

Ysgol Derwenfa



Curriculum for Wales Summary 2022

Headteacher's Welcome - Our School:

I have pleasure in presenting our new curriculum vision document. We hope you enjoy learning a little bit more about our nurturing and caring school. This document sets out our vision, aims, values and school curriculum as part of the new Curriculum for Wales guidance.

If you would like to have any questions about our school after reading our curriculum vision document, please don't hesitate to contact the school via the details provided below.

Email: lemail@hwbmail.net

Contact Number: 01352 770477

Best wishes,

Mr Andrew Jones (BEd, MA)
Headteacher
Ysgol Derwenfa



Ysgol Derwenfa - Working Together:

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.



Contents:

- Page 1 - Our Curriculum Overview
- Page 2- The Context of Our School
- Page 3 - Our Vision at Ysgol Derwenfa
- Page 4 - Key Aims and School Values
- Page 5 - Our School Rules - Ready, Respect, Safe
- Page 6 - Our Curriculum
- Page 7 - The Four Purposes
- Page 8 - Statements of What Matters
- Page 9- Donaldson's 12 Pedagogical Principles
- Page 10 - Progression - Planning and Principles
- Page 11 - Assessing Progress
- Page 12 - Non-Negotiables at Ysgol Derwenfa



Determined
 Enthusiastic
 Resilient
 Welcoming
 Enjoyable
 Nurturing
 Family
 Ambitious



Our Vision at Ysgol Derwenfa:

To develop a safe, caring and 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 centred 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 everchanging world.

Our School Context:

- 19 Members of Staff
- 2 Members of the Senior Leadership Team including one with Teaching Responsibilities.
- 1 HLTA with Teaching responsibilities.
- 3 Mixed aged classes across the school including a Foundation Phase Class, Year 3/4 and Year 5/6 Class.
- 37.33% of Learners are eligible for FSM.
- 79 Pupils from Reception-Year 6, 9 part-time pupils in Nursery.
- The School has strong links with other schools as part of the Castell Alun Consortium of Schools.
- The school was opened in 1980 after the old county primary school and church schools closed.
- Our catchment area is mainly made up of the village and the surrounding areas.



The Four Purpose Squad:



Creative Carys



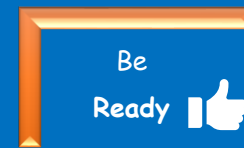
Ethical Elis



Ambitious Alys



Healthy Harri



Context of our School

Ysgol Derwenfa is an established primary school in the village of Leeswood in Flintshire, founded in 1980. The school mainly serves pupils from the local community. From September 2022, there will be 79 pupils from Reception to Year 6 at the school, and 9 part time pupils in the nursery. There will be three mixed-age classes in the school with 3 teachers and 6 teaching assistants.

The percentage of pupils who are entitled to free school meals (FSM) is 37.33%, which is above the average for Wales. The school has identified 14 pupils as having additional learning need (4 statemented, 4 School Action Plus, 6 School Action as of PLASC June 2022). All pupils come from English-speaking homes and no pupils speak Welsh as their first language. There were no exclusions during the last academic year. The last Estyn inspection was in 2014. The headteacher has been in post for 15 years. The current deputy headteacher retired at the end of the last academic year and the new deputy headteacher took up his post in September 2022.

The school has developing links with external agencies to provide additional support for pupils and families. The school is also a proactive member of the local cluster of schools. These schools collaborate effectively, sharing staff expertise and co-constructing teaching and learning resources.



Our Vision at Ysgol Derwenfa

To develop a safe, caring and 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 centred 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 everchanging world.



Our Key Aims and School 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 in 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 into account their individual learning needs. We encourage learners to take risks, persevere and to develop a growth mindset.



Our School Rules – Ready, Respect, Safe

We believe in a restorative approach to behaviour, which is based on the pivotal approach. We believe that kindness, care and compassion are key requirements to ensure that our pupils feel safe and secure at our inclusive school. We follow three key simple rules:

R- **Ready**: We expect our children to be ready to listen and learn.

R- **Respect**: We expect our children to show respect to everyone at our school.

S- **Safe**: We expect the children to act safely and sensibly at our school.

We follow the KiVA anti-bullying scheme as part of our 'Health and Well-being' Area of Learning, which ensures that learners develop an understanding of how their actions impact others. We are also currently working towards achieving the National Nurture Schools Programme Award.

Ysgol Derwenfa Rules

Ready

We are ready to listen and learn



Respect

We show respect to everyone at our School

Safe

We act safely and sensibly at our school



What?



Section 4: Our Curriculum

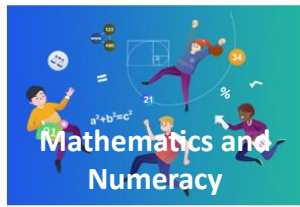
How?

Our learning spaces are safe and supportive: Children are able to take risks, celebrate their mistakes and learn together with a Growth Mindset.

Teachers plan engaging lessons with appropriate challenge, meeting the needs of each and every child in their class.

We use Pupil Voice and 'Hooks' to engage our children and ensure they are learning in a way that interests them.

The curriculum at Ysgol Derwenfa introduces our children to a range of skills, knowledge and experiences through the Six Areas of Learning and Experience (AoLE).



The Curriculum for Wales give us the freedom to design our own content based on:

- Six Areas of Learning and Experience and their What Matters Statements
- Cross Curricular Skills
- Four Purposes

The Six Areas of Learning and Experience					
Expressive Arts	Health and Well-being	Humanities	Mathematics and Numeracy	Languages, Literacy and Communication	Science and Technology
Cross Curricular Skills					
We will plan for each of the cross-curricular skills across the Areas of Learning and Experience					
Literacy		Numeracy		Digital Competence	
Four Purposes					
These underpin our Curriculum					
Ambitious, Capable Learners ready to learn throughout their lives	Enterprising, Creative Contributors ready to play a full part in life and work	Ethical, Informed Citizens of Wales and the World	Healthy and Confident Individuals ready to lead fulfilling lives as valued members of society		

A school curriculum is everything that children should do in school. It is the what, how and why children learn whilst with us. The curriculum at Ysgol Derwenfa has been designed to meet the needs of our children and prepare them for future life and employment. Our learning experiences help our children to engage with the Four Purposes and become the most ambitious, ethical and healthy citizens they can be.

Section 5: The Four Purposes

Ambitious, Capable Learners

I can be an **AMBITIOUS ALYS**...

Set myself challenges
Learn new things
Talk about my learning
Use Literacy, Maths and Digital skills
Talk in English and Welsh



Enterprising, Creative contributors

I can be a **CREATIVE CARYS**...

Creative
Solve problems
Take risks
Work as a team
Share my ideas and feelings
Help my friends
Make mistakes and learn from them



Ethical, Informed citizens

I can be an **ETHICAL ELIS**

Make choices
Learn about Wales and the World
Learn about people in the past and right now
Find out about things before I decide on my opinion
Think about other people and how they feel
Care about our planet
I can write and talk about things that are important to me



I can be a **HEALTHY HARRI** ...

Learn from my mistakes
Ask for help
Be polite and have good values
Make friends and be a kind persons
Know how to keep myself healthy
Know what is right and wrong
Try things for myself and be independent
Know how to stay safe



Section 5: Statements of What Matters

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

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.

Donaldson's 12 Pedagogical Principles

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

11. Positive Relationships:
Good teaching and learning supports social and emotional development and positive relationships

10. Learning Autonomy:
Good teaching and learning encourages children and young people to take increasing responsibility for their own learning.



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."

- Professor Donaldson (2015)

Information Source: Successful futures: review of curriculum and assessment arrangements (2015) <https://gov.wales/successful-futures-review-curriculum-and-assessment-arrangements>

9. Cross-Curricular Expectations
Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice key skills.

8. Making Connections
Making connections and transferring knowledge and understanding across different contexts in order to address unfamiliar problems.

7. Assessment for Learning:
Teachers use regular and meaningful feedback and adapt teaching and materials to meet the needs of individuals.

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

6. Meaningful and Authentic
Visits and visitors can help to bring abstract learning to life. Schools should work with outside agencies to make learning authentic and meaningful.

Progression- Planning and Principles



We use the **Descriptors of Learning** for each **What Matters Statement** to assess and plan for learners' progress.

- ❖ These are arranged in 5 progression steps to guide pace of learning
- ❖ They are designed to frame learning over a series of years and are broadly set against ages 5,8,11,14 and 16
- ❖ They are tools to support learning from the child's perspective. But are not designed to be stand alone tasks or activities
- ❖ They are not tick boxes for assessment purposes

These are the **Principles of Progression** that underpin our planning for children's progress across the Areas of Learning over time.

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



Assessing Progress

The Curriculum for Wales gives us the opportunity to ensure that learners' progress is the primary purpose of Assessment whereby needs, achievement and abilities can be recognised and provided for in everyday teaching and learning.

We aim to fulfil the Curriculum's Assessment Purposes as follows:

Supporting individual learners on an ongoing, day to day basis:

This formative assessment identifies the learners' current achievements and plans direction for the next stages of their learning, appropriate for the needs of each child.

Identifying, capturing and reflecting on learner progress over time

The progress of learners is tracked using the online tool, Taith 360. It is used to capture progress of whole classes but also ALN, FSM, MAT and Intervention groups. Formative use is also made of national and standardised tests to reflect on progress over time

Understanding group progress in order to reflect on practice

Professional dialogue meetings between the Headteacher and class teacher are held once each term to discuss the progress of each child in the class. This highlights future progression needs and any intervention provision necessary to ensure effective learning can take place.

Communicating with parents/carers-

We view effective communication as being of the utmost importance so parents/carers are fully informed of progress and what they can do to help at home. Communication takes the form of:

- ❖ Daily through the use of Seesaw for sharing work and communication
- ❖ Termly - we hold two formal parents' evening in the Autumn and Spring Term with an optional one in the Summer term .
- ❖ Yearly- we provide an interim report for each child in the Spring Term and an End of year report at the end of the academic year.

Inclusivity is at the heart of Ysgol Derwenfa. We ensure that we get to know our children really well so that their individual needs are met through a personalised curriculum.

Our Universal Provision includes whole class teaching, quality differentiation and scaffolding and individual and small group interventions.

We maintain strong relationships with our families and continue to work closely with outside agencies and professionals to support the needs of our children.

Inclusive Curriculum



Being outside in the fresh air and learning outdoors is a strength of our provision at Ysgol Derwenfa.

Children's physical, mental and spiritual health are enhanced, and their personal and social communication skills are developed.

We are very fortunate to have such a beautiful, extensive outdoor space which we have enhanced with shelters, and a sensory garden to provide stimulating outdoor learning

Learning Outdoors



Health and Wellbeing is a fundamental element of our provision. A healthy body and a healthy mind helps us to learn and grow into confident, resilient and caring citizens. By investing the time in building strong relationships we can solve problems and overcome challenges together.

Our Nurture Support is a valuable intervention which is underpinned by the Six Principles of Nurture which are also a key thread throughout our teaching and learning experiences in every class.

Health and Wellbeing



At Ysgol Derwenfa, everyone is empowered to develop and take on leadership responsibilities. This creates a love of learning, it boosts self esteem and confidence and encourages everyone to be ambitious and aspirational. Most importantly it allows everyone to feel involved in the vision of our school.

Leadership Roles



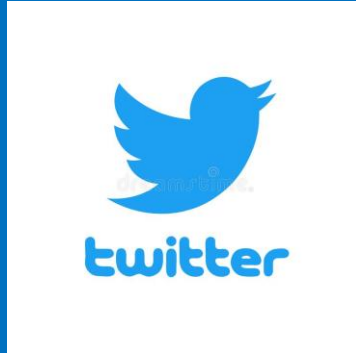
Non-Negotiables at Ysgol Derwenfa



At Ysgol Derwenfa we believe that learning should be an exciting journey. We enrich and broaden our curriculum through many different experiential learning opportunities to develop the children's aspirations and develop their personal and social skills.

Our Non-Negotiables are aspects of our curriculum that are vitally important in ensuring our vision is realised

Keep up to date - Ysgol Derwenfa



@YsgolDerwenfa



www.ysgolderwenfa.co.uk