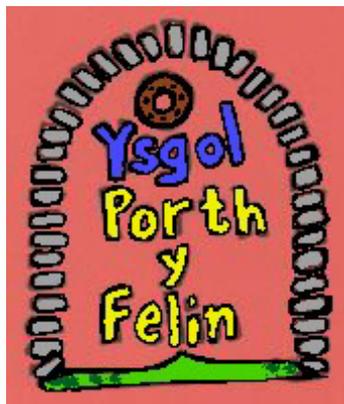


YSGOL PORTH Y FELIN

Believe, Respect, Succeed



Credu, Parchu, Llwyddo

**SCHOOL PROSPECTUS
2022-2023**



Esgob Bangor Bishop of Bangor

Y Gwir Parchg  The Right Revd Andrew John

Dear Parent/Guardian

More than a fifth of all schools in England and Wales were founded by the Anglican Church. The Church continues to take an active role in the education and welfare of children in schools. There are nineteen Church schools in Bangor Diocese, which are part of a family of voluntary schools here, and in other dioceses within the province of Wales.

In their approach to teaching, Church schools have a special distinctiveness; the sense of being part of a larger family is a reminder of the purpose of their Church foundation. These schools were always intended to serve their local communities and not just the Christian families that send their children to them. The governors and staff of Church schools hope that all who are directly involved with the school will feel themselves to be members of a school community that is characterised by a loving concern for each member.

Church school governors and staff share a conviction that parents/guardians have a vital role to play in the education of their children. The partnership of parents/guardians and teachers working together is recognised as being a beneficial factor in aiding pupils' progress and development at school.

Church schools benefit from the support of the Local Education Authority and this Diocese appreciates the partnership that exists between itself and the Education Authorities of Conwy,

Gwynedd and the Isle of Anglesey County Councils. Naturally, the Diocesan Division for Education, through its Education Officers and Bishop's Visitors, also provide advice to the voluntary schools. Each Church school has two or more Foundation Governors who are appointed by the Church. Among the many tasks they undertake on the School Governing Body, is the all-important task of ensuring that the Christian ethos of the school is secure and maintained.

I hope that your child/children will be happy at this school and will discover that a loving and friendly community exists here, which will allow him/her/them to grow and flourish. It is also hoped that he/she/they will in the same way, be able to make a valuable contribution to the life of the school.

Yours sincerely

**The Right Reverend
Andrew John Bishop of
Bangor**

✉ Tŷ'r Esgob, Ffordd Garth Uchaf, Bangor, Gwynedd, LL57
2SS ☎ 01248 362895 📧 bishop.bangor@etals

YR EGLWYS
YNG NGHYMRU  THE CHURCH
IN WALES

General Information

 **Ysgol Porth y Felin, Ffordd Llanrwst, Conwy, LL32 8FZ**

 01492 574592

 pennaeth@porthyfelin.conwy.sch.uk

Website: <http://www.ysgolporthyfelin.cymru>

Headteacher: Mr Paul Thomas

Chairman of Governors: Mrs. Gaynor Noon c/o Ysgol Porth y Felin

Local Education Authority: Conwy Education Services
PO Box 1
Conwy
LL30 9GN

Diocese: Bangor Diocesan Division for Education,
Diocesan Office,
Cathedral Close,
Bangor,
LL57 1RL

Description

Ysgol Porth y Felin is a Voluntary Controlled School of the Church in Wales. It is a co-educational 3 – 11 primary school serving the town of Conwy.

The school was built to replace Ysgol Cadnant, Ysgol Bodlondeb and Ysgol Gyffin, and first opened its doors for children on November 6th, 1999.

The school is situated just outside the town walls of Conwy, and is named after one of the old town gates – Porth y Felin (Mill Gate).

The School's Objective:

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church in Wales and in partnership with the Church at parish and diocesan levels.

The school aims to serve the community by providing an education of the highest quality within the context of Christian belief and practice. It

encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

The School's Aims:

[a] PERSONAL AIMS

1. Develop self-respect, self-discipline and self-confidence.
2. Develop a pupil's ability to come to logical conclusions and assertions and to foresee the probable results of an act.
3. Develop values to do with mind, body, spirit, feeling and imagination.
4. Develop an awareness of the significance and claims of Christian belief and practice.
5. Develop a lively and enquiring mind, with the ability to ask questions and debate logically, so that the child develops into an individual with an opinion and point of view that has been rationalised.
6. Develop the desire and confidence to use talents, skills and information.
7. Develop an understanding of the human body and the conditions that promote its healthy growth and development, as well as develop an understanding of factors that are dangers to health.

[b] SOCIAL AIMS

1. Develop respect towards people of different races and ways of living, or those who practise different religions.
2. Develop respect towards both people and property, as well as concern for others and understanding for those with disabilities.
3. Develop an understanding of the interrelationship between individuals, groups and races.
4. Develop a wish to contribute to society and participate in it in a responsible way.
5. Develop an understanding of the concept of 'community,' the services in that community and the part the individual plays in supporting it.

[c] EDUCATIONAL AIMS

i] Develop all aspects of communication - listening, talking, reading, writing, graphics and mathematics.

1. Listen in different ways for different purposes, giving attention to the discipline of listening.
2. Nurture the ability, the readiness and the confidence to speak and discuss in ways that are appropriate for different situations.
3. Nurture the ability to read intelligently for various purposes and particularly in order to get enjoyment.

4. Nurture the ability to write for different purposes and for different audiences paying special attention to presentation [handwriting etc.]
5. Nurture the ability to search for information from various sources and by different methods, and to record the results in different ways.
6. Develop the pupil's abilities to understand the nature of number, measures and space that will lead to an awareness of the basic structure of mathematics.
7. Nurture the pupil's awareness of mathematical patterns and the ability to perceive interrelationships.
8. Develop the pupil's mathematical skills and knowledge so that they may be used in situations in the home, the school and society.
9. Develop mental work in all its mathematical aspects.
10. Intensify a pupil's awareness, understanding and use of the computer as a method of communication.

ii] Develop and nurture the pupil's awareness of the immediate environment, and of the wider world, and the comprehension of it through different disciplines.

1. Nurture observance of, and respect towards, living things, non-living things and the ability to perceive characteristics such as order and pattern.
2. Develop the ability to create theories, to interpret evidence, to analyse and solve real problems.
3. Develop awareness and an understanding of historical and cultural heritage.

4. iii] Develop aesthetic and kinaesthetic abilities

1. Nurture discipline in using equipment and resources to enable a pupil to be creative in the various areas of the arts.
2. Develop flexibility and physical harmony and the ability to convey feeling by moving as an individual and as a member of a group.
3. Nurture interest, skills, taste and knowledge in order to enable a pupil to enjoy various leisure activities as a spectator or participant.

The School Day:

School starts at 8:50am for the juniors and 9.00 a.m. for infants. The infants leave at 3.15 p.m. and the juniors at 3.30 p.m.

The Nursery Morning Group starts at 9.00 a.m. and finishes at 11.30 am. The afternoon session commences at 1pm and finishes at 3.15 pm.

Lunchtime is from 12 noon to 1 p.m. There are two sittings, with the Infants being served lunch in the first sitting and juniors in the second. Children may alternatively bring a packed lunch.

Children should arrive at school between 8.50 and 9.00 a.m. The doors will not be open before 8:50, as that is when the school's responsibility for the children commences. Infants should enter the school by their respective classroom doors. Juniors should come in through the Junior Entrances then take their coats/bags to their cloakrooms and should then go straight to their classrooms.

After 9.00 a.m. access to the school will be restricted to the main entrance. Parents or any other visitor to the school during the day should enter via the main entrance and report to the receptionist/secretary.

The Nursery Class finishes at 11.30 a.m. and parents collecting their children should congregate outside the door of the Classroom in the enclosed yard.

Parents should not drive their cars on to the school site neither at the beginning nor the end of any school session. The gate will remain closed throughout the day.

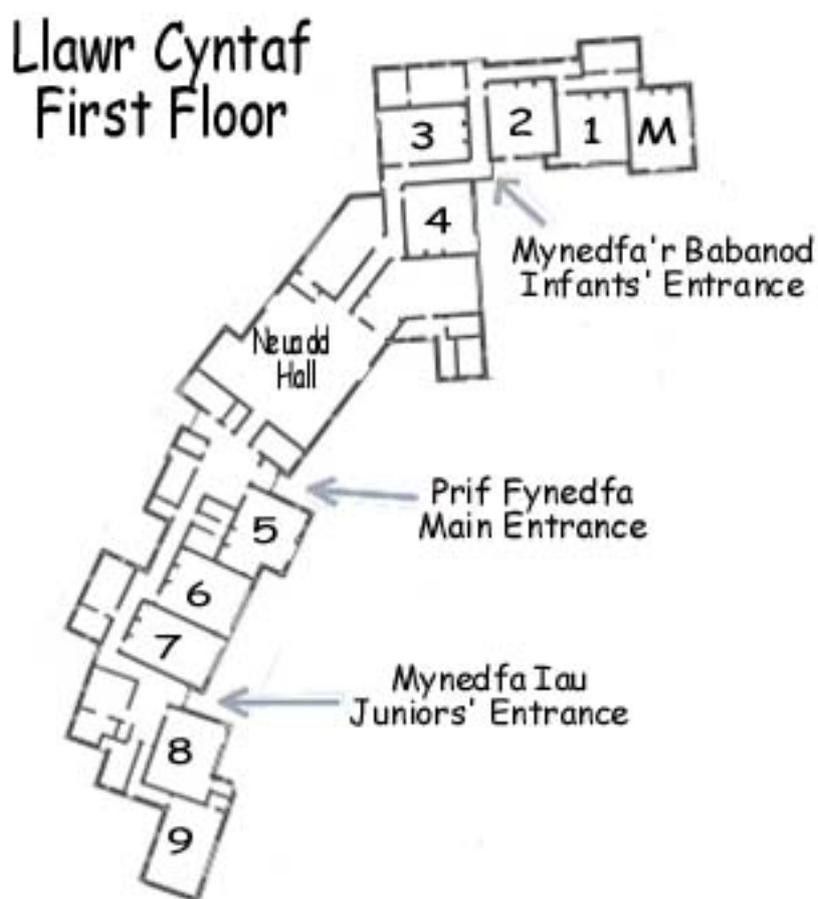
Security

All external doors have security locks. Sensor lighting is located around parts of the main building. The school is fully alarmed against internal trespass, with the added security measure of a fire alarm. Evacuation procedures are undertaken on a termly basis.

All visitors are expected to report to the school office before being allowed admission into the school building.

Staff continually monitors the safety of both the premises and teaching resources.

Plan:



Admissions

Children are admitted into the Nursery Class, on a part-time basis, in the September following their third birthday.

Children are admitted into the Reception Class full-time in the September following their fourth birthday. Any parents considering applying for a place for their child are welcome to visit the school, by prior arrangement.

School Holidays

A list of school holidays is shared on Dojo at the beginning of a school year. In addition, the Headteacher sends an occasional updates to remind parents of the holidays.

Uniform

The school has an official school uniform. It is felt that this leads to nurturing pride in the school and a sense of belonging, so we hope that parents will be willing to support the principle.

Red jumper/cardigan/sweatshirt

Plain navy trousers/skirt

Light blue shirt

Sensible black shoes

The school will stock some sweatshirts with the school logo on them. If we do not have any of the correct size then they can be ordered.

“Brodwaith” is the main supplier of sweatshirts and polo shirts.

We **strongly suggest** that every garment be labelled with the child’s name.

Pupils are expected to change into appropriate clothing before Physical Education lessons. The basic PE kit should consist of:

Plain white t-shirt (round neck)

Plain navy shorts

Sensible trainers

Jewellery and Valuables

For safety reasons wearing jewellery in school cannot be permitted, although a watch may be worn.

The school cannot be held responsible for money or valuables lost or mislaid and we urge you to ensure that your child does not bring to school any unnecessary amounts of money, jewellery, expensive watches, toys, mobile phones or any other valuable item.

Any money should be sent to school in an envelope with the child’s name and class written clearly on it.

Dinner money is collected on Mondays and Friday.

School Meals

Most children stay at school at lunchtime, either to have a meal, which has been freshly prepared in our kitchen, or to have a packed lunch from home.

School lunches are cooked on the premises. They are of a very high quality and attractively presented. Children are given a choice at every mealtime and special requirements in connection with religious and moral beliefs, or for health reasons, are catered for on request.

If you think you may be entitled to free meals for your child, an application form is available from the school secretary. The school secretary collects dinner money on a Monday morning. You are asked to send the money in an envelope marked with your child's name, class and the amount of dinner money included.

Dinner money must be paid in advance i.e. on Monday for the whole of that week.

If your child is absent during the week he/she will receive a credit for every meal not eaten. Please deduct the appropriate amount from the money the following week.

If you receive Social Benefits then it is possible that you may be eligible for free school meals. Application forms are available from the Local Authority.

If you wish to change meal arrangements then please give the school a week's notice of your intentions.

Health and Welfare

If your child is unwell or has an accident during the school day, then we will contact you. For this purpose, **it is essential that we have an up to date emergency contact number.** We would ask you also to keep the school informed of any medical condition from which your child might be suffering. Likewise, please keep us informed of any change in personal details – address, telephone number etc.

If it is essential for medication to be administered to your child at school then you should complete the special form available from school.

If your child suffers from asthma, we recommend that a spare inhaler be left at school in the safe keeping of the class teacher.

The School Nurse visits the school on a regular basis.

A medical inspection is arranged annually by the school doctor for some of the children – usually new entrants and Year 6 pupils. You will be invited to attend this inspection and will be able to discuss any particular problems concerning your child's health with the school doctor.

Absences

We ask parents to let us know why a child is/was absent or late arriving in school, either by letter, the school website, telephone call, text message or personal visit. An explanation from the pupil is not adequate. If no explanation is received then the school will send a text or letter home to ask for the reason.

The school has to categorise every absence as being either authorised or unauthorised. An absence is usually classified as authorised if the child is ill, has a medical/dental appointment or the absence has been authorised by the Headteacher beforehand. Parents wishing to take their child out of the school during term time should complete a request form (available from the office). Pupils who have 10 or more unauthorised absences during a school term may be liable to a fixed penalty notice from the local authority.

Parents' Evenings

We arrange two formal Parents' Evenings every year when Parents are invited to discuss their children's progress and development with the Class Teacher. One is held in the first half of the Autumn term and the other in the second half of the Spring term.

Each Summer term a written report will be forwarded to the parent/guardian of every child in the school. Shortly thereafter, there will be an opportunity for the parent/guardian to discuss this report with the class teacher.

Should you wish to discuss any aspect of your child's education at any other time then please contact the school in order to make an appointment with the Class Teacher.

Newsletters

Parents are informed of events and news about the school in general by newsletters and text messages. Letters and any other relevant communication are distributed by e-mail, on the school twitter account and by "pupil-post" – one letter for each family delivered by the eldest child of that family.

Information relevant to particular classes is communicated through letters to the children of that class.

Friends of the School

We have an active and enthusiastic Parents' Association named "Friends of Ysgol Porth Y Felin". The Friends organise social functions such as quizzes, discos and bingo evenings as well as fund raising activities.

We are very fortunate in having such a supportive association and would urge any new parents to get involved.

We welcome the support and help of volunteers in many aspects of our work. We have helpers – parents, grandparents, and aunts etc, who come to school to help with our reading scheme. We have volunteers who help by supervising on school trips and others who come in to give general help when needed. If you feel you can be of assistance, please contact your child's Class Teacher.

All our voluntary helpers have to complete a form which authorises the Education Authority to carry out a police check.

Performances etc

We hold an annual Christmas Concert to which parents are invited. We aim to arrange an afternoon and an evening performance of the concert so that as many parents as possible are able to attend.

Because of our close links with the Church, we regularly attend St Mary's Church in the town for worship.

Awards

We hold a whole school assembly every Friday in which children from each class are awarded star of the week certificates and stickers for good behaviour, good work, effort, and so on.

The children are presented with their certificates and stickers in front of the whole school and are applauded by the other pupils. We hope that you as parents will also celebrate the children's achievements at home.

Behaviour

All teachers have the personal and social development of your child in mind as well as their educational progress. We expect children to be concerned with the welfare of others, to respect each other's property and be polite at all times. We encourage self-discipline and self-esteem and we hope that every child will become a worthy member of the community.

Discipline is intended to be firm but fair. We utilise the positive approach of praise, encouragement, and incentive, as well as the more negative approach of criticism and punishment. Punishments, where necessary, take the form of a verbal reprimand and/or withdrawal of privileges.

Where there are problems, the school will contact parents and discuss matters in line with the behaviour code.

If there is no improvement then external agencies may become involved, and a contract be drawn up with the child, with certain "realistic" targets being agreed. Certain circumstances may lead to exclusion.

We hope you will contact us if you are worried about your child's welfare.

RULES

- We are gentle - We don't hurt others
- We are kind and helpful - We don't hurt anybody's feelings
- We listen - We don't interrupt
- We are honest - We don't cover up the truth
- We work hard - We don't waste our own or others' time
- We look after property - We don't waste or damage things

Homework

Health and wellbeing are at the heart of the new Welsh curriculum. The Aberconwy cluster of primary schools have decided not to give our pupils 'traditional', formal homework. We strongly believe that our pupils should be encouraged to use time after school for unstructured play and developing their own creativity. Some tasks will be sent home at times during the year to prepare for new learning or to practise what pupils have already learnt.

Equal Opportunities Policy

We do not discriminate against anyone, be they staff or pupil, on the ground of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the Equality Act 2010 and covers both direct and indirect discrimination. We promote the principles of fairness and justice for all through the education that we provide in our school. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school. We constantly strive to remove any form of indirect discrimination that may form barriers to learning.

We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.

The purpose of our **Strategic Equality Plan (SEP)** is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

The school complies with the Disability Discrimination Act and ensures that all pupils are treated fairly. Our access plan outlines the arrangements for the admission of disabled pupils and the necessary steps to prevent disabled pupils being treated less favourably than others.

Charging for School Activities

In broad terms, all tuition at the School is free, with certain exceptions such as individual music tuition (provided by peripatetic teachers). The school may invite voluntary contributions in support of specific activities organised by the

school; however, children will all receive the same treatment, whether or not a voluntary payment is made.

Although no charge will be made for activities mainly in school time, the school will ask to make a **VOLUNTARY CONTRIBUTION** to meet the cost incurred by the school. If sufficient Voluntary Contributions are not received then the visit may not take place.

General Principles

- (a) NO CHARGE will be made for admission to school.
- (b) NO CHARGE will be made for activities which are part of the National Curriculum.
- (c) No child will be disadvantaged because of their parents' inability or unwillingness to pay.
- (d) Parents will be invited to equip their child with items of personal equipment intended to be used solely by their child.

CHARGES will be made for activities, which take place mainly, or wholly out of school time e.g. Residential visits.

A CHARGE will may be made for materials used in practical subjects and project assignments (e.g. for ingredients or materials) provided parents have agreed in advance that they wish to keep the finished product.

If property is damaged or lost as a result of a pupil's bad behaviour, then payment from parents may be requested.

Remission Policy

Pupils who will be entitled to remission are those whose parents are in receipt of Income Support or Family Credit.

The school visits that qualify for remission are those which:-

- (a) Take place in school hours.
- (b) Are part of provisions for the National Curriculum.
- (c) Residential visits at centres designated by the education Authority
e.g. Pentrellyncymer, Nant BH, Glanllyn.

It is the responsibility of the parents to inform the school if they wish to claim remission from charges.

Complaints

The 1988 Education Act requires that procedures be established for parents' complaints about the curriculum or any related matter to be considered. In the first instance, such complaints should be raised informally with the class teacher and then the Headteacher. If this does not result in a satisfactory outcome then the matter may be taken further either through the Chairman of the Governors, or through a representative of the LEA. Details of the procedure involved are available from the school.

Language Category

The school is classified as Predominantly English Medium primary school but with significant use of Welsh

Curriculum - Pupils in the Foundation Phase experience the areas of learning in both languages but with greater emphasis on English. In Key Stage 2, both Welsh and English are used in teaching but there is greater emphasis on English. Welsh is used as the medium of teaching or learning for between 20% and 50% of the primary curriculum overall.

Language of the School - The day to day language or languages of the school are determined by the school's linguistic context. Both languages are used as languages of communication with the pupils and for the school's administration. A high priority is given to creating a Welsh ethos. The school communicates with parents in both languages.

Outcomes - The normal expectation is that pupils will transfer to English medium secondary provision, but will have attained enhanced Welsh second language skills. Some pupils may be able to pursue a limited number of subjects through the medium of Welsh at secondary level where these are offered.

The Curriculum

The four purposes should be the starting point and aspiration for schools' curriculum design. Ultimately, the aim of a school's curriculum is to support its learners to become:

- 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.

All our children and young people will be supported to develop as:

ambitious, capable learners who:

- 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**

enterprising, creative contributors who:

- 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**

ethical, informed citizens who:

- 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**

healthy, confident individuals who:

- 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 well
- 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.**

In developing their vision for their curriculum, schools and practitioners should consider what the four purposes mean for their learners and how their curriculum will support their learners to realise them. Their vision – and the four purposes more broadly – should then guide the process of curriculum and assessment design. This will include developing their approach to curriculum design decisions across the whole school.

As schools develop their vision to support their learners to realise the four purposes, learner voice should be central to this. The input of learners should be an important consideration throughout the design process.

Skills integral to the four purposes

The four purposes are also underpinned by integral skills which should be developed within a wide range of learning and teaching. At the heart of these skills is the importance of learners recognising, using and creating different types of value. In this context, value means worth and importance in a range of contexts, including financial, cultural, social and learning value.

These skills are noted below.

Creativity and innovation

Learners should be given space to be curious and inquisitive, and to generate many ideas. They should be supported to link and connect disparate *experiences*, *knowledge* and *skills*, and see, explore and justify alternative solutions. They should be able to identify opportunities and communicate their strategies. This should support learners to create different types of value.

Critical thinking and problem-solving

Learners should be supported to ask meaningful questions, and to evaluate information, evidence and situations. They should be able to analyse and justify possible solutions, recognising potential issues and problems. Learners should become objective in their decision-making, identifying and developing arguments. They should be able to propose solutions which generate different types of value.

Personal effectiveness

Learners should develop emotional intelligence and awareness, becoming confident and independent. They should have opportunities to lead debate and discussions, becoming aware of the social, cultural, ethical and legal implications of their arguments. They should be able to evaluate their learning and mistakes, identifying areas for development. They should become responsible and reliable, being able to identify and recognise different types of value and then use that value.

Planning and organising

Where developmentally appropriate, learners should be able to set goals, make decisions and monitor interim results. They should be able to reflect and adapt, as well as manage time, people and resources. They should be able to check for accuracy and be able create different types of value.

The development of these skills allows learners to work across disciplines, providing them with opportunities for both synthesis and analysis. There is particular potential for innovation in making and using connections between different disciplines and Areas.

When developing these skills, learners should:

- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances
- be supported and challenged so that they are prepared to confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- be afforded the space to generate creative ideas and to critically evaluate alternatives – in an ever-changing world, flexibility and the ability to develop more ideas will enable learners to consider a wider range of alternative solutions when things change
- build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.

Cross-curricular skills

The mandatory cross-curricular skills of literacy, numeracy and digital competence are essential to all learning and the ability to unlock knowledge. They enable learners to access the breadth of a school's curriculum and the wealth of opportunities it offers, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling learners to adapt and thrive in the modern world. Learners

need to be adaptable, capable of learning new skills throughout life and equipped to cope with new life scenarios.

Schools must design and deliver a curriculum which enables learners to develop competence and capability in these skills and, where there are opportunities, to extend and apply them across all Areas. Developing these skills is therefore a consideration for all practitioners.

Learners must be given opportunities across the curriculum 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 and communicate effectively and make sense of the world.

Rather than planning for these skills separately, the whole school should be involved and engaged to embed these skills across the curriculum. It will, therefore, be the responsibility of all practitioners across all Areas to develop and reinforce these skills across the curriculum, and not just for specialist practitioners of mathematics, language and computing.

The cross-curricular skills frameworks

Refined versions of the **National Literacy and Numeracy Framework** and the **Digital Competence Framework** sit alongside and align with this guidance. They provide supporting guidance for all practitioners, across all Areas, to ensure opportunities for the development of these mandatory skills. They present a common approach supporting schools and practitioners to ensure learners have frequent opportunities to develop, extend and apply these cross-curricular skills.

Progression

Progression in learning is a process of increasing sophistication, rather than covering a growing body of content. This is individual to each learner. It requires space for diversion, reinforcement and reflection as a learner's thinking develops over time to new levels.

While there may be particular threshold concepts that represent a significant shift in a learner's understanding, these are not linked to specific ages, nor will they happen at the same time in different areas for individual learners.

Learners with additional learning needs (ALN) will progress at a rate individual to the learner and this may not correlate with the broad two to three year progression step. Pace of progression should be evaluated by the professionals working with learners with ALN.

Supporting learners to make progress is a fundamental driver of the Framework. This is reflected in the statements of what matters, the descriptions of learning for each of these statements and is also the primary purpose of assessment. Understanding how learners progress is critical to learning and teaching and should inform curriculum design, classroom planning and assessment.

The principles of progression below articulate the national expectations for learners' progress throughout the continuum of learning. These principles will be further developed to support practitioners and will form part of the progression code which will be a statutory part of the Framework.

These principles of progression give practitioners a higher level understanding of progression. They:

- explain what it means for learners to make progress, the nature of that progression and the principles underpinning it
- describe what progression means and how learners make progress throughout the learning continuum rather than viewing it as movement between atomised statements
- apply across the continuum of learning and so do not refer to specific progression steps.

As well as the overarching text below, these principles are also described in the context of each area of learning and experience [Area/Areas]. They describe how learners make progress within each Area throughout their learning journey. These are distinct from descriptions of learning which provide more specific reference points of what progression should look as learners work towards the statements of what matters. Together, practitioners

can use these two elements to understand what it means for learners to progress, and use this to inform learning, teaching and assessment.

A number of conceptual models of progression exist. No single model has been employed in the creation of the descriptions of learning. Instead, practitioners should be mindful of a variety of ways in which learners may progress at different points in the learning journey, and over different lengths of time, as they develop their curriculum.

Principles of progression

Five principles of progression underpin progression across all Areas. The principles are as follows.

Increasing breadth and depth of knowledge

Learners need to acquire both breadth and depth of knowledge. As learners progress, they develop an increasingly sophisticated understanding of concepts that underpin different statements of what matters. They see the relationships between these and use them to further shape and make sense of knowledge and make links across the whole curriculum. This consolidates their understanding of concepts.

Deepening understanding of the ideas and disciplines within the Areas

Holistic approaches are particularly important to learning in early steps as learners engage with the world around them. Learners should become increasingly aware of ways in which ideas and approaches can be coherently grouped and organised. As they progress they need to experience and understand disciplinary learning in each of the Areas and see these in the context of the statements of what matters and the four purposes.

Refinement and growing sophistication in the use and application of skills

Learners need to develop a range of skills including: physical, communication, cognitive and Area specific skills. In the early stages of learning, this range of skills includes focus on developing gross and fine motor; communicative and

social skills. They also develop intellectual skills in applying what they have learned. As learners progress, they demonstrate more refined application of existing skills, and will experience opportunities to develop new, more specific and more sophisticated skills.

Over time, learners become able to effectively organise a growing number of increasingly sophisticated ideas, to apply understanding in various contexts and to communicate their thoughts effectively, using a range of methods, resources or equipment appropriate to their purpose and audience.

Making connections and transferring learning into new contexts

Learners should make connections with increasing independence; across learning within an Area, between Areas, and with their experiences outside of school. Over time these connections will be increasingly sophisticated, explained and justified by learners. They should be able to apply their learning in more unfamiliar and challenging contexts.

Increasing effectiveness

As learners progress, they should become increasingly effective. This includes increasingly successful approaches to self-evaluation, identification of their next steps in learning and more effective means of self-regulation. They become increasingly able to seek appropriate support and to identify sources of that support. They ask more sophisticated questions and find and evaluate answers from a range of sources. They become increasingly effective at learning in a social and work-related context.