

# School Curriculum Phase (8-13 year olds) Policy



*Learning together in a changing world, creating success for all.*

# Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

## Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s “**Rights Respecting School Award**” (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

## Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

## **Trinity Fields is an Inclusive School (IQM Flagship School status)**

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

## **Education in Wales: Our National Mission**

Our work with pupils and their families will be developed building upon Wales’ National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales’ transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in “**Education in Wales: Our national mission (2017)**”. These are:

- Developing a high-quality education profession.
- Inspirational leaders working collaboratively to raise standards.
- Strong and inclusive schools committed to excellent, equity and well-being.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

## **Key Principles**

This policy will provide an outline of the curriculum delivered across the School Curriculum Phase (8-13 year olds).

The curriculum at Trinity Fields School has been developed by staff to reflect the individual and holistic needs of our pupils. The key priority is to ensure that all pupils, irrespective of their abilities and needs make progress and have access to exciting and stimulating learning experiences throughout their time at school.

We have incorporated statutory and non-statutory guidance and adopted a broad range of principles to ensure our curriculum is relevant to pupils’ individual abilities and needs. Our curriculum is currently being reviewed to reflect the new curriculum and assessments arrangements in Wales that should be fully operational by 2022. It will include the Literacy and Numeracy Framework (LNF) and the newly developed Digital Competence Framework (DCF). These key principles will help to ensure that our curriculum is flexible, reflective, takes into account stakeholder views and is responsive to the changing needs of our pupils and the communities in which they live.

We recognise that in order to meet pupils' diverse, complex and individual needs they will also need access to a range of other experiences which include multi-sensory environments, therapeutic input and regular educational visits to provide real life experiences for them to practice their existing skills, as well as developing new ones.

Our curriculum offer to pupils will take account of their individual needs and is fully inclusive; all pupils irrespective of race, gender, colour or additional needs will have equal access to the very best learning opportunities. Our curriculum takes account of all the relevant Welsh Government documents, including:

Routes for Learning (2006);  
A Curriculum for all learners (2010);  
Routes for Literacy (2013);  
Routes for Numeracy (2013);  
Successful Futures (2015);  
Digital Competence Framework (2016);  
Routes to Digital Competence (2016);  
Education in Wales: Our national mission (2017);  
Additional Learning Needs and Education Tribunal (Wales) Act (2018).

## The 4 purposes of the curriculum

"Successful Futures" makes it explicit that the new curriculum and assessment arrangements in Wales will be fully inclusive and,

**"easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society."**

We are fully committed to developing and implementing the 4 purposes of the curriculum, as they will apply within a special school context. Full details of these can be found on **Pages 29-31** of "Successful Futures". In summary we want all of the pupils at Trinity Fields School to be:

- **Ambitious**, capable learners;
- **Enterprising**, creative contributors;
- **Ethical**, informed citizens;
- **Healthy**, confident individuals.

A summary diagram of the four purposes taken from "Successful Futures" will be found in **Appendix 1**.

## Curriculum entitlement

All of our pupils in the school curriculum phase will have access to:

- a broad, balanced, relevant and differentiated curriculum;
- an engaging and exciting curriculum irrespective of gender, race or complexity of need;

- highly skilled and qualified staff who deliver bespoke, quality learning and teaching which recognises pupils' different learning styles;
- opportunities for inclusion, whether in the main body of the school or linking with one of our satellite classes in mainstream schools;
- learning that draws on close partnership working with parents/carers so that use their unique information helps to shape the individualised approaches developed and implemented by staff;
- individual programmes that involve collaborative partnerships with other professionals which provide detailed assessments for future planning and provide for enhanced learning outcomes;
- exciting learning opportunities in a happy, sensitive, safe, secure and stimulating school environment; allowing all pupils to enjoy learning;
- celebrations of achievements whether academic, sporting, life skills or success in another areas such as behaviour;
- the culture and language of Wales which is included throughout the curriculum;
- consistent opportunities to "have their voice heard" and influence school decisions regarding learning and planning for the curriculum, as well as supporting governors in the appointment of new staff;
- a rich bilingual curriculum for first language Welsh pupils supported by Welsh speaking staff and liaising with Ysgol Cwm Rhymni and Ysgol Gymraeg Bro Allta;
- encouragement from staff to build positive relationships in order to develop appropriate behaviour for learning;
- strategies to support behaviours that enable pupils to learn;
- a positive learning ethos across the school where everyone treats others with respect and kindness;
- total commitment from all staff to promote their individual progress and ensure that they meet the identified progression steps in line with their individual assessments and learning needs.

## Aims of the school curriculum

We offer the full range of National Curriculum subjects which provide a wealth of engaging contexts for pupils' learning with a strong emphasis on enabling pupils to begin to develop the skills and behaviours that are necessary for effective learning.

In addition to delivering exciting and innovative learning experiences our assessment procedures ensure that all pupils have a curriculum which is relevant and responsive to their abilities and needs. Pupils with more complex and profound needs also benefit from range of multi-sensory activities such as: Touch Trust, story massage, music therapy etc.

**Further details of our sensory provision can be found in our "Sensory" policy.**

The curriculum offered to all pupils will include a wide range of learning experiences that cover:



- Language, literacy and communication (including Welsh 2<sup>nd</sup> language)



- Mathematics and numeracy



- Science and technology



- Health and well-being



- Expressive arts



- Humanities, including Religious Education

The above areas provide all pupils with a wide range of rich learning contexts to experience and develop skills in the 4 core purposes of the curriculum. In addition our underpinning philosophy will include our ongoing commitment and development of:

- pupils' rights, as part of our Rights Respecting Schools agenda;
- robust safeguarding arrangements, which includes our duty under PREVENT (**see “Safeguarding” and “Prevent” policies for details**);
- pupil centred planning;
- the therapeutic curriculum, which includes, physiotherapy, speech and language therapy, occupational therapy, Touch Trust, story massage etc.

Further details relating to the individual Area of Learning and Experience (AoLE) will be found in the associated policies. The current curriculum provision is mapped against the 2022 requirements in **Appendix 2**.

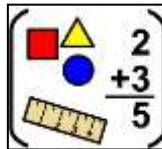
## Cross-curriculum links

All staff are responsible for developing pupils' skills in literacy, numeracy and digital competence; these are cross-curricular and will take account of the following key guidance:

- Literacy and numeracy framework (LNF);
- Routes to literacy;
- Routes to numeracy;
- Digital competence framework (DCF);



**LITERACY**  
Cross-curriculum



**NUMERACY**  
Cross-curriculum



**DIGITAL  
COMPETENCE**  
Cross-curriculum

The LNF has been developed first and foremost as a curriculum planning tool to support teachers to embed literacy and numeracy in their teaching across the curriculum. The aim is to support all teachers to see themselves as having an important role in developing the literacy and numeracy skills of their pupils. The LNF sets out the skills pupils are expected to develop over time.

Within literacy pupils are expected to develop skills in:

- **oracy** across the curriculum;
- **reading** across the curriculum;
- **writing** across the curriculum.

Within numeracy pupils are expected to develop skills in:

- **numerical reasoning;**
- using **number**;
- using **measuring**;
- using **data**.

Routes to Literacy and Numeracy (2006) complement the LNF and supports teachers in identifying progression steps for our pupils with more complex needs who are functioning at the earliest stages of development. They include skill statements which form part of the LNF and provide a continuum of development for pupils' literacy and numeracy skills.

Our teachers will use the LNF and Routes to Literacy and Numeracy to:

- develop our curriculum content to ensure that all pupils have opportunities to develop and refine the skills that are set out in the LNF and Routes to Literacy and Numeracy;
- integrate literacy and numeracy into their teaching, whatever the subject being taught;

- inform discussions with parents/carers, pupils and other teachers about pupil performance and progress;
- help pupils (where appropriate) begin to self-assess activities and work to begin to plan their next steps;
- monitor, assess and report on individual pupil performance and progress;
- identify pupils who may benefit from intervention or who are working beyond age-related expectations.

Pupils' skills and progress in literacy and numeracy are tracked through our LNF tracker; results are collated and analysed annually with details being provided to the governing body for them to challenge as necessary; this forms part of the assessment co-ordinator's annual data presentation.

Teachers' planning takes full account of the LNF and teachers are now beginning to weave the DCF into their planning. Teachers' assessments of pupils' literacy and numeracy are challenged and ratified through the termly and well-established Special Schools Consortium Moderation meetings.



Trinity Fields is part of the Pioneer School network for digital competence. The DCF is the third of 3 cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to a wide range of subjects and scenarios. The DCF has been developed by practitioners from Pioneer Schools, supported by external experts; it has 4 strands of equal importance, each with a number of elements.

**Citizenship** which includes:

- identity, image and reputation;
- health and well-being;
- digital rights, licensing and ownership;
- online behaviour and cyberbullying.

**Interacting and collaborating** which includes:

- communication;
- collaboration;
- storing and sharing.

**Producing** which includes:

- planning, sourcing and searching;
- creating;
- evaluating and improving.

**Data and computational thinking** which includes:

- problem solving and modelling;
- data and information literacy.



Our staff have familiarised themselves with the DCF and senior leaders have agreed a strategic vision for cross-curricular digital competence and how this translates into whole school practice. Teachers will use the DCF to plan engaging and innovative cross curricular lessons which will focus on the creative use of ICT across the school; we will continue to develop our use of the highly successful and specialist eye gaze technology to support the progress and achievements of pupils with the most complex needs.

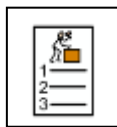
As with the LNF there will be Routes to Digital Competence that will identify progression steps for our pupils with more complex needs, who are functioning at the earliest stages of development.

## Skill acquisition

The Skills Framework for 3-19 year olds in Wales (2008) introduced a more skills focussed curriculum; this has been strengthened through the LNF and more recently through the DCF. As we move towards 2022 the development of pupils' wider skills across all stages of education will include:



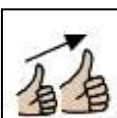
Thinking and problem solving skills



Planning and organising



Creativity and innovation



Personal effectiveness

## Curriculum for 8-13 year olds

The school curriculum phase sits in between the foundation phase and the 14-19 learning pathways.

**Further details will be found in our “Foundation Phase” and “14-19 Learning Pathways” policies.**

The teaching structure is arranged in termly themes that can be found in **Appendix 3**. These follow the structure of the foundation phase themes so that transitioning as the pupils move through the school will be as seamless as possible. The school curriculum also has a skills focus that will enable an easy transition to the 14-19 learning pathways.

As we move towards the full implementation of Wales' new curriculum and assessment procedures in 2021, along with the implementation of the Additional Learning Needs and Education Tribunal (Wales) Act (ALN and ET (Wales)) our thematic and individual planning (IEPs/IDPs) will be fully reviewed and amended in light of these significant developments.

Our thematic plans, including our termly topic cycles will all be reviewed to take account of these changes. There will be 6 areas of learning and experience (AoLE) which will be:

- Expressive arts
- Health and well-being
- Humanities
- Language, literacy and communication
- Mathematics and numeracy
- Science and technology

These AoLE's are currently being used in planning and teaching in preparation for the implementation of the new curriculum. **Appendix 2** maps out our current curriculum across the school's phases against the new 2021 curriculum requirements.

**See the "Teaching, Learning and Curriculum" policy for further information on Wales' new curriculum requirements.**

## Curriculum planning

The structure of our curriculum planning processes is based upon Welsh Government guidance and our pupils' individual abilities and needs. These processes include:

**Phase 1:** Our overall teaching, learning and curriculum policy provides the overarching framework and aims for all teaching and learning.

**Phase 2:** The National Literacy and Numeracy Framework (LNF), Digital Competence Framework (DCF) and skills development form the basis of our teaching and learning. Our policies are developed by leaders of AoLE's in consultation with staff and the governing body.

**Phase 3:** Programmes of Study: these are currently taken from the Foundation Phase Areas of Learning and National Curriculum for each subject within the context of the whole curriculum; they cover the whole school age range; as well as including accredited qualifications for pupils within our 14-19 learning pathways classes. Phase 3 will require considerable review and development in line with "Successful Futures".

**Phase 4:** Schemes of Work: these demonstrate long, medium and short term planning based on key skills and subject skills as appropriate. They document the knowledge and skills to be promoted through specific activities, experiences, lessons or half term blocks. Again this phase of planning will require considerable review and development in line with “Successful Futures”.

**8-13 school curriculum phase:** going forward towards 2022 teacher’s planning will be amended to take account of the six AoLEs within “Successful Futures”. A thematic approach incorporating the LNF and Routes to Literacy and Numeracy is already embedded within teachers’ planning. Teachers will also use the DCF and Routes to Digital Competence to extend pupils’ skills across all of the AoLEs. Thematic plans are delivered alongside individual therapy programmes as appropriate to individual pupils.

**Phase 5:** Teachers also develop medium term planning from Schemes of Work appropriate to the particular needs of the class and pupils within their class. Teachers will record short term weekly and daily plans, appropriate to the particular needs of the class which include:

- Assessment and recording opportunities related to the Programmes of Study;
- Resources, access issues and differentiation strategies;
- Evaluation criteria.

**Phase 6:** Individual Education Plans (IEPs) are written and reviewed three times a year; targets are based on the priorities identified in pupils’ Statements of Special Educational Needs. These targets generally focus on the skills of communication, numeracy, personal and social development and physical development. They may also include an objective to improve a particular aspect of a pupil’s behaviour.

Some pupils will also have Individual Behaviour Plans (IBPs) which provide clear strategies to support behaviour management, as well as helping pupils’ develop behaviour for learning. Positive handling plans (PHPs) have also been developed for pupils who may require restrictive physical intervention to help keep themselves and other safe.

**Further details about IBPs and PHPs will be found in our “Behaviour” policy.**

This phase of our planning will need to be updated in line with the ALN Bill and new Code of Practice that is currently being reviewed by the Welsh Government.

**Phase 7:** Assessment and recording: staff monitor and record responses and progress. This evidence will be recorded in Pupils’ Record of Achievement (primary age pupils) or Progress File (secondary age pupils). Samples of pupils’ work are maintained as evidence of progress in all areas of learning.

**Phase 8:** Review and evaluation: this will involve a review and evaluation of:

- Short term targets: pupil’s individual education plan;
- Short, medium and long term planning;
- Policies and guidelines.

## Current planning arrangements (2018)

### Theme Map

A curriculum theme map is planned for by all teachers in the department before each term. Resources and activities are shared and stored centrally and each class will produce a theme map for their class and send this home to parents at the beginning of each term.

### Half Termly Planners

The weekly break down within areas of learning into numbered weeks makes our planning clearer to develop and implement.

Foundation phase, school curriculum phase and KS3 use the 3 sheets (outdoor learning and visits/physical development/resources) to provide an overview of the learning to take place in the half term. This will include where appropriate:

- Key learning objectives.
- Planning for the differentiation of activities and pupil groupings.
- Assessment for Learning (AfL) opportunities.
- Planners will be annotated to evaluate and inform future development of the activities.

### Weekly planning

Weekly planning is at the discretion of the individual teacher. A weekly plan is available that is followed by most of the teaching staff. The teacher will make sure that the class team are aware of the weekly activities and learning objectives at the start of each week. An overview of planned activities will be put in place when the teacher knows they are going to be on a course or training.

Our current planning proformas will be found in **Appendix 4**. Again, in line with the ongoing developments in curriculum and assessment as part of “Successful Futures” all of our planning and assessment processes will be reviewed and amended to reflect the 2022 curriculum changes.

## Teaching and learning

At Trinity Fields School staff believe that our pupils learn most effectively when there is a stimulating, friendly and safe learning environment. Intrinsic to this are high expectations, consistency, praise and tolerance combined with clear and shared learning goals.

We believe that the pupils should be taught behaviour to enable them to be ready to learn successfully. We believe that behaviour strategies should be designed to promote positive attitudes and relationships ensuring that pupils are respected and actively involved in self managing their feelings and behaviour, wherever possible. It is essential that any strategies for managing challenging behaviour should be well planned and targeted specifically to the individual's needs.

In order to develop excellence in teaching and learning we expect all staff to:

- know pupils' individual abilities and needs, based upon our detailed assessment and tracking procedures;

- have relevant subject knowledge and skills;
- have excellent classroom management, which includes sound classroom craft skills and excellent behaviour management strategies;
- know what social and psychological factors affect pupils' learning;
- have a wide range of practical and well-established strategies to excite, motivate and engage all pupils in their class;
- be able to develop pupils' independence, social and communication skills through all learning experiences, both within and outside the classroom;
- listen to pupils, build and develop a positive relationship based on individualised rewards;
- use a total communication approach, allowing pupils time to process information and praise them for partial/full compliance in their learning goals;
- share and develop learning goals with pupils and parents;
- communicate with parents working in partnership to achieve shared targets.

Our approach to whole school shared leadership supports staff to develop highly effective classroom practice to ensure all pupils achieve their learning goals and make the progress commensurate with their abilities, ages and learning needs. This shared approach to leadership is supported by research, which demonstrates that the most effective schools have leaders who:

- respect and share their vision with staff;
- develop reflective practice;
- develop teamwork;
- develop effective relationships;
- recognise and celebrate pupil and staff achievements.

Teaching and learning is about everything we do at Trinity Fields School. As a school team we work together closely to ensure all pupils have daily access to teaching that is exciting, innovative and creative, allowing them to reach their potential.

## Organisation of resources

### Staff Resources

Staff are our most valuable resource, the number of support staff in each classroom is calculated on the total number of pupils, combined with the complexity of each pupil's learning needs.

Staff are encouraged to attend training and feedback to colleagues through departmental meetings and Teach Meet sessions. A record of all training courses attended is kept by our Assistant Headteacher.

### Teaching Resources

All School Curriculum classes are equipped with suitable materials and equipment to match the range of the pupils' abilities and needs. When pupils change class a review of the suitability of materials and equipment may be necessary and the team leader for the school curriculum phase informed if further items need to be procured. The team leader for the school curriculum phase will keep a record of resources and conducts an annual audit of them.

## Overarching aim

All staff will work collaboratively to ensure all pupils have access to a broad, balanced and relevant curriculum differentiated to meet their individual abilities and needs, so that through these well-presented learning experiences all pupils can make the expected progress.

## Objectives

We will ensure that all pupils have access to teaching and learning opportunities which are of a consistently high standard by:

- ensuring excellent teaching through the provision of highly trained staff and high quality resources;
- ensuring excellent learning through appropriately differentiated curriculum, clear individual education plans and careful delivery of individual programmes from other agencies;
- providing pupils with a variety of situations, new and different, through which they can practise, develop and refine their skills;
- using formative and summative assessment purposefully, giving accurate and timely feedback to pupils and parents/carers;
- working closely with parents/carers and multi-professional colleagues to achieve consistent approaches in order to optimise learning;
- engaging with our mainstream schools, particularly those that host our satellite classes and those where we have our teachers leading specialist resource bases, to ensure that our pupils gain knowledge, experience and understanding of the local community in which they live.

## Definitions

**Excellent learning** is demonstrated when pupils:

- are motivated, interested and eager to participate in their learning;
- behave well and respect others;
- make consistent, comprehensive gains in their learning commensurate with their abilities and learning needs, showing increased knowledge, understanding and skills;
- plan, review and achieve their personal targets and meet targets set in their IEPs;
- can apply their learning in a variety of situations;
- understand what they are doing, how well they are progressing and what they will need to do to improve.

**The key principles of excellent teaching include:**

- staff maintaining a consistent focus on the overall purposes of the curriculum;
- staff having excellent subject knowledge, along with an excellent knowledge of the abilities and needs of their pupils;
- providing a relevant context for learning which encourages all pupils to make connections and transfer previous knowledge and skills into new learning situations;
- using a range of activities, strategies and resources to engage the interests of all pupils and build upon previous learning;

- maintaining a focus on the development of pupils' skills in literacy, numeracy and digital competence;
- providing a relevant amount of challenge for all pupils, whilst encouraging the development of problem-solving, creative and thinking skills;
- effective planning and clarity in sharing learning objectives;
- developing excellent working relationships with pupils and the class staff team encouraging them to work independently and collaboratively;
- involving pupils, wherever possible, in the planning, delivery and evaluation of themes and lessons and encouraging cooperation;
- using accurate formative and summative assessment of pupils' achievements to inform and improve future teaching and learning;
- effective support by multi-agency working and close liaison with parents/carers.

## **Assessment, recording and reporting (ARR)**

Our well-established whole school assessment procedures allow staff to:

- monitor pupils' individual progress in order to support the next steps of learning;
- ensure consistency in terms of assessment outcomes through attendance at in-house and cross special school moderation and standardisation events;
- recognise and celebrate pupils' achievements;
- inform parents/carers, governors and the wider community about pupils' achievements;
- ensure continuity when pupils move into a new class/school phase;
- comply with statutory regulations.

We have developed our recording and reporting systems to ensure they comply with all statutory guidance and that they showcase pupils' progress and achievements over time. Our processes ensure that staff:

- make effective use of pupils' records to review progress;
- set challenging next step learning goals;
- have relevant and update information to share with parents/carers at our well attended termly parents' evenings;
- inform our comprehensive end of year school reports.

The records which we keep include:

- Routes for Learning assessments;
- LNF assessments (which includes Routes to Literacy and Numeracy);
- individual PIVATS assessments;
- Foundation phase profile;
- THRIVE assessments and action plans;
- accreditation for pupils in the 14-19 Learning Pathways;
- IEPs/IBPs/PHPs (review and evaluation);
- Keys to Success data;
- records of achievement and progress files;

- thematic planning and evaluation;
- annual review reports;
- weekly Star Awards information;
- All about me/pupil profiles;
- pupils' work, including digital portfolios;
- photographs, video clips Eye gaze diagrams;
- teachers' notes;
- BehaviourWatch reports;
- comments from home-school diaries;
- parent/carers comments from annual school report.

Pupils' records are stored digitally within individual pupil files on the school's "o" drive; in addition to teachers' files and data collated by our lead for ARR.

Our annual pupil reports to parents have been reviewed in light of the 6 AoLEs in "Successful Futures"; the reports are also school phase specific. Our end of year reports provide parents/carers with comprehensive information about:

- pupil progress;
- achievements and personal successes;
- next steps;
- pupils' own comments/photographs.

There is also a section for parents/carers' views of their child's progress and achievements which can be discussed at the summer term's parents' evening.

All pupils also have a record of achievement which is developed termly in collaboration with each pupil. These comprehensive documents are "owned" by pupils and contain a wide range of evidence that supports their progress and achievements over time. These are formally presented to pupils at our summer "Keys to Success" Celebration Assemblies in the presence of their parents/carers. Records of Achievements are presented at the end of the Foundation Phase; end of Year 6, end of Year 9; with Progress Files being presented to pupils at the end of Year 14.

**Full details will be found the "Assessment, recording and reporting" policy.**

## **Making the most of learning opportunities**

Teaching and learning is key to all that we do at Trinity Fields School. From the time our pupils enter the school building until the time they leave all staff take full advantage of the various situations so that these become first hand learning opportunities. These opportunities include:

- pupils finding their own way to class;
- daily Helpwr Heddiw roles in each class;
- senior roles such as Head Boy and Head Girl;
- using the photocopier and collecting resources for planned activities;
- calling pupils' names for transport at the end of the school day;
- showing visitors around the school;



- supporting governors by helping to interview possible new staff.

The above is not an exhaustive list but merely gives a flavour of the regular learning opportunities provided to pupils so that they can develop and embed a range of skills which will be useful in later adult life.

It is also worth noting that many of our pupils require full adult support to attend to their self-care needs. Daily and well-planned routines such as toileting, snack and meal times are recognised as important teaching and learning opportunities which are characterised by high quality staff-pupil interaction and intensive communication.

## **Pupil involvement**

Trinity Fields is a Rights Respecting School. Our pupils are involved in all aspects of school life from supporting whole school improvement to interviewing staff for new appointments. All staff ensure that pupils' have as much involvement in curriculum and individual planning as possible; their involvement in our well-established assessment for learning opportunities ensures that they have an impact on the next phase of planning and learning.

Pupils are also involved in the assessment of their IEP/THRIVE targets; we make effective use of our specialist IT resources such as Eye Gaze to ensure that as many pupils as possible are included in making choices about their learning.

## **Pupil centred planning (PCP)**

We follow the principles of pupil centred planning (PCP) which further supports our Rights Respecting approach; PCP is a continuous process of listening and learning about what is important to and for each pupil, both now and in the future.

Pupil centred reviews are being developed across all school phases to explore what is happening from the pupil's perspective and from the perspective of others at the PCP meeting. Our PCP reviews are currently working alongside our well-established annual review procedures.

We are giving the PCP approach high status as we recognise its inclusivity and further enhances pupil voice.

## **Role and responsibilities**

All aspects of planning, which includes thematic plans, developing IEPs, IBPs, THRIVE action plans etc. are seen as collective responsibilities which takes full account of staff skills, expertise, subject/pupil knowledge and experience.

Class teachers, working with their class team are responsible for all aspects of planning within their class; the TLR phase leader might also be involved in this process, especially if the teacher is new to the department or school for example.

All teachers have been assigned to AoLE areas based upon their subject knowledge and skills set. There are representatives from the School Curriculum phase in all areas. Full details of these teams are included in **Appendix 5**. Literacy, numeracy and digital competence all have a senior leader attached to the team to help ensure that these skills become embedded into all aspects of curriculum and individual planning and delivery.

**Leaders of AoLE (TLR postholders and class teachers) are responsible for:**

- developing, implementing and evaluating the impact of policies, particular those that cover their AoLE;
- helping to develop, support and challenge staff;
- developing relevant guidelines/resources etc. to support curricular implementation, with particular reference to the skills pupils need to require in that specific AoLE;
- working collaboratively to develop and maintain portfolios of work, which showcase pupils' work and achievements in their AoLE;
- supporting relevant task and finish groups/PLCs etc. that support curriculum review and development.

**The school curriculum phase leader (TLR postholders) is responsible for:**

Curriculum, assessment and standards

LNF and digital competence

Management of ICT and 8-13 budgets

Management of resources (staff and resources), shared responsibility with SLT

Partnerships: parents, local authority, governors, local community etc.

Performance management team leader

Records of Achievement

Self-evaluation and improvement planning

Staff induction and development, including coaching and mentoring support to new staff, shared with SLT

Standards: outcomes and provision, shared responsibility with SLT

Transition

Well-being: pupils and staff

**Senior leaders (HT, DHT, AHTs) are responsible for:**

- the overall quality of teaching and learning across the school;
- whole school accountability;
- ensuring the self-evaluation report is accurate, based on first hand evidence and the areas requiring important are carried through as action points into the school development plan;
- ensuring realistic budgets support areas requiring further improvement.

Full details of the roles and responsibilities of senior leaders and TLR postholders will be found in the current school development plan.

## **Self-evaluation and school development planning**

We have well-established procedures that support our whole school self-evaluation and planning for the future processes. Self-evaluation systems are effective and take into account the views of many stakeholders; these include: pupils, parents/carers, staff, governors, as well as our partner colleagues in education, health and social services.

In partnership with the school council we have developed a range of pupil friendly policies and documents which include:

- safeguarding;
- sex and relationships education;
- teaching, learning and curriculum;
- behaviour and Team Teach;
- anti-bullying;
- school development plan;
- pupil attendance;
- E-safety;
- 14-19 learning pathways accreditation;
- school prospectus;
- guide to annual reviews;
- individual behaviour plans.

**Full details will be found in our “Self-Evaluation, Monitoring and Development Planning” policy.**

## **Policy review**

In light of the ongoing and rapid curriculum and assessment developments as part of “Successful Futures” this policy will be reviewed on an annual basis to ensure that it reflects the progress towards the full implementation of the 2022 curriculum.

<b>Signed</b>		<b>Headteacher</b>
<b>Signed</b>		<b>Chair of Governors</b>
<b>This policy will be reviewed in line with the school’s review cycle.</b>		

As a Rights Respecting School we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC).

This policy enables our pupils to access and enjoy the following articles of the convention:

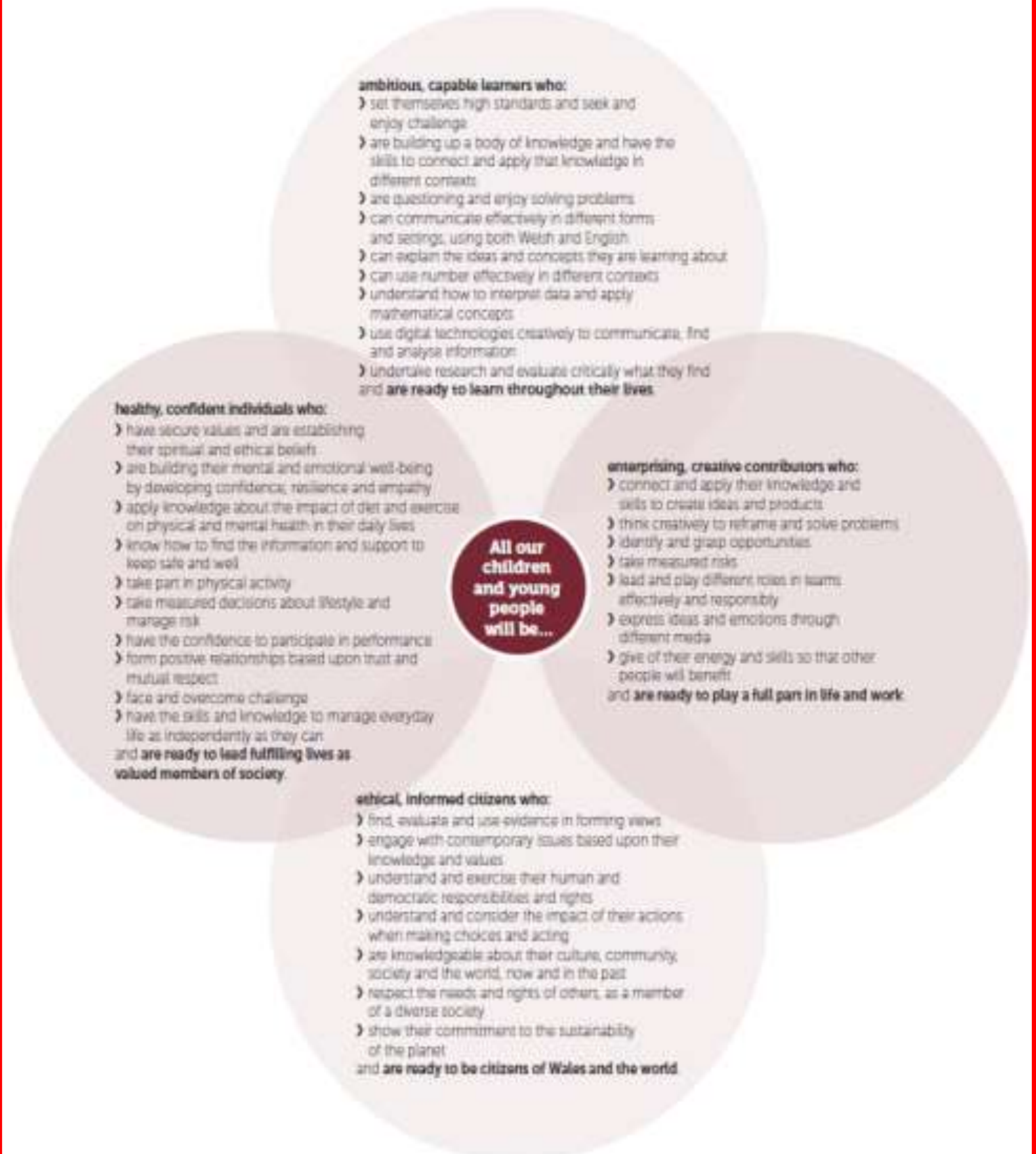
**Article 12:** Every child has the right to be heard.

**Article 28:** Every child has the right to an education.






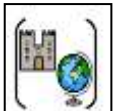






**Article 29:** Education must develop every child's personality, talents and abilities to the full.

**Article 42:** Every child has the right to know their rights.

## Appendix 1: Four core purposes of the curriculum



## Appendix 2: mapping the current curriculum against the new 2022 requirements

Donaldson AoLE	Foundation Phase (3-7 year olds)	National Curriculum (8-13 year olds)	14-19 learning pathways
 	<ul style="list-style-type: none"> <li>Creative Development</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Drama</li> <li>Music and dance</li> <li>Film and digital media</li> </ul>	
 	<ul style="list-style-type: none"> <li>Personal and Social Development, Well-being and Cultural Diversity</li> <li>Physical Development</li> </ul>	<ul style="list-style-type: none"> <li>Physical education</li> <li>Personal and social education</li> <li>Sex and relationships education</li> <li>Work related learning</li> </ul>	<ul style="list-style-type: none"> <li>Physical education</li> <li>Personal and social education</li> <li>Sex and relationships education</li> </ul>
 	<ul style="list-style-type: none"> <li>Knowledge and Understanding of the World</li> </ul>	<ul style="list-style-type: none"> <li>Religious education</li> <li>History</li> <li>Geography</li> <li>Business and social studies</li> <li>ESDGC</li> </ul>	<ul style="list-style-type: none"> <li>Religious education</li> </ul>
 	<ul style="list-style-type: none"> <li>Language, Literacy and Communication</li> <li>Welsh Language Development</li> </ul>	<ul style="list-style-type: none"> <li>English</li> <li>Welsh 2<sup>nd</sup> language</li> <li>MFL</li> <li>Digital communication</li> </ul>	<ul style="list-style-type: none"> <li>English</li> <li>Welsh 2<sup>nd</sup> language</li> </ul>
 	<ul style="list-style-type: none"> <li>Mathematical Development</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>
 	<ul style="list-style-type: none"> <li>Knowledge and Understanding of the World</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> <li>Design technology</li> <li>Computer science/IT</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> </ul>
	<ul style="list-style-type: none"> <li>Skills framework</li> </ul>	<ul style="list-style-type: none"> <li>Skills framework</li> </ul>	<ul style="list-style-type: none"> <li>Skills framework</li> <li>Careers and the World of Work</li> </ul>


Refer to “Successful Futures”, P.34 for more details

## Appendix 3: Topic/theme cycles: school curriculum phase (8 - 13)

<b>Years 3 - 6</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	All about me	Above and below (Space and sea)	Do cows drink milk?
<b>Year 2</b>	Pirates, plans and adventures	Roald Dahl's delights	At the fairground
<b>Year 3</b>	Superheroes	Vile Victorians	All creatures great and small
<b>Year 4</b>	Carnival time	Wonderful weather	Helping others
<b>Years 7 - 9</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	Our community	Global gourmet	Incredible animals
<b>Year 2</b>	Lights, camera, action!	Time travellers	Under the ocean
<b>Year 3</b>	Celebrations	To infinity and beyond	Amazing castles (Minecraft)

Cross curriculum responsibilities: literacy, numeracy and digital competence will run throughout the curriculum. Each area of learning and experience (AoLE) should incorporate both a Welsh dimension and an international perspective.

## Appendix 4: example of current planning documents

	Half Termly Theme Spring1 Class: <b>Rose</b>	Theme: <b>Above &amp; Below</b>	Book focus:
<b>LNF Literacy Half Term Focus: ORACY</b>  Communicates 'more'/'no more' through two different consistent actions RfL 28 Communicates choice to attentive adult RfL 37 Shared attention RfL 40		<b>LNF Numeracy Half Term Focus: Number Skills</b>  'Looks' backwards/forwards between two objects (knows two objects are present) RfL 29  Shared attention RfL 40	<b>Digital Competence Focus: Citizenship</b> Communicates 'more'/'no more' through two different consistent actions RfL 28 Attract attention, e.g. use body language/ vocalisation or other method to gain attention RfL 32 Initiate social game, e.g. give symbol to adult for foot spa/battery operated toy RfL 33

Science and Technology	
<b>Skills</b>  Please see Individual Pupil RfL & LNF/DCF targets these will be taught in the Sensory Cookery sessions.	<b>Activities</b> <b>Sensory Cooking:</b> Planet Cookies Asteroid Cakes Meteors Moon Rocks Strawberry Rockets Alien Meringues <b>Eyegaze/Light/Dark Rooms:</b> See individual programs Campfire Session: See Health & Well Being planning.

Expressive Arts	
<b>Skills</b>  Please see Individual Pupil RfL & Please see LNF/DCF targets.  <b>Music:</b> See Vicky Chiplin Planning	<b>Activities</b> <b>Art:</b> Space Helmets Space Rockets Balloon Rockets Space Dough Planet painting UFO's

Health and Wellbeing	
<b>Skills</b>  Please see Individual Pupil RfL & Please see LNF/DCF targets.	<b>Activities</b>  Swimming hydrotherapy pool Rebound sessions Individual Physiotherapy Plans

Humanities	
<b>Skills</b>  Please see Individual Pupil RfL & Please see LNF/DCF targets.	<b>Activities</b>  <b>Senses: One Day I Went to.....</b> Everest, Desert, Deep Sea, Volcano, Bahamas, City,





Half Termly Theme Spring1  
Class: **Rose**

Theme: **Above & Below**

Book focus:

**LNF Literacy Half Term Focus: ORACY**

Communicates 'more'/'no more' through two different consistent actions RfL 28  
Communicates choice to attentive adult RfL 37  
Shared attention RfL 40

**LNF Numeracy Half Term Focus: Number Skills**

'Looks' backwards/forwards between two objects (knows two objects are present) RfL 29  
Shared attention RfL 40

**Digital Competence Focus: Citizenship**

Communicates 'more'/'no more' through two different consistent actions RfL 28  
Attract attention, e.g. use body language/ vocalisation or other method to gain attention RfL 32  
Initiate social game, e.g. give symbol to adult for foot spa/battery operated toy RfL 33

Science and Technology

**Skills**

Please see Individual Pupil RfL & LNF/DCF targets these will be taught in the Sensory Cookery sessions.

**Activities**

**Sensory Cooking:** Planet Cookies  
Asteroid Cakes  
Meteors  
Moon Rocks  
Strawberry Rockets  
Alien Meringues  
**Eyegaze/Light/Dark Rooms:** See individual programs  
Campfire Session: See Health & Well Being planning.

Expressive Arts

**Skills**

Please see Individual Pupil RfL & Please see LNF/DCF targets.

**Music:**

See Vicky Chiplin Planning

**Activities**

**Art:**

Space Helmets  
Space Rockets  
Balloon Rockets  
Space Dough  
Planet painting  
UFO's

Health and Wellbeing

**Skills**

Please see Individual Pupil RfL & Please see LNF/DCF targets.

**Activities**

Swimming hydrotherapy pool  
Rebound sessions  
Individual Physiotherapy Plans

Humanities

**Skills**

Please see Individual Pupil RfL & Please see LNF/DCF targets.

**Activities**

**Senses: One Day I Went to.....**  
Everest, Desert, Deep Sea,  
Volcano, Bahamas, City,

## Appendix 5: Areas of Learning and Experience (AoLE)

<b>Curriculum and skills</b>		
Tracey McGuirk		
<b>Whole school assessment</b>	<b>Assessment for Learning</b>	
Leanne Boardman	Lucy Crimmins	
<b>Collective Worship</b>		
Tracey McGuirk/Kate Thomas		
<b>14-19 Learning Pathways/Careers and the World of Work</b>		
Carol Wheelwright		
<b>Sensory curriculum</b>		
Anthony Rhys/Sue Williams/Liz Jenkins		
<b>Languages, Literacy and Communication (including Welsh 2<sup>nd</sup> language and MFL)</b>		
Senior lead: Tracey McGuirk		
<b>Languages and Literacy</b>	<b>Primary Communication</b>	<b>Secondary Communication</b>
Beth Watkins/Laura Thorpe/Sian Harris /Claire Evans/Joanne Daniels	Helen Muscat/Jenny Evans	
<b>Mathematics and Numeracy</b>		
Senior lead: Lucy Crimmins		
Emma Hillman/Hannah Pearse/Emma Kiss/Rebecca Wray		
<b>Science and Technology (including Computing)</b>		
Elizabeth Neal/Christine Thomas/Ryan James/Anthony Rhys/Matt Gurmin		
<b>Health and Well-being (including PE)</b>	<b>Humanities (including RE)</b>	
Katie Rupnik/Kellan Groves/Steph Gillard /Tonia Sparey/Catrin Llwyd/James McQueen	Leanne Boardman/ Kate Thomas/Carol Wheelwright/Eirian Griffiths/Simon Daniels/Damien Shepherd/Charlene Smith	
<b>Expressive Arts (including art, drama, music, dance, digital media)</b>		
Claire Boswell/Vicky Chiplin/David Evans		