maths
LANGUAGE, LITERACY & COMMUNICATION • English/Welsh/MFL
SCIENCE & TECH • Science/DT/ICT
HEALTH & WELL BEING • Foodtech/ P.S.E./P.E.
EXPRESSIVE ARTS • Art/Drama/Music
HUMANITIES • RE/History/Geography

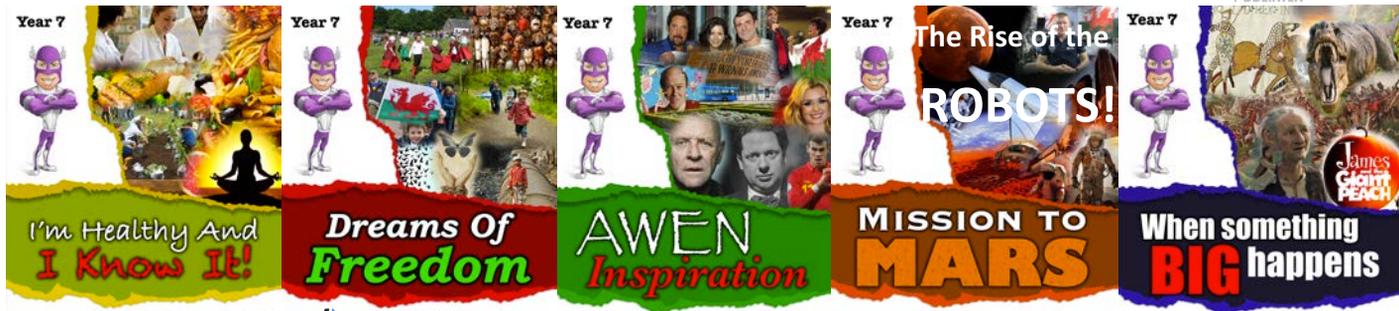
4 CURRICULUM PURPOSES



All subject areas need to feed into the 4 purposes and built around the cross curricular skills of - Literacy, Numeracy and Digital Competence.

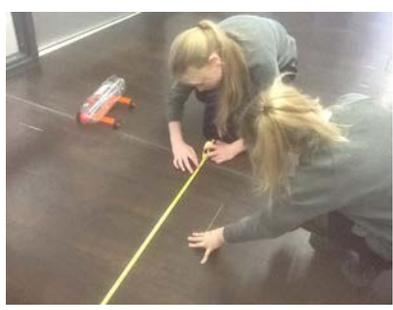
3 CROSS CURRICULAR SKILLS





Year 7 Skills/Challenge Curriculum

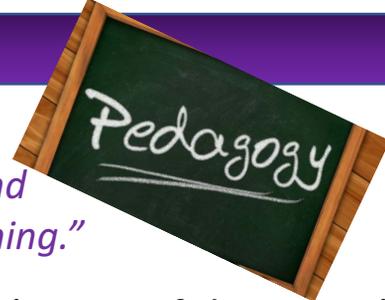
The Year 7 Skills/Challenge curriculum is designed to engage pupils in a range of learning experiences which not only facilitate the development of high standards of literacy, numeracy and digital competence but also encourage resilience, risk taking and a willingness to learn. Through pupil voice surveys our pupils are openly telling us that they really enjoy the themed Skills/Challenge lessons and feel that they allow them to deepen their thinking and explore wider issues. They benefit from making connections across subjects where the activities and tasks link together. The quality of the outcomes has been very good and ESTYN reported the curriculum provision in year 7 as “innovative” in our summer 2017 inspection. We are also working with Creative Lead Schools through the Arts Council of Wales on one of our themes this term - ‘Mission to Mars the Rise of the Robots!’ where we have linked with one of our feeder Primary schools. The pupils are currently working on writing a script for a film and they will develop this into the final production where they will be part of the film and set creation.



Pedagogy at CCYD

- Literacy and Numeracy development
- 10 components of a CCYD lesson established
- T&L CPD focus (Triad work)
- WWW/EBI Feedback/Feedforward
- Growth Mindset
- Starters and Plenaries
- Established cross curricular opportunities through the Year 7 Skills/Challenge Curriculum
- Departments working together to plan content in the Year 7 curriculum
- Oracy training - Socratic Smackdown, Big Q's, discussion and valuing the opinions of others.

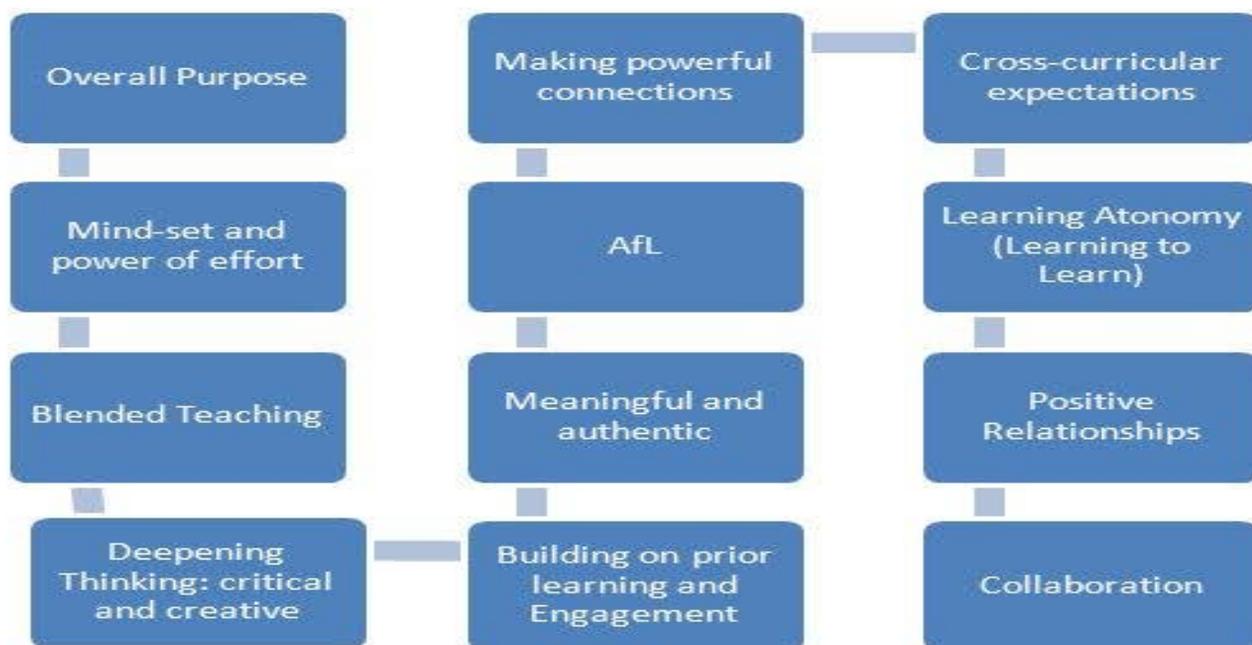




What is Pedagogy:

"Pedagogy is the discipline that deals with the methods and practice of teaching and how these influence student learning."

Here are the 12 Pedagogical Principles identified in 'Successful Futures'



Here is a brief explanation of each of the 12 principles:

1. Overall Purpose :

These are the 4 purposes of the curriculum so that we enable our pupils to be :

- 1. Ambitious, capable learners**
- 2. Enterprising, creative contributors**
- 3. Ethical, informed citizens**
- 4. Healthy, confident individuals**

2. Mindset and power of effort:

Growth Mindset – Pupils can build resilience and celebrate making mistakes which aid learning, they recognise and celebrate their progress.

3. Blended Teaching:

Teacher provides a clear purpose and success criteria with effective modelling, Teacher uses a broad range of approaches. There is pupil led learning, striving towards independence, applying previously learnt skills.

4. Deepening thinking:

Pupils access authentic quality sources of information to critically evaluate and develop deep understanding, making connections and transferring information.

5. Making powerful connections:

Pupils build on previous knowledge and experience with all learner needs considered. Teacher will consider the needs of the learners and ensure appropriate challenge is built in to the lessons.

6. Meaningful & Authentic:

Encourage pupil engagement with live and current situations, real and not contrived. Use and value the purpose of what we do.

7. Assessment for Learning:

Use of effective feedback which is meaningful and embedded and not tokenistic. Use of quality feedback and feedforward by Peer, Teacher and Self assessment.

8. Building on prior learning and engagement:

Pupils can make connections with prior learning, transferring and building knowledge and understanding across a range of contexts. Areas of Learning overlap appropriately.

9. Cross Curricular expectations:

Literacy, numeracy and digital competence are embedded across all Areas of Learning, with consideration of continuity and progression.

10. Learning autonomy:

Pupils take responsibility for their learning, developing resilience and a willingness to learn. Teachers understand the ways that pupils learn and develop strategies to encourage independence and progress.

11. Positive relationships:

Pupils understand that learning is a social activity where they can develop their emotional intelligence, reflect on their own learning and understand the impact they have on the learning of others.

12. Collaboration:

Pupils can work in teams developing confidence and problem solving skills. The teacher can support the development of habits in working collaboratively and showing empathy towards their peers.

The Student Council were asked a number of questions based on the curriculum
Here are the main points:

Q.1) If you were able to decide on your education what would be important to you?

- *Achieving good GCSE results.*
- *Getting GCSE Maths and English as you need these for a lot of different jobs.*
- *To focus on the non-core subjects just as much as the core*
- *Being allowed to take the subjects that matter to your future career*

Q.2) What do you think is the most important : Development of literacy and numeracy skills or development of subject knowledge?

- *Subject knowledge, because you can be taught literacy and numeracy skills through other subjects.*
- *The focus should be on practical work in practical subjects not literacy and numeracy.*
- *L&N -Because you can't access other subjects without some L&N skills.*
- *A mix of both because we need literacy and numeracy, but other subjects are also important.*
- *Shouldn't pupils' literacy and numeracy skills be more developed before they come to CCYD?*

Q.3) Do you think there should be a hierarchy of subjects? Are some more important to others? What are your thoughts on this?

- *It depends on the individual and what their chosen education/career path is and different pupils have different strengths/weaknesses.*
- *Pupils perform better and are more engaged in subjects that they enjoy*
- *While the core subjects are important, some pupils may never achieve in these but could excel in more practical lessons if given the chance.*

Q.4) Do you think departments should link learning together more for example in cross curricular themes? Why?

- Yes because it keeps children focused.
- It's a good idea in year 7 as it's a similar approach to Primary school.
- May benefit individual investigations in Welsh Bac later on - knowing how to cross reference etc...
- I have a mixed answer because this would make subjects more engaging, but you can only go so far until the subjects are basically the same. Also, each subject should have individual aspects.
- This sounds like a good idea, but also complicated to set up. To an extent because even though it can get a better understanding of the theme it may confuse people.
- Maybe on one project a year to see how it goes.

Q.5) Are there any questions or concerns that you have about the government's plans to change our curriculum in Wales?

- Concerns about emphasis on more literacy and numeracy because there is already too much.
- Taking away more practical subjects pre GCSE is a big concern - limiting post 16 and career prospects.
- We would like to know more about the new plans for PSE.
- I feel like the curriculum is working fine but, like everything, it could be enhanced. I believe that PSE needs to be compulsory.
- I think that there's a need for more real life situations to be incorporated into our lessons for example a better understanding of what taxes are etc....

Staff, Parents & Pupils :

What would you like to see in the next edition of the CCYD curriculum newsletter?

Please email your ideas or thoughts for anything you would like to include in the next newsletter to :

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