

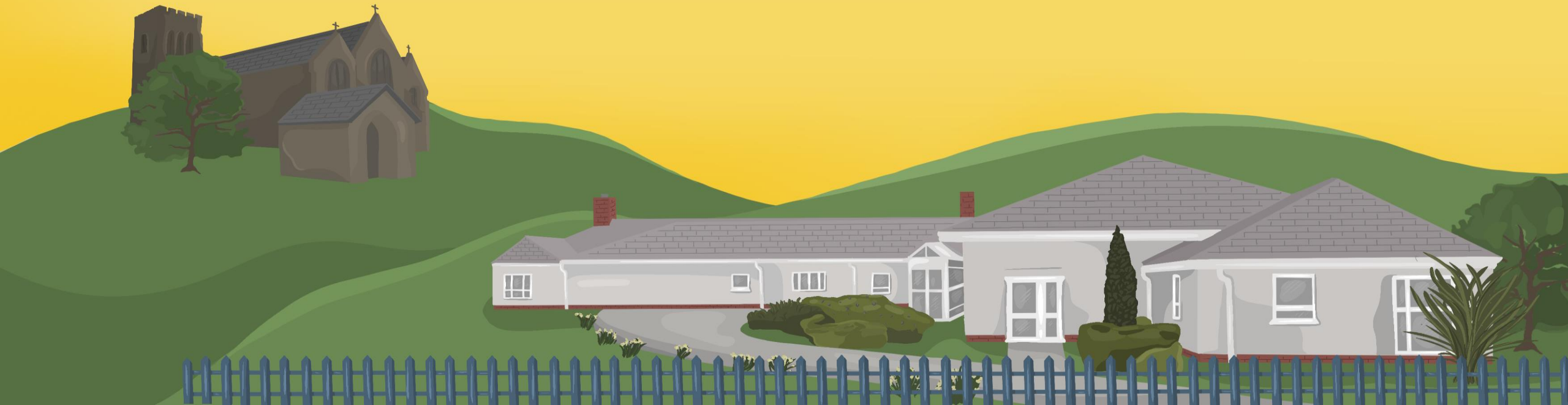


Ysgol y Llan – Curriculum for Wales 2022



'A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.'

Welsh Government





Our vision and values



Our school's vision is 'Growing and Learning together at through Faith, Friends and Fun.'

We wish to equip our learners with the knowledge, skills & experiences to succeed, to be happy and confident in an ever-changing world, to respect themselves, each other and the world around us.

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

Engaging, Enterprising, Inclusive, Nurturing, Caring, Safe, Creative, Passionate, Togetherness and Family.

In consultation with staff, we created our set of values (RESPECT) through shared beliefs of what we want our learners to be. We are working together to establish how we all want to be treated and we want values which will have a positive impact on the culture of our school.

Respectful, Ethically-informed, Safe & healthy, Perseverance, Experiences, Confidence, Togetherness.

Our core Christian values:

After consultation with staff, parents and governors it was agreed that the core Christian values which we had previously developed are all still relevant today. Through our Christian Ethos, daily worship and weekly Church services, we endeavour to develop our core Christian values:

**TRUST
FRIENDSHIP
PERSEVERANCE
RESPECT
TRUTHFULNESS**





Education in Wales is changing



The Welsh Government's rationale for the new curriculum is that the world is changing, and we need new ideas and creative use of technology.

To address these challenges, the Welsh Government wants to make sure that your child has the knowledge, skills and experiences they'll need to make the most of life.

Curriculum for Wales:

- Became statutory for all primary schools in September 2022.
- All secondary school pupils will be taught the new curriculum by the 2026/27 academic year.
 - The qualifications your child studies from 14-16 will fit with the new curriculum.

Our curriculum here at Ysgol y Llan is built on the guiding principles of Curriculum for Wales, but takes account of our children, families and the communities that we live in.

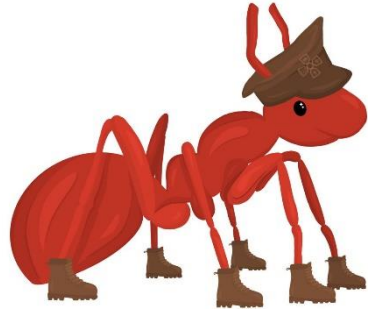



We aim to deliver a curriculum that provides our learners with the necessary knowledge, skills and experiences to develop the four purposes of the curriculum across all areas of learning.

We aim to provide our learners with the necessary knowledge and skills to thrive in the modern world locally, nationally and globally.

Ysgol y Llan – Four core purposes

Improving education is the Welsh Government’s national mission. They state that nothing is so essential as universal access to, and acquisition of, the experiences, knowledge and skills that our young people need for employment, lifelong learning and active citizenship.

The four purposes are the shared vision and aspiration for every child and young person in Wales and lie at the heart of curriculum development. These are outlined below.

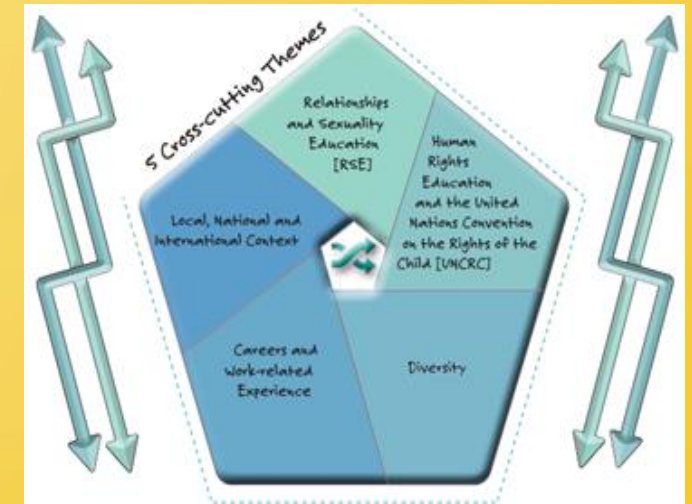
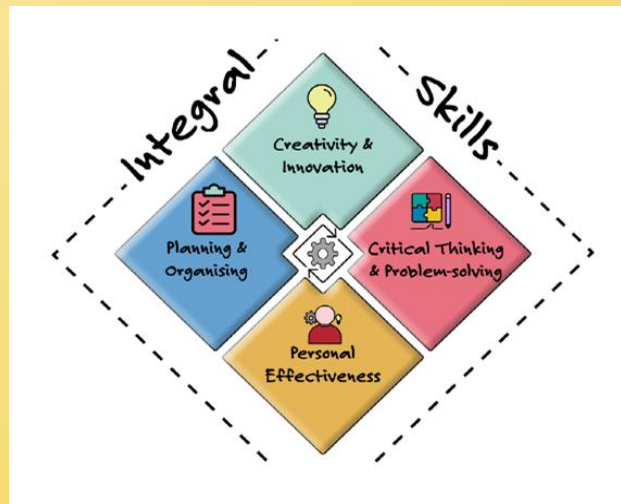
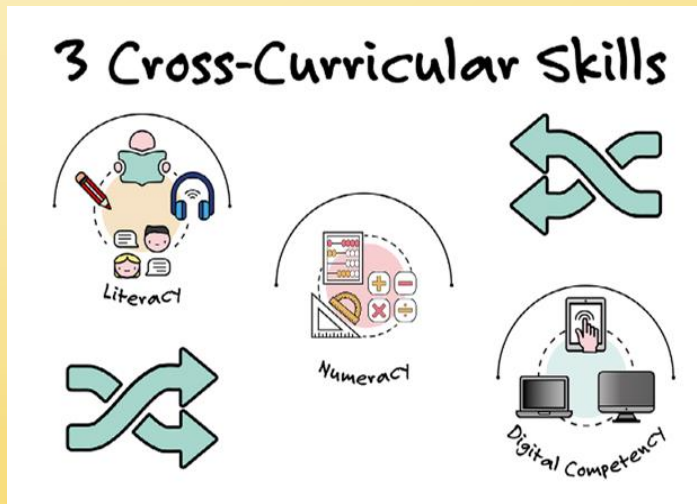
	<p>Ambitious capable learners who (ACL):</p> <ol style="list-style-type: none"> 1. Set themselves high standards and seek and enjoy challenge 2. Build up a body of knowledge and have the skills to connect and apply that knowledge in different contexts 3. Question and enjoy solving problems 4. Communicate effectively in different forms and settings, using both Welsh and English 5. Explain the ideas and concepts they are learning about 6. Use number effectively in different contexts 7. Understand how to interpret data and apply mathematical concepts 8. Use digital technologies creatively to communicate, find and analyse information 9. Undertake research and evaluate critically what they find 	<p>Enterprising, creative contributors who (ECC):</p> <ol style="list-style-type: none"> 1. Connect and apply their knowledge and skills to create ideas and products 2. Think creatively to reframe and solve problems 3. Identify and grasp opportunities 4. Take measured risks 5. Lead and play different roles in teams effectively and responsibly 6. Express ideas and emotions through different media 7. Give of their energy and skills so that other people will benefit 	
	<p>Ethical, informed citizens who (EIC):</p> <ol style="list-style-type: none"> 1. Find, evaluate and use evidence in forming views 2. Engage with contemporary issues based upon their knowledge and values 3. Understand and exercise their human and democratic responsibilities and rights 4. Understand and consider the impact of their actions when making choices and acting 5. Be knowledgeable about their culture, community, society and the world, now and in the past 6. Respect the needs and rights of others, as a member of a diverse society 7. Show their commitment to the sustainability of the planet 	<p>Healthy, confident individuals who (HCI):</p> <ol style="list-style-type: none"> 1. Have secure values and are establishing their spiritual and ethical beliefs 2. Build their mental and emotional well-being by developing confidence, resilience and empathy 3. Apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives 4. Know how to find the information and support to keep safe and well 5. Take part in physical activity 6. Take measured decisions about lifestyle and manage risk 7. Have the confidence to participate in performance 8. Form positive relationships based upon trust and mutual respect 9. Face and overcome challenge 10. Have the skills and knowledge to manage everyday life as independently as they can 	

Every aspect of our curriculum will be developed to enable our learners to achieve the four core purposes set out in the curriculum for Wales guidance. The knowledge, skills and experiences that our learners will acquire in our school will be planned out with our learner needs and the four purposes at the heart of each decision made.

Each of our curriculum themes will have one of the four purposes as a focus to ensure each of the purposes are developed thoroughly each year.

This doesn't mean they will be viewed in isolation as all of the purposes will be developed throughout each theme.

Numeracy, literacy and digital competence are cross curricular skills and will be developed throughout the curriculum as well as the five cross cutting themes and the integral skills outlined below.





Ysgol y Llan – What matters most in our curriculum



Ysgol y Llan - What matters statements

Expressive Arts	Humanities	Health & Well-being	Language, Literacy & Communication	Mathematics and numeracy	Science & Technology
1) Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	1) Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	1) Developing physical health and well-being has lifelong benefits	1) Languages connect us.	1) The number system is used to represent and compare relationships between numbers and quantities.	1) Being curious and searching for answers is essential to understanding and predicting phenomena
2) Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	2) Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	2) How we process and respond to our experiences affects our mental health and emotional well-being.	2) Understanding languages is key to understanding the world around us.	2) Algebra uses symbol systems to express the structure of mathematical relationships.	2) Design thinking and engineering offer technical and creative ways to meet society's needs and wants
3) Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	3) Our natural world is diverse and dynamic, influenced by physical processes and human actions.	3) Our decision making impacts on the quality of our lives and the lives of others.	3) Expressing ourselves through languages is key to communication	3) Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	3) The world around us is full of living things which depend on each other for survival.
	4) Human societies are complex and diverse, and shaped by human actions and beliefs.	4) How we engage with social influences shapes who we are and affects our health and well-being.	4) Literature fires imagination and inspires creativity.	4) Statistics represent data, probability models chance, and both support informed inferences and decisions.	4) Matter and the way it behaves defines our universe and shapes our lives
	5) Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.	5) Healthy relationships are fundamental to our well-being.			5) Forces and energy provide a foundation for understanding our universe
					6) Computation is the foundation for our digital world.

Our curriculum has been designed so that the statements of what matters are developed each year.

The What Matters Statements for each Area are the basis of our planning for progression, depth and breadth of skills & knowledge.

These ensure a level of consistency across the school, as learners develop an understanding of all statements.

The process of exploring and revisiting these statements enables our learners to develop deeper knowledge over the learning continuum and progress to a more sophisticated understanding of the key knowledge, ideas and principles in each Area of Learning.



Ysgol y Llan – What we will teach in our curriculum?



Cycle A

Big wide world

Industry & technology

Myths & Legends

Living things

Cycle B

Conflict & cooperation

Out of this world

Diversity and Wales

Body, mind & spirit

We looked at the Curriculum for Wales guidance and identified the key areas that we wanted our children to learn about. We unpicked the what matters statements and identified key themes which would be central to our curriculum which are outlined above.

The staff will agree on the statements of what matters to be covered within each topic and these will be developed across each class during the theme. The descriptions of learning will help guide planning to ensure progression as the learners move through the school.

Staff will work together to ensure the content taught is learnt and then studied in greater depth as the learner's progress. This will enable us to develop a coherent approach where progress can be discussed regularly and assessed.

Learner voice

During the engagement and immersion activities at the beginning of each topic, learners have the opportunity to ask questions and give suggestions about what they would like to learn about.

The teacher always sets the direction and plans the learning in accordance with the needs of the learners in the class.

However, wriggle room is allowed for learners to take their learning in certain directions as long as it develops the key knowledge, skills and concepts set by the teachers.

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Areas of Learning Experience (AOLE)					
Expressive Arts (EA)	Health and Well-being (HWB)	Humanities (H)	Language, Literacy and Communication (LLC)	Mathematics and Numeracy (M&N)	Science & Technology (S&T)
Cross Curricular Responsibilities					
Numeracy		Literacy		Digital Competence	

Pedagogical principles (PP)					
Create authentic contexts for learning (1)	Encourage learners to take responsibility for their own learning (2)	Support social and emotional development & positive relationships (3)	Encourage collaboration (4)	Sustained pupil effort to reach high but achievable targets (5)	Employing a broad repertoire of teaching approaches (6)
Promote problem solving, creative and critical thinkers (7)	Build on previous knowledge & experience to engage interest (8)	Focus on the four purposes (9)	Use assessment for learning to accelerate progress (10)	Make connections within & across areas of learning experience (11)	Reinforce cross curricular responsibilities; Literacy, Numeracy and DC (12)

Integral Skills				
Human rights & UNCRC	Diversity	Relationships & Sex education	Local, National & International contexts	Careers & Work related experiences
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 as a learner

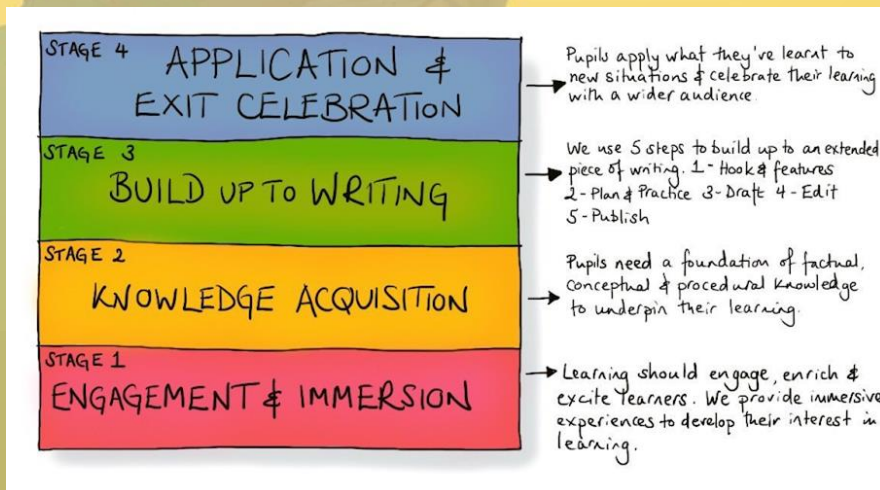
<p>Maths & Numeracy</p>	<p>Topic: _____</p> <p>Learners' Ideas</p>		<p>Language, Literacy & Communication</p>
<p>Health & Well-being</p>	<p>Humanities</p>	<p>Expressive Arts</p>	<p>Science & Technology</p>

When planning what to teach our learners, all aspects of Curriculum for Wales guidance are considered. We aim to provide our learners with the necessary knowledge and skills by directly teaching them.

Pedagogical principles (PP)					
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How do we teach in Ysgol y Llan?

Effective pedagogy is paramount to supporting progression. In order to realise the four purposes and achieve the intended aims of our curriculum. The 12 pedagogical principles set out in the curriculum for Wales framework provide the focus of the pedagogy in each class as well as the approaches outlined on the right. We want to ensure that all learners receive the same high-quality teaching throughout their journey at Ysgol y Llan.



Curriculum for Wales - Ysgol y Llan 2022

Growing and Learning together through Faith, Friends and Fun

Our Curriculum is designed to help our learners:
Realise the 4 purposes
Develop their knowledge & skills across the 6 Areas of Learning
Have a variety of engaging experiences
Develop Literacy, Numeracy and Digital Competence
Understand the importance of our Welsh identity in our local area

We use research informed pedagogy
Rosenshine's 10 principles of instruction
Retrieval practice
Cognitive load theory principles
Dual Coding

All of our learners will make progress
We support our learners to make progress at their own pace and provide them with the right level of scaffolding to achieve their potential

We use Assessment to improve learning
Whole class feedback and reflection time
Assessment for Learning
Self & Peer Assessment

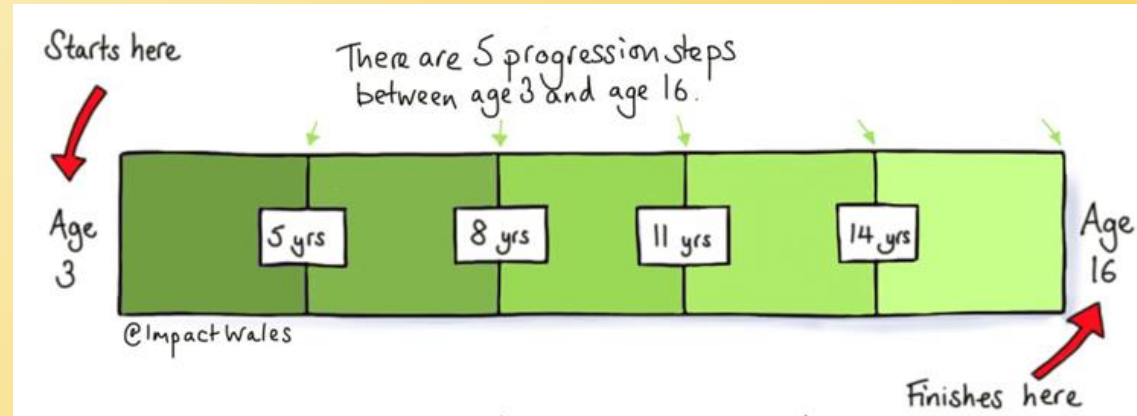
We use Topics to develop knowledge, skills & experiences
Sequenced topics that are coherent across year groups using knowledge organisers
Increasing sophistication of knowledge over time

We use Skills to teach Literacy
Reading
Writing
Oracy
SPaG

We use Inspire maths to teach numeracy
Concrete
Pictorial
Abstract
Maths mastery

Ysgol y Llan – Progression

Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales.



Within curriculum for Wales guidance, there are descriptions of learning for each statement of what matters which are utilised to guide what progression should look like within our curriculum and the expected pace of progression.

Progression in learning is a process of developing and improving in skills and knowledge over time. Supporting learners to make progress is a fundamental driver of our curriculum.

The descriptions of learning and the principles of progression outlined below have informed our curriculum design, classroom planning and assessment arrangements.

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

Descriptions of learning example - Humanities

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

Progression step 1	Progression step 2	Progression step 3
<p>I am beginning to understand that we need to respect others.</p>	<p>I have an awareness of what is right and wrong and that my actions should reflect that.</p> <p>I can understand that not everyone is treated fairly.</p> <p>I am beginning to understand what human rights are and why they are important.</p> <p>I can understand that we need to respect the rights of others.</p>	<p>I have an understanding that injustice and inequality exist in societies. I also have an understanding of what human rights are and why they are important to me and other people.</p> <p>I can explain who is responsible for upholding rights in my locality and in Wales, as well as in the wider world. I also have an understanding that some people are denied their rights.</p> <p>I can recognise that there is a difference between wants, needs and rights.</p>
	<p>I am beginning to appreciate and care for living things and my own environment.</p> <p>I can take care of resources and not waste them, and I am conscious of the importance of creating a sustainable future.</p>	<p>I can understand that there are a range of factors that influence people's behaviour, actions and decisions.</p> <p>I can understand the consequences of my actions and the actions of others, and how these affect local, national and global issues.</p>
<p>I am beginning to understand that my actions and those of others have consequences.</p>	<p>I can recognise the importance of the different rules, roles and responsibilities within the various communities to which I belong.</p>	<p>I can understand that there are a range of factors that influence my and other people's behaviours, actions and decisions, and that these include ethical and moral judgements and viewpoints.</p> <p>I can understand the consequences of my actions and the actions of others, and how these affect my locality and Wales, as well as the wider world.</p> <p>I can participate in decision-making, and I can share opinions and evidence with decision-makers and elected representatives in my community.</p>
	<p>I can contribute actively and constructively to my community.</p> <p>I can recognise that my actions and those of others impact upon communities and the environment.</p>	<p>I have planned and taken an active role in response to challenges and opportunities in my local community, or in Wales or the wider world, and I have done so individually or as part of a team.</p>



How do we assess at Ysgol y Llan?



In curriculum for Wales, there are three aims of assessment:

- Supporting individual learner progression on an ongoing, day-to-day basis
- Identifying, capturing and reflecting on individual learner progress over time
 - Understanding group progress in order to reflect on practice.

Assessment is fundamental to the learning process and will be embedded within our day-to-day planning and practice. We will assess our learners' progression based around our bespoke curriculum and against our planned learning intentions.

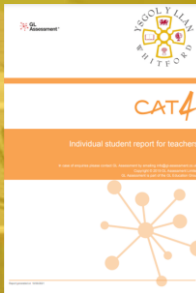
Your children will work with staff to understand how well they're doing in order to help them:

- see where they are in their learning
 - plan their next learning steps
- spot any issues or extra support they need

We use a variety of strategies for formative assessment including providing feedback to learners, creating and assessing against success criteria as well as self-assessment and peer-assessment.

We utilise the National personalised assessments twice annually to provide teachers with a formative tool to reflect on learners' strengths and areas of improvement in reading and numeracy. We use other standardised assessments to provide quantitative data as well as qualitative data to support learner progression. This information will be shared with parents each term.

There will no longer be end of Key Stage levels. Learning isn't always linked to their age. It won't happen in the same way, or at the same time for everyone.





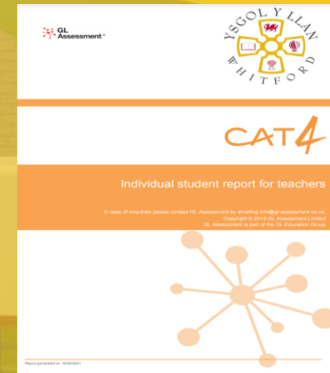
Why have levels been replaced?



Assessment in the new curriculum is about continuously assessing learners' progress – not making one-off judgements at specific points in time.

Assessment needs to reflect that learners' progression may be varied with different strengths and needs to improve so it doesn't make sense to categorise learners into a particular 'best fit' level.

Experience has shown that a 'best fit' approach can provide limited information about a learner as strength in one aspect of learning can hide a need for further support elsewhere. Foundation Phase outcomes and National Curriculum subject levels, therefore, no longer exist under Curriculum for Wales and as mentioned above, the end of phase and stage assessments will be removed.





Ysgol y Llan – The Whitford Way



Inclusive

We develop learners holistically. We will make sure our curriculum is suitable for learners of differing ages, abilities and aptitudes. Person-centred planning is a vital element of our curriculum across the school.

A person-centred planning approach, quality class-based teaching and learning experiences, quality universal provision and additional learning needs support ensure that all children are fully engaged in their learning and able to make progress at their own level.

Wellbeing

Wellbeing is at the core of Ysgol Y Llan.

The wellbeing of our pupils, staff and parents is a top priority. We have an open door policy and listening to our audience is key. Pupil voice is a strong feature of our school and we use this information along with feedback from parents, staff and governors to ensure that we put the wellbeing of all at the forefront of what we do in school.

Five Ways to Wellbeing and Jig Saw are utilised to deliver appropriate sessions across the school and allow times for reflection.

Cymraeg

At Ysgol Y Llan we aim to promote a strong Welsh ethos, providing a range of enriching activities that propel the learners to enjoy learning Welsh. As the first school in North Wales to achieve the Aur Award in Cymraeg Campus, we aspire to be sector leading in this area.

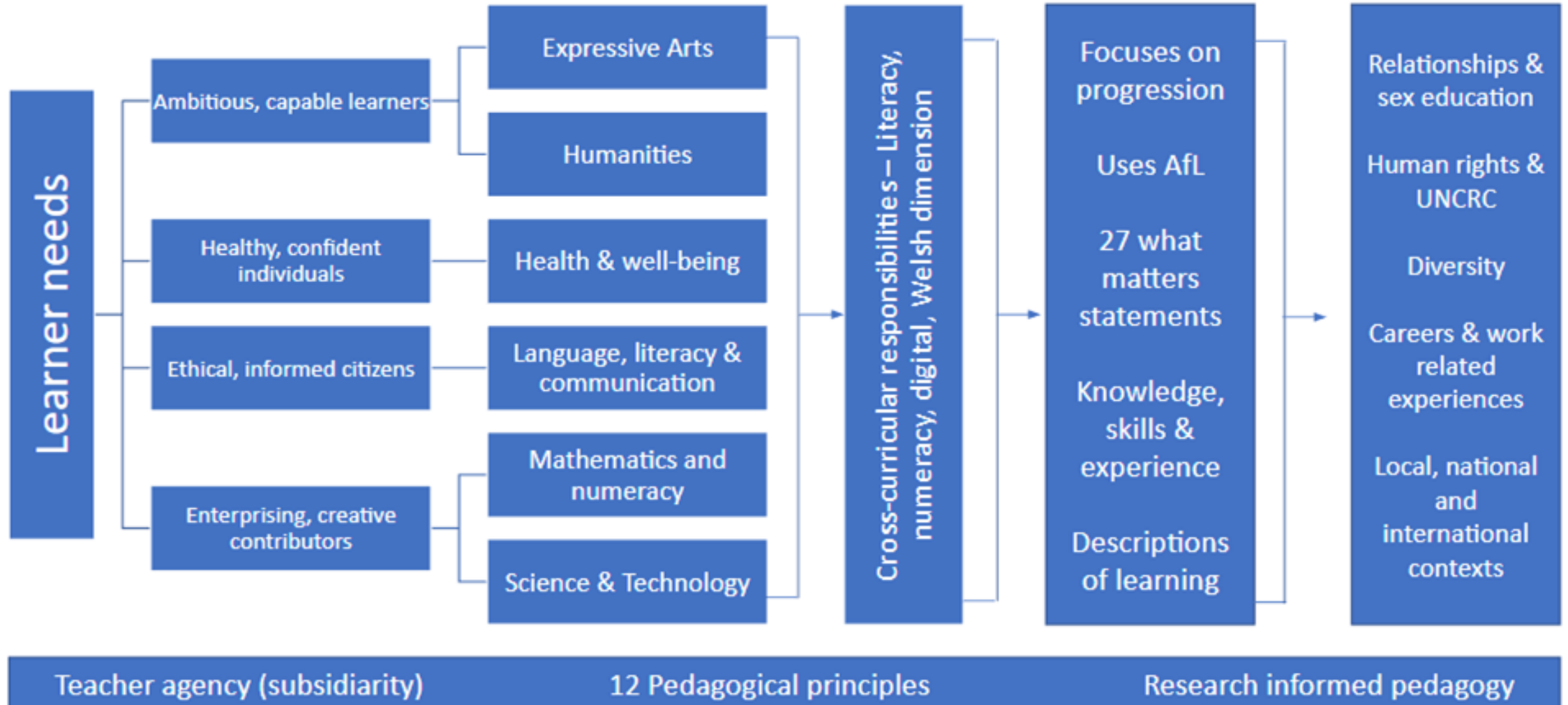
Cymraeg campus targets along with the Criw Cymraeg are a fundamental part of Cymraeg in our school. The ten Cymraeg Campus targets are embedded across the school and we continue to build upon previous achievements,

Outdoor learning

At Ysgol Y Llan, we use the outdoor environment to enhance children's learning experiences. Outdoor learning promotes wellbeing but also boosts confidence, social skills, communication, motivation, physical skills, knowledge and understanding.

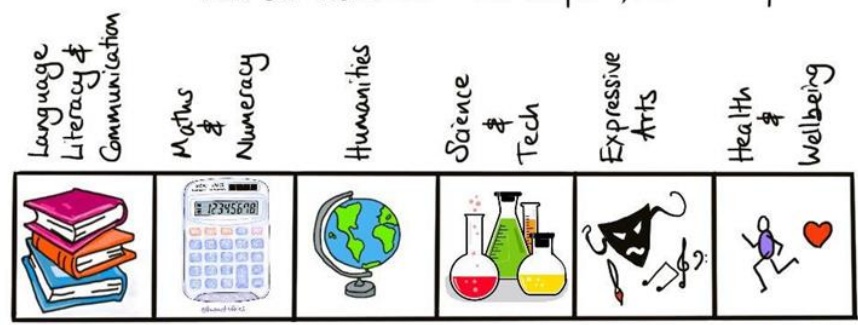
Learning in the outdoors supports our desires to increase children's self-esteem, self-confidence and the ability to work cooperatively. We want our children to have full respect for themselves, for each other and for the environment around them.

Curriculum for Wales summary



CURRICULUM for WALES the structure

@ImpactWales



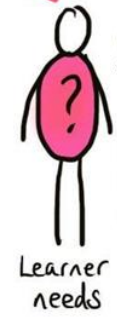
Links to be made within & between AoLEs.



Start here

6 Areas of Learning & Experience

each have:



Subsidiarity

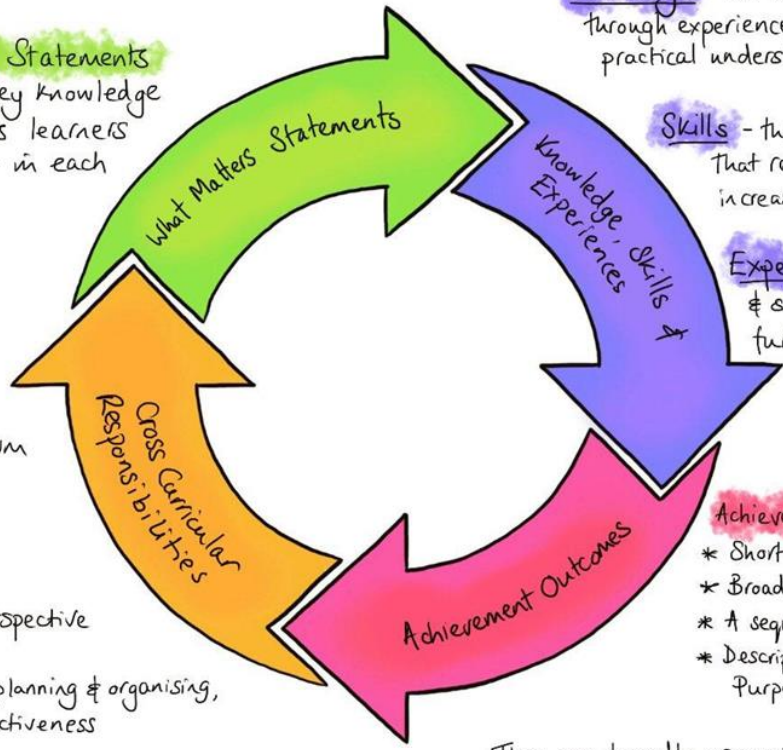
The power to take decisions about the curriculum should stay as close to the action as possible.

What Matters Statements 'describe the key knowledge skills & concepts learners should master in each AoLE'

Knowledge - the acquisition of facts, information & skills through experience or education; the theoretical or practical understanding of a discipline.

Skills - the ability to undertake activities that require application of knowledge, increasing in expertise & competence.

Experience - the combination of knowledge & skills in a learning environment to further progress learners towards curriculum purposes.



Achievement Outcomes are:-

- * Short statements in learner facing language
- * Broad reference points for each learner's journey
- * A sequence of learning across the curriculum
- * Description of the What Matters & the 4 Purposes as learning intentions

Cross Curricular Responsibilities
- developing a broad & balanced curriculum

- * Literacy
- * Numeracy
- * Digital Competence
- * Welsh Dimension & International Perspective
- * Wider skills - including
 - Critical thinking & problem solving, planning & organising, creativity & innovation, personal effectiveness
- * Careers & work-related experiences
- * Relationships & Sexuality Education
- * Enrichment & Experiences

They are broadly organised into **Progression Steps** at ages 5, 8, 11, 14 & 16.



Any questions,
suggestions or
feedback?





Ysgol Y Llan Curriculum Rationale

Our School Vision & Values

Growing and Learning together at Ysgol y Llan to equip our learners to succeed, to be happy and confident in an ever-changing world, to respect themselves, each other and the world around us. These 10 key words occurred most frequently when our stakeholders described our school and our vision included:

Engaging, Enterprising, Inclusive, Nurturing, Caring, Safe, Creative, Passionate, Togetherness and Family.



Our Cluster Vision

Our vision is for a learner to have experiences in pursuit of the four core purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.



Lighting a fire in learning through collaboration, communication and co-operation.

Our Core Christian Values

- TRUST
- FRIENDSHIP
- PERSEVERANCE
- RESPECT
- TRUTHFULNESS



Learners celebrate the Welsh language, culture and heritage throughout their work.



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.

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.

