



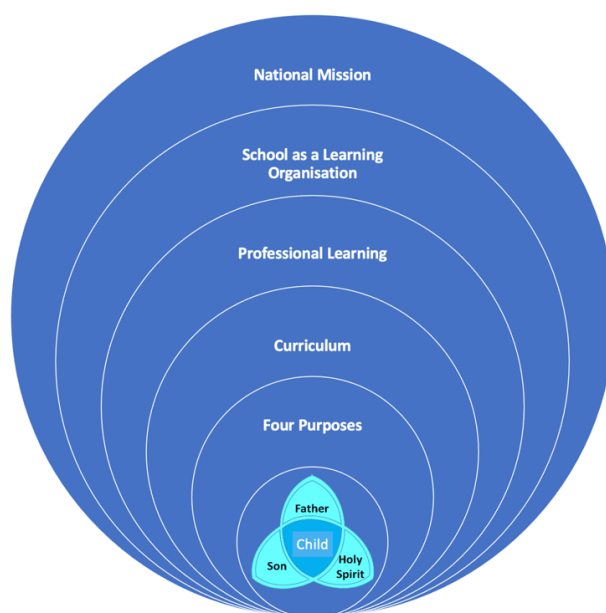
St Peter's Curriculum Summary

Curriculum Vision and Model

The St Peter's Curriculum Vision, which was created with involvement of all stakeholders, is to develop and design a curriculum that:

- has the development of the Four Purposes in pupils at its centre
- is broad and balanced, and is based on the six Areas of Learning and Experience
- is distinctively Catholic
- is knowledge-rich and develops skills systematically
- provides pupils with an extensive vocabulary
- develops pupils' literacy and numeracy skills and digital competence
- informs pupils about the world, including the local, national and international context.

The St Peter's Curriculum Model places each child's relationship with the Holy Trinity of God the Father, God the Son and God the Holy Spirit, at the heart of their school experience. The Four Purposes are also central to the school's curriculum and the development of all learners. To ensure that the curriculum offer meets the needs of all learners, the school provides excellent professional learning to staff members and volunteers. Through the School as a Learning Organisation approach, St Peter's is on a path of continuous learning, and purposeful collaboration with stakeholders and external agencies supports our work on achieving the enabling objectives of the National Mission.



St Peter's Curriculum Model

Together, the Curriculum Vision and Curriculum Model inform all curriculum design and development work.



Designing the Curriculum

The St Peter's Curriculum is everything a learner experiences in pursuit of the Four Purposes and with the Catholic dimension at its heart. It is not simply what we teach, but also how we teach and why we teach it.

The design of the school's curriculum was led by the Curriculum Development Team and all stakeholders have been part of the process. Staff members, pupils, parents and governors were invited to consider and provide responses to the question: 'By the time they leave St Peter's School, what should pupils know, be able to do, and what attributes should they have?' We shortened this to 'Know, Do, Be' in curriculum design discussions.

From the outset of the curriculum design work, the school aimed to build a curriculum that systematically builds knowledge and skills, provides pupils with an extensive vocabulary, and offers wide-ranging, enriching experiences. The 'Know, Do, Be' responses informed decisions about the curriculum content that would enable the vision to be realised.

The Curriculum Development Team engaged in extensive reading around evidence-informed practice and worked with experts in curriculum design to plan, develop and resource units of work to trial the school's new curriculum. These Domain Units were driven by the Four Purposes, and they immersed pupils in a topic through interdisciplinary work. Following evaluation and review processes, a whole school curriculum map was developed to ensure that the units were coherent, progressive and rigorous.

Through these immersive Domain Units, pupils are introduced to topics and themes that enable them to gain knowledge and develop skills in each of the six Areas of Learning and Experience (AoLE). Carefully planned learning activities, which reflect the concepts within the Statements of What Matter and the Descriptions of Learning, provide stimulating and enriching experiences for pupils that commit key information to long-term memory and develop curiosity, imagination and creativity. The school regularly shares information with parents and carers on the curriculum and ways they can support their child within and outside of the school environment.



Key elements of the St Peter's Curriculum

The Four Purposes

When considering the curriculum and how it meets the required elements of the Curriculum for Wales, the Four Purposes are foundational to all curriculum development work. This is further supported by the St Peter's Pupil Profile, which includes 16 virtues that pupils are 'growing to be'.

All curriculum planning begins with a focus on the Four Purposes, and the characteristics likely to be developed during a unit of work are identified. The immersive Domain Units enable pupils to gain knowledge and develop skills in each of the six Areas of Learning and Experience, and the curriculum encompasses the concepts within all the Statements of What Matter and Descriptions of Learning. Staff members continue to work with cluster colleagues in planning curriculum progression and assessment along the 3-16 continuum.

The curriculum aligns to the mandatory requirements of teaching Welsh, English and, in accordance with the Bishop's Conference of England and Wales, Religion, Values and Ethics (RVE). The mandatory elements of Relationship and Sexuality Education (RSE) and the cross curricular skills of literacy, numeracy and digital competence, are embedded throughout the curriculum. Carefully planned learning activities, appropriate for pupils' age, ability and





aptitudes, provide stimulating and enriching experiences for pupils, that commit key information to long-term memory and develop curiosity, imagination and creativity.

The St Peter's School Senedd is also pivotal in giving pupils an authentic opportunity to learn about the UNCRC, improve our school, support the local community, and work towards the UN Global Goals, thereby supporting pupils in becoming virtuous and ethical citizens of the world.

Learning Progression and Assessment

Progression in learning is a process of developing and improving in knowledge, skills and understanding over time. Progression is fundamental to ensuring the school's vision is achieved. All teachers and teaching assistants in the school are members of an AoLE team and these six teams considered the mandatory Principles of Progression and what it means to make progress in each of the Areas of Learning and Experience. It was vital that everyone in each team had a shared understanding and CfW language of what is meant by progression and assessment provided in the Curriculum Framework.

The AoLE teams considered the:

- Principles of Progression identified in the Curriculum for Wales Framework
- Statements of What Matters and how these provide the breadth and depth of the curriculum
- Substantive concepts such as Governance and Conflict Humanities, and Disciplinary concepts, such as Chronology and Place
- Descriptions of Learning at each Progression Step
- Importance of making links across learning and applying learning in new and challenging contexts.

The school's assessment arrangements are informed by the Principles of Progression and a variety of evidence-informed learning and assessment strategies, such as retrieval practice and quizzes, are used to assess pupils' attainment of knowledge and skills. These day-to-day strategies are supported by the planned, but less regular use of comparative judgement assessments and standardised tests.

Review, Feedback and Revision

St Peter's curriculum will be kept under review to ensure that it is meeting the needs of pupils and is maintaining the school's vision. Throughout the year, there will be a variety of self-evaluation activities to inform understanding of the effectiveness of our curriculum and the required revision. Monitoring, evaluation and review activities include an analysis of planning, work scrutiny, listening to learners, evaluating the views of stakeholders such as parents and carers, and governors, pupil progress discussions, learning walks and data analysis. The school will continue to work across the cluster and in partnership with governors, the regional consortium, the local authority, and our ITE partnership to further develop a shared understanding of progression and to ensure a high-quality 3-16 continuum of learning for all.