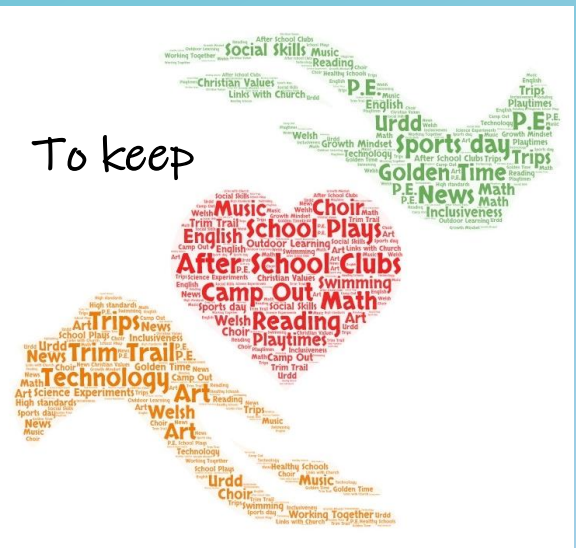


Our Vision and Curriculum Rationale

What people said...



Ten words used most about us:
Caring, Creative, Family, Inclusive, Musical, Nurturing, Safe, Sporty, Supportive, Welcoming.



Pupils, Parents, Staff and Governors contributed to this document.



Our Context and Uniqueness

Penley Madras is a Church in Wales primary school near to the Shropshire border in the county of Wrexham. Madras V.A. Primary School serves Penley and the surrounding areas. Our school was built in 1811 by the 2nd Lord Kenyon and based upon a similar structure in India. Madras School became the first free school in Wales. Its unique design with a thatched roof (the only one in the country, we believe) together with the modern extension, set in open and extensive grounds, makes it a very attractive setting.

Within the context of Christian belief, we aim to provide our pupils with the highest quality education in a happy and supportive atmosphere.



We provide education for approximately 137 learners from three to eleven years old, we offer nursery provision during the morning sessions. There is an on-site Out of School Club which is run by the village private nursery. This provides; breakfast, afterschool and holiday provision. We have a well-respected secondary school on our doorstep.

The three-year average for pupils eligible for free school meals is around 8.3%. We have identified about 2.92% of pupils as having additional learning needs based on the new ALN Code 2021.



The village of Penley has strong Polish links due to the resettlement of Polish families here after WW2. Penley was used as a military base during WW2 for American troops in preparation for D-Day and then it housed injured Polish troops and their families when the war ended. There is a small hospital in Penley which was dedicated to Polish ex-servicemen and their families. It is now a community hospital, part of Betsi Cadwallader Trust Board.

At Penley Madras we teach predominantly through the medium of English but with a strong emphasis on the Welsh language, we are very proud of our Welsh culture. The home language of nearly all pupils is English.

Learners celebrate the Welsh language, culture and heritage throughout their work. We ensure we incorporate the principles of the Cymraeg Campus across the school. To enhance this, pupils have the opportunity to compete in the Urdd Eisteddfod in a number of different events each year.

The Urdd also helps us promote our love of music, we have a school choir and the pupils are able to learn a variety of instruments.



As a school, sport is very important to us. We cover a variety of sports and are very proud of what our children achieve.

During their time in KS2, learners have opportunities to attend residential trips to Cardiff, Glan-Ilyn and Kingswood.

We believe that every child has a talent, we need to provide them with opportunities to discover this talent.

Our Christian Values

| Our Christian Value | Our Behaviour |
|---------------------|--|
| Trust | <p>We tell the truth and listen to each other. We are fair and behave in the correct manner to all. We work well as part of a team and accept the decision of others. We are taught to trust our own judgement and how to develop secure relationships. We know that trust is not just a word but an action.</p> <p><i>'Trust is the fruit of a relationship in which you know you are loved' William P. Young</i></p> |
| Endurance | <p>We are taught perseverance and resilience through Growth Mindset. We are ambitious and committed to doing our best. We display stamina in our daily lives. We celebrate marvellous mistakes as an opportunity to learn, we know that practise makes progress. We tell the children that God's love for them endures forever; whatever they do. We appreciate that sometimes success involves a struggle.</p> <p><i>'Today is your day, your mountain is waiting, so get on your way.' Dr Seuss</i></p> |
| Forgiveness | <p>We learn to forgive through listening, understanding, discussion and acceptance. We understand the importance of saying sorry and also learning to forgive ourselves. We can forgive others because God forgives us. We know that situations can be seen in different ways and we need empathy for each other.</p> <p><i>"The weak can never forgive. Forgiveness is the attribute of the strong" Mahatma Gandhi</i></p> |
| Koinonia | <p>Koinonia is a connection; a connection with God, each other and our community. It gives us a sense of Cynefin (belonging). We are taught to be local, national and global citizens of the world. We know that everyone is individual, we are inclusive and celebrate our differences. We think of our school community as a family. We aspire to enable people to flourish together.</p> <p><i>'Always try to do good to each other and to all people' Thessalonians 5:15</i></p> |
| Thankfulness | <p>We appreciate all that we have. We are thoughtful and respectful of others. Our actions show more than our words. We show our thankfulness through our support for charities that help others who are not as fortunate as ourselves. We give thanks to God through our hymns and prayers. We learn to be thankful for acts of friendship, kindness and love. We appreciate the small things, we count our blessings and not our problems.</p> <p><i>'Sometimes the smallest things take up the most room in our hearts' Winnie the Pooh</i></p> |
| Wisdom | <p>We teach children that wisdom can come in many forms and can belong to people of all ages and all walks of life. We know that wisdom is more than an academic achievement, it is about making wise decisions. We look at the consequence of words, actions and choices. We promote the joy of seeking wisdom and knowledge. We value prayer as God can help us live our lives wisely.</p> <p><i>'Wisdom is more precious than rubies.' Proverbs 8:11</i></p> |

MISTAKES
are proof
that you
are
TRYING

WORK
HARD,
and
BE KIND
to each other.

TREAT
OTHERS
the way
you
want to be
TREATED.

Instead of trying
to be the
BEST
in the
WORLD
Try to be the
BEST
for the
WORLD

Our Vision

When a child leaves our school, we want them to have...

- Christian values
- Creative experiences
- Lifelong skills
- Respect for all
- A sense of belonging to the community, church and families
- An appreciation of Welsh culture
- A healthy, happy outlook on life
- An inquisitive and curious approach to learning
- Skills required for the evolving digital world

How will we do this?

At Madras we will provide a broad and balanced curriculum which has the four purposes at the centre, underpinned by cross-curricular skills and the integral skills.

Our Madras Curriculum contains the 6 Areas of Learning and Experience, it encompasses the Statements of What Matters and reflects the Principles of Progression.

Literacy, numeracy and digital competence skills are essential in enabling learners to realise the four purposes. These three mandatory cross-curricular skills are embedded and developed across all areas of learning and experience, to enable learners to access the whole curriculum and to use them in the future.




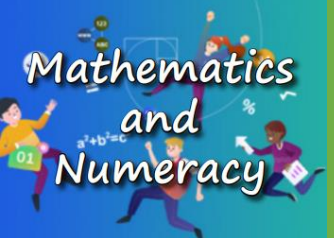


The school has also considered the statutory elements within the Curriculum for Wales Framework when designing our curriculum.

| The Four Purposes | | | | |
|--|---|---|--|---|
| Ambitious, capable learners, ready to learn throughout their lives | Enterprising, creative contributors, ready to play a full part in life and work | Ethical, informed citizens of Wales and the world | Healthy, confident individuals, ready to lead fulfilling lives as valued members of society | |
| <ul style="list-style-type: none">• set themselves high standards and seek and enjoy challenge;• are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts;• are questioning and enjoy solving problems;• can communicate effectively in different forms and settings, using both Welsh and English;• can explain the ideas and concepts they are learning about;• can use number effectively in different contexts;• understand how to interpret data and apply mathematical concepts;• use digital technologies creatively to communicate, find and analyse information;• undertake research and evaluate critically what they find and are ready to learn throughout their lives. | <ul style="list-style-type: none">• connect and apply their knowledge and skills to create ideas and products;• think creatively to reframe and solve problems;• identify and grasp opportunities;• take measured risks;• lead and play different roles in teams effectively and responsibly;• express ideas and emotions through different media;• give of their energy and skills so that other people will benefit and are ready to play a full part in life and work. | <ul style="list-style-type: none">• find, evaluate and use evidence in forming views;• engage with contemporary issues based upon their knowledge and values;• understand and exercise their human and democratic responsibilities and rights;• understand and consider the impact of their actions when making choices and acting;• are knowledgeable about their culture, community, society and the world, now and in the past;• respect the needs and rights of others, as a member of a diverse society;• show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world. | <ul style="list-style-type: none">• have secure values and are establishing their spiritual and ethical beliefs;• are building their mental and emotional well-being by developing confidence, resilience and empathy;• apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives;• know how to find the information and support to keep safe and take part in physical activity;• take measured decisions about lifestyle and manage risk;• have the confidence to participate in performance;• form positive relationships based upon trust and mutual respect -face and overcome challenge;• have the skills and knowledge to manage everyday life as independently as they can;• and are ready to lead fulfilling lives as valued members of society. | |
| Cross-Curricular Skills | | | | |
| Literacy | | Numeracy | | Digital Competence |
| Integral Skills | | | | |
| Creativity and Innovation | | Critical Thinking and Problem-Solving | | Personal Effectiveness |
| Planning and Organising | | | | |
| Cross-Cutting Themes | | | | |
| Human Rights | | Diversity | Careers and work-related experiences | Local, National and International Contexts |
| Relationships and Sexuality Education | | | | |
| Statutory Elements | | | | |
| Careers & work related experiences | | Well-being of Future Generations (Wales) Act 2015 | United Nations Convention on the Rights of the Child (UNCRC) | United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) |
| | | | | Additional Learning Needs and Education Tribunal (Wales) Act 2018 |

What informs our planning

We have offer a broad range of experiences, knowledge and skills that are explored through a range of contexts, topics and activities selected in the process of curriculum design. We have AoLE partners who are working together to ensure progression and coverage across the school.

A child's learning should focus on things that matter to them, we achieve this by ensuring that the pupils have a voice to shape their own learning. For each area of learning and experience there are statements of What Matters, 27 in total. They support the child to progress each year as they build their understanding and skills. We constantly ask our pupils what and how they would like to learn and we find out what matters to them to feed into the planning.

|  |  |  |  |  |  |
|---|--|---|---|---|---|
| Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals | Developing physical health and well-being has lifelong benefits | Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future | The number system is used to represent and compare relationships between numbers and quantities | Languages connect us | Being curious and searching for answers is essential to understanding and predicting phenomena |
| Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts | How we process and respond to our experiences affects our mental health and emotional well-being | Events and human experiences are complex, and are perceived, interpreted and represented in different ways | Algebra uses symbol systems to express the structure of mathematical relationships | Understanding languages is key to understanding the world around us | Design thinking and engineering offer technical and creative ways to meet society's needs and wants |
| Creating combines skills and knowledge, drawing on the senses, inspiration and imagination | Our decision-making impacts on the quality of our own lives and the lives of others | Our natural world is diverse and dynamic, influenced by processes and human actions | Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world | Expressing ourselves through languages is key to communication | The world around us is full of living things which depend on each other for survival |
| | How we engage with social influences shapes who we are, and affects our health and well-being | Human societies are complex and diverse, and shaped by human actions and beliefs | Statistics represent data, probability models chance, and both support informed inferences and decisions | Literature fires imagination and inspires creativity | Matter and the way it behaves defines our universe and shapes our lives |
| | Healthy relationships are fundamental to our well-being | Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action | | | Forces and energy provide a foundation for understanding our universe |
| | | | | | Computation is the foundation for our digital world |

What informs our planning

Central to the new curriculum are the 12 pedagogical principles which will underpin planning and assessment, it will promote challenge for all.

We constantly reflect upon, share and develop our teaching practices, based on our understanding of the **12 pedagogical principles** set out in the Curriculum Framework and the practices we find to be successful in our school.

These principles will be complimented by our 'Assessment for Learning' strategies, growth mind-set philosophy and multi-sensory approach to learning. They will help challenge and motivate our children to be the best they can be.

The 12 Pedagogical Principles

| | | | |
|---|--|---|---|
| 1. Focus on achieving the 4 purposes. | 2. Challenge learners and emphasise the importance of continuous effort. Convey high, achievable expectations. | 3. Use a range of teaching methods. | 4. Develop problem solving skills, creative skills and the ability to think creatively. |
| 5. Building on prior knowledge and experience. Engage interest. | 6. Creating authentic contexts | 7. Implementing formative assessment principles | 8. Extend within and across the Areas of Learning |
| 9. Reinforcing and practising cross-curricular skills - literacy, numeracy and digital competence | 10. Develop learners to take increased responsibility for their own learning and to develop as independent learners. | 11. Promote social and emotional development and positive relationships | 12. Promote collaboration |

Our bespoke curriculum includes:

- Termly focussed integral skills days
- Termly focussed well-being weeks
- An AoLE hook each term to lead the planning
- A whole school topic each year
- A mixture of indoor and outdoor learning.
- Welsh cultural heritage and traditions.

As a church school our Religion, Values and Ethics (RVE) has been designed in accordance with the trust deeds of the school. Our RVE is informed by the Church in Wales Supporting Guidance for RVE and has regard to the Agreed Syllabus.

Religion, Values and Ethics is a mandatory part of our Humanities curriculum and is built upon a series of concepts and big ideas. Our curriculum provides a range of disciplinary approaches to support learners to engage critically with a broad range of religious and non-religious philosophical convictions.

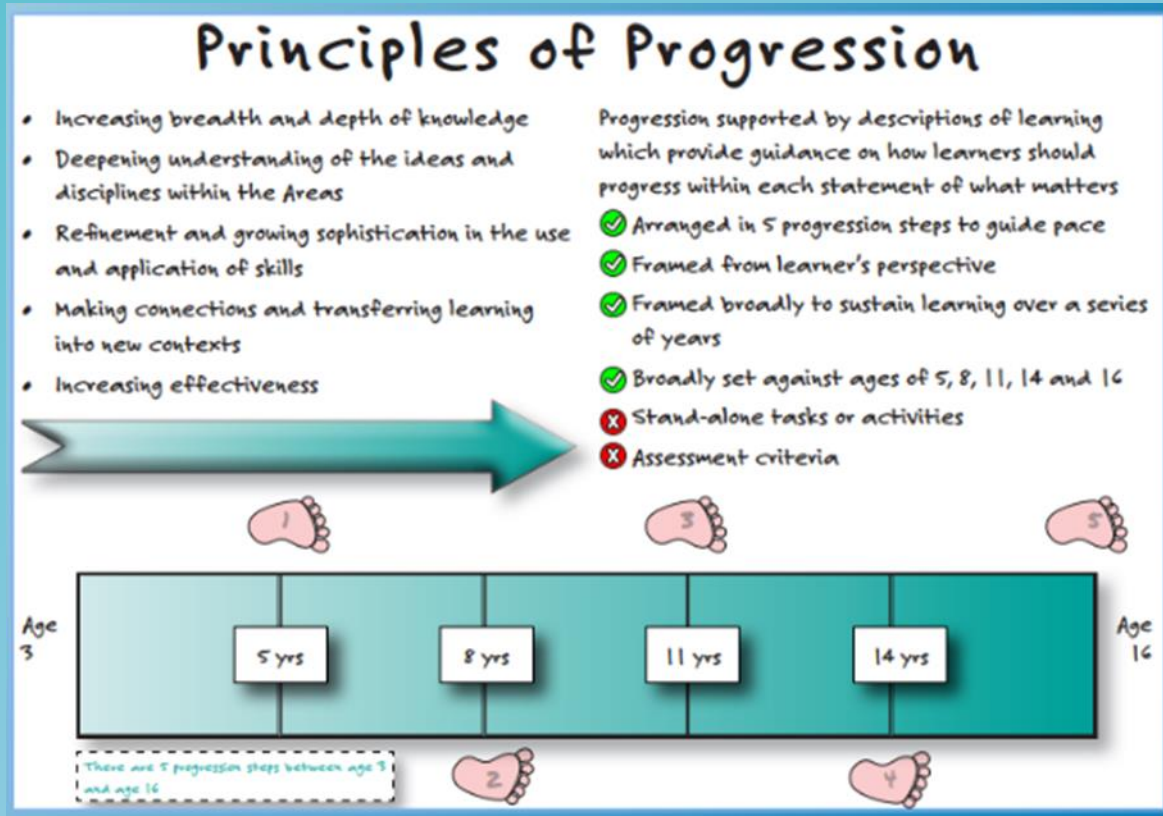
Our school's Relationships and Sexuality Education (RSE) follows the code set out by Welsh Government.

TELL ME
AND I FORGET
TEACH ME
AND I REMEMBER
INVOLVE ME
AND I LEARN
BENJAMIN FRANKLIN

Steps of Progression and Assessment

The new curriculum is an evolving journey. We use the Descriptions of Learning for each What Matters Statement to assess and plan for learners' progress. These broadly correspond to expectations for ages 5, 8, 11, 14 and 16 and offer guidance on how learners should demonstrate progress within each Statement.

These are not used as a list of tick boxes, but as tools to consider when planning for our learners' progress. In addition, there are Principles of Progression that underpin our planning for learners' progress across the fields over time.



Assessment is built into our curriculum as a part of everyday learning. We work with pupils to help them understand where they are in their learning and how to plan the next steps. This ongoing dialogue also helps to spot areas needed for further support and challenge.

Learners' achievements are assessed in a way that better suits our rapidly changing world. Assessment moves learners forward, shaping what they learn so that they can go above and beyond the progression step within each broad three year window. Teachers support pupils to meet their appropriate progression steps.



Assessment at Madras

Formative assessment is central to our teaching in Madras. By implementing its principles and strategies fully and consistently throughout the school, we will achieve many aspects of the 4 purposes, the integral skills and the 12 pedagogical principles. The following outlines how the different formative assessment strategies/principles contribute to these.

| Formative assessment strategy / principle | 4 purposes | Integral skills | 12 pedagogical principles. |
|--|--|---|--------------------------------|
| Class climate and culture, Growth Mindset, Learning zones, celebrating mistakes, embracing challenge | Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors | Creativity and innovation Personal Effectiveness Planning and organization Critical thinking and problem solving | 1,2,3, 7, 10,11, 12 |
| Involvement of learners in the planning | Ambitious, capable learners Healthy, confident individuals Ethical, informed citizens Enterprising, creative contributors | Creativity and innovation Personal Effectiveness Planning and organization Critical thinking and problem solving | 1,2,3, 6, 7, 8, 9, 10,11, 12 |
| Learning partners; think, pair share | Ambitious, capable learners Healthy, confident individuals Ethical, informed citizens Enterprising, creative contributors | Personal Effectiveness Planning and organization Critical thinking and problem solving | 1,2,3,4 7, 9, 10,11, 12 |
| Learning outcomes and Co-constructed Success Criteria | Ambitious, capable learners | Personal Effectiveness Planning and organization | 2,3,4,5,7, 9, 10, 11,12 |
| Feedback – Verbal, Peer and Written | Ambitious, capable learners Healthy, confident individuals Ethical, informed citizens Enterprising, creative contributors | Personal Effectiveness Planning and organization Critical thinking and problem solving | 1,2,3,4, 7, 10,11, 12 |
| Prior / current knowledge questioning | Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors | Personal Effectiveness Planning and organization Critical thinking and problem solving | 1,2,3,4,5,7, 8, 10 11, 12 |
| Differentiated challenges /eliminating ability grouping | Ambitious, capable learners Healthy, confident individuals | Personal Effectiveness Planning and organization Critical thinking and problem solving | 1,2,3,5, 6, 7, 8, 9, 10 11, 12 |

At Madras, we have established Shirley Clarke formative assessment techniques, as they encapsulate what is most important in education: empowering children to become confident learners who know how to learn. Formative assessment strategies also make a significant contribution to our wider assessment practices.

The school will fulfil the Curriculum's Assessment Purposes by supporting individual learners on a daily basis; identifying, capturing and reflecting on individual learner progress over time and ensuring we understand group progress in order to reflect on our practice.