



ABERMORDDU COMMUNITY PRIMARY SCHOOL

ASPIRING FOR
EXCELLENCE

CURRICULUM FOR WALES – WHAT IS IT?



The New Curriculum will have more emphasis for equipping young people for life. It will build their ability to learn new skills and apply their subject knowledge more positively and creatively.

Teachers will have more freedom to teach in ways they feel will have the best outcomes for their learners. Pupils will be more involved in the planning process, making suggestions for possible activities and letting teachers know what *they* want to learn.



WHAT WE OFFER AT ABERMORDDU CP SCHOOL



At Abermorddu CP School we aim to provide a broad and balanced curriculum that allows our pupils to 'Aspire for Excellence' while creating respectful, ambitious and creative individuals in order to create happy life long learners.

Well-being is at the heart of our curriculum and school and with the use of Jigsaw, integrating this personal and social development work into a comprehensive Health and Well-being curriculum gives the relevant context to build skills, attitudes, self-esteem, resilience and confidence,

As a school we have invested in Inspire Maths in order to progress and broaden our pupil's mathematical knowledge and understanding to a higher level. It is a mastery curriculum with an emphasis on deep conceptual understanding and problem solving built around the Concrete, Pictorial and Abstract approach.

Read Write Inc is used across the school from Nursery to Year 6 in order to provide all learners with phonic, spelling, reading and fluency progression, while Nelson Handwriting is used in order to aid pupils fine motor skills and designed to help all children develop a confident, legible and personal handwriting style and meet higher curriculum expectations.

Eco-School Platinum Award - Our Eco-Council are very proud to have att

INSPIRE MATHS



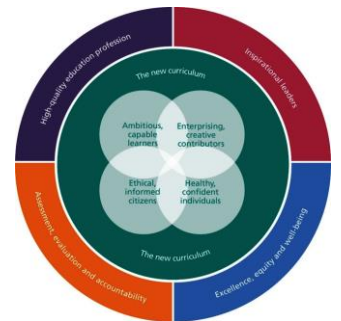
Nelson
Handwriting



DESIGNING OUR CURRICULUM



- Phase 1: Principles and Purpose – Determining the intent of our curriculum
 - We began by establishing the curriculum principles that reflect Abermorddu CP School's values, context, pedagogical approaches and needs. We discussed and defined our curriculum principles, vision and intentions with all stakeholders.
- Phase 2: Entitlement and Enhancement – Developing our learner offer
 - After clarifying our principles and purpose, we set out our learner offer. We considered our Abermorddu CP non negotiables and how we intend to broaden our curriculum with educational visits and other curriculum enhancement experiences. We considered what learners will experience as they move through school and thought of ways to capture this.
- Phase 3: Breadth and Balance – Determining the content of our curriculum
 - We use the descriptions of learning to inform planning. Staff and children have an input into the content of our topics on a termly basis. Curriculum 2022 provides staff with the opportunity to create a curriculum for Abermorddu CP that is engaging, authentic, creative and linked to Wales and the wider world. Using Taith 360, staff can ensure progression and coverage.
- Phase 4: Pedagogy – Planning the delivery of our curriculum
 - Pedagogy is a strength at Abermorddu CP. Staff play a huge role in developing the curriculum by attending training and researching good practice. This is disseminated to all staff during staff meetings and INSET days. A wide range of resources and teaching strategies are used effectively across the school. Children are enthusiastic learners who can see the real value in what they are being taught and appreciate the way the teachers interact with them.
- Phase 5: Progression and Assessment – Planning for Progression
 - Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. We will utilise various assessment strategies which will enable each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly.
- Phase 6: Review and Evaluate – Decide what works well and what areas need development
 - Now that we have established our Abermorddu CP curriculum an important step is to regularly review it's impact on teaching and learning, making any adaptations or changes we need to improve it further. We will consider further professional learning opportunities for staff on the AoLE's and continue to develop our assessment procedures.



BE ABERMORDDU

ASPIRING FOR EXCELLENCE

Our School Vision

*An inclusive family
of happy,
lifelong learners*



We will commit to continued professional development.

We will collaborate and communicate effectively.

We are always prepared and flexible and will plan effective inclusive learning experiences to give our children the best opportunities they can have in life.

We have an innovative outlook to improve teaching approaches.

OUR SCHOOL VISION – AN INCLUSIVE FAMILY OF HAPPY LIFELONG LEARNERS



Our School Vision

At Abermorddu CP School, we are passionate about supporting our learners to aspire for excellence, whatever their aspirations and strength, in a safe environment which respect everybody.

We hope to create an inclusive family of happy lifelong learners that will develop the knowledge and skills they need for the next stage of their lives and education.

As a school we will do everything we can to ensure that pupils leave us as kind, independent, curious, resilient, empathetic, and motivated individuals who have enjoyed their learning and learning experience here.

Everyone's voice and wellbeing is important here and it's prominent part of the schools ethos. We also want to broaden the horizons of all learners to be able to appreciate the diversity and wonder of the world and their place as individuals in it.

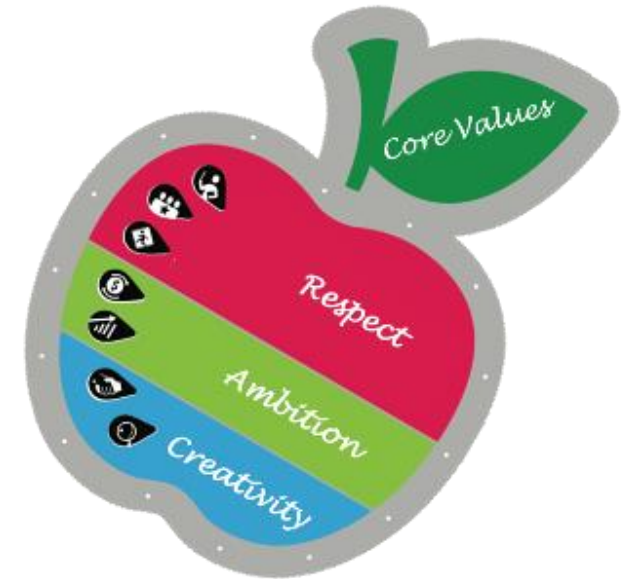


OUR CORE VALUES – BE ABERMORDDU



Our Core Value

Respect	Everyone in our school community is unique. We are honest and open in our work and respect the views and feelings of everyone. We celebrate our school, local and international environments.
Ambition	As a school we 'Aspire for Excellence' and we support every learner's ambition to achieve their full potential.
Creativity	We develop creativity through a variety of engaging learning experiences.



PUPIL CHARACTERISTICS – BE ABERMORDDU



Our Pupil Characteristics

Independent	We encourage independent learners who can take initiative and make good decisions and choices using a variety of different skills.
Curious	We enable our learners to become curious individuals through solving problems, asking questions, and finding the answer.
Resilient	We support each other as learners and staff to be confident and proud of ourselves, to embrace challenge and to persevere to achieve our goals.
Kind	We aim to create an environment where, in the words of one of our pupils. If I'm kind to others, others are kind to me.
Empathetic	We show empathy, care, and concern for the welfare of all. We listen and take action to ensure that everyone in the school feels safe and has a voice that is heard.
Motivated	Together we motivate each other to help us achieve and complete tasks. We aspire that everyone is motivated to listen, work, and get better at everything they do.



ABERMORDDU NON-NEGOTIABLES – BE ABERMORDDU

- **Pedagogy** – We use a range of approaches in our teaching to make it vibrant and authentic, for example, Imagineering, Lead Creative Schools, oracy and drama.
- **Pupil Voice** – Children help to lead our school and are actively encouraged to join a range of councils. We currently have a School Council, Sport Council, Eco Council, Criw Cymraeg and Digital Leaders. Children are also involved in the monitoring of the school environment.
- **Leadership for All** – All staff across the school are involved in SDP initiative teams and work to carry out priorities from our School Development Plan. Everyone has a leadership role within these groups and the opportunity to influence how the school develops.
- **Inclusivity for All** – We pride ourselves on being a forward thinking school that embraces diversity and recognises the different needs that children have.
- **Be Abermorddu Approach** – Children are encouraged to be resilient and 'have a go' at tasks. Our curriculum is planned to provide opportunities for team work and problem solving both indoors and outdoors.
- **Parental Engagement** – Our relationship with families is of high importance and is fostered from the very early years and continues throughout the school. Parents are invited into the school to take part in their child's learning and are in regular communication with class teachers via SeeSaw, Class Dojo and Google Classroom and informal face to face conversations at the end or beginning of the day.





CURRICULUM FOR WALES - 4 CORE PURPOSES

The Curriculum for Wales 4 purposes are the heart and core of Abermorddu's Curriculum

They underpin all aspects of our curriculum design, planning and teaching. Our vision and values as a school support the 4 purposes and we summarise below what they mean for us. Our learning experiences and teaching methods will always aim for this.

Ambitious, capable learners ... who are ready to learn throughout their lives, and who:	Enterprising, creative contributors ... who willing to play a full part in life and work and who:	Ethical, informed citizens ... who are ready to be citizens of Wales and the world, and who:	Healthy, confident individuals ... willing to lead fulfilling lives as valued members of society, and who develop:
<ul style="list-style-type: none"> · set high standards for themselves · enjoy challenge and solve problems · develop knowledge and skills and apply them in different contexts · are able to discuss their learning confidently · are able to communicate effectively in English and Welsh · use mathematics and numeracy and digital technologies effectively 	<ul style="list-style-type: none"> · think creatively · apply their knowledge and skills to create, adapt and to solve problems · identify and grasp opportunities · Are confident to take risks lead and work together in teams · express ideas and emotions in different ways · use their energy and skills for the benefit of others 	<ul style="list-style-type: none"> · make judgments and discuss issues based on their knowledge and values · understand and exercise their responsibilities human rights · understand and consider the impact of their actions · know about their culture and community, · know about society and the world in the present and past · respect the needs and rights of others, as a member of a diverse society · see that they have a role to play to ensure the planet's sustainability 	<ul style="list-style-type: none"> · physical and mental health and safety, · relationships based on respect and trust · personal values · skills and independence to deal with everyday life · the ability to face and overcome challenges



12 PEDAGOGICAL PRINCIPLES



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.

As we evolve the Curriculum for Wales in Abermorddu, experimenting and innovating confidently as practitioners is very important to us and we shall collaborate closely within the school and across the cluster to ensure the highest possible quality of learning experiences and teaching for our learners.

The school is a learning organisation. This means that we constantly research and learn about effective teaching

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 practicing 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



PROGRESSION STEPS



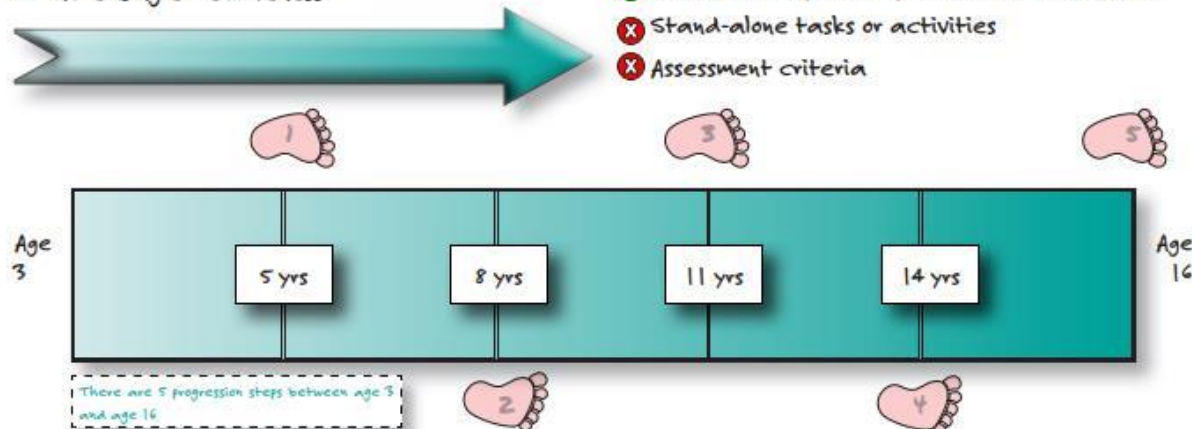
Our role in the transition along the 3 to

Principles of Progression

- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within the Areas
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts
- Increasing effectiveness

Progression supported by descriptions of learning which provide guidance on how learners should progress within each statement of what matters

- ✓ Arranged in 5 progression steps to guide pace
- ✓ Framed from learner's perspective
- ✓ Framed broadly to sustain learning over a series of years
- ✓ Broadly set against ages of 5, 8, 11, 14 and 16
- ✗ Stand-alone tasks or activities
- ✗ Assessment criteria



16 continuum

Our learners are at the centre of the transition process. We support all learners along the learning continuum, as they move between different groups, different classes, different years and different settings. We ensure that the well-being of all learners is an important and integral part of our processes, recognising the needs of individuals, while also supporting both continuity and progression in their learning. The understanding of each individual learner gained from our assessment strategies is crucial in

SCHOOL STRUCTURE



Governing Body and Headteacher to ensure the clear communication of shared School Mission, Vision and Purpose.

SLT ensure our School Mission, Vision and Purpose is developed through the curriculum vision.

Pedagogy & Learning

Progression & Assessment

Well-being & Pupil Voice

AoLEs Leaders ensure our curriculum vision is developed through the AoLEs

Language,
Literacy and
Communication

Maths and
Numeracy

Humanities

Health and
Wellbeing

Expressive
Arts

Science
and
Technology

AREAS OF LEARNING EXPERIENCES - CURRICULUM RESPONSIBILITIES



We have designated an Area of Learning Experience (AoLE) to each teacher in the school.

There are 6 AoLE for the Curriculum for Wales. They are;

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

These AoLE leaders are responsible for supporting curriculum design and ensuring appropriate coverage of the AoLEs and appropriate continuity and progression is being made across the school.

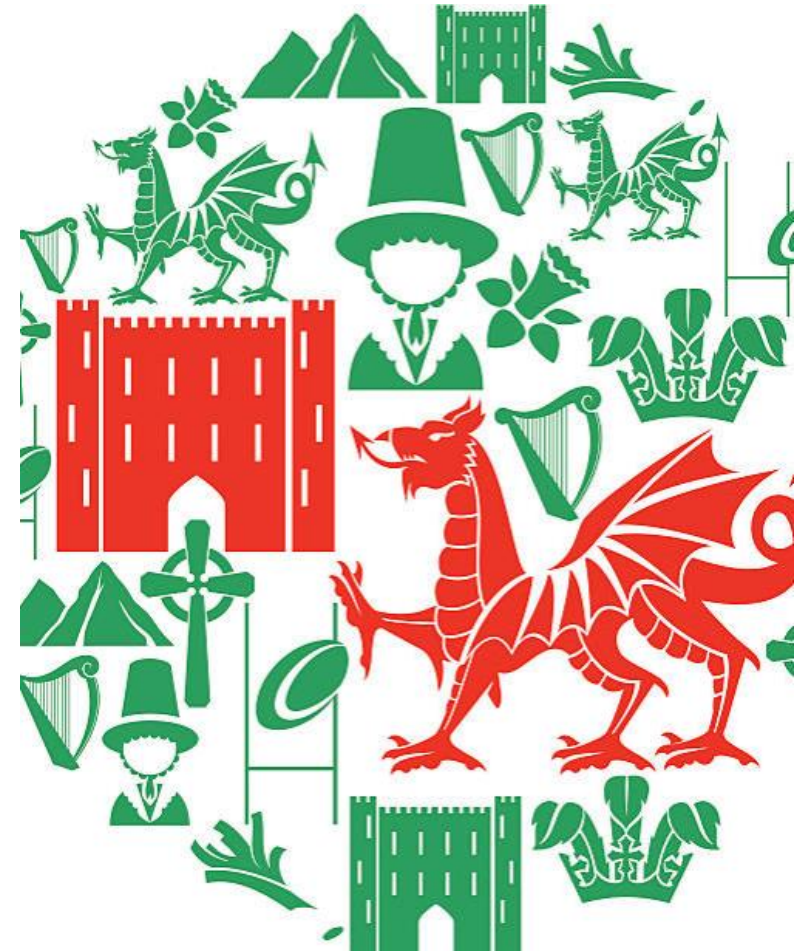
The SLT work with all AoLE leaders to contribute to the 'bigger picture', ensuring continuity and progression throughout the whole school.

HIRAETH & CYNEFIN – WHAT IS IT?



Hiraeth describes the way people feel about their home and landscape.

Cynefin is a Welsh word meaning “habitat”. It carries with it a sense of rootedness, physical, cultural or spiritual. It describes a relationship between the place of your birth and of your upbringing, the environment in which you live and to which you are naturally acclimatised.



PLANNING



At Abermorddu we teach Language, literacy & communication and Maths & Numeracy in the morning and focus on the other areas of learning experience during the afternoon.

Foundation Phase

Foundation Phase staff plan as a EY and Years 1 and 2 team. Much use is made of the provision areas both inside and out, and skills are reinforced through the use of child-led challenges.

Key Stage 2

Teachers plan as upper and lower teams, following the same topic at times. Children are encouraged to be creative and challenge themselves. We have a fully utilised outdoor area. Each class has a highly valued reading area within their classroom.

The Power of Pupil Voice

Learners play a central part in planning and are consulted at the start of every topic about what they would like to learn. This is our starting point and pupils are encouraged to ask questions throughout the topic.

Our School Council regularly host class consultation meetings. This ensures that every child has a voice in the decision making for our school and can contribute to our School Improvement Plan.

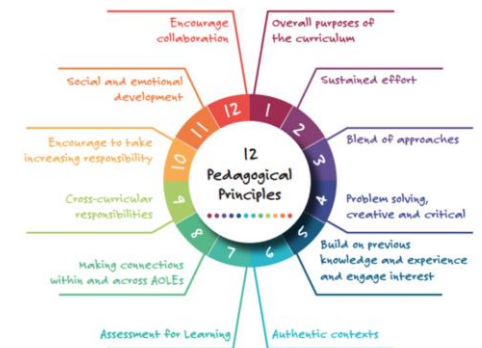


PLANNING



When planning at Abermorddu CP School, emphasis is placed on offering our learners high quality rich, broad and deep learning experiences. This means giving learners the time to acquire, practice and apply knowledge and skills to embed their learning and not to rush through work to 'achieve content'. This lays a solid foundation for the next stages of their learning and means that they build on their learning and progress throughout their time here.

Principle of Planning and Learning	4 purposes	Integral Skills	12 Pedagogical Principles.
Class climate and culture, Positive learning environment to promote happy, independent, and confident learners.	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, 4, 7, 10,11, 12
Pupil Voice All pupils have an opportunity to input into their learning.	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
Learning Outcome and Success Criteria Pupil assessment along with assessment for learning opportunities.	Ambitious, capable learners	Personal Effectiveness Planning and organization	2,3,4,5,7, 10, 11,12
Feedback Verbal, Self, Peer and Written	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,4, 7, 10,11, 12
Curious Questioning Prior and current knowledge to develop further understanding of a topic.	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,4,5,7,10 11, 12
Adaptive Challenges Pupil choice and teacher led challenges.	Ambitious, capable learners Healthy, confident individuals	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,5,7,10 11, 12



INCLUSIVENESS



Additional Learning Needs

As a school we ensure the needs are met of all learners through high quality teaching and learning provision. Our Universal Provision includes: whole class teaching, effective adaptive teaching, collaborative group work, individual and small group interventions, appropriate and reasonable adjustments to enable access to the school environment, curriculum and facilities.

During their time at Abermorddu CP School most learners will make expected progress in their learning from their starting points. If a child is not progressing, we will gather observations, use assessment data and seek to work in collaboration with the Additional Learning Needs Coordinator (ALNCo), parents and outside agencies / professionals to identify any additional learning needs.

Health & Well-being

Health & Well-being of all is a focus and a high priority across everything we do at Abermorddu CP and we offer a variety of well-being, behavioural and social and emotional support.

The Be Abermorddu Approach is an important key element of our curriculum. We promote a positive behaviour management approach with pupils to allow pupils to understand how to behave in and out of school.

Every child has a One Page Profile that sets out their strength, likes, dislikes and how best to support them and help them learn.

Inclusiveness

We pride ourselves on the inclusiveness at Abermorddu CP.

Our school will continue to develop strong relationships with our families and community. All staff have a good awareness of children's needs and have attended training on awareness of a variety of specific additional learning and well-being needs.



AREAS OF LEARNING EXPERIENCE



The 6 Areas of Learning and Experience

The Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Languages, Literacy and Communication	Science and technology
Experiences developed in this school: Art, Music, Dance Drama and Digital Media	Experiences developed in this school: Physical Health and development, mental health, emotional and social wellbeing	Experiences developed in this school: Geography, History, Religion, Values and Ethics, including local, national and international focuses	The approach developed in this school follows a 3 step method of; Concrete – being introduced to an idea using real life objects to physically understand the concept. Pictorial – when this is understood, the use of pictures as a representation. Abstract – a child can use mathematical symbols to gain the answer.	Experiences developed in this school: Welsh, English, International Languages, Literature.	Experiences developed in this school : Biology, Chemistry, Physics, Computer Science, Design and Technology,

Cross Curricular Skills

We will plan for the development of the following cross-curricular skills within and across the Areas of Learning and Experience using the revised national frameworks

Literacy	Numeracy	Digital Competence
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Cross-cutting themes

We shall include and extend the themes below across the curriculum

Relationships and Sexuality Education	Human Rights Education and the United Nations Convention on the Rights of the Child (UNCRC)	Diversity	Careers and work-related experience	Local, National and International Context
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6 AREAS OF LEARNING & EXPERIENCE

MATHS & NUMERACY

- Maths

LANGUAGE, LITERACY & COMMUNICATION

- English/Welsh/MFL

SCIENCE & TECH

- Science/DT/ICT

HEALTH & WELLBEING

- Food tech/ P.S.E./P.E.

EXPRESSIVE ARTS

- Art/Drama/Music

HUMANITIES

- RE/History/Geography

WHAT MATTERS STATEMENTS



What Matters Statements for the 6 Areas of Learning and Experience

Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Languages, Literacy & Communication	Science and Technology
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

TOPIC OVERVIEWS



Terms	Early Years	Year 1 & 2	Year 3	Year 4	Year 5	Year 6
Autumn	Marvelous Me	People and Places	Explorers	Journeys	People Who Changed the World	War and Conflict
Spring	Egg-cellent	Let's Celebrate	Rivers, Mountains and Seas		Formula 1	
Summer	Our World	Under the Sea	Green Planet	The Rainforest	Polluted Planet	Earth Matters





Google Classroom



ASSESSMENT



Learner progression along a continuum of learning from ages 3 to 11 is central to Curriculum for Wales. We will utilise various assessment strategies, which will enable each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly. Initially we will be using Taith 360 as an assessment and tracking tool.

The Purpose of Assessment

We utilise various assessment strategies as an overarching purpose within the curriculum to support every learner to make progress. In addition to this, assessment is a fundamental role in ensuring each individual learner is supported and challenged accordingly and we use the strategies to contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development – in order to inform next steps in learning and teaching.

Our assessments support individual learner progression on an ongoing, day-to-day basis (AfL); identifying, capturing and reflecting on individual learner progress over time; and understanding group progress in order to reflect on practice.

Communicating and engaging with Parents/Carers

We communicate effectively with parents/carers on an ongoing basis to foster positive relationships in order to engage them in purposeful and meaningful dialogue.

We aid learner progression by helping parents/carers to understand how they can support learning within and outside the school environment. We have developed and implemented processes which support effective two-way communication and engagement with parents/carers.

When developing these processes, consideration has been given to using a wide variety of different communication means, e.g. face-to-face, digital through SeeSaw and email. Information on any support, interventions or additional needs required for the learner's

ASSESSMENT AND PROGRESSION



Activity	Frequency	Description	Focus
On-entry assessment collating information from a range of sources	First half term of Nursery / Reception When a new pupil starts at school	Build an initial holistic picture and identify health, social, emotional and academic needs from: Previous Setting / Schools Parents Health workers Other agencies as appropriate – ESW etc. Classroom observations Co-construct one page profile about the child (more detailed for AN) Reception onwards – Key words, number recognition and formation. RWI assessments (termly)	General health and wellbeing, Medical needs incl. toileting etc Specific learning needs, e.g. SALT Strengths Areas for development – both academic and extra-curricular Phonics Numbers
Supporting the progression of individual learners	In-house testing - twice a year. Welsh Government Tests – twice a year (Y2-6)	Pupils highlighted as AN / Basic Skills Children are flagged to ALNCo and appropriate provision is put in place.	Reading Maths Spelling
On-going day to day assessment	Minute by minute, hour by hour, day by day etc.....	Ongoing day-to-day assessment to identify the learner's current achievements and plan the direction for their next stages of learning Timely feedback to pupils based on learning outcomes, clear success criteria and effective questioning	Effective response to feedback from learner and practitioner Opportunities for self-assessment and peer assessment Success Criteria TAG sheet
Pupil progress meetings between class teacher and SLT / ALNCo.	Termly	Meetings to discuss learners' progress and next steps in their development between teachers and SLT Qualitative information – staff observations, pupils' work, attitude to learning, pupil and parent input, Quantitative data – Personalised Assessments, Read Write Inc., Recorded in an on-going format – Target sheets / Headteachers notes	Health and wellbeing Attitude to Learning incl. attendance Strengths, Areas for development – both academic and extra-curricular Additional Support Needed

ASSESSMENT AND PROGRESSION



Activity	Frequency	Description	Focus
Parental Dialogue	Termly	<p>Induction evening in first half term</p> <p>Effective, regular and on-going dialogue with parents - pupil work via Seesaw, Class Dojo and Google Classroom.</p> <p>Parent evenings - option of face to face or by phone - individual parental choice with pupil targets.</p> <p>Written school report provided at the end of the year</p> <p>Family engagement sessions</p> <p>ALNCo meets regularly with parents. (for pupils with IDP)</p>	<p>Their general well-being in school</p> <p>The progress their child is making</p> <p>Their future progression needs</p> <p>How future progression needs can be supported at home</p>
Transition	Annually	<p>Professional dialogue between teachers when moving to next class</p> <p>Enhanced transition for AN children</p> <p>Annual transition day for Year 6 pupils,</p> <p>One page profile provided for each pupil,</p>	<p>Supporting the overall needs and well-being of the learner.</p> <p>Supporting learner progression</p>
Learner involvement	Regularly	<p>Learners should have regular input into the process - peer and self-assessment.</p> <p>Top Tips / Success criteria</p> <p>AfL, eg, traffic lighting</p>	<p>Providing evidence of their progression and opportunities for self-reflection.</p>

ALN - ASSESSMENT AND PROGRESSION



Activity	Frequency	Description	Focus
Learning needs investigation by gathering information from a range of sources to inform possible additional learning needs	<p>When investigations into learning needs is required.</p> <p>The use of the assessments depends on how the child presents and concerns raised – not all would be used for one child.</p> <p>Learning programme unit assessments throughout the year would also add to the picture of the child's progress, eg Read write inc assessments, class teacher assessment.</p> <p>Evidence collated could be used to:</p> <ul style="list-style-type: none"> -Support the child in school, via universal and targeted universal provision. -Consider whether the child has Additional Learning Needs (under the ALN Code 2021) -Write the Individual Development Plan (IDP) (if Additional Learning Provision is needed and the child has Additional Learning Needs) -and/ or refer to outside agencies – SALT, EP, OT, NDT ... as appropriate. 	<p>To gather evidence of a child's strengths and possible barriers to learning, including: health, social, emotional and academic needs – a mixture of information, anecdotal, profiles and standardised assessments :</p> <p>Anecdotal/observational:</p> <ul style="list-style-type: none"> • Parents • School staff • Standardised Score: • British Picture Vocabulary Scale (BPVS) • Raven's Progressive Matrices • Neale's Assessment of Reading Ability (NARA) • Strengths and Difficulties Questionnaire • Years 2 – 6 assessment tracking standardised • scores: Wales National Tests, NGRT (reading), Young's Spelling, NFER (maths)) Profile • Flintshire Assessment Pack • Speech Sounds Assessment (Northhamptonshire NHS) • TalkBoost tracker • Fine Motor Skills • Talkabout Social Skills (Alex Kelly) • Sensory Processing Checklist (Cheshire West) 	<p>Strengths & difficulties – their observations</p> <p>Observations of social and learning behaviours</p> <p>Receptive vocabulary – understanding of language</p> <p>Non-verbal reasoning skills</p> <p>Phonics, sentence reading and simple comprehension</p> <p>Sentence reading</p> <p>Miscue analysis – reading accuracy and comprehension</p> <p>Child development / behaviours</p> <p>Different types of anxieties</p> <p>Behavioural screening</p> <p>Twice yearly assessments tracking academic progress</p> <p>Child development from birth to 5 years</p> <p>Literacy skills</p> <p>Speech sounds immaturity screening</p> <p>Identify children with speech and language difficulties</p> <p>Fine motor skills: pencil & scissor control</p> <p>Social skills: assertiveness, body language, conversational skills, the way we talk.</p> <p>To try to identify triggers for sensory overload</p>



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ASPIRING FOR EXCELLENCE