



Ysgol Llanfair DC Curriculum Rationale

The New Curriculum

We engaged with the learners, parents, staff, governors and our local community, through questionnaires when starting the process of planning the new curriculum, we discussed the key qualities that would form the basis of our curriculum and our vision. We are currently on our journey to realise the vision and we will include the views of all stakeholders when evaluating and refining the provision at Ysgol Llanfair DC in the future.

The four purposes are central as we design the curriculum and the learning powers are an integral part of the learning, teaching and assessment of our learners' progress.



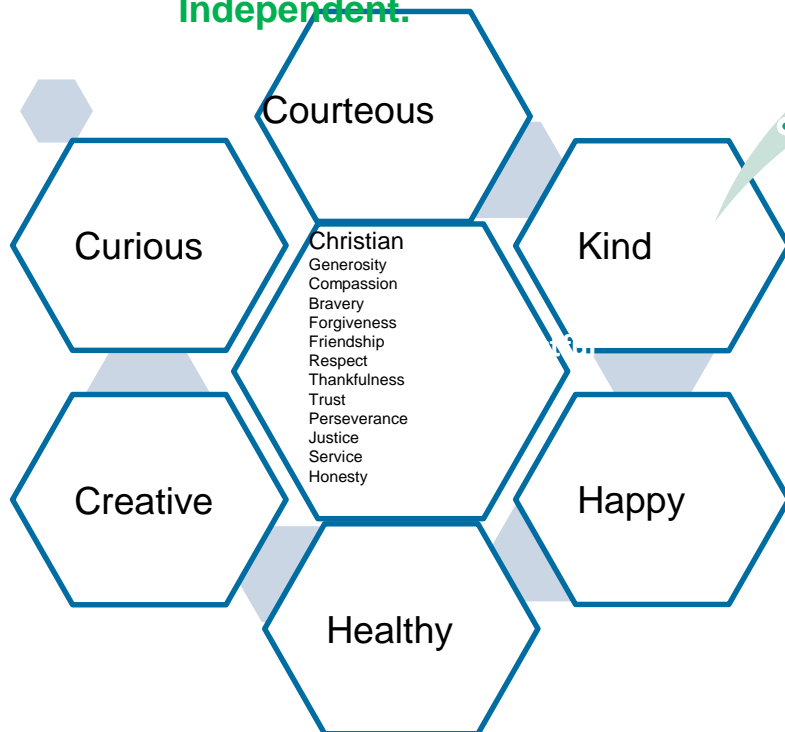
Ysgol Llanfair DC Curriculum Rationale

Our Vision & Values

At Ysgol Llanfair DC we aim to create an environment and atmosphere that will help every child to grow into a full and confident person by giving them a chance to develop their talents to the best of their ability

We listened to learners, parents, staff, governors and our local community. These 10 virtues occurred most frequently when discussing our vision.

Inclusive, Bilingual, problem solvers, Ambition, Enterprising, Confident, Ready to learn, resilient and Supportive and Independent.



Exciting Opportunities

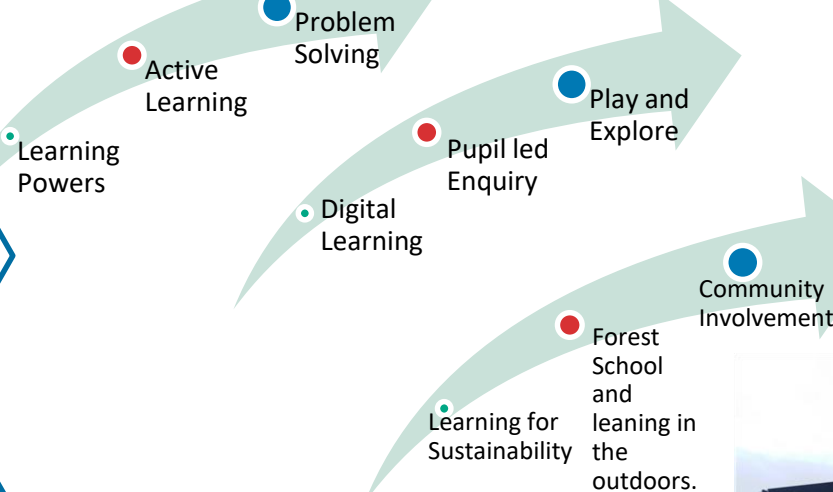
Learners will have a strong voice to influence their learning. Teachers will consider the needs, views and stages of learners and design exciting, challenging and progressive experiences across all AoLEs without compromising on standards.

Learning Outdoors

Learning experiences will develop and embed the four purposes. The curriculum will provide authentic and fun learning experiences within our local community always encouraging pupils to enjoy a healthy lifestyle.

Classroom Climate

Learners will influence the design of their learning environment. They will have opportunities to work in ways that enhance their learning and also to present their work in their own unique personal way.



Ysgol Llanfair's Learning Powers



Learners supporting each other to be confident and resilient, embracing challenge and persevering to achieve their goals. Developing skills for learning, life and work.



Ysgol Llanfair DC - Designing our Curriculum



Phase 1: Principles and Purpose – Determining the intent of our curriculum

We began by establishing the curriculum principles that reflect Ysgol Llanfair'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 non negotiables and how we intend to broaden our curriculum with educational visits, extracurricular activities 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 collate a broad range of experiences, knowledge and skills. They are explored through a range of contexts, topics and activities selected in the process of curriculum design. We also make links across Areas as appropriate. We also support learners to engage with descriptions of learning in increasing depth and sophistication over a period of time. We assist learners to apply the descriptions of learning in increasingly challenging contexts and allow for diversion, reinforcement and reflection as their understanding and application of the key learning develops and becomes more sophisticated over time, provoking deep thinking, discussion and inquiry.

Phase 4: Pedagogy – Planning the delivery of our curriculum

We have sought to develop a strong vision of learning and teaching which considers the 'why' - our curriculum rationale, the 'what' - our curriculum design as well as the 'how' - our curriculum planning. Our vision will recognise the integral role of the learning environment in supporting effective learning.

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 curriculum an important step is to regularly review its impact on teaching and learning, making any adaptations or changes you need to improve it further. We will consider further professional learning opportunities for staff e.g. further developing the knowledge and understanding of AoLE leaders, opportunities to work with HEI on teacher action research.

Phase 1: Principles and Purpose

Ysgol Llanfair DC – Our Vision and Values



Learning together at Ysgol Llanfair DC to motivate and inspire our pupils to be the best they can be and to live happily and be confident in an ever changing world!

We listened to learners, parents, staff, governors and our local community. These 10 virtues occurred most frequently when discussing our vision.

Inclusive, Bilingual, Problem Solving, Ambition, Enterprising, Confident, Ready to learn, Resilient, Supportive and Independent

Our Vision and Values

Our Christian Values

Generosity
Compassion
Bravery
Forgiveness
Friendship
Respect
Thankfulness
Trust
Perseverance
Justice
Service
Honesty

Our Values	Our Behaviours
Be Honest and kind	Our school community promotes a caring and nurturing environment, as we treat each other with respect.
Be Happy	We support every individual learner's well-being needs to ensure they enjoy their learning every day.
Be Creative	Our learners are encouraged and empowered to be creative, innovative and entrepreneurial.
Be Curious	Learners are supported to influence their own learning as we facilitate and encourage a thought provoking and challenging learning environment.
Be Healthy	We will be active and fully involved in the life of our community and we will encourage our learners to build their mental and emotional well-being by developing confidence, resilience and empathy.

Our educational philosophy has inclusion at its core. Our school provides a stimulating and happy environment in which children are encouraged to become independent learners. All children are valued as individuals and are provided with a broad and balanced education in order that they become mature, responsible and happy learners, who contribute to the culture and ethos of the school and the wider community.

Phase 1: Principles and Purpose

Ysgol Llanfair DC – Context

Ysgol Llanfair DC is a rural, bilingual, church primary school on the edge of Ruthin in Denbighshire.. We provide education for approximately 115 learners from three to eleven years old, we offer nursery provision during the afternoon sessions. There is an on-site morning playgroup, Cylch Meithrin Y Graig four mornings a week.

The three-year average for pupils eligible for free school meals is around 5%. We have identified about 5% of pupils as having additional learning needs.

Outdoor Learning is a central part of Ysgol Llanfair's ethos in the foundation phase and we are developing this throughout the school.

Welsh is the working language at Ysgol Llanfair and most of the communication between pupils and staff is in Welsh. All pupils are taught together in the same class, where Welsh has a strong prominence. 45% of the pupils speak to at least 1 parent or carer in Welsh. Learners celebrate the Welsh language, culture and heritage throughout their work. We ensure we incorporate the principles of the Siarter Iaith into all aspects of our curriculum with the aim to enrich their language by encouraging the use of the Welsh language in social situations.



Phase 2 - Entitlement and Enhancement

What do we mean by 'Curriculum'?

Over the next seven years, I will be at Ysgol Llanfair DC more than anywhere else... What will I learn?

What do we mean by 'Curriculum'?

A curriculum should be considered at the 'heart' of any school. 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 learners and includes a range of provision to ensure this.

So what should we teach and why? How should we teach it? How will this help us to realise the four purposes?

Why do we teach it?

To provide high quality teaching experiences, which excite and motivate children in the classroom and beyond.

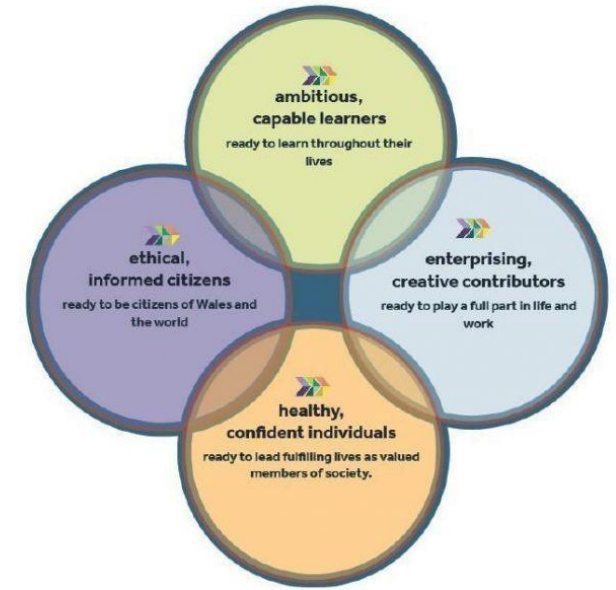
How do we teach?

Teachers will be the facilitators of learning. Considering the needs, views and stages of learners they will design fun, challenging and progressive experiences. Learners will have opportunities to influence their learning. Teaching staff as the experts will coach the learning in an appropriate direction considering the views and ideas of learners. Learners will influence the design of their learning environment. They will have opportunities to work in ways that enhance their learning and also to present their work in their own unique personal way.

Purposes of the curriculum



The purposes of the curriculum in Wales should be that children and young people develop as:



Ysgol Llanfair DC Curriculum contains the 6 Areas of Learning and Experience, it encompasses the Statements of What Matters and reflects the Principles of Progression. It includes the required curriculum elements and embeds the mandatory cross-curricular skills and the integral skills which underpin the four purposes of the curriculum.

Phase 2 - Entitlement and Enhancement

Curricular Responsibilities

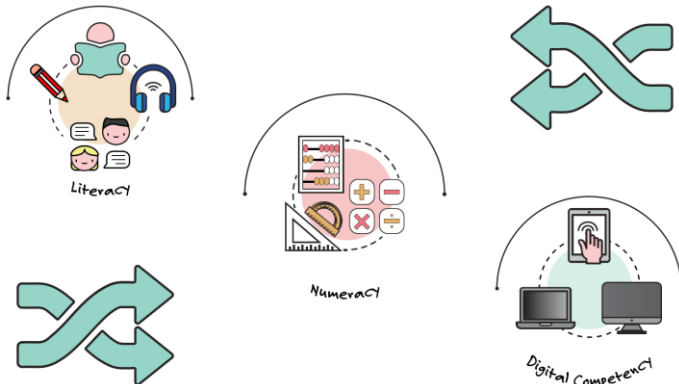
Our curriculum embeds the mandatory cross-curricular skills and the integral skills which underpin the four purposes of the curriculum.

Literacy, numeracy and digital competence skills are essential in enabling learners to realise the four purposes. These three mandatory cross-curricular skills are embedded and developed across all areas of learning and experience, to enable learners to access the whole curriculum and to use them in the future.

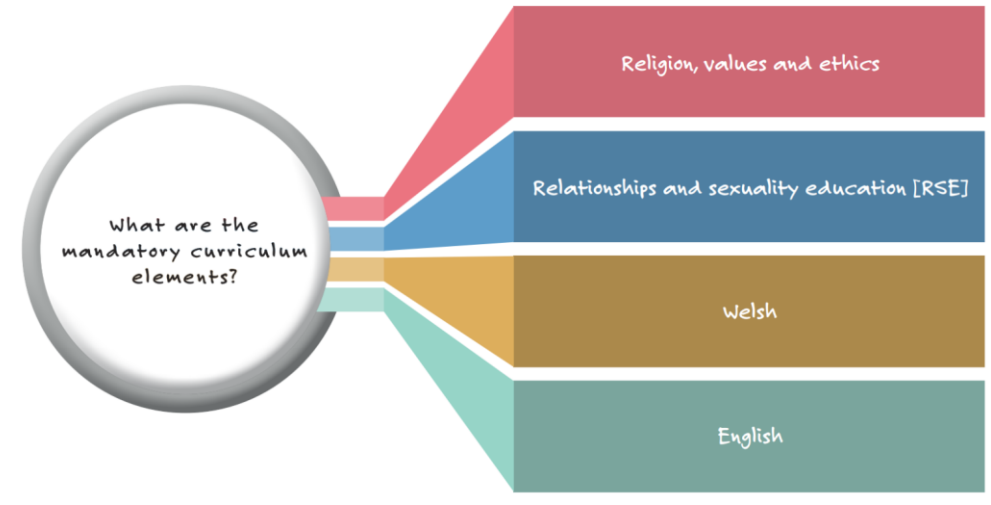
Our learners are given opportunities across the curriculum to:

- 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

3 Cross-Curricular Skills



At Ysgol Llanfair DC we carefully consider the mandatory elements of the curriculum when planning. We detail our intention of these elements within our policies.

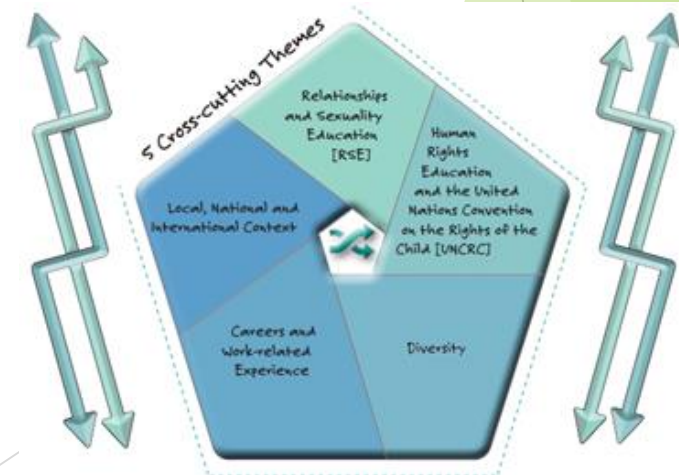


When planning at Ysgol Llanfair DC we want to ensure our learners are given high-quality, rich, broad and balanced learning experiences. We also plan to ensure that our provision and teaching develops the integral skills, which are essential to achieve the four purposes.



While designing our curriculum we have included the five cross-cutting themes. We have considered the statutory elements within the CfW framework:

- Careers & Work-related Experience
- Well-being of Future Generations Act (2015)
- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Additional Learning Needs and Educational Tribunal Act (2018)



Phase 2: Entitlement and Enhancement

Ysgol Llanfair DC 'Non Negotiables'

At Ysgol Llanfair DC we aim to enrich and broaden our curriculum through experiential learning opportunities within our locality and further afield. Our learners are entitled to a variety of non-negotiables that enhances their personal development.

- **Standards of Literacy, Numeracy and Digital Competency** – We work hard to ensure that pupils reach their full potential. We will continue to introduce the skills to pupils in the mornings to develop their higher skills in literacy and numeracy and to become more competent digitally. We will then use these skills purposefully in the afternoons in our challenge sessions.
- **Health & Well-being** – The Learning Powers and growth mindset strengthen resilience and pupils readiness to learn. We offer ELSA sessions to individuals, small groups and whole classes where appropriate to meet the needs of our pupils. There will be a focus on outdoor learning. There will be an opportunity for everyone to complete the daily mile.
- **Christian Ethos** – The Christian values and ethos represent the principles for our daily decision making. These help us choose what steps to take and help us form opinions of good and bad. They are the foundation of the family feeling at school.
- **Welshness – the language, heritage and culture** – The learners celebrate the Welsh language, heritage and culture throughout their work and school life.
- **Inclusion** – Inclusion is at the heart of our philosophy. We consider the needs of individuals to ensure that they have the variety of experiences they deserve.



Phase 3: Breadth and Balance

AoLEs - Statements of What Matters

We have collated a broad range of experiences, knowledge and skills that are explored through a range of contexts, topics and activities selected in the process of curriculum design. We have AoLE Leaders who have collaborated to unpack the 27 Statements of What Matters to make links across all Areas of Learning and Experience as appropriate.

We support learners to engage in their learning with increasing depth and sophistication over a period of time. We assist learners to apply their learning in increasingly challenging contexts and allow for diversion, reinforcement and reflection as their understanding and application of the key learning develops and becomes more refined over time, provoking deep thinking, discussion and inquiry.



Statements 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 <u>both as artist and audience</u> , 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 <u>society's</u> needs and wants.
WMS3 – Creative work combines knowledge and skills using the senses, inspiration and imagination.	WMS3 - Our decision-making <u>impacts on</u> 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 <u>things which</u> 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.

Phase 4: Pedagogy

Planning the delivery of our curriculum

At Ysgol Llanfair DC we provide our learners with discipline specific knowledge and skills by directly teaching them, at the start of each day in the mastery of languages and mathematics in age and stage related classes and groups. For the rest of the day learners will complete challenges that reinforce and will follow a termly topic.

Learning Zones

All classrooms have six Learning areas which are named according to the age of the pupils: for example in KS 2 Maths Area (Man Mathemateg), Literacy Spot (Llecyn Llythrennedd), Creativity Corner (Cwt Celfyddydau), Research Room (Ystafell Ymchwil), Digital Den (Den Digidol) and Science and Technology workshop (Gweithdy Gwyddoniaeth a Thecnoleg)

The Power of Pupil Voice

Learners play a central part in the planning of the termly topic.

Everyone Planning in Class sessions are held regularly and when needed to ensure learners are involved in the planning for the challenges and Learning areas.



Phase 4: Pedagogy

Inclusiveness

ALN

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 differentiation, 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 Ysgol Llanfair DC, 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 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 Ysgol Llanfair DC.



Phase 5: Progression and Assessment

Steps of Progression



→ Progression Step 1
Nursery & Reception



Progression Step 1→2
Years 1, 2 & 3



Progression Step 2→3
Years 4, 5 & 6

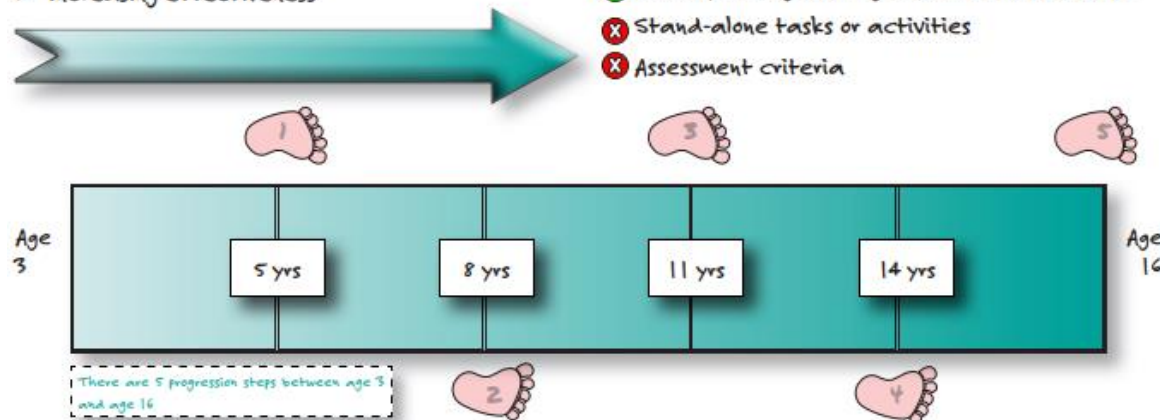
Principles of Progression



- 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



Our role in the transition along the 3 to 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 supporting this process.

Phase 5: Progression and Assessment

Assessment

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. 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.

We also assess and monitor each learner's well-being (PASS) These assessments are used to formulate an accurate snapshot which provide attainment, progress and well-being targets.

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. When undertaken well, this can help 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 development is shared with parents and carers.

