

YSGOL DERWENFA



**Curriculum, Teaching and Learning
Policy**

'Curriculum for Wales'

Reviewed - November 2022

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Introduction:

Our new curriculum has been co-constructed through engaging with a range of key stakeholders including our children, parents, staff and Governors.

Following the publication of Donaldson's Successful Futures Report (2015), we have engaged in a range of professional learning in order to develop our understanding of the Curriculum for Wales. We have focused on the 12 pedagogical principles as outlined in the 'Successful Futures' Report, carefully considering how these principles can be incorporated into our curriculum in order to improve teaching and learning.

We have strong links with other learning organisations as part of our Cluster working, which has enabled our Practitioners to share good practice as part of the curriculum design process. Our staff have also attended training delivered by the regional school improvement service (GwE) as well as training provided nationally.

At Ysgol Derwenfa, we recognise the importance of pupil-voice. We have regularly consulted with our learners regarding the curriculum, which has enabled us to design a curriculum that is engaging, stimulating, provides challenge for all, and reflects the needs of our local community.

Parental engagement is also extremely valuable at Ysgol Derwenfa. We pride ourselves on our approach to parental engagement. We use a range of channels for parental engagement including emails, our school newsletter, Twitter, 'Friends of the School Facebook' page, school website, Seesaw, reports and parental surveys.

At Ysgol Derwenfa we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

School Aims, Vision and Values:

Our Vision:

To identify a safe, caring inclusive school environment for our pupils, staff, governors, parents, carers and the local community. We believe that our pupils should be nurtured to grow and succeed, through a caring, pupil centered approach to education. We encourage every child to achieve their full potential and to be the best version of themselves. We also believe that pupils learn best when their views are consulted, developing a sense of ownership and pride in their learning journey. We aim to motivate and inspire our learners to pursue their interests, developing into ethical and informed citizens, who are healthy, confident and resilient in an ever-changing world.

Our Key Aims and Values:

Caring - we believe that our children should be supported in their learning journey through a caring and welcoming approach. We aim for our learners to develop into ethical and informed citizens who act responsibly as members of their local community and the wider world

Nurturing - We believe that every child should be nurtured to feel safe and secure on our school learning environment. We believe that a child's well-being and positive mindset is essential for effective learning, enabling them to develop into healthy and confident individuals

Succeeding - We believe that every child should be given the opportunity to succeed and reach their full potential. We believe in an enriched curriculum which is inspiring and provides challenge, enabling learners to become ambitious and capable learners

Growing - we believe that every child progresses at their own rate, and should access a curriculum which takes in top account their individual learning needs. We encourage learners to take risks, persevere and to develop a growth mindset.

Further information about our School Vision can be found in our School Prospectus and Curriculum for Wales Vision Document.

The Curriculum for Wales (CfW):

Children in Wales will be studying a new curriculum that will be statutory for all pupils from the beginning of the 2022/23 academic year. The Practitioners at Ysgol Derwenfa have been working hard over the past few academic years to ensure successful implementation of the Curriculum for Wales.

In Wales, the curriculum has been reformed to raise standards, reduce the attainment gap between students, and equip young people to lead 'fulfilling personal, civic and professional lives' in modern society. It aims to prepare children to thrive in a future where digital skills, adaptability and creativity are crucial, and that it is rooted in Welsh values and culture.

The new Curriculum for Wales will be followed by children from the ages of 3 to 16. Learners will follow a continuum as they progress through their Primary and Secondary Education. Learners will develop at different rates across the Progression Steps as part of their individual learning journey.

At Ysgol Derwenfa, we are enthusiastic about developing new approaches to teaching and learning; significant steps have been undertaken in order to ensure that our Practitioners are well-equipped to deliver a stimulating, challenging and inclusive curriculum.

The Curriculum for Wales consists of 'Six Areas of Learning and Experience' which are driven by the 'Four Key Purposes'.

The Six Areas of Learning and Experience (AoLEs):

- Expressive Arts
- Humanities
- Health and Well-being
- Science and Technology
- Mathematics and Numeracy
- Languages, Literacy and Communication

Expressive Arts:

As part of the Expressive Arts AoLE, six key areas including Art, Dance, Drama, Film, Digital Media and Music are developed with learners. The Expressive Arts AoLE will also provide learners with meaningful opportunities to develop a knowledge and understanding of the diverse communities found in Wales and the wider world. Key skills developed through this AoLE include creativity, problem-solving, communication, reflection and collaboration. This AoLE also provides learners with opportunities to develop their self-confidence through performance.

Humanities:

The Humanities AoLE incorporates Geography, History, RE, Business studies and Social studies. This AoLE is based on human experiences both in the past and present and provides opportunities for all learners to learn about heritage, culture and identity through studying their locality and Wales. Through this AoLE, we also aim to promote an understanding of ethnic and cultural diversity within the local community, as part of Wales and the wider international community.

Science and Technology:

The Science and Technology AoLE incorporates Biology, Chemistry, Physics, Computer Science, and Design and Technology. Learner progression in Science and Technology is developed through experiencing and building knowledge in a range of related ideas, concepts and principles, while embedding practical and wider skills to define a problem, explore ideas, produce solutions and justify choices. This area of the Curriculum provides learners with the opportunity to experiment with new concepts, and develop their knowledge and understanding of the world.

Health and Well-being:

This AoLE incorporates the physical, psychological, emotional and social aspects of life, helping students make informed decisions about their health and well-being and to learn how to manage social influences. Through this AoLE, Practitioner's support learners to develop and maintain their physical, social, emotional and mental well-being. This AoLE recognises that good health and well-being is a key enabler which contributes to success in a child's learning journey. Physical Education is also a key element of this AoLE and enables learners to develop positive attitudes to their physical, social, emotional, and

mental well-being. Our school Nurture Provision further supports this AoLE, as well as the extra-curricular programme which we currently offer.

Mathematics and Numeracy:

As part of the Mathematics and Numeracy AoLE, Practitioners will provide learners with opportunities to access learning opportunities which are engaging, exciting and appropriate for each child's stage in their learning journey. Key aims of this AoLE includes developing resilience, growth mindset and perseverance when completing tasks which are cognitively demanding. As learners begin their journey at Ysgol Derwenfa, they will first develop their Mathematical and Numerical skills through first-hand experiential learning opportunities, including play. As learners progress in this AoLE, they will have to work both independently and collaboratively with others. The Curriculum for Wales also enables learners to connect concrete and the abstract concepts through a Mastery approach to Mathematics. As learners develop their skills further, they will apply their knowledge and understanding to real-life contexts across the curriculum.

Languages, Literacy and Communication:

The Language, Literacy and Communication AoLE incorporates Welsh, English, Literature and International Languages. This AoLE provide learners with the opportunity to gain knowledge and understanding of both the English and Welsh language, as well as exploring International Languages. Learners are provided with the opportunity to identify the links between languages, the origins of words and language patterns, developing their confidence to communicate verbally and in written form. The key skills of reading, writing and oracy feature heavily across this AoLE. As learners grow in confidence, they will engage with a variety of texts, authors, genres and forms of literature. Learners will be supported to develop their reading skills from an early age, and as they progress, they will be encouraged to read for pleasure.

In addition, Literacy, Numeracy and Digital skills will be embedded throughout all curriculum areas and children will be given many quality experiences to apply these skills across all Areas of Learning.

The Four Purposes of the Curriculum:

The Curriculum for Wales has been developed to fulfil 'Four Key Purposes' It aims to develop children as:

- 'Ambitious and Capable' Learners
- 'Healthy and Confident' Individuals
- 'Enterprising and Creative' Contributors
- 'Ethical and Informed' Citizens

At Ysgol Derwenfa, we have already taken a pro-active approach across the school and made valuable steps towards ensuring both children and staff have a smooth transition ready for the New Curriculum for Wales. During the school

year, learners will regularly document their progress towards the Four Key Purposes using Seesaw, Digital Portfolios and through their classwork.

Literacy, Numeracy and Digital Competence:

The Curriculum for Wales has three key cross-curricular competencies. It is expected that the following key competencies are developed holistically across the Six Areas of Learning and Experience:

- Literacy
- Numeracy
- Digital Competence

At Ysgol Derwenfa, Learners are provided with opportunities to develop their Literacy, Numeracy and Digital Competency across the 6 Areas of Learning and Experience, applying their knowledge, skills and understanding through experiential, stimulating and authentic learning opportunities. Practitioners also ensure that 'Pupil Voice' is evident within their planning, providing learners with the opportunity to identify learning opportunities and become key stakeholders in their learning journey.

Literacy (LNF):

The development of Literacy skills is fundamental for learners to access the curriculum. At Ysgol Derwenfa, we support our learners to develop their Literacy skills across the curriculum, including reading, writing, oracy and handwriting. Initially, these elements are taught separately through the Language, Literacy and Communication AoLE. Once learners are secure in a concept or skill, they have the opportunity to apply their knowledge, skills and understanding across other curriculum areas, enabling learners to consolidate what they have previously learned. Our aim is for children to become confident, creative and writers who present their work appropriately.

'Working Walls' are an important aspect of the classroom learning environment at Ysgol Derwenfa. Practitioners use 'Working Walls' to share key vocabulary, steps to success, examples of WAGOLLS (What A Good One Looks Like), annotated examples of texts, drafting, improving and finished examples of the learners' work. Working Walls are regularly updated and are a vital tool for the children to access during classroom sessions.

Numeracy (LNF):

Learners are provided with opportunities to develop their numerical understanding, reasoning, and problem-solving through the Maths and Numeracy AoLE. Further opportunities are provided for the children to apply their skills, including number skills, reasoning, measuring and using data. Numeracy is an important area for development across the curriculum, and enables learners to develop logical thinking, accuracy and special awareness.

'Working Walls' are an important aspect of the classroom learning environment at Ysgol Derwenfa. Practitioners use 'Working Walls' to share key vocabulary, steps to success, examples of WAGOLLS (What A Good One Looks Like), examples of mathematical and numerical reasoning and to display examples of the learners' work. Working Walls are regularly updated and are a vital tool for the children to access during classroom sessions.

Digital Competence Framework (DCF):

Since 2016, Ysgol Derwenfa has implemented the Digital Competence Framework across the School. The Digital Competency Framework (DCF) covers four key strands:

- Citizenship
- Interacting and Collaborating
- Producing
- Data and Computational Thinking

To develop learners who are ready to enter the world of work in 21st century Wales, digital skills are essential in equipping learners with the knowledge and skills to apply their learning through digital contexts. A range of technologies and applications are used across the school in order to provide learners with the opportunity to become digitally competent.

The Digital Competency Framework plays an important role in safeguarding learners. As children progress through the school, they are taught how to interact and collaborate safely using digital technologies. Learners are also taught how to show respect, kindness and empathy online, as a global digitally citizen.

All classrooms are equipped with Clevertouch Boards, providing our Practitioners with the technology to use digital applications to enhance teaching and learning. The school also has a range of digital technology including chromebooks, laptops and iPads which learners' access as part of their daily provision.

The Hwb platform is regularly used by Teachers and Learners, and boasts a range of important applications and resources including Adobe, Office 365, Common Sense Media, Minecraft for Education, Flip Grid, Google for Education and J2Easy.

Religion, Values and Ethics (RVE):

RVE is a statutory requirement and forms part of the curriculum for all our children. It is taught as either a discrete subject or built into topics and linked with other areas of the curriculum. There is collective worship with the whole school meeting on a Monday, Wednesday, Thursday and Friday. Each class takes turns to undertake a class assembly and parents of the children within

that class are invited to attend as well as special assemblies throughout the year.

Relationships and Sex Education (RSE):

RSE has a positive and empowering role in learners' education and plays a vital role in supporting learners to form and maintain a range of relationships, all based on mutual trust and respect which is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and equity empowers learners to understand themselves, take responsibility for their own decisions and behaviours, and form relationships that are fully inclusive, reflecting diversity and promoting respect.

The Welsh Government RSE Code contains the mandatory requirements. The teaching and learning within our whole school RSE programme encompass the mandatory elements outlined within the Code.

Our school has therefore planned and developed a comprehensive, inclusive, developmentally appropriate whole school teaching and learning programme for RSE which conforms with the Code. This policy details our whole school approach to RSE.

Our RSE will support learners to develop the knowledge, skills and values to understand how relationships and sexuality shape their own lives and the lives of others. Learners will be equipped and empowered to seek support on issues relating to RSE and to advocate for themselves and others.

The school will ensure that RSE is embedded in the school's values, rights and moral framework e.g. by showing respect for all learners, staff and the wider community, by celebrating differences, building healthy relationships and inclusion of sexual diversity.

For further information, please view the School's RSE policy which is available on request.

Physical Education:

Physical Education will take place as part of the Health and Well-being area of learning. There are three main types of Physical Education within the school programme:

- i. Games and OOA (Outdoor and Adventurous Activities)
- ii. Gymnastics and Dance
- iii. Swimming

Our children are expected to take part in all these activities unless they are excused on medical grounds. To be excused a pupil must bring a note from a parent stating the reason for the temporary disability or illness.

All children must bring suitable clothing (black shorts and white polo shirt) and footwear for Physical Education. The use of bare feet will be encouraged, especially during gymnastic/dance activities. The use of heavy trainers is discouraged for indoor work with light pumps being permitted for certain activities. Tracksuits will be permitted for outdoor work, as the weather dictates. On occasions (depending on the activity) children may be allowed to participate in certain games whilst wearing school uniform. Clothing should bear the child's name. In the event of your child being unfit for P.E. or needing to wear pumps for indoor work, would you please send a brief explanatory note.

We also have a football/netball /athletics kit, which is distributed among the children representing the school, when we have a match against another school. School teams compete against other local schools in the following; Football, Rugby, Cross-Country, Cricket and Athletics.

Annual Sports Days for pupils are held in the Summer Term.

Planning and Preparation for Learning:

Effective planning is vital for children to receive high-quality learning experiences across a range of 'Areas of Learning'. At Ysgol Derwenfa, we have two types of planning:

- Weekly planning - This outlines the tasks, activities and experiences which pupils will receive on a week to week basis. This also includes differentiation, next steps and evaluation of the weeks learning which informs planning for the following week. These are uploaded to the school's 'Shared Space' collaborative platform in order for the Headteacher to undertake weekly monitoring; this also enables Supply Teachers and Associate Student Teachers to access key documentation.
- Termly planning - All staff have a termly planning folder where they document what they will cover in each AoLE during the term. References to the LNF, DCF, Four Purposes and Curriculum for Wales are also evident through this comprehensive planning tool. Pupil voice is extremely important at Ysgol Derwenfa; we ensure that every child has a voice and can contribute to the topic planning process as part of their learning journey. Staff then produce a pupil planning map which is stuck into their books and annotated termly, demonstrating coverage of pupil voice ideas. Following on from this, our teachers then use Taith 360 to generate a digital outline of which AoLEs, Statements of What Matters, Descriptions of Learning and Progression steps are being covered during the topic.

Pupils with Additional Learning Needs:

The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school.

Ysgol Derwenfa operates a policy of early intervention as it is crucial that pupils who have Additional Needs are identified quickly and the appropriate support

put in place to ensure a successful school experience. There are excellent links with the Pre School Playgroup which operates on the school site so any pupils entering the Nursery at three years plus are already being monitored. When parents visit the school to register their children, they are asked specifically if their child has any additional educational needs, and if so, information about the nature of the problem and interventions from other agencies is gathered

Pupils often transfer into Ysgol Derwenfa at other times during their school career and again information is sought from their parents about the nature of any additional needs they have during their introductory visit to the school. Records are also quickly sought from the pupil's previous school and their new class teacher will make initial assessments during the first few weeks in their new class.

At Ysgol Derwenfa pupils are supported first and foremost by their class teacher using a person centred planning approach, preparing differentiated work and specific resources and/or multi-sensory strategies. Some pupils may benefit from specific targeted support within the class such as a small group focus on literacy or numeracy concepts which are presenting difficulties.

Pupils identified with ALN may receive small group or individual teaching sessions which follow phonic, spelling or reading programmes e.g. Direct Phonics, or numeracy sessions working on specific concepts.

Where pupils with significant ALN are identified, further assessments or recommendations from external agencies e.g. Educational Psychologist, are sought.

For those pupils who require input which is more than universally provided within the classroom, the Individual Development Plan process is commenced with involvement from pupils and parents with a focus on child centred planning. Annual reviews are held jointly with the pupil, parents, staff and external agencies if applicable.

For further information, please see the Additional Learning Needs Policy which is available on request.

Assessing children's progress through the Curriculum for Wales:

At Ysgol Derwenfa assessment is viewed as an integral part of teaching and learning. Assessment is acknowledged as the process whereby learners' needs, achievement and abilities can be recognised and provided for in everyday teaching and learning.

Ysgol Derwenfa views feedback to learners as the main tool in improving standards. Effective feedback enables learners to understand what has been done well and how they can improve their work. This dialogue with learners

positively supports them with their progress and gives recognition for their achievement.

Our 3 purposes of assessment at Ysgol Derwenfa are:

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

Our Learners are provided with opportunities to contribute to the process and know what they need to do to progress in the next steps in their learning.

The progress of each learner at Ysgol Derwenfa is entered into an online assessment tool called 'Taith 360'. This is used to track progress through the CfW progression steps. It is used to track progress in year groups, ability groups e.g. ALN, MAT, FSM, Intervention programmes. Taith 360 also highlights strengths and weakness across class and year groups thus supporting planning.

For further information, see the Assessment policy which is available on request.

Enrichment/Extending the Curriculum:

At Ysgol Derwenfa, we endeavour to provide a varied, stimulating and rich curriculum for the children of Ysgol Derwenfa. As well as the provision of the Curriculum for Wales, we also enhance our curriculum many ways to extend our children's educational experiences. Ysgol Derwenfa is a healthy school and has achieved the national quality award of the Flintshire Healthy Schools Scheme. We encourage the children to be Eco Friendly through our involvement in the Eco Schools scheme where we currently hold the Bronze and Silver awards. The use of the school environment and outdoor areas is developed through involvement in Outdoor Learning as we have members of staff who have completed Forest school and Outdoor practitioner training.

All classes undertake educational visits that link to current topics being undertaken in the class to enhance their knowledge and understanding. We also take the children on residential educational visits to the Urdd camp at Glan Llyn as well as Cardiff and The Conway centre in Anglesey.

The school provides a wide variety of extra-curricular activities for the children that include sporting activities such as football, netball, rugby, creative/disco dance, cricket, athletics, cross country and rounders. They can also take part in various clubs which include crafts, Expressive Arts, Dragon Sports, as well as taking part in Cluster sporting competitions and rural schools festivals.

Some of our children undertake musical instrument lessons that are provided by LA Music peripatetic Service. We encourage organisations / visiting people into school to enhance our curriculum provision. These include the Police Liaison Officer, North Wales Fire Service, local people in the village to describe to the children what it was like to live in the village in the past and many more.

The school is very much involved within the community supporting many community events including Coffee Mornings, harvest/Christmas performances at the Sunshine Café, community skills events and other seasonal community activities. The children also contribute with our members of staff to the Leeswood News, which is printed on site for distribution.

Managing the Curriculum for Wales:

It is the responsibility of the Headteacher to ensure that the Curriculum for Wales is implemented appropriately and to manage the day-to-day organisation of the curriculum. The Co-ordinator for Teaching and Learning also has a responsibility for overseeing the implementation of the Curriculum for Wales, in cooperation with the Headteacher.

All Teachers are also members of AoLE groups who have a specific role in providing a strategic lead and direction for the AoLE.

AoLE Teams:

At Ysgol Derwenfa, we believe that subject leadership, as part of an AoLE team, is a key leadership and management role. It is the role of the AoLE team to implement the aims of the school. Teachers at Ysgol Derwenfa, must not only teach but also help manage the teaching of colleagues through their AoLE team. We have designated each teacher to one or more of the following AoLE teams:

- Numeracy/Mathematics
- Languages, Literacy and Communication – English, Welsh and International Languages
- Science and Technology
 - Health and Well-being
- Expressive Arts
- Humanities

Purpose of the AoLE Teams:

The purpose of the AoLE teams is to provide professional leadership and management for an AoLE to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. Working alongside the Senior Leadership Team (SLT) an AoLE Team provides leadership and direction for an AoLE and ensures that it is managed and organised to meet the aims and objectives of the school and the AoLE.

The SLT and AoLE Teams play a key role in supporting, guiding and motivating staff in relation to the AoLE. SLT/AoLE Teams evaluate the effectiveness of teaching and learning, the AoLE curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the AoLE.

The SLT/AoLE Team undertakes a variety of monitoring activities (See the Monitoring Schedule).

An AoLE Team identifies needs in their own AoLE and recognises that these must be considered in relation to the overall needs of the school.

It is important that an AoLE Team understands how their AoLE and subjects contribute to school priorities and to the overall education and achievement of all pupils.

What AoLE Teams Do:

- Strategic direction and development of the AoLE Working with SLT
- Develop and implement policies and practices for the AoLE which reflect the school's commitment to high achievement, effective teaching and learning
- Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it
- Establish, with the involvement of relevant staff, short, medium- and long-term plans for the development and resourcing of the AoLE
 - Identify realistic and challenging targets for improvement in the AoLE
 - Ensure policies are understood by all those involved in putting the plans into practice
 - Ensure staff are clear about action to be taken, timescales and criteria for success
 - Monitor the progress made in achieving targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement through:

Learning Environment:

Our classrooms are attractive learning environments. Displays are changed to ensure that the classroom reflects the topics studied by the children. Displays in the school should be used to create an attractive and stimulating environment, which support our children's' learning. The work displayed should be of a high standard and be changed frequently.

We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries, thesauruses and fiction and non-fiction books. To ensure consistency throughout the school, each classroom should include:

- Literacy working walls
- Numeracy working walls
- Digital working walls
- Welsh displays
- Topic displays

We believe that a stimulating environment sets the climate for learning, and an exciting and organised classroom promotes independent use of resources and high-quality work by the children. At Ysgol Derwenfa, we believe that learning takes place in an environment which:

- is challenging and stimulating
- is peaceful and calm
- is happy and caring
- is organised, tidy and well maintained
- is well resourced for the learners' stage in learning
- makes learning accessible
- is encouraging and appreciative
- is welcoming for all learners, staff and visitors
- provides equal opportunities;
- provides a positive, safe and secure working atmosphere

In addition, we believe that the physical learning environment should be organised to ensure that children have the opportunity to:

- work individually, in groups and as a class
- make decisions independently
- work co-operatively with their peers
- solve problems and reason
- be creative
- discuss their ideas in pairs, groups or as a class
- develop social skills
- develop independence in their learning
- use initiative to extend their learning further
- receive support when it is required
- achieve academically and reach their full potential

Effective Learning:

At Ysgol Derwenfa, we acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. In line with the Curriculum for Wales Guidance, the staff at Ysgol Derwenfa take into account the 12 pedagogical principles, as proposed in the Successful Futures (2015) document published by Professor Graham Donaldson. The following principles are embedded in our practice:

1. Overall Purpose:
Four Purposes
Areas of Learning.

2. Mindset and Power of Effort:
Developing expectations that are high but achievable.

3. Blended Teaching:
Using a blend of approaches including direct teaching.

4. Deepening Thinking:
Promoting problem solving, creative and critical thinking.

12. Collaboration:
Good teaching and learning requires collaboration. This prepares learners for the world of work.

Donaldson's 12 Pedagogical Principles



At Ysgol Derwenfa, we follow the 12 Pedagogical Principles as part of our practice.:

"To be clear, the recommendations of this Review do not imply an emphasis on any particular teaching approaches: decisions about teaching and learning are very context and purpose specific and are best taken by the teacher themselves."

5. Building on Prior Learning and Engagement:
Good teaching builds upon prior learning and experience, and is engaging.

11. Positive Relationships:

6. Meaningful and Authentic:
Visits and visitors can help to

We offer opportunities for children to learn in different ways. These may include:

- investigation and problem solving and reasoning
- group work
- pair work
- independent work
- whole-class work
- asking and answering questions
- use of information technology
- fieldwork and visits to places of educational interest
- creative activities
- watching video clips and DVD's and responding to musical or tape-recorded material
- debates, role-plays and oral presentations
- designing and making things
- participating in outdoor learning
- engaging with projects within the local community
- participation in athletic or physical activity
- participation on the School Council, Criw Cymraeg and Sports Council

We vary the teaching and learning strategies used and use methods from the Assessment for Learning Strategy. We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Effective Teaching

The Curriculum for Wales (CfW) provide teachers with the flexibility to meet the needs of all learners by selecting appropriate topics/themes which provide a meaningful, relevant and motivating curriculum. The application of Literacy, Numeracy and Digital Competence across the curriculum is also planned by all members of staff and incorporated into lessons.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge, skills and all-round

development of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability.

More able and talented learners can be provided with greater challenges by using material that extends the breadth and depth of study and opportunities for independent learning. Learners may also be challenged through the development and application of literacy and numeracy skills across the curriculum

When planning work for children with additional needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs).

We plan our lessons with clear learning objectives which match the expectations of the Curriculum for Wales, Four Purposes and Areas of Learning. Our planning contains information about the tasks to be set, differentiation, as well as links to the Four Purposes, LNF and DCF. We evaluate the learning that has taken place so that we can modify and improve our teaching in the future through our daily evaluations.

The Headteacher, SLT, AoLE Leads, Teaching Staff and Governors regularly monitoring planning and the work in pupil's books to ensure the quality of teaching and learning. This is mainly linked to the priorities within the SDP. Monitoring exercises are recorded using FADE forms and these are shared with all staff.

We have high expectations of all children, and we believe that their work here at Ysgol Derwenfa is of the highest possible standard.

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities.

All our teachers follow the school policy with regard to discipline and classroom management. We follow a restorative approach to behaviour, with three core school rules displayed around the school. We have also set and agreed our school values with all staff and pupils which are displayed around the school.

Ysgol Derwenfa
Our School Values

Caring 

Nurturing 

Succeeding 

Ysgol Derwenfa Rules

Ready 
We are ready to listen and learn

Respect 
We show respect to everyone at our School

Safe 

We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times, rewarding pupils through the weekly VIP of the week award.

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. We follow our School's policy for Risk Assessment.

We deploy HLTA's, Classroom Assistants and Learning Support Workers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. We ensure that they are involved in planning and assessment so they are clear in the purpose of teaching and learning tasks and so that they can support the learning needs of the children.

All our Teachers, HLTAs, Classroom Assistants and Learning Support Workers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice.

For further information on Staff Development, please see the Performance Management Policy and Professional Development Policy.

Achievement, Rewards and Praise:

At Ysgol Derwenfa, we believe that learners' achievements both inside and outside of school should be celebrated on a daily basis. We nurture our learners to grow and succeed, encouraging them to pursue their interests and set themselves high standards. During our Friday celebration assemblies, each class awards their VIP of the Week. The children who receive the VIP of the Week award then have lunch with the headteacher at the top table, providing them with the opportunity to discuss their achievements at Ysgol Derwenfa; this is extremely popular with the children.

As we are working towards the Cyrameg Campus initiative, our Criw Cymraeg award 'Sariadwr Cymraeg yr wythnos' (Welsh speaker of the week) in order to encourage the use of the Welsh language around the school.

Members of staff also award 'Derwenfa Values Awards' for pupils who demonstrate the values, behaviours and expectations required at Ysgol Derwenfa. Learners who demonstrate a significant contribution to school life and are working towards the Four Purposes can also receive this award.

We believe that parental engagement is a vital aspect of a child's learning journey. In order to celebrate learners who, go above and beyond, our staff use 'positive phone calls home' to share the success and achievement of our pupils.

At the end of each academic year, a number of special awards are handed out by the Headteacher and Chair of Governors for pupils in Year 6.

The role of Governors

Our governors determine, support, monitor and review the school policies on the curriculum, teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively
- Ensure that the school buildings and premises are best used to support successful teaching and learning
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- Ensure that staff development and performance management policies promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning policies through the school self evaluation. These include the annual headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.
- Members of the Governing body are expected to undertake joint staff /governors meetings / monitoring sessions to enhance their knowledge of standards of teaching and learning.

The role of Parents:

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- Sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school
- Sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- Explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- Encouraging parents to be involved in their child's learning through working with children on the computer, accessing the Hwb Platform and TT Rockstars.
- Parents are also an invaluable help during school visits.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Ensure that their child has the best attendance record possible, and is on time for school.
- Ensure that their child is equipped for school with the correct uniform and PE kit
- Do their best to keep their child healthy and fit to attend school
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Attending Parents' evenings and other events which support their child's learning journey
- Promote a positive attitude towards school and learning in general
- Fulfil the requirements set out in the home/school agreement.

Equal Opportunities:

Equal Opportunities The 9 protected characteristics of the 2010 Equality Act include everybody: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Equality Act sets down Public Sector Duties that apply to all the school's functions:

- Promoting equality of opportunity
- Promoting good community relations
- Eliminating discrimination Specific public sector duties for Wales are set out in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011, as issued by the Welsh Assembly Government.

We will mainstream equality through the curriculum in our choice of diverse and challenging materials and activities. We will support children and young people to examine their lives and personal identity in the light of people's experiences which are both similar and different to them. We will proactively tackle Black History and LGBTQ+ issues in planned lessons and activities through the AoLEs. The images and resources we use will reflect the diversity of society in a positive way so to meet the third duty of the Equality Act - to promote good relations between people. We will not omit or avoid certain equality issues because to do so would be to promote a false picture of the people of Leeswood/Flintshire/Wales. We will welcome people across the protected characteristics to our school to share their skills and experience. We will make sure that we make all people feel welcome.

Monitoring and Review:

Our Governing body's curriculum committee is responsible for monitoring the way the School Curriculum is implemented. This committee reviews each policy area in its cycle of review and development.

We are aware of the need to review approaches to teaching and learning regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. The policy will be updated in response to these factors.

To conclude we consider that each child's education is a unique experience and we, who are partners in the education service owe it to our children to provide them with the very best education.
