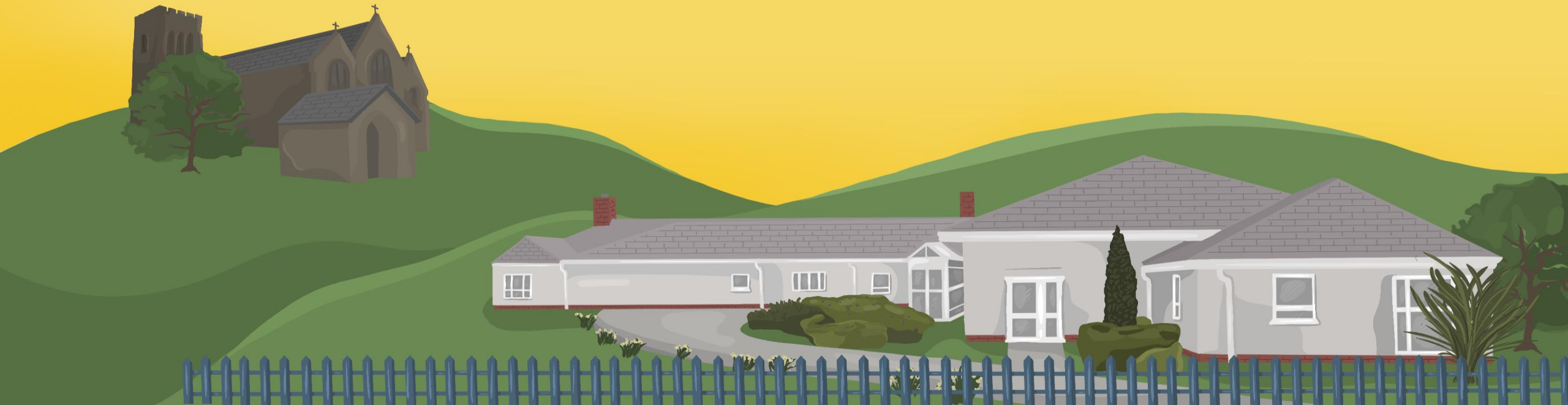




# Ysgol Y Llan



## Curriculum rationale





# Ysgol Y Llan - Curriculum Rationale

## Our School Vision & Values

Our school's vision is 'Growing and Learning together through Faith, Friends and Fun.' At Ysgol y Llan, we aim 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.



## Cymraeg

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



## Our Cluster Vision

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



## Our Core Christian Values

TRUST  
 FRIENDSHIP  
 PERSEVERANCE  
 RESPECT  
 TRUTHFULNESS





# Curriculum Rationale

Ysgol y Llan is located in the heart of the beautiful, rural village Whitford. The school is surrounded by countryside and has a vast outdoor area which is an essential part of our curriculum.

Our curriculum has been informed by the guiding principles of Curriculum for Wales and the views of all stakeholders. Curriculum for Wales guidance states that a school's curriculum is everything a learner experiences in pursuit of the four purposes of the curriculum. It is not simply what we teach, but how we teach and, crucially, why we teach it. This has guided the development of our curriculum.

A key consideration during the development of our curriculum was to define our purpose and associated outcomes for our learners to ensure they have the necessary skills to continue on their learning journey when they leave Ysgol y Llan. The needs of our learners is central to the development of our curriculum. 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.

We do this through both interdisciplinary and disciplinary approaches. Our topics are taught using an interdisciplinary approach, aiming to teach the different Areas of Learning in a thematic way. However, we use a disciplinary approach for some of the Areas of Learning to ensure we deliver a broad and balanced curriculum. For example Mathematics & Numeracy and Language, Literacy and Communication are taught using a disciplinary approach to gain the necessary substantive and procedural knowledge. The curriculum has been co-constructed with all stakeholders to ensure that the whole school community has a shared understanding of what we are trying to achieve.

Our curriculum is a flexible framework which leaves scope for individual teachers to introduce well-considered innovations to meet the needs of all learners.





# Ysgol y Llan – Our Vision and Values

**Our school's vision is 'Growing and Learning together through Faith, Friends and Fun.' At Ysgol y Llan, we aim 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. 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.*

## Our values and behaviours

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 the school.

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

## Our core Christian values:

Ysgol y Llan is a Church in Wales Voluntary Aided school. 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 whole school has weekly church visits. Our core Christian values which we develop are:

**TRUST  
FRIENDSHIP  
PERSEVERANCE  
RESPECT  
TRUTHFULNESS**

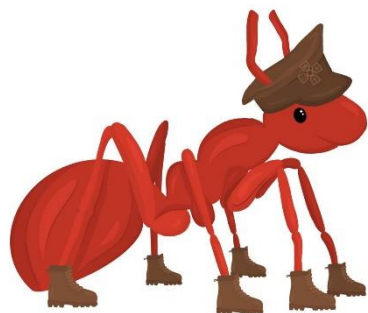




# Ysgol y Llan – Four core purposes

Every aspect of our curriculum has been developed to enable our learners to achieve the four core purposes set out in the curriculum for Wales guidance. The four purposes are the shared vision and aspiration for every child and young person here at Ysgol y Llan. The knowledge, skills and experiences that our learners will acquire in our school have been planned out with our learner needs and the four purposes at the heart of each decision made.

Our curriculum is built on the guiding principles of Curriculum for Wales, but takes account of our children, families and the communities they live in. Our topics are designed so that we develop learners who are healthy, confident individuals, ambitious, capable learners, ethical, informed citizens and enterprising, creative contributors.



### Ambitious capable learners who (ACL):

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

### Enterprising, creative contributors who (ECC):

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



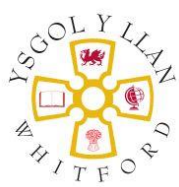
### Ethical, informed citizens who (EIC):

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

### Healthy, confident individuals who (HCI):

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





# 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 27 statements of what matters are developed each year. The What Matters Statements for each Area of Learning are the basis of our planning for progression, depth and breadth of skills and knowledge.

These ensure a level of consistency across the school, as learners develop an understanding of these big ideas. 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.

We had extensive staff discussions about which elements of AOLEs are the most important to serve our curriculum's aims and development of the end of phase learner. We identified the essential knowledge and concepts for each AOLE by unpicking the statements of what matters. We will ensure our curriculum is planned deliberately to revisit, review and secure the key aspects within each AOLE and ensure all learners make progress.

# Ysgol y Llan – Areas of Learning

Ysgol Y Llan



Science & Technology



The six Areas of Learning in the curriculum bring together familiar disciplines and encourage strong and meaningful links across them. The Curriculum for Wales guidance promotes collaboration and cross-disciplinary planning, learning and teaching, both within and across Areas of Learning. We aim to achieve this in our topic lessons by using an inter-disciplinary approach. This enables learners to build connections across their learning and combine different experiences, knowledge and skills. The individual disciplines still play an important role, especially as learners progress through the school.

Ysgol Y Llan



Humanities



We will develop the skills and concepts contained within the 27 Statements of What Matters in the AOLEs over our pupils' time at school. When we revisit, we will extend and deepen these skills and concepts to ensure progression in learning appropriate to our learners' developmental stages.

Ysgol Y Llan



Mathematics & Numeracy



Our teachers plan authentic learning experiences that challenge and motivate the individual needs and contexts of all our learners. The different learning experiences across the AOLEs aim to incorporate the essential cross-curricular skills of literacy, numeracy and digital competency. As well as the integral skills and cross cutting themes which are within the Curriculum for Wales guidance.

Ysgol Y Llan



Health & Well-being



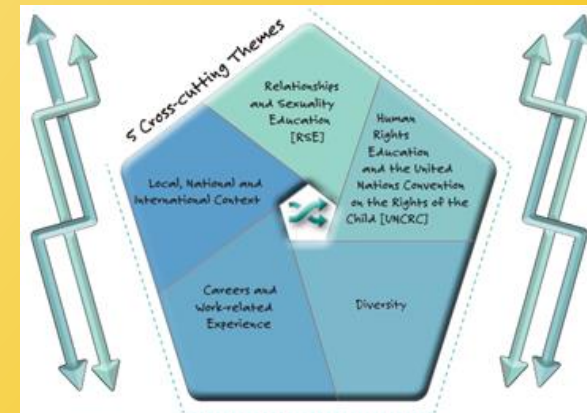
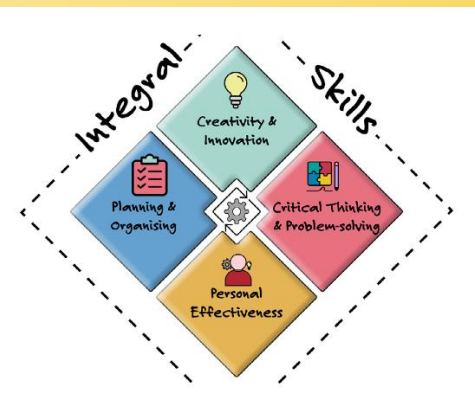
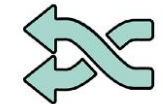
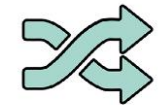
Ysgol Y Llan



Languages, Literacy & Communication



## 3 Cross-Curricular Skills



Ysgol Y Llan



Expressive Arts





# Ysgol y Llan – Planning the delivery of the curriculum

## Learner voice

During the engagement and immersion activities, learners have the opportunity to ask questions and give suggestions about what they would like to learn about during the topic. This gives them the opportunity to create ‘big questions’ for enquiry as well as ideas for tasks that they enjoy. The teacher always sets the direction and plans the learning in accordance with the needs of the learners in the class and ensures that the topics adheres to the essential aspects of Curriculum for Wales. 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.

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

At Ysgol y Llan, when planning what to teach our learners, all aspects of Curriculum for Wales guidance are considered. We provide our learners with declarative, substantive and procedural knowledge by directly teaching them. A disciplinary approach is used to teach in Language, Literacy & Communication and Mathematics & Numeracy as well as any other Areas of Learning where the teacher thinks it is necessary. An interdisciplinary approach is utilised to teach topics/themes. At the beginning of each topic, a hook is used to engage and immerse learners in their learning and give them a purpose.



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

## Cycle A

Big wide world

Through the Ages

Living things

## Cycle B

Human actions, past and present

Diversity & 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.

Each class create their topics around these six themes across a two year cycle. Each theme is taught for a full term to ensure we explore each theme with sufficient depth. We decided to take this approach to give us some consistency across the different classes.

The staff outline the statements of what matters to be covered within each topic and these are developed across each class during the theme. The descriptions of learning help guide planning to ensure progression as the learners move through the school. Staff work together to ensure the content taught is learnt and then studied in greater depth as the learners progress. This enables us to develop a coherent approach where progress is discussed regularly and assessed.



# Ysgol y Llan – Assessment

At Ysgol y Llan, we realise that assessment is key to supporting each individual learner to make progress along the continuum at an appropriate pace, ensuring that they are both supported and challenged to reach their potential. From September 2022, we began using our own assessment and tracking tool. National online assessments and our in class assessments are recorded and tracked.

## How do we assess at Ysgol y Llan?

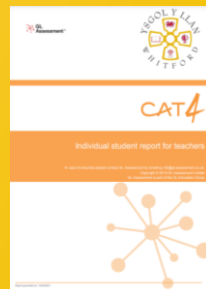
Our assessments support individual learner progression on an ongoing, day-to-day basis (Assessment for Learning); identifying, capturing and reflecting on individual learner progress over time; and understanding group progress in order to reflect on practice. We know that assessment is fundamental to the learning process and is embedded within day-to-day planning and practice. We assess our learners' progression based around our bespoke curriculum and against our planned learning intentions.

We use a variety of strategies for formative assessment including providing high quality feedback to learners, creating and assessing against success criteria as well as self-assessment and peer-assessment. When planning and delivering learning experiences, teachers are clear about why and how the understanding gained from each assessment activity will be used to inform future learning. We utilise the National online personalised assessments twice annually to provide teachers with a formative tool to reflect on learners' strengths and areas of improvement in reading and numeracy. This information is used to report on individual progress to parents as well as monitor whole school progress. This data is shared with Governors. We use other assessments to provide quantitative data as well as qualitative data to support learner progression.

We collect and track standardised data on individual learners' maths, reading and spelling. All of this information is used during pupil progress meetings.

Assessment is key to supporting deep learning and is used to identify whether a learner needs to consolidate learning, whether further support is needed and/or whether the learner can progress to the next steps in learning. Our teachers look for evidence of embedded learning to assess what a learner can do consistently and independently in a range of learning experiences.

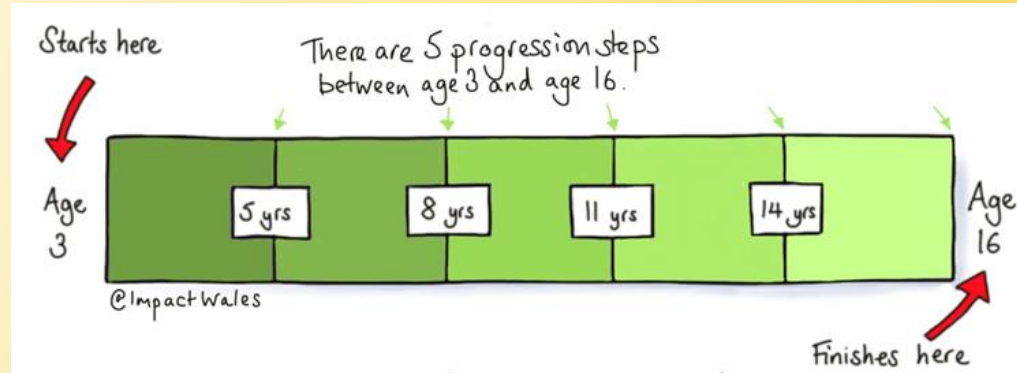
We communicate effectively with parents/carers on an ongoing basis to foster positive relationships in order to engage them in purposeful and meaningful dialogue. We have various communication means, e.g. face-to-face, digital through Seesaw and email. Information on any support, interventions or additional needs required for the learner's development is shared with parents and carers. Parents/carers are regularly updated about what is happening in school via Seesaw, Twitter, monthly newsletters and the school website.





# Ysgol y Llan – Progression

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



We utilise various assessment strategies which enable each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly. The descriptions of learning for each statement of what matters are utilised to guide what progression should look like within our curriculum and the expected pace of progression. These are not used as a list of tick boxes, but as tools to consider when planning for our learners' needs to ensure progress is being made.

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. We track the progress of attitudes to learning, maths and literacy across the school using our own tracker.

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



# Ysgol y Llan – The Whitford Way

## Inclusive

We firmly believe that every child, regardless of their unique abilities or challenges, deserves an inclusive and supportive educational environment that nurtures their full potential. Our curriculum is designed to be flexible, accommodating, and responsive to the diverse learning needs of our students. We are committed to early identification of learning needs and providing timely intervention. Our dedicated staff collaborate with parents and external specialists to create tailored Individual Development Plans (IDPs) that address the specific requirements of each child to develop learners holistically. Person-centred planning is a vital element of our curriculum across the school.

## Wellbeing

We believe that a child's education extends far beyond academic achievements; it encompasses the holistic development of their emotional, social, and physical wellbeing. Our curriculum is designed with the understanding that a positive and nurturing environment is fundamental to a child's overall growth. We know that happy and healthy students are better equipped to thrive academically, build meaningful relationships, and contribute positively to their community. We give our learners lots of meaningful experiences to develop their overall wellbeing and enjoyment of attending our school. Help and support is provided to any learners who are struggling with their mental health. Health and Wellbeing lessons are taught across the school using Jigsaw PSHE.

## Cymraeg

At Ysgol y Llan, we recognise the rich cultural heritage and linguistic diversity of Wales. We believe that proficiency in the Welsh language is not only a valuable skill but a crucial aspect of our students' holistic development. We promote a strong Welsh ethos, providing a range of enriching activities that propel the learners to enjoy learning Welsh. We place a strong emphasis on 'Cymraeg bob dydd' to ensure our learners use Welsh throughout the school. Our Criw Cymraeg is essential in driving standards of Welsh across the school. We were the first school in North Wales to achieve the Cymraeg campus aur award. We have hosted several open days where senior leaders across North Wales have visited our school to see our excellent Welsh provision.

## Outdoor learning

Our rural school setting provides us with amazing opportunities to learn outside of the classroom. We believe that the great outdoors provides a dynamic and enriching environment that complements traditional classroom learning, fostering a holistic education for our learners. Outdoor learning is integrated into our curriculum, providing learners with hands-on experiences that enhance their understanding of various Areas of Learning. Whether exploring nature for Science & Technology, using the outdoors as a canvas for Expressive Arts, or utilising natural settings for Cymraeg. Our approach ensures a multifaceted and interconnected learning experience. We aim to nurture a deep appreciation for the natural world and a sense of responsibility towards its preservation.