

Our School

Bedwas Junior School and Rhydri Primary School Officially Federated in September 2019.

Bedwas Junior School currently has 170 pupils between the age of seven and eleven. There are 6 classes at the school. Around 18% of pupils are eligible for free school meals. Most pupils are from a white British background. The school has identified around 17% of its pupils as having additional learning needs.

Rhydri Primary closed in July 2025 and the Federation ended. Bedwas Junior School has maintained an informal collaboration with Bedwas Infant School.

The substantive Headteacher of Bedwas Infants took up her post as Executive Headteacher in May 2023 to become the Executive Headteacher of the Federation of Bedwas Junior School and Rhydri Primary School and Bedwas Infant School.

Bedwas Junior school was last inspected in March 2017.

Bedwas Junior School Vision Statement

Our vision is to cultivate excellence and enjoyment in learning and teaching, within a stimulating and caring environment, where the achievements of all are celebrated.

To achieve our vision we will:

- create a rich, varied and safe learning environment, both in school and online, where children and staff develop their skills and abilities
- have high expectations in everything we do and gain satisfaction from the success of everyone around us
- enable children to be happy, confident and independent individuals with a positive outlook for the future
- celebrate the diversity of our school community through an inclusive curriculum
 - nurture the spiritual, moral, social and physical development of the children
 - work in partnership with parents/carers, governors and the wider community
- recognise the links between all aspects of a child's well-being and their ability to learn
- encourage children to respect the ideas, values and feelings of others enabling them to build positive relationships

- facilitate for enrichment opportunities through the language and heritage of Wales
- provide a creative curriculum which ensures learning is long lasting and supports the development of literacy, numeracy and thinking skills
- embrace new technologies as a learning and teaching tool in order to raise standards across the whole curriculum.

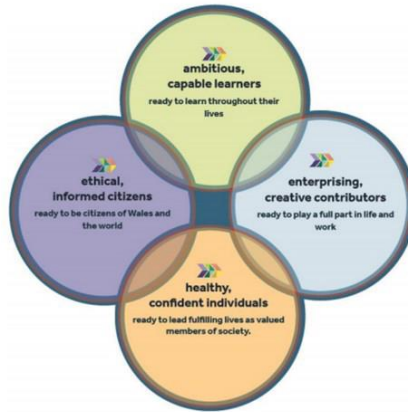
Curriculum Statement

In September 2022, all Primary Schools and some Secondary Schools introduced the Curriculum for Wales. The curriculum, designed by teachers will support children with a focus on positive experiences, knowledge and skills. It will suit their needs and help them reach their full potential.

At Bedwas Junior School, we are excited to be continuing to develop a bespoke curriculum for our pupils. We began our journey by reviewing our school vision gathering the ideas and desires of pupils, parents, governors and the wider community. Over the last subsequent years, we have trialled many methodologies and practices through action research as well as practitioners being engaged and involved in professional learning activities such as curriculum workshops and training. The curriculum is both proactive and reactive to changes within the local, national and global community. Our curriculum is broad, balanced and flexible in its design and purpose. We continue to listen to our learners in order for them to be part of the evaluation and design process.

How our curriculum meets the required elements set out in this National Framework

Central to, and underpinning, everything that we do are **the four purposes**. These are the starting point and aspiration for our curriculum. Ultimately, the aim of a school's curriculum is to support its learners to become:



Our children will learn:

- Literacy skills – listening, speaking, reading and writing in Welsh and in English.
- Numeracy skills – using numbers in everyday life.
- Digital skills.

Learning will be done through the **6 areas of learning and experience** as part of a chosen theme.

The 6 areas are:

- **Expressive Arts** - pupils will explore through Art, Dance, Film, Drama, Music and Digital Media.
- **Health and Well-being** - Pupils will learn about having a healthy body and a healthy mind. They will understand about healthy relationships and how to make good life decisions.
- **Humanities** - Pupils will explore history, geography, business studies and social studies. They will explore and learn about religions, values and ethics.
- **Languages, Literacy and Communication** - Pupils will learn and understand different languages. They will learn to use English, Welsh and BSL.
- **Maths and Numeracy** - Pupils will understand and use numbers and symbols. They will learn about shapes and measurement. They will learn how to collect and use information to make decisions.
- **Science and Technology** - Pupils will learn about nature and living things. They will learn skills to design and build things. They will understand how technology works and how to use it to solve problems.

Children will also learn about:

- Human rights.
- Respecting people's differences, like their beliefs or where they come from.
- Learning about work and how to choose the kind of work you want to do.
- Learning about Wales, your local area and the world.
- Relationships and sexuality, learning about things like feelings, healthy relationships and how we think about ourselves.

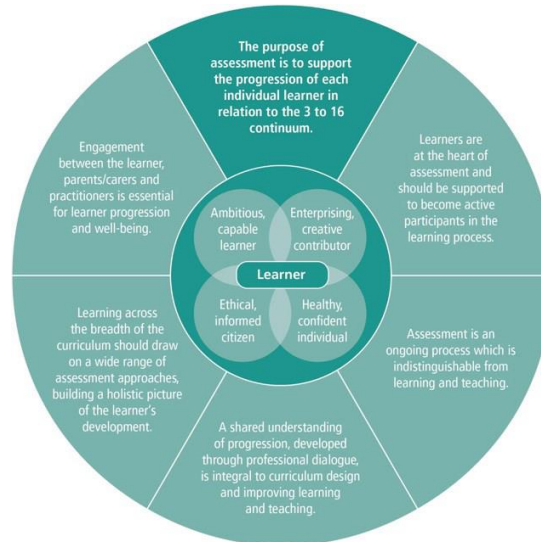
How we are approaching learning progression and its arrangements for Assessment

As a school, we use a multi-layered, universal cycle of assessment which places the child at the centre and answers the question 'How do you know a child is making progress in their learning?'

Staff have engaged with The Statements of What Matters, The Progression Steps, The Skills Frameworks and other curriculum guidance.

Descriptions of learning provide guidance on how learners should progress within each Area of Learning and Experience as they journey through the continuum of learning. These are arranged in five progression steps which provide reference points for the pace of that progression. While the learning continuum is the same for each learner, the pace of progress through it may differ. As a result, the progression steps only broadly relate to age with a set of expectations at ages 5, 8, 11, 14 and 16. Assessment should focus on identifying each individual learner's strengths, achievements, areas for improvement and, where relevant, barriers to learning.

This information is used by the teacher along with other formal assessment data (e.g. national literacy and numeracy tests). We are embedding assessment into day-to-day practice in a way that engages the learner. In discussion with the learner, we ascertain the next steps that are required to move learning forward, including any additional challenge and support required.



How our curriculum will be kept under review

Our curriculum is reviewed termly as part of the school improvement process.

AoLE teams and senior leaders will monitor and evaluate, which in turn informs future developments.

We will continue to explore the effectiveness of our curriculum and assessment processes on a regular basis, with input from learners, staff, parents and governors.