



Curriculum Rationale

Ysgol Caer Drewyn

Ysgol Carrog

Our Vision and Values

At our schools we aim to deliver a bespoke curriculum that has at its heart the attributes of family oriented, inclusive community.

By learning together we aim to motivate and inspire our learners to be the best they can be in a safe environment.

We care passionately about our children's wellbeing and their individuality.

We will develop lively, enquiring minds, where they have the ability to question, to reflect and to make judgements and decisions.

We seek to recognise the individuality of every child and aim to fully develop the attitudes, strengths and interests of each child.

We aim to provide a climate for growth based on effort, achievement, praise and effective feedback.

We intend to provide opportunities and experiences above and beyond their expectations.

Our Values	Our Behaviour
Be Kind	Our school community promotes a caring and nurturing environment, as we treat each other with respect.
Be Happy	Our learners are supported with their well-being needs, to ensure they enjoy their learning every day and their voice is heard.
Be Curious	Our learners are supported to influence their learning and to learn from their successes and failures.
Be Creative	Our learners are encouraged to be creative, innovate, take risks and be entrepreneurial.
Be Honest	Our school community is unique. We will be honest and open in work and respect the views and feelings of everyone.
Be Healthy	Our learners will be active and encouraged to build their emotional well-being by developing their confidence, resilience and empathy.



Be Ready



Be Respectful



Be Safe



These keywords appeared most frequently when discussing our vision and values.

Curriculum Design

Our curriculum contains 6 Areas of Learning and experience, it encompasses the statements of What Matters and reflects the principles of progression. It includes the curriculum elements and encompasses the required cross-cutting themes and skills to achieve the 4 purposes.



Inclusion for all



UNCRRC



RSE



Careers



Diversity



Equality



Local, National & Global



Literacy



Numeracy



DCF



RVE

Expressive Arts

Health & Wellbeing

Science & Technology

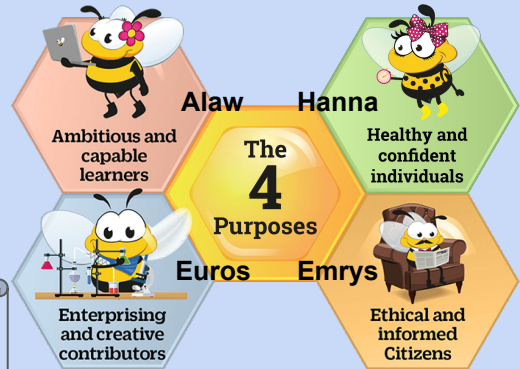
Humanities

Maths & Numeracy

Languages, Literacy & Communication

Integral Skills

- ✓ Creativity & Innovation
- ✓ Planning & Organisation
- ✓ Critical thinking & Problem Solving
- ✓ Personal Effectiveness



Statement of What Matters

Expressive Arts	Health and Well-Being	Humanities	Language, Literacy and communication	Mathematics and Numeracy	Science and Technology
WMS1 – Exploration through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identities, cultures and societies.	WMS1 – Developing physical health and well-being has lifelong benefits.	WMS1 - Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	WMS1 - Languages connect us.	WMS1 -The number system is used to represent and compare relationships between numbers and quantities.	WMS1 - Being curious and searching for answers is essential to understanding and predicting phenomena.
WMS2 – Responding and reflecting both as artist and audience, is a fundamental part of learning about and through the Expressive Arts.	WMS2 - How we process and respond to our experiences affects our mental health and emotional well-being.	WMS2 - Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	WMS2 - Understanding languages is key to understanding the world around us.	WMS2 - Algebra uses symbol systems to express the structure of mathematical relationships.	WMS2 - Design thinking and engineering offer technical and creative ways to meet society's needs and wants.
WMS3 – Creative work combines knowledge and skills using the senses, inspiration and imagination.	WMS3 - Our decision-making impacts on the quality of our lives and the lives of others.	WMS3 - Our natural world is diverse and dynamic, influenced by processes and human actions.	WMS3 - Expressing ourselves through languages is key to communication.	WMS3 - Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	WMS3 - The world around us is full of living things which depend on each other for survival.
	WMS4 - How we engage with social influences shapes who we are and affects our health and well-being.	WMS4 - Human societies are complex and diverse, and shaped by human actions and beliefs.	WMS4 - Literature fires imagination and inspires creativity.	WMS4 - Statistics represent data, probability models chance, and both support informed inferences and decisions.	WMS4 - Matter and the way it behaves defines our universe and shapes our lives.
	WMS5 - Healthy relationships are fundamental to our well-being.	WMS5 - Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.			WMS5 - Forces and energy provide a foundation for understanding our universe.
					WMS6 - Computation is the foundation for our digital world.

- ★ We will collate a broad range of experience, knowledge and skills that will be explored through a range of context, topic and activities.
- ★ The 27 statements of What Matters will be unpicked to make links across all Areas of Learning and Experience as appropriate.
- ★ We will support learners to engage in their learning with increasing depth over a period of time.
- ★ We will assist learners to apply their learning in increasingly challenging context and allow reinforcement and reflection as their understanding of the key learning develops and becomes more refined over time, provoking deep thinking, discussion and inquiry.

Curriculum Design

Pupil Voice

Teacher Facilitator

High quality learning experiences

Our Community

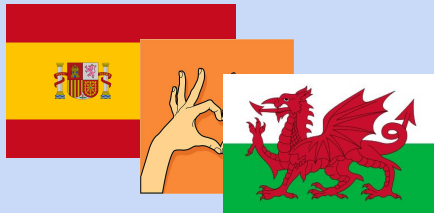
Our country

Our world

Healthy Body

Healthy Mind

Successful Lifelong learner



There will be a strong focus on welsh culture embedded throughout.

Languages will lead to a sense of belonging and a key to understanding our communities in Wales and the world.

Each class will have weekly Forest School sessions which will support learners to develop their self esteem, creativity, independence and self-confidence outdoors. Forest schools provides a holistic approach to learning and offers a variety of opportunities to problem solve, take risks and develops their creativity. The school grounds and local woodland areas within our localities will be used.

We will have a place of identity in the local and global world.



What's Important to us?

- ★ Wellbeing & happiness
- ★ Enriching opportunities
- ★ Encouraging Independence
- ★ Respect for all - learners & adults
- ★ Enthusiasm & Engagement
- ★ Quality learning experiences & teaching
- ★ Sense of and pride in our communities

Curriculum Design Teaching & Learning

What do we mean by 'curriculum'?

- ❖ A curriculum will be considered at the 'heart' of our schools.
- ❖ Our curriculum is a joined up way of thinking to realise our vision to ensure our learners are ambitious, enterprising, ethical and healthy citizens.
- ❖ Our curriculum is broad and balanced and suitable for learners of different ages, abilities and aptitudes.
- ❖ It provides for appropriate progression for learner and includes a range of provision to ensure this.



What does teaching and learning look like at Ysgol Caer Drewyn & Ysgol Carrog?

- Learners will enjoy learning, understand their progress and become ready to learn throughout their lives
- Learners will show resilience when faced with challenges and develop a growth mindset
- Learners will know how they are progressing and what their next steps are; through progress meetings and effective feedback. They will know what it takes to be a good learner and feel confident to lead the direction of their learning.

Opportunities in teaching

- ➔ Teachers will build on previous learning experiences, consolidate, develop and extend learners. They will be the facilitators of learning.
- ➔ Teachers will react to spontaneous opportunities from local, national & world events
- ➔ Teachers will consider the needs, views and stages of learners, they will design fun, challenging and progressive experiences. Learners will have opportunities to influence their learning.
- ➔ Learners will be given opportunities across the curriculum to: develop listening, reading, speaking & 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 around them.

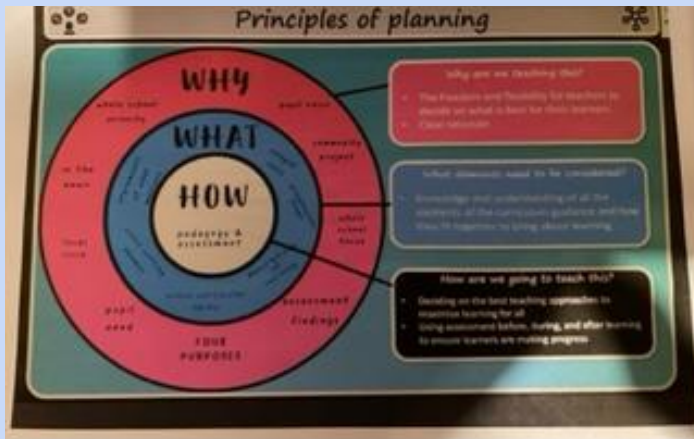
Planning the delivery of our Curriculum



At our schools we will have a combination of approaches used according to the learners age and learning context.

There will be elements of planning for direct teaching, (disciplinary & multidisciplinary approaches) e.g. maths skills, phonics.

There will also be opportunities for learners to practice and apply skills in different cross curricular context (interdisciplinary & integrated approaches) e.g. either through a Big Question - What was it like to be a child in Corwen during the 2nd world war? Or through a specific theme - World Cup.



When planning, emphasis will be placed on offering our learners high quality, rich, broad and deep learning experiences.

Planning the delivery of our Curriculum

The curriculum that our learners experience is designed with these key elements at its heart:

Independence We use missions to enhance thinking skills, independence and creativity	Innovation We take responsible risks, think outside the box and collaborate to innovate out themes, pedagogy and learning experiences	21st Century Learning We use technology to support, enhance and progress learning
Inclusivity We are responsible to our individual learners' needs, talents, diverse backgrounds and interests	Experiences Our curriculum provides exciting, immersive and varied experiences to support the development of skills and acquisition of knowledge.	Progression We provide a progressive curriculum driven by high standards and ongoing assessment
Outdoor Learning We seek and explore opportunities to take learning outdoors	Expertise We engage with our local community to provide our learners with stimulating visitors and educational visits	Cross AoLE Learning Our teaching and learning is thematic with meaningful and relevant links within and across the 6 AoLEs
Engagement We plan for and provide authentic and purposeful learning experiences in our curriculum.	Co-construction We use pupil, parent/carer, staff and stakeholder voice to inform the design and planning of our curriculum	Reflection We reflect and review with pupils, staff, parents/carers and stakeholders to continue improving our teaching, learning and curriculum

Planning the delivery of our Curriculum

The elements below are also important to us and will be constantly implemented in our planning:

Enjoying Learning - The most important thing for us in planning is to ensure that our learners enjoy their learning and have fun. So we will work hard to ensure that:

- *the learning experiences are interesting and stimulating
- *that our teaching and working relationships with our learners inspire enthusiasm and enjoyment.

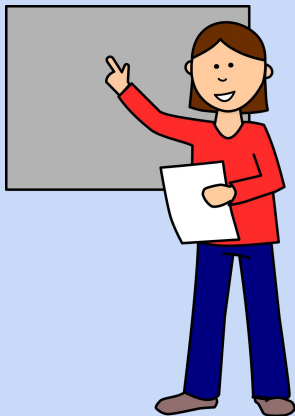
Pupil Voice - Learners will play a central part in the planning of the 'big questions' and missions. These will be on display in each class and reviewed/updated throughout each term with learners.

Families and Community - Working with our parents/carers and the community is very important to us. We will continue to invite parents to our termly parent engagement sessions so they can participate in their child's learning. We will continue to provide support and guidance to our parents and further develop links with local businesses/groups.

Cross Curricular Skills - Literacy, Numeracy & Digital Competence are statutory requirements across all Areas of Learning Experience. We will therefore pay close attention to these in our planning and plan plenty of opportunities for them to acquire, practice and apply these important skills to embed them.

Health & Wellbeing - is a focus across all that we do. We will continue to develop expertise as a Trauma Informed School and use programs such as 'Elsa', 'Seasons for Growth' and 'Unearthing'. Mindfulness, Mind Mechanics, Pause Point, Growth Mindset and 'Sleeping Lions' will also be used to develop and enhance learners resilience as they become ambitious and capable learners.

Assessment and Progression



Learner progression along a continuum of learning from ages 3 to 16 is central for Curriculum for Wales. The what matters statements will be used to assess and plan for learner progress. They will not be used as a tick list but as a tool to consider when planning for our learners' progress.

We will utilise various assessment strategies, which will enable each individual learner to make progress at an appropriate pace, ensuring they are supported and challenge accordingly. Initially we will be using the Gwe pupil spreadsheet but we will also explore Taith 360 to ensure we are using the most effective assessment and tracking tool.

Assessment is a fundamental role in ensuring each individual learner is supported and challenged accordingly. We will use strategies to contribute to developing a holistic picture of the learners - their strengths, the ways in which they learn and their areas for development, in order to inform next steps in learning and teaching. Termly pupil progress meetings will ensure the learner is at the heart of their learning journey.

We will achieve the purposes of curriculum assessment as follows:

1. Supporting individual learners on an ongoing day to day basis (AfL)
2. Identify and reflect on individual learners' progress over time
3. Understand the progress of pupils to reflect on practice
4. Track the progress of our pupils to support everyone to develop consistently and ensure that the best possible provision is in place for everyone.

We will also be using the Seesaw app to capture learners progress, which will also be shared with parents. We will also assess and monitor learner's well-being through the PASS assessment.



Steps of Progression



Explores
Progression Step 1
Nursery & Reception

Every child needs to establish fundamental learning skills to enable them to access and engage with learning.



Adventures
Progression Step 2
Years 1, 2 & 3

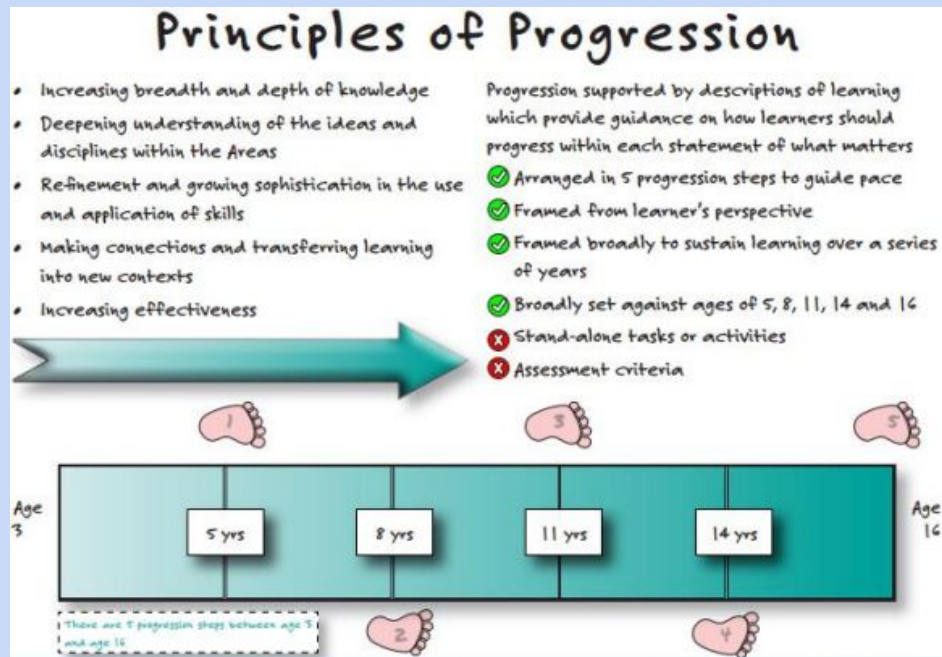
All learners will collaborate, problem solve and investigate to deepen their understanding of concepts, ideas and experiences



Pioneers
Progression Step 3
Years 4, 5 & 6

Pupils will extend and relate their knowledge through a learning process to further progress and fulfil their potential.

Principles of Progression underpin our planning for learners' progress across their time with us.



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

Pedagogy

Excellent teaching is essential if we are to realise the 4 purposes, our vision and the requirements of the curriculum framework. We will constantly reflect upon, share and develop our teaching practices, based on our understanding of the 12 pedagogical principles and the practices we find to be successful in our schools.

As we evolve the Curriculum for Wales, experimenting and innovating confidently as practitioners is very important to us and we will continue to work closely within our schools and across the cluster to ensure the highest possible quality of learning experiences and teaching for our learners.



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