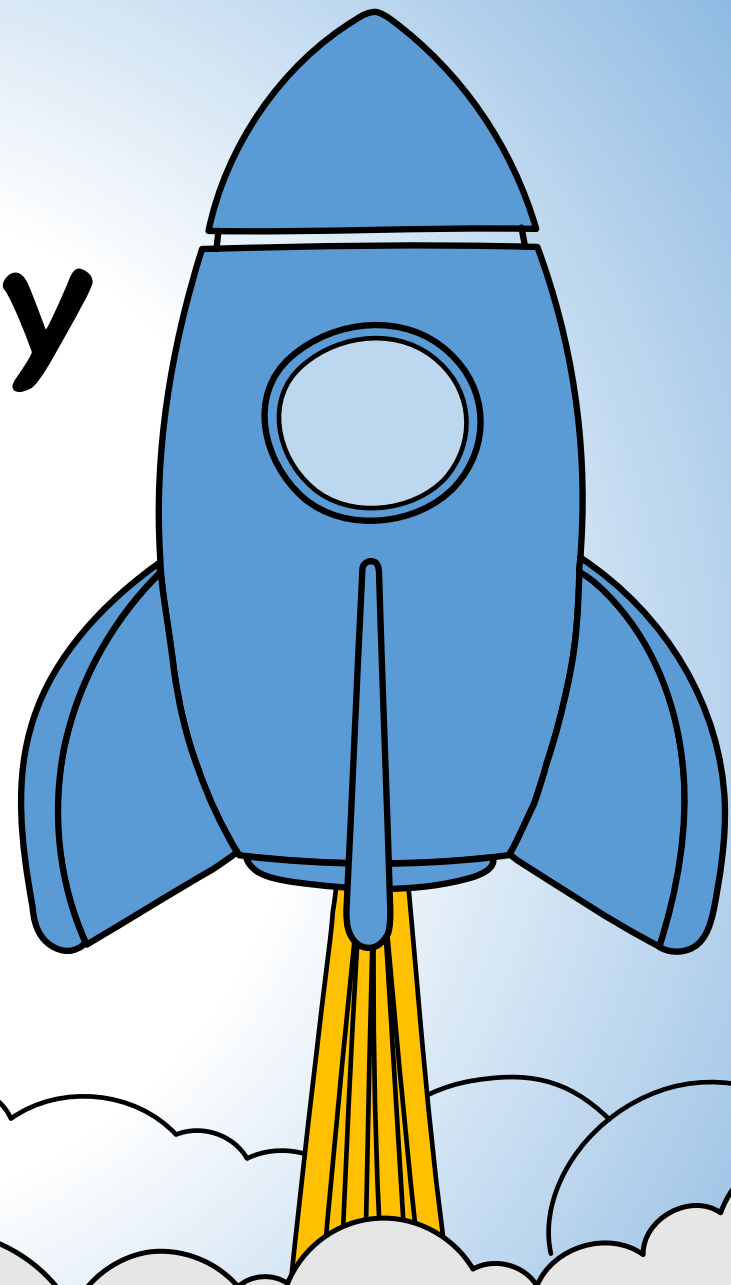


The Pennard Way

Inquiry based learning
- our approach to
Curriculum for Wales



Dream, Believe, Achieve Together
Breuddwydio, Credu, Cyflawni Gyda'n gilydd



Ysgol Gynradd Pennard Primary School

Curriculum for Learning Policy

September 2025

Our Vision

We enable a happy, nurturing, inclusive learning environment that supports, challenges, and inspires every child to thrive.

Curriculum design is an ongoing process of continuing improvement. Our children, parents and carers, staff and governors have contributed to the design of our curriculum through workshops, surveys and focus groups. Stakeholders will remain involved in curriculum review and development and kept informed through our website, newsletters and other school communication channels and social media platforms.

The headteacher and the Governing Body has jointly adopted our curriculum and assessment arrangements through ratification of policy and practice. It is continually kept under review through the school's self evaluation processes.

Our aims reflect our beliefs and values and represent our vision and what we want to achieve as a school community, to

'Dream, Believe, Achieve Together – Breuddwydio, CREDU, Cyflawni Gyda'n gilydd'



Our Values

As a school, we encourage children to think about personal and social values, to become aware of and involved in the life and concerns of their community and society, thus developing their capacity to lead *fulfilling lives as valued members of society* and *effective citizens of Wales and the World*. At Pennard Primary we have a core set of values:



RESPECT

Self-respect, and respect for others. We promote inclusion and appreciate and value the diversity of people's circumstances and backgrounds.



EMPATHY

We value empathy as fundamental to the development of healthy relationships. Through which we show compassion, kindness, and friendship.



RESPONSIBILITY

To take responsibility for the way we lead our lives; how we use our talents, rights and opportunities.



PERSEVERANCE

Have a 'can do' attitude and aspire to achieve goals.

Foster pupils' cultural identity through an awareness of the heritage and history of Wales and the Welsh language, alongside developing a respect and understanding of other cultures as informed global citizens.

Place the four purposes at the heart of our inquiry-based curriculum where purposeful and authentic learning experiences prepare children for the challenges of our rapidly changing world.

Create a safe, happy, and caring learning environment that enables creativity, problem-solving, critical thinking and collaborative learning and nurtures pupils' individuality, strengths, and talents supporting them towards achieving their aspirations

Provide an inclusive ethos where every person is valued and respected regardless of gender, identity, race, religion or belief, ability, and disability.

Our Aims
Our aims are translated into priorities to move the school forward and meet the challenges of an ever-changing world

Set high expectations providing a solid foundation in literacy, numeracy, digital competence, and transferable skills enabling pupils to become enthusiastic, imaginative, and creative independent learners who have positive attitudes to learning.

Create a culture where everyone is listened to and valued; involve our pupils in the learning process by valuing pupil's voice and empowering them to make decisions about school life and beyond.

Ensure the safety of every child and encourage a healthy and active lifestyle for all.

Nurture our children to be happy, honest, and respectful young people who care for others and make a positive difference in the world.

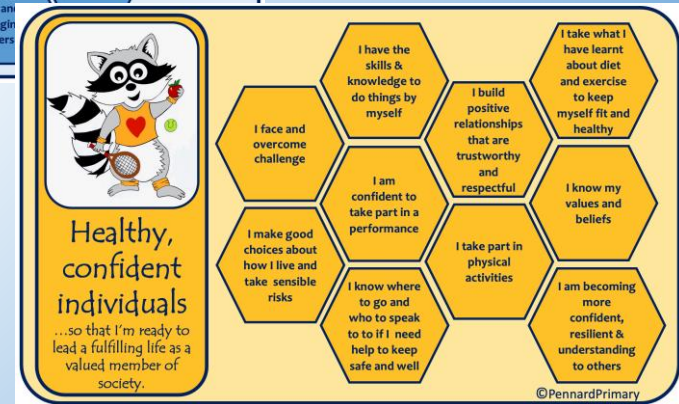
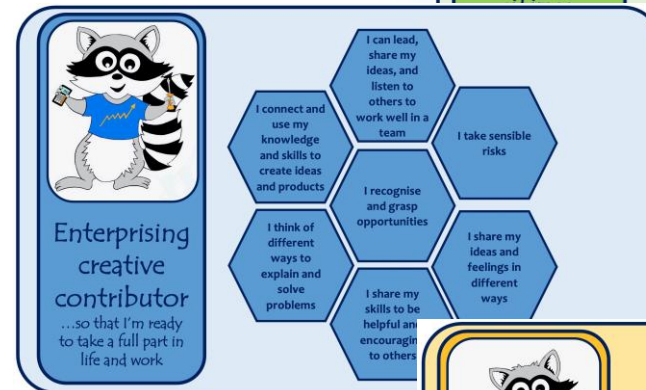
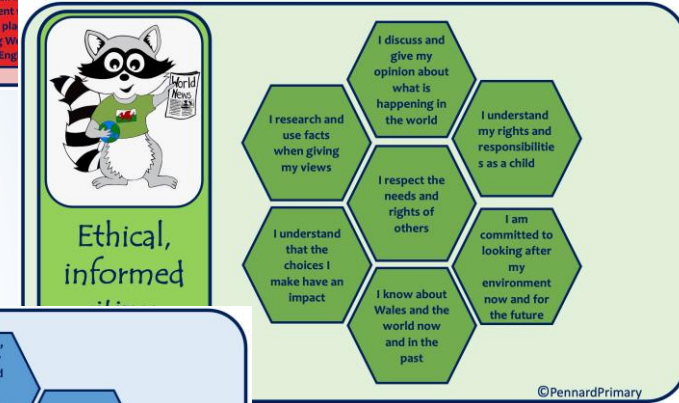
Curriculum for Wales

Curriculum for Wales 2022 organises learning around six areas of learning and experience. Each of the areas of learning and experience has been designed to support learners to realise the four purposes of the curriculum. They are intended to promote collaboration and cross-disciplinary school-level curriculum development and design. All teachers plan for the cross-curricular responsibilities of literacy, numeracy and digital competence to support almost all learning. These are essential for learners to be able to participate successfully and confidently in the modern world

Element	Detail
Four Purposes	Ambitious, capable learners; Ethically, informed citizen; Enterprising, creative contributors; Healthy, confident individuals
Areas of Learning Experience	Languages, Literacy & Communication, Health & Wellbeing, Humanities, Expressive Arts, Mathematics & Numeracy, Science & Technology
Statements of What Matters	27 statements across the 6 Areas of Learning Experience.
Integral skills	Creativity & innovation; Critical thinking & problem solving; Personal effectiveness; Planning & organisation
Cross curricular skills	Literacy & Numeracy framework, Digital Competence Framework.
Principles of Progression	The Curriculum for Wales guidance describes mandatory principles of progression for the curriculum as a whole and for each individual Area. These articulate the ways in which learners make progress in their learning and contribute to the four purposes .
Cross cutting themes	Relationships & sexuality Education (RSE); Human Rights; Diversity; Careers & Work Related Experiences; Local, national & International Contexts.

Four Purposes

The four purposes sit at the heart of the Curriculum for Wales. Our curriculum is designed to enable every learner to aspire to the four purposes. We have developed a child friendly version of the four purposes to support the children in their understanding.



Enterprising creative contributor
...so that I'm ready to take a full part in life and work

©PennardPrimary

Ethical, informed citizen
...so that I'm ready to be a citizen of Wales and the world.

©PennardPrimary

Ambitious capable learners
...so that I'm ready to learn throughout my life.

©PennardPrimary

Healthy, confident individuals
...so that I'm ready to lead a fulfilling life as a valued member of society.

©PennardPrimary

Our Core Rights

Pennard Primary School is a Rights Respecting School. We not only teach about children's rights but also model rights and respect in all relationships. Our aspiration is that our values will guide the behaviour, actions, and relationships of all members of the school community. We have eight core rights which we view to be at the heart of our school ethos:

*Know & have
our rights;*

*We have the
right to...*

*Learn & be the
best we can be*

*Be safe &
protected from
harm*

*Be heard &
have our say*

*Be fit &
healthy*

*Play & meet
friends*

*Our own
culture & way
of life*

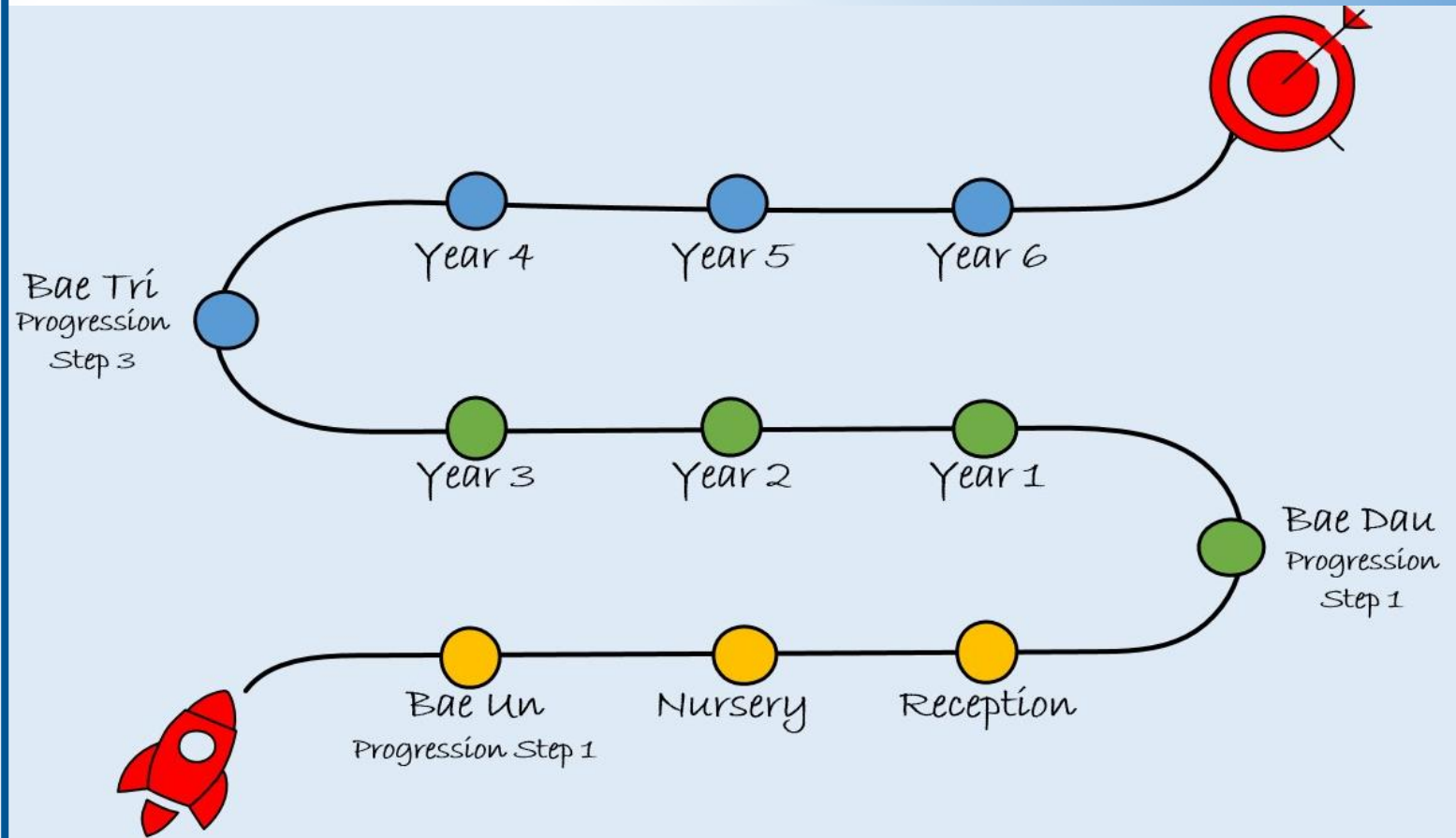
*A caring &
happy
environment*



SCHOOL STRUCTURE

We are organised into three Baeau which reflect the progression steps of Curriculum for Wales (CfW).

Children work through steppingstones towards the end of progression step (and beyond) at a pace and level appropriate to their individual needs. Registration takes place in family groups and then children break out into a range of groupings. Children work in a variety groups which vary according to the experiences, activities and tasks they are engaged in. We develop skills and understanding through teaching using a range of pedagogical approaches.

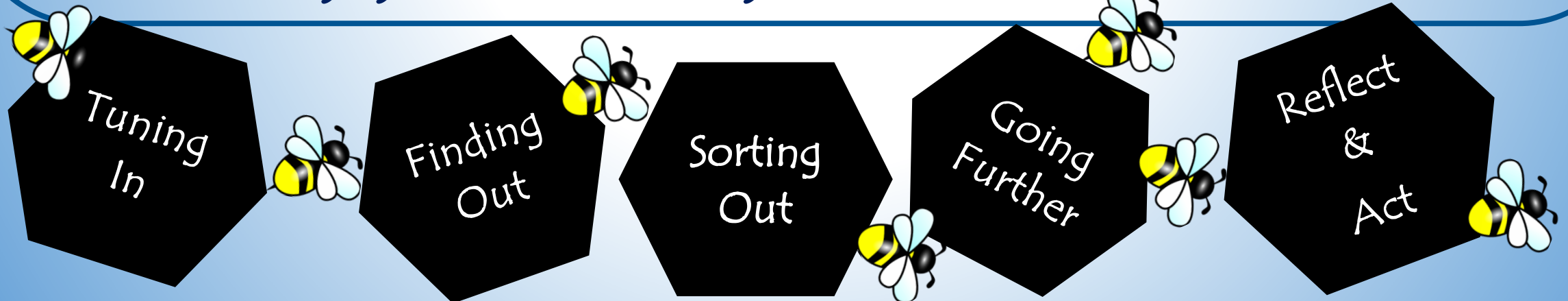


Inquiry-based Learning

Pennard has developed a purpose-led curriculum. Through professional reading and enquiry, we have made a move to develop a shared understanding of inquiry-based learning, where children become active participants in their learning. As we move from a knowledge curriculum, we move from 'content to concept' style learning thus ensuring a purposeful, authentic and relevant curriculum

Through our Inquiry based learning approach we aim to:

- Provide authentic contexts for learning
- Develop learner independence in learning
- Increase engagement in learning activities

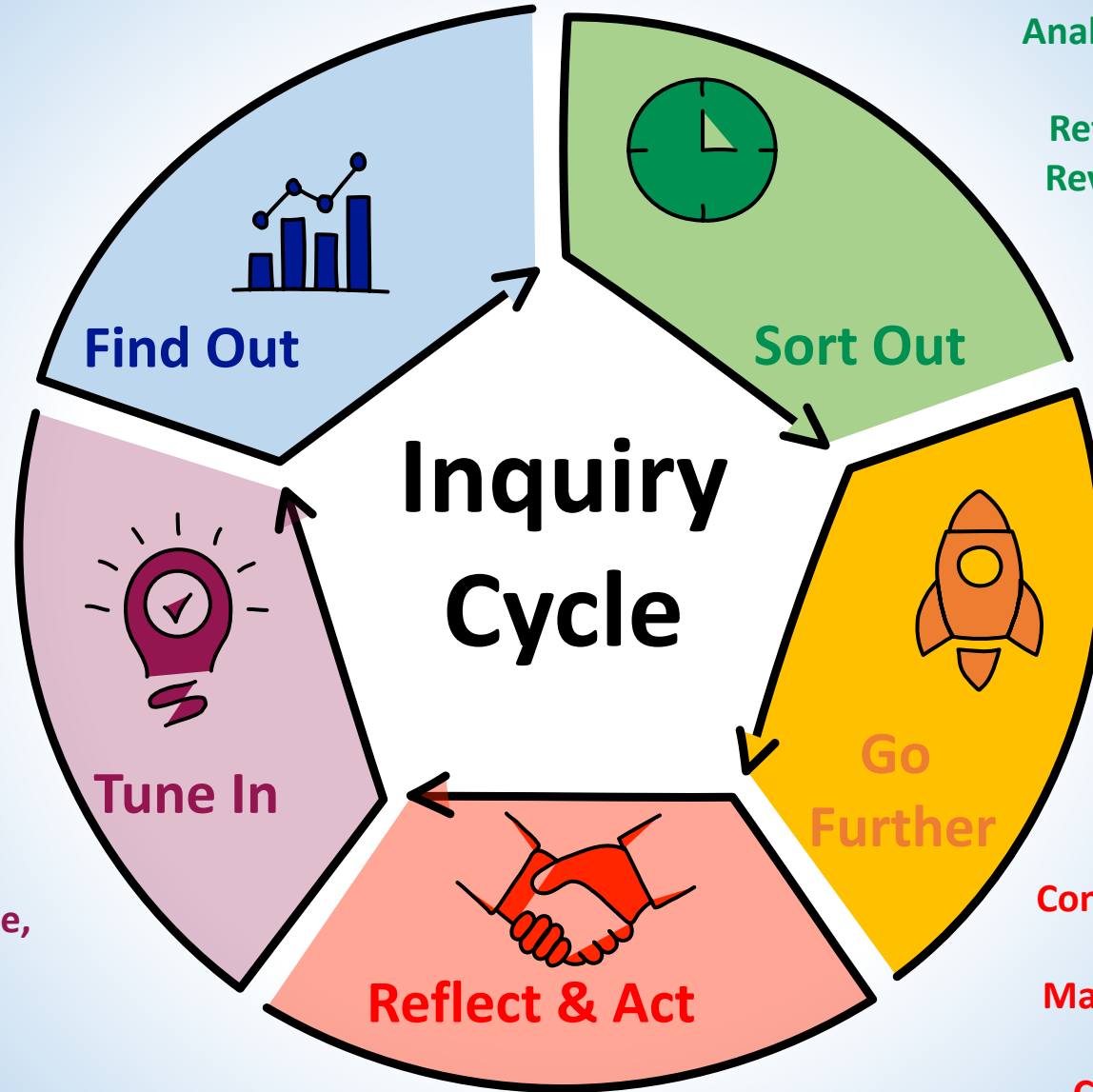


Find Out

Use a range of resources & methods to gather information (read, survey, interview, observe)

Connect with people, places & objects to broaden understanding.
Critically assess value of information gathered.

Document information in a range of ways.



Sort Out

Make sense of information gathered
Analyse, organise, compare, contrast, sift & sort

Reflect, respond & express new thinking
Revisit questions, refine & add new ones

Go Further

Use new questions as basis for extending inquiry
Establish personal pathways of inquiry

Share new learnings with others

Reflect & Act

Consider ways to share / use / apply learning

Make connections back to Big Ideas

Evaluate the progress

Consider unanswered questions

What next? What now?

Tune In

Establish purpose & relevance.

Provoke curiosity & wonder

Access & document prior knowledge, existing theories & ideas.

Formulate questions

Consider ways to find out

The Pennard Way

Our broad, balanced curriculum is built around the framework within Curriculum for Wales. Our central ideas are drawn from the statements of what matters taken from the six Areas of Learning, ensuring coverage of all mandatory elements as well as paying close attention to the statutory guidance including the Code for Relationships and Sexuality Education (RSE) and Religion, Values and Ethics (RVE). We use an inquiry-based learning approach which utilises a thorough knowledge of children's needs while ensuring our children gain from authentic learning experiences where they can ask questions and co-construct their learning.



Belonging

Culture, beliefs values, identity, human relations with family, friends communities, rights and responsibilities, what it means to be human, communities and cultures

Express yourself!

Cultural and individual expression through the Arts, appreciation of the Arts, creative habits and imagination, freedom and courage to express and enjoy creativity

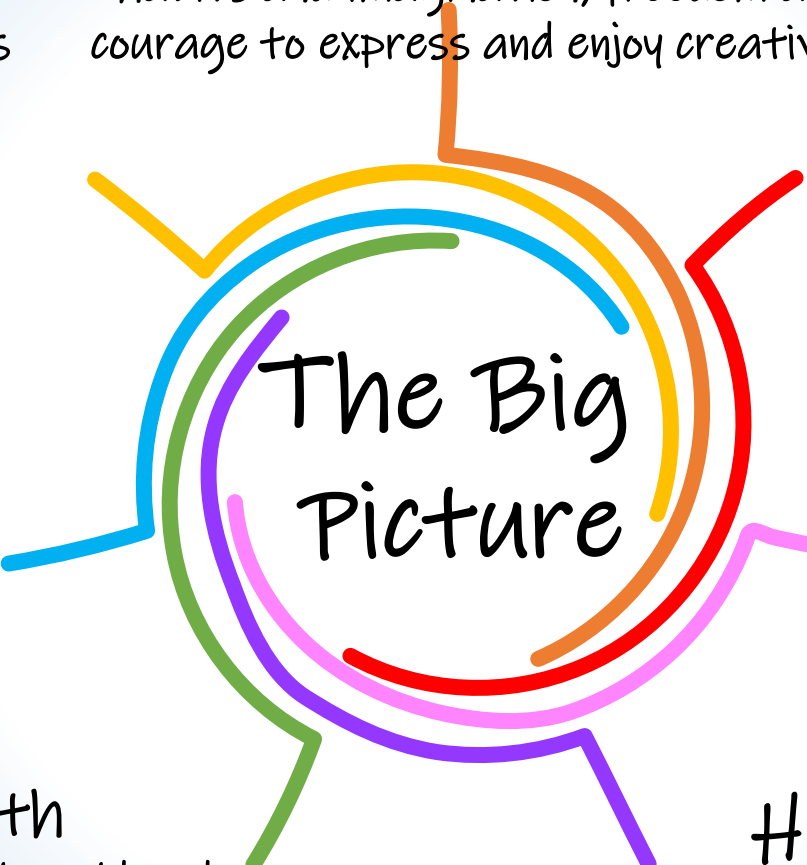
Curiosity, experimentation & invention

The impact of invention and technological advances, our understanding of the the natural world and its laws, our understanding of scientific principles and the contribution of science to society

I am, I can

Self belief and values, personal, physical, social, mental and spiritual health and well being, enjoying the here and now, an understanding of changes in life (biological, emotional, physical) and our unique patterns of growth and development

The Big Picture



Living & Working Together

Peace and conflict, enterprise and economic activity, our voice in society and governance, business and fiscal responsibility, communication and misinformation, societal decision making

Sharing Planet Earth

Interaction between the natural world and society, sharing resources, communities and relationships between them, rights and responsibilities, equity and fairness

Here, there & everywhere

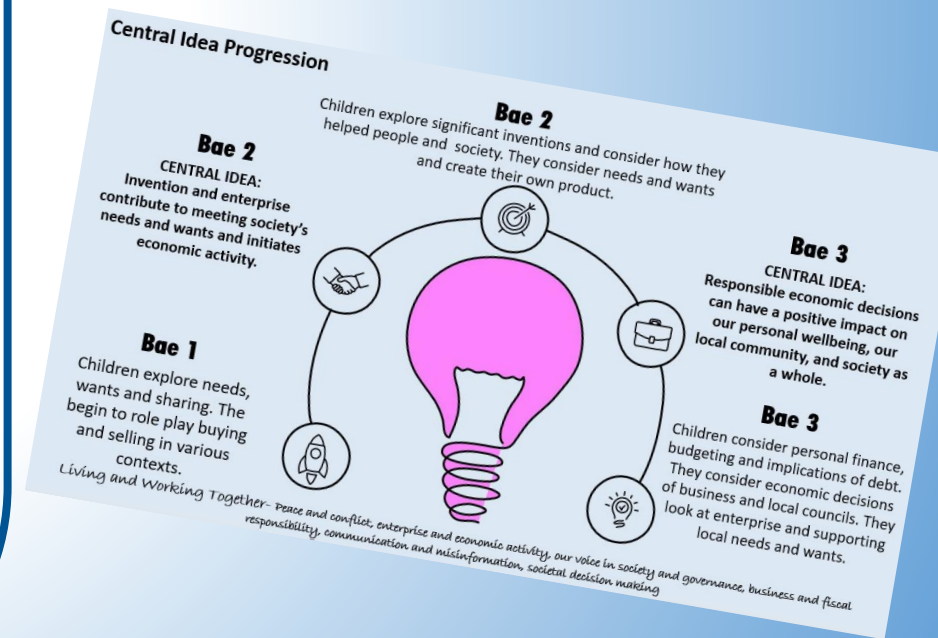
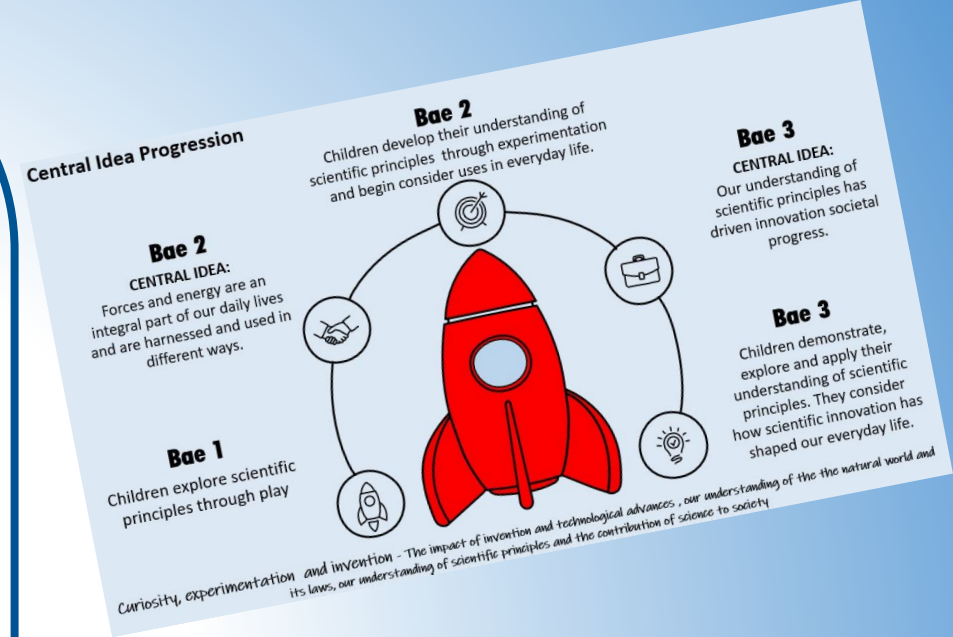
Personal histories, community histories, discoveries, explorations and migrations of humankind, connecting communities, our locality and place in the world, diversity and perspectives

Each Central idea is carefully designed so that learning builds on previous experiences. We design progressive skills and opportunities for each aspect of our curriculum.

Opportunities to apply cross curricular skills of numeracy, literacy and digital competency is thoroughly planned for within each inquiry cycle.

Teachers plan and deliver learning objectives pitched appropriately to learner needs.

Our Pennard Curriculum ensures that we revisit concepts in a cycle building on previous learning and understanding.



Bae Dau	Inquiry 1	Inquiry 2	Inquiry 3	Inquiry 4
Cycle 1	Belonging	Express yourself!	Express yourself!	Living and Working Together
	Effective communities rely on people working together, demonstrating empathy, responsibility and respect.	Histories, traditions and places of Wales inspire stories, myths and legends.	People of Wales use the arts to convey their culture, heritage and belonging. (art)	Invention and enterprise contribute to meeting society's needs and wants and initiates economic activity.
Cycle 2	Curiosity, experimentation & invention	Here there and everywhere	Express yourself!	Sharing Planet Earth
	Forces and energy are an integral part of our daily lives and are harnessed and used in different ways.	Understanding our past connects us the present.	People of Wales use the arts to convey their culture, heritage and belonging. (dance)	The choices people make with natural resources can contribute to the quality of the environment.
Cycle 3	Belonging	Here there and everywhere	Express yourself!	Curiosity, experimentation & invention
	Protecting the rights of the child is a shared responsibility, as childhood is not the same for everyone.	The physical features of a country influence how the land is used and the people that live there.	People of Wales use the arts to convey their culture, heritage and belonging. (music)	Living things need certain conditions to thrive and survive.

Bae 2

Children develop their understanding of scientific principles through experimentation and begin consider uses in everyday life.

Bae 2

CENTRAL IDEA:

Forces and energy are an integral part of our daily lives and are harnessed and used in different ways.

Bae 1

Children explore scientific principles through play

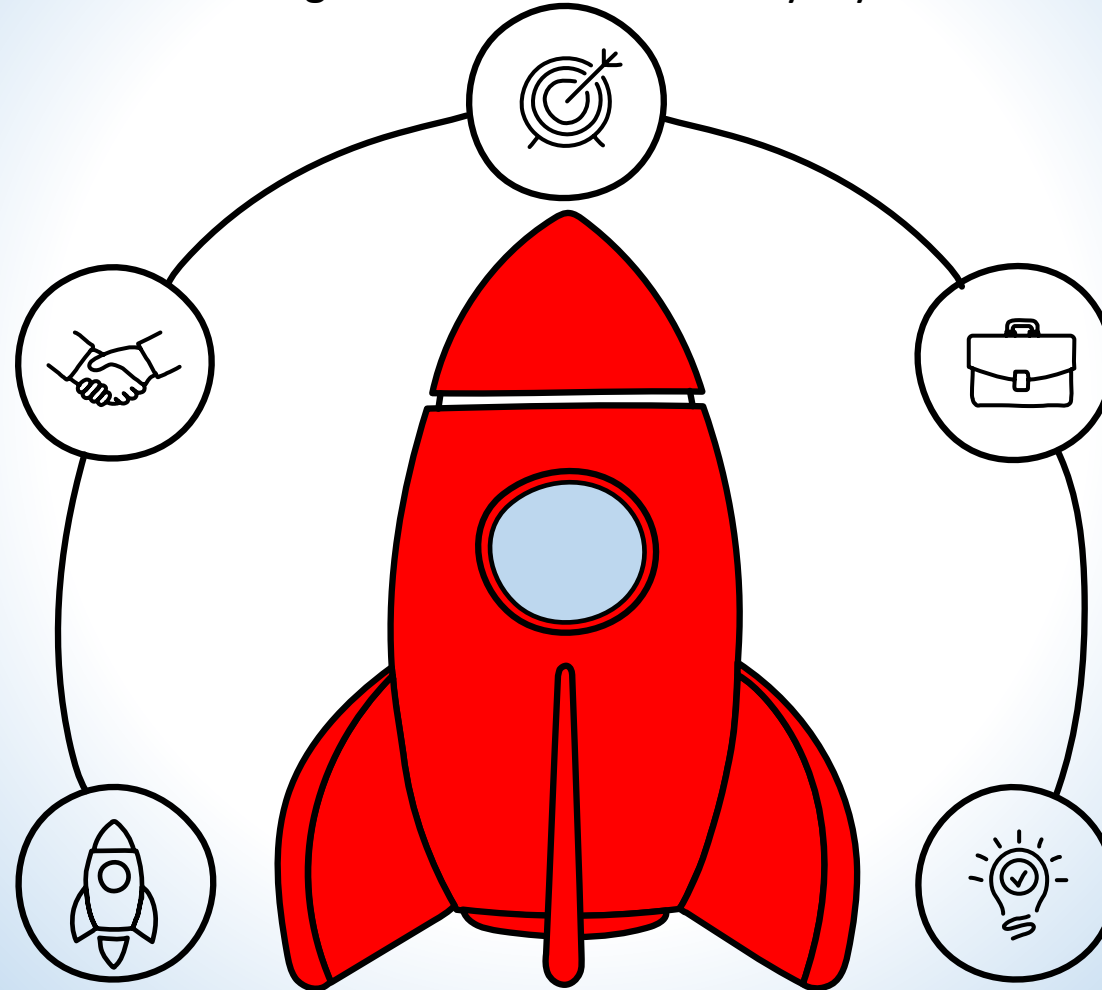
Bae 3

CENTRAL IDEA:

Our understanding of scientific principles has driven innovation societal progress.

Bae 3

Children demonstrate, explore and apply their understanding of scientific principles. They consider how scientific innovation has shaped our everyday life.



Curiosity, experimentation and invention - The impact of invention and technological advances , our understanding of the the natural world and its laws, our understanding of scientific principles and the contribution of science to society

Bae 2

Children look at natural resources and their uses. They consider responsible use and sustainability.

Bae 2

CENTRAL IDEA:

The choices people make with natural resources make can contribute to the quality of the environment.

Bae 1

Children explore nature and how to look after the environment around them.



Bae 3

CENTRAL IDEA:

Human actions on the natural world can lead to inequalities.

Bae 3

Children consider origins of natural resources, their uses and impact of gaining resources on the environment and people. They look at the impact of overuse and inequality in different countries.

Sharing Planet Earth - Interaction between the natural world and society, sharing resources, communities and relationships between them, rights and responsibilities, equity and fairness

Bae 2

Children explore local history and significant events that have shaped the community. They begin to explore the concept of chronology

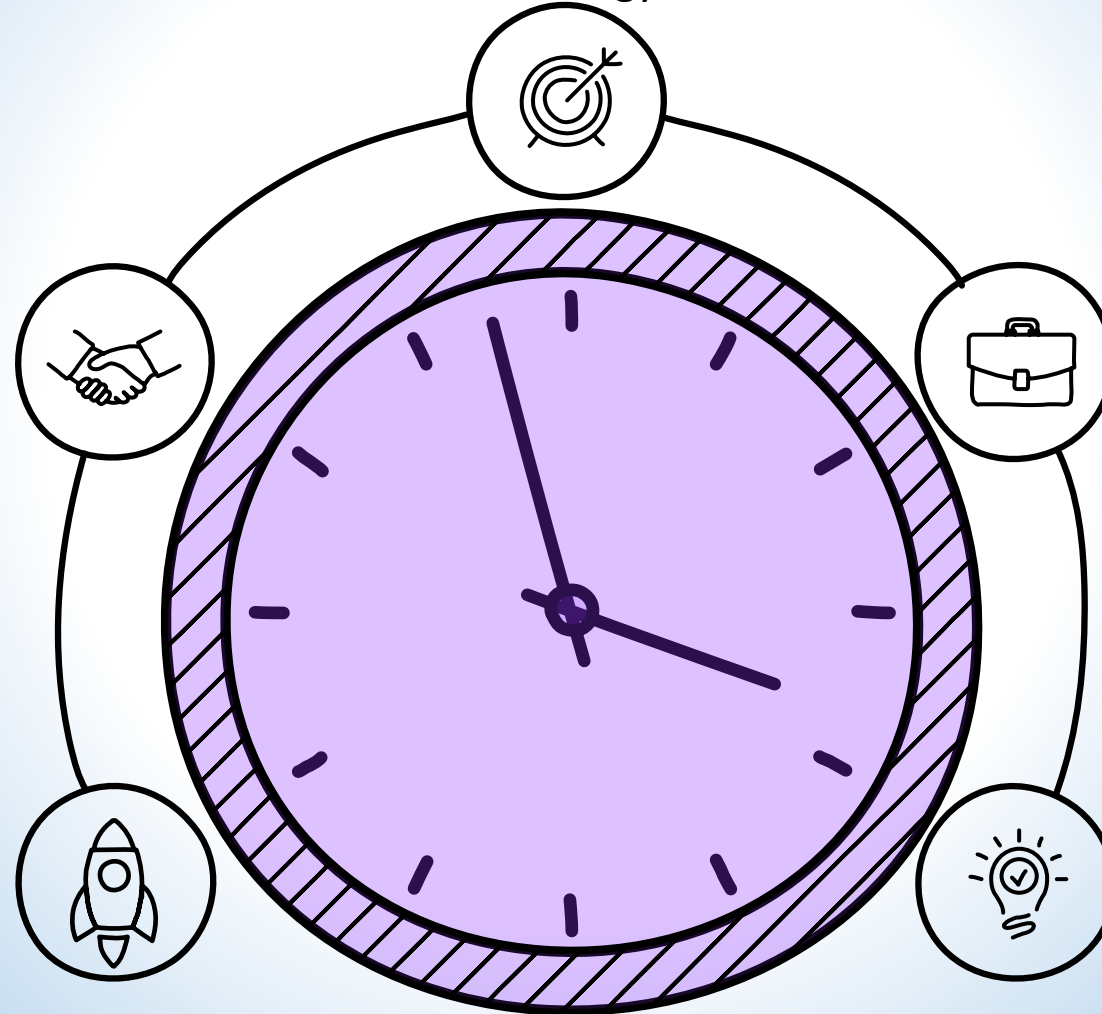
Bae 2

CENTRAL IDEA:

Understanding our past connects us the present.

Bae 1

Children explore family history and links. They begin to understand time.



Bae 3

CENTRAL IDEA:

Examining the lessons from the past and present contribute to a more promising future

Bae 3

Children use a range of sources to explore events from the past. They develop their understanding of chronology. They consider reliability of evidence and differing viewpoints.

Here, there and everywhere - Personal histories, community histories, discoveries, explorations and migrations of humankind, connecting communities, our locality and place in the world, diversity and perspectives

Bae 2

Children explore significant inventions and consider how they helped people and society. They consider needs and wants and create their own product.

Bae 2

CENTRAL IDEA:

Invention and enterprise contribute to meeting society's needs and wants and initiates economic activity.

Bae 3

CENTRAL IDEA:

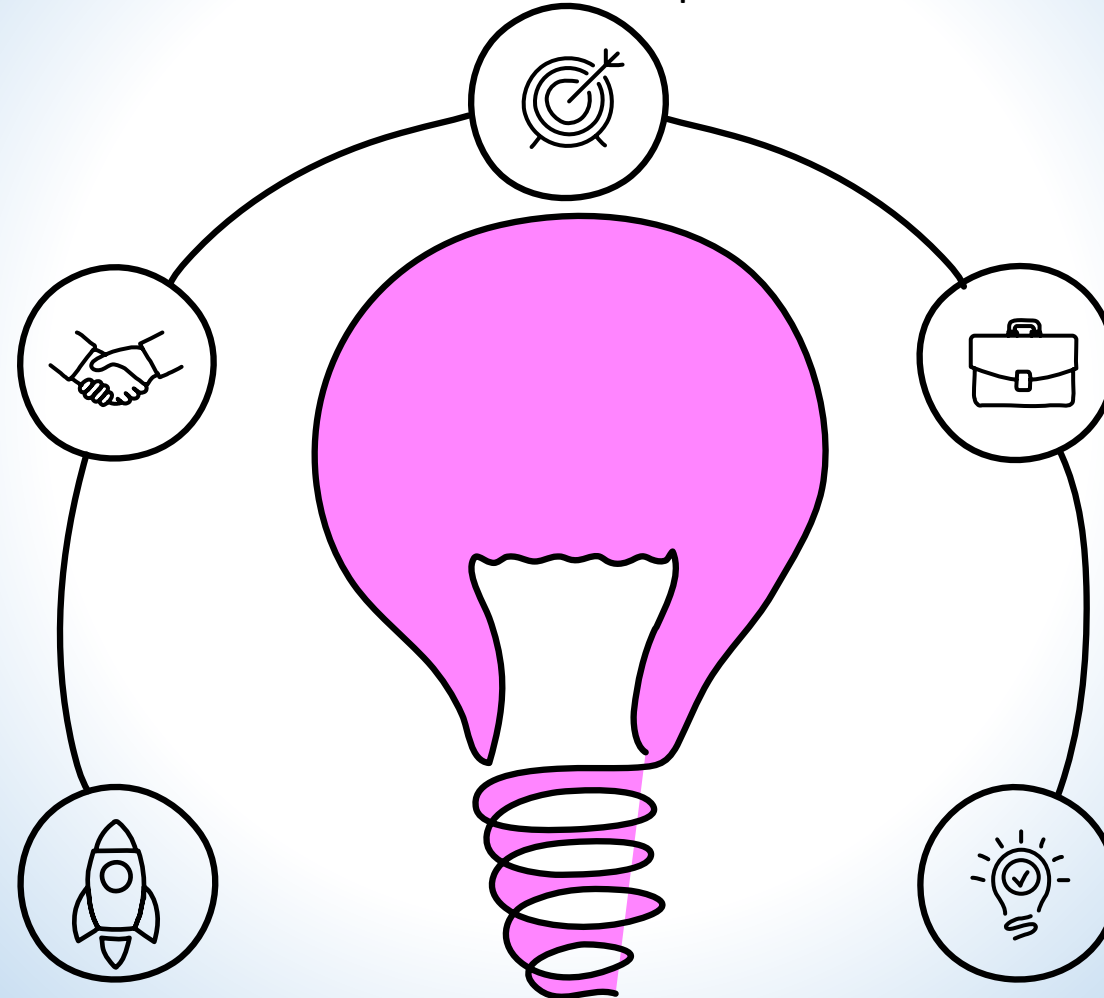
Responsible economic decisions can have a positive impact on our personal wellbeing, our local community, and society as a whole.

Bae 3

Children consider personal finance, budgeting and implications of debt. They consider economic decisions of business and local councils. They look at enterprise and supporting local needs and wants.

Bae 1

Children explore needs, wants and sharing. The begin to role play buying and selling in various contexts.



Living and Working Together- Peace and conflict, enterprise and economic activity, our voice in society and governance, business and fiscal responsibility, communication and misinformation, societal decision making

What is authentic learning and how will we plan and organise teaching and learning to account for it?

We consider authentic learning focusing on connecting what pupils are taught in school to real world issues, problems and applications, including:

- Making learning meaningful
- Learning to prepare pupils for the real world
- Giving pupils a toolkit to prepare them for life
- Seeing the value of learning and having a connection, including an emotional connection
- Learning that is meaningful, so pupils know what they are learning for

To ensure authenticity we:

- Use the local environment/community
- Include experiences that are real life and relevant to the pupils such as learning about democracy, finance and current affairs.
- Present pupils with a variety of open ended problems to solve
- Provide learning opportunities to develop:
 - pupils' organisational skills
 - their knowledge/understanding of different jobs and careers



Learning Environments

Our learning environments are being developed to enable learners to access an authentic and active curriculum underpinned by our Inquiry Based Learning approach. Each learning environment aims to cater for a range of children and their learning needs allowing fluid movement across the each Bae. Teachers and teaching assistants work in a range of classes and learning environments, both indoors and outdoors, and children move between areas and teachers within the Bae. Our indoor and outdoor environments are fun, stimulating and safe, supporting learners and their natural curiosity to explore and learn through first hand experiences. Our Learning Environments aim to provide:

- experiences of real life authentic problems and situations
- a safe comfortable, inspiring place for learning
- appropriate technology and resources to inspire learning
- enjoyable opportunities for outdoor & nature learning



Discrete teaching

At Pennard we believe that the acquisition of basic skills is the foundation of all learning. We ensure appropriate time is given to teaching of the basic skills of language (including Welsh), mathematics and digital competence. We aim to provide a curriculum which is broad and balanced with an emphasis on the basic skills which is intrinsic to every aspect of the curriculum and everyday life. Teachers use of a range of teaching approaches and learning styles to improve basic skills. Careful assessment and monitoring ensures every child makes progress at a pace appropriate to the child. Opportunities to apply skills learned are given through planning for Cross-curricular skills.



Cross-curricular skills

The cross-curricular skills of literacy, numeracy and digital competence are essential to all learning and the ability to acquire knowledge, equipping them with the lifelong skills to realise the four purposes. These cross curricular skills are embedded in our curriculum, enabling learners to develop competence and capability in these skills and to extend and apply them across all Areas of Learning and Experience (AoLEs). They will be given opportunities to:

- Develop listening, reading, speaking and writing skills
- Be able to use numbers and solve problems in real-life situations
- Be confident users of a range of technologies to help them function
- Communicate effectively and make sense of the world.

Cynefin

Our village has a long history, from the ruins of Pennard Castle and beautiful St Mary's Church, the beaches and areas of outstanding natural beauty all of which is underpinned by a deep community ethos. This is "Cynefin".

"Cynefin" is a Welsh term defined by Curriculum for Wales as 'the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable.'

It is vital that our learners' experiences are grounded in an understanding of their identities and their world to form their Cynefin. This will not only allow them to develop a strong sense of their own identity and well-being, but to develop an understanding of the diversity of others' and make connections with people, places and histories elsewhere in Wales and across the world. We have an outstanding community of pupils, parents, staff, governors and beyond who work together to give our children Cynefin, so that they feel that they really do belong.



Rhythm of the Year

Our rhythm of the year has been developed to allow time for discrete teaching of skills and a strong focus on Health and Wellbeing across the year. In addition to literacy, numeracy and digital competence, teachers plan for Welsh and opportunities to address relationships and sexuality education (SRE) and religion, values and ethics (RVE) in line with the new Cfw. Our developing focus on continuous and enhanced provision across the school aims to provide further opportunity to apply skills with increasing independence. Our curriculum also incorporates opportunities and consideration of cross cutting elements of curriculum for Wales including 'Careers and Work-related Experiences' and 'Local, National and International contexts'

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Rhythm of the Year Bae 1

THE LEARNING ENVIRONMENT – enables learning across all areas.

BELONGING

Protecting the rights of the child is a shared responsibility, as childhood is not the same for everyone.

EXPRESS YOURSELF!

People of Wales use the arts to convey their culture, heritage and belonging.

CURIOSITY, EXPERIMENTATION & INVENTION

The impact of invention and technological advances, our understanding of the natural world and its uses, our understanding of scientific principles and the contribution of science to society.

HERE THERE AND EVERYWHERE

The physical features of a country influence how the land is used and the people that live there.

IN THE MOMENT – Mini inquiries based on children's interests or teacher provocation that promote development of skills within the areas of learning.

FAMILY GROUP TIME - songs, stories, rhyme, letter and sounds, number and numeracy skills.

HEALTH & WELLBEING

NATURE LEARNING – Autumn, Winter, Spring, Summer

CELEBRATIONS / SPECIAL DAYS & WEEKS

HEALTH & WELLBEING

Our Wellbeing Wednesday creates time in the week to focus on health and wellbeing activities making full use of the outdoors and locality. We have developed a broad range of progressive experiences across physical education, outdoor learning, and keeping healthy and safe. Relationships and Sexuality Education is appropriately and progressively taught using the agreed Local Authority plan.



Healthy, confident individuals

...so that I'm ready to lead a fulfilling life as a valued member of society.



INTEGRAL SKILLS

Our Inquiry approach provides purposeful opportunity for the development of skills integral to the four purposes. These learning skills or assets help children get better at learning, giving children the tools they need for lifelong learning beyond the classroom. We aim to grow the language of learning to help children think about what they are learning about learning and consider how they can improve their learning skills. We teach the integral skills through our 'Learner Assets'



Creativity & innovation

Have space to develop curiosity and ideas.
Gain the courage to explore solutions and express thinking.



Critical thinking & problem solving

Ask meaningful questions and evaluate information to develop responses and solutions.



Personal effectiveness

Develop self-awareness and empathy for others. Evaluate learning and mistakes and identify next steps. Be responsible and reliable.



Planning & organisation

Set goals and make reasoned decisions. Implement ideas and solutions and reflect on and monitor results. Organise and manage resources effectively.



Communicator



Collaborator



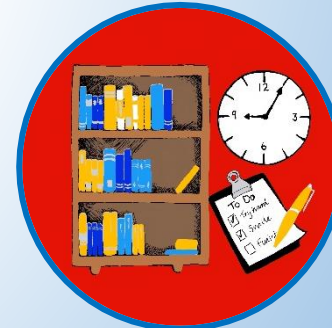
Contributor



Thinker



Researcher



Self-Manager



Appreciator



I AM A THINKER
I am open minded,
resourceful and creative

RWY'N FEDDYLIWR
Mae gen i feddwl agored, rwy'n
ddyfeisgar ac yn greadigol

@PennardPrimary



I AM A COLLABORATOR
I am flexible, reliable and
empathic

RWY'N GYDWEITHREDWR Rwy'n
hyblyg, yn ddibynadwy ac yn empathig

@PennardPrimary



I AM A RESEARCHER
I am curious and
persistent

RWY'N YMCHWILYDD Rwy'n
chwilfrydig ac yn ddyfalbarhaus

@PennardPrimary



I AM AN APPRECIATOR
I am thankful, hopeful and
joyful

RWY'N WERTHFAWROGOL Rwy'n
ddiolchgar, yn obeithiol ac yn
llawen

@PennardPrimary



I AM A CONTRIBUTOR
I am kind, courageous and
responsible, & take action when
needed

RWY'N GYFRANNWR
Rwy'n garedig, yn ddewr ac yn
ymatebol, ac yn gweithredu pan fo
angen

@PennardPrimary



I AM A SELF-MANAGER
I am confident, resilient and
reflective

RWY'N GALLU HUNANREOLI
Rwy'n hyderus, yn wydn ac yn
fuffyriol

@PennardPrimary



I AM A COMMUNICATOR
I am responsive and
respectful

RWY'N GYFATHREBWR
Rwy'n ymatebol ac yn llawn
parch

@PennardPrimary

'Learner Assets'

Our Learner assets reflect the learning dispositions we aim to encourage to develop the four purposes. The assets are taught discretely and within a progression, so children develop skills in an age-appropriate way.

Bae 2

- I can listen carefully to others and respond to what they have said respectfully.
- I use questions to help my learning

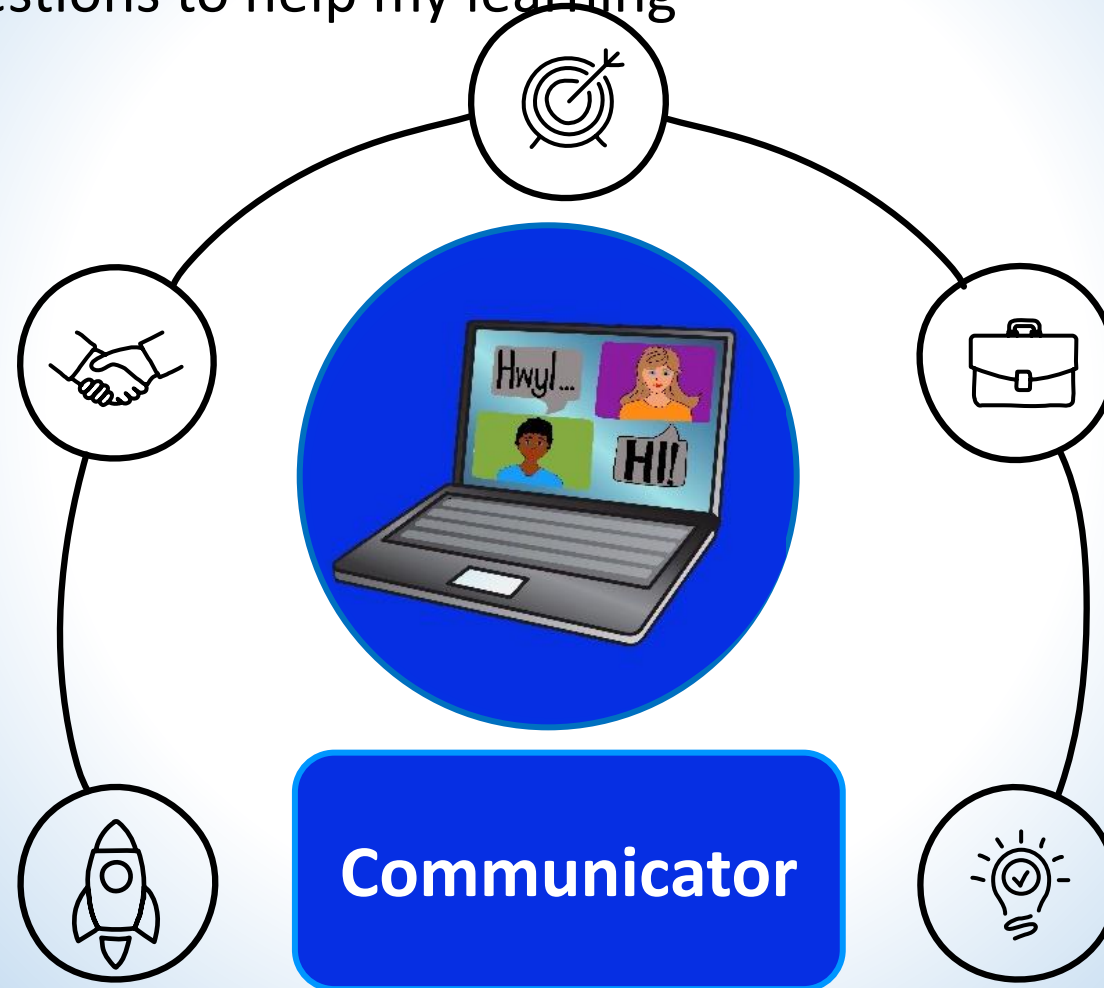
Bae 3

- I listen thoughtfully and engage in what others communicate to me.
- I ask questions to help me understand

**So that I
communicate and
respond to others
respectfully.**

Bae 1

- I know when to speak and when to listen
- I am beginning to use questions to help my learning
- I can retell what someone has told me



Bae 2

- I stay focused on a task
- I ask questions to help us with our learning
- I make a simple plan to organize my learning
- I take responsibility for what I do

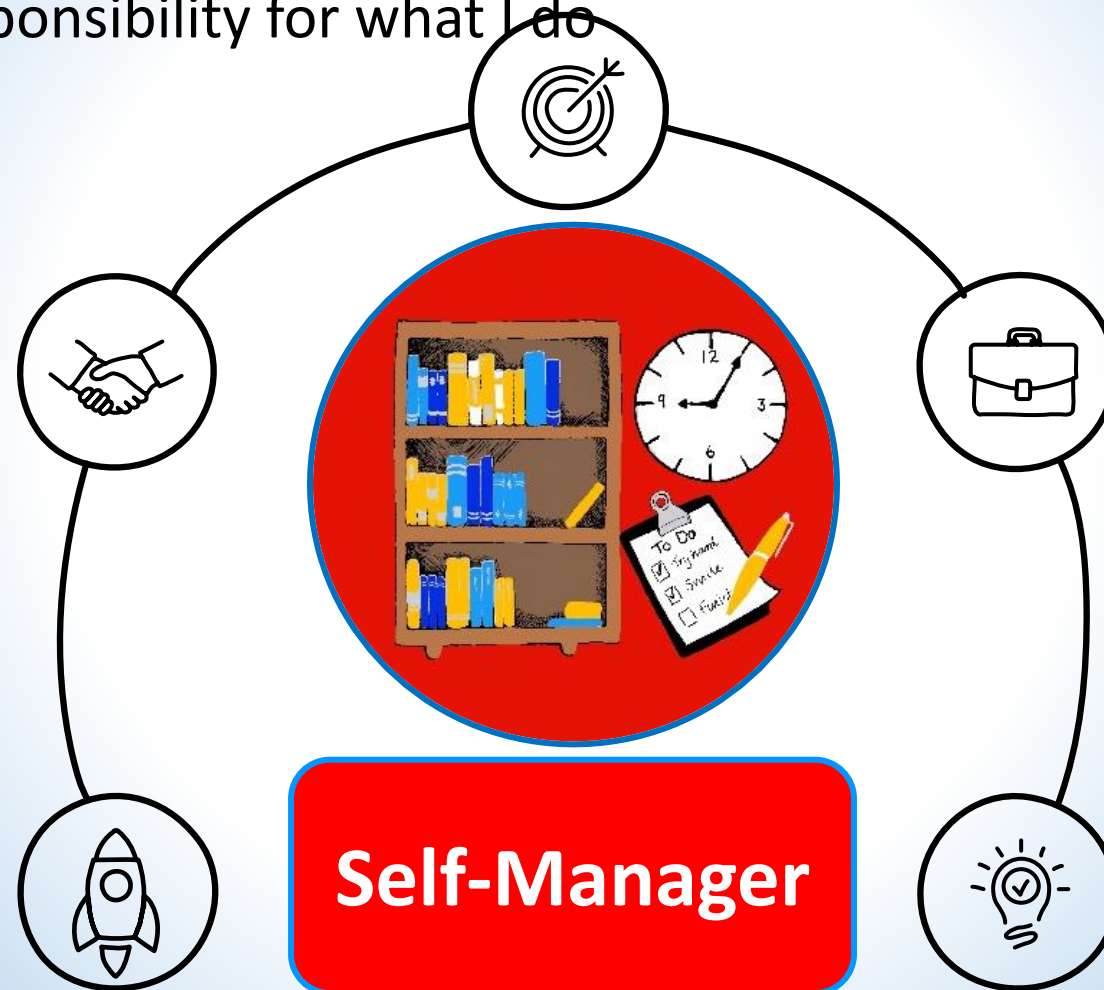
Bae 3

- I think and plan before we start a task and ensure we complete on time
- I work things out for ourselves before we ask others
- I take responsibility for my learning and behaviour
- I can organise myself with my thoughts and resources.

So I can learn independently and make wise decisions about my learning and behaviour.

Bae 1

- I stay focused on a task
- I come up with ideas for our own learning



Assessment – The Pennard Way

Assessment is the range of activities through which we come to know about the abilities and achievements of our students and the extent of the knowledge, skills and understanding that they have developed. It is the vehicle by which we can advise pupils and parents of their progress, their targets and how to close the gap that might exist between their targets and level of attainment. It is an integral part of effective learning and teaching.

Effective assessment provides information to improve teaching and learning. At Pennard Primary School we understand the term Assessment as encompassing all the ways in which teachers monitor progress, and as a basis for planning the next step in response to children's needs. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child progress so that teachers, children and parents are all working together to raise standards for all our children.



How is my child doing?

Assessment is built into our school's curriculum and is a part of children everyday learning experience. Children work with teachers to understand how well they are moving forward.

Assessment of learning happens in many ways and is continuous. This is important to

- Help learners and teachers see where they are in their learning
- Help learners and teachers understand their next steps in learning
- Spot any misconceptions and quickly correct them
- Spot any issues or extra support they may need
- Find ways to stretch and challenge all children
- Help teachers and leaders see how the class or groups of children are doing.



Assessment Strategy

As we have designed our new curriculum we have carefully considered and undertaken a wide range of research to ensure we deliver the best educational and wellbeing outcomes for our pupils. Our research has considered the following:

Why?

- To inform progress
- To inform planning
- To make a judgement

How?

- Planned for in learning within lesson - immediate and over time
- Monitoring progress weekly / termly / over the year
- Recording learning
- Targeted support for groups / individual children
- National testing
- Standardised within school
- Standardised across cluster (In development)

What?

- Learner
- Learner / Learner
- Learner / Teacher
- Teacher / Teacher
- Teacher / Leader
- Learner / Teacher / Parent

Pennard Primary Cycle of Assessment

How do we
know
pupils are
making
progress?

September Baseline:
Number / Writing /
Reading / Cymraeg
Phonic Assessment
WellComm
Speech Language link

**Pupil Progress
Meetings**
Pupil / Teacher
Teacher / Leader

**January Progress
Check:**
Number / Writing /
Reading / Cymraeg
Phonic Assessment

**Pupil Progress
Meetings**
Pupil / Teacher
Teacher / Leader

ALN?
Process for
pupils identified
as possibly
having ALN

ALN
Review of IDP /
Learning Plans

**June Progress
Check:**
Number / Writing /
Reading / Cymraeg
Phonic Assessment
National Tests

**Pupil Progress
Meetings**
Pupil / Teacher
Teacher / Leader

**Whole School Review
/ Evaluation**
Leading to plan for
improvement

Ongoing pupil feedback - AfL / marking / verbal / Learner Assets



What is progression?

Five principles of progression underpin progression across all areas of learning. Progression in learning is a process of developing and improving in skills, knowledge and understanding over time. This focuses on understanding what it means to make progress in a given area or discipline as learners increase the depth, breadth and sophistication of their knowledge and understanding, skills and capacities, and attributes and dispositions. As they do so, they will make links across their learning and apply this in new and challenging contexts. This is key to enabling them to work towards realising the four purposes, as they progress through their school and into different pathways beyond school.



At Pennard we use the following criteria to describe progress across all areas of learning



Paddling ***(Emerging)***

Beginning to work within Progress Step expectations

I am gaining confidence and beginning to use the knowledge and skills through appropriate experiences eg doing, using, practising.

Appropriate effort is usually apparent in many areas, however, requires more self-motivation to achieve what they are capable of.



Swimming ***(Developing)***

Secure with the majority of Progression Step expectation, and increasingly able to apply with independence

I am developing my understanding of the majority of knowledge and skills, and through appropriate experiences can explain and demonstrate understanding

Good effort is frequently apparent in most areas, beginning to tackle challenges and generally well-motivated to achieve their best.



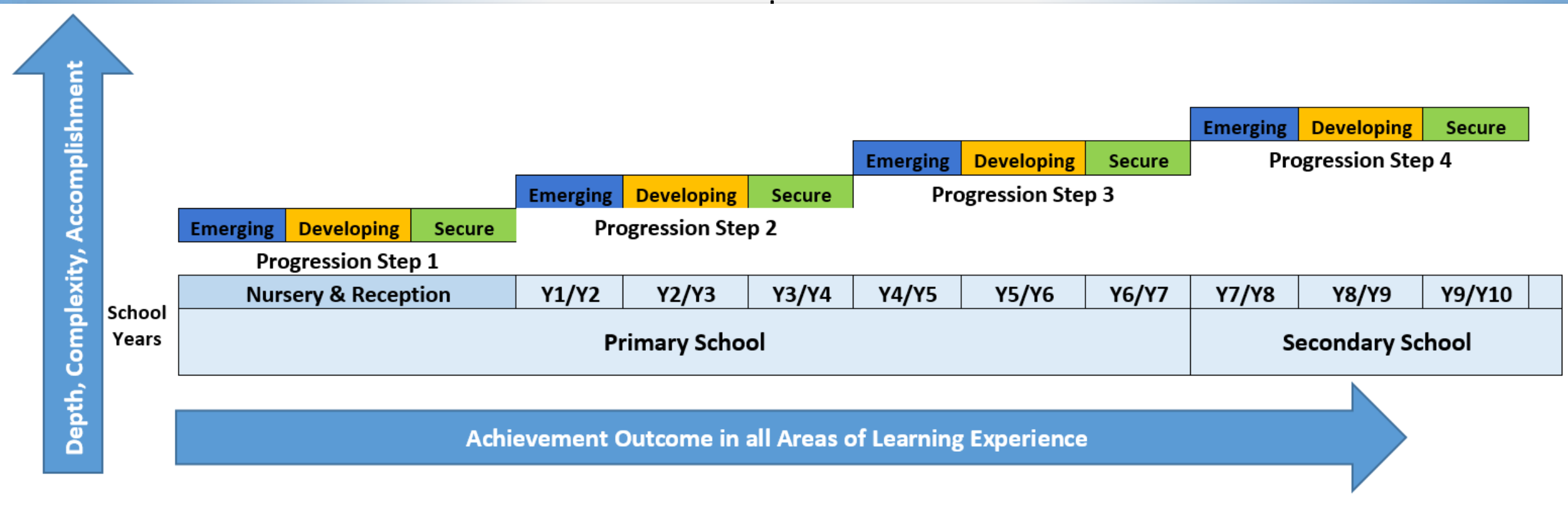
Snorkelling ***(Secure)***

Fully competent in all Progression Step expectations & able to use and apply their knowledge & skills confidently independently & in a range of contexts.

I have a confident understanding of knowledge and skills and through appropriate experiences can readily explain and demonstrate understanding

High commitment in all areas, especially in challenges, high commitment to achieve the best they can.

We have collaborated with Bishopston Comprehensive to align our progression mapping so that parents can see the transition between each Bae and between a child's primary and secondary education. Expected progress is a journey within and across the progression



Remember children progress at different rates, what is most important is that children are making progress within and across the expected progression step range.