



## Federation of Ysgol Dyffryn Dulas Corris and Ysgol Pennal

### The Rationale behind our Curriculum

#### *'Happy and Successful Children'*

- The new curriculum is being designed by the stakeholders of the Federation.
- The new curriculum responds to the needs of all learners.
- The new curriculum has been created for our rapidly-changing world!



Centre for Alternative  
Technology

Art

Leisure centre

National Park

Beaches

Fishing

Religion

Mountains

Climbing

Playground

Walking

Ecology

Geography

Football

Cycling

Nature

Golf

Business

Education

History

Culture



## The Federation's Community

We help our learners to realise that excellent opportunities and experiences are available to them locally.

# Values and Beliefs

The Federation's unique Learning Powers are integral to our values and influence our behaviour:



## Mochyn Mwynhau

We consider the needs and well-being of every learner to ensure that they are **happy** and enjoy learning.



## Gorila Gwella Gwaith

We place prestige on continuous improvement and train our learners to influence their own learning.



## Dafad Dal Ati

We promote high expectations, individual excellence, attainment and **success** for all and equip our learners to develop confidence, resilience and independence.



## Teigr Trio Ffordd Wahanol

We profess flexibility and equip our learners to develop resilience and confidence so that they manage to solve challenges at an increasing level of independence.



## Cwningod Cydweithio

We are considerate of the aspirations of stakeholders and equip our learners to support each other and to respect the views and feelings of others.



## Crocodeil Canolbwytio

We provide a safe and exciting environment and inspire learners to be ambitious, inquisitive and **successful**.



## Gwiwer

### Gweithio'n Galed

We encourage every learner to do their absolute best by creating a challenging and thought-provoking learning environment.



## Deinosor Dychmygu

We listen to our learners' voices and give them opportunities to co-plan exciting activities which enable them to be creative, innovative and critical.



## The Federation's Vision



- In a safe, inclusive, supportive and happy environment, all the Federation's learners are supported to be ambitious, skilled and inquisitive, and develop skills to solve and enjoy challenges at an increasingly independent level.
- The learners are encouraged and empowered to be creative, innovative and critical and to contribute to the culture and ethos of the Federation and the wider community.
- The Federation's learners are supported and inspired to be ethical, helpful, respectful and informed citizens who are aware of their identity, their culture and their place in the community, as well as their responsibility towards the planet, which is ever-changing.
- We support and equip all the Federation's learners to be healthy and confident. They are supported to take ownership of spiritual and ethical values and to make informed decisions about their way of working and keeping safe. The learners are supported to develop confidence, resilience, skills and empathy to live everyday life as happy and as independent as they can.

# What is the Curriculum?



The Curriculum is the plan for everything that the learners do in the Federation.

- **What** is taught
- **How** will it be taught
- The **reason** for teaching it

We listen to the voices of learners, parents and Governors to ascertain their suggestions and their aspirations.

## The Federation's Curriculum is:

- broad, draws on many experiences, knowledge and skills across a range of contexts, topics and activities
- provides for increasingly deep and sophisticated learning
- is developmentally appropriate and encourages learner progress
- cross-curricular, which:
  - enables learners to consider local, national and international matters
  - fosters an understanding of careers and work-related experiences (CWRE)
  - fosters an understanding of human rights and diversity education



Based on the requirements of the curriculum noted in legislation, their curriculum must:

enable learners to make progress towards achieving the four purposes

be broad and balanced

be suitable for learners of different ages, abilities and skills

provide for the appropriate progress of learners

include each of the six Areas

encompass each statement of what matters

include the mandatory elements of the curriculum, i.e. religion, values and ethics, relationships and sexuality education, Welsh and English

incorporate the mandatory cross-curricular skills

include a range of assessment methods which support learner progress

give learners options in terms of what they study when they are between 14 and 16 years of age, but continue to ensure learning in every Area



# The Curriculum of the Federation of Ysgol Dyffryn Dulas Corris and Ysgol Pennal includes:



## Six Areas of Learning and Experience (AoLE)



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology

## Progression Steps

The new curriculum develops learners' knowledge, skills and experiences. Learners will progress when:

- they learn more
- they acquire a deeper understanding of things
- their communication skills grow, and
- their skills improve.

We teach in a way that works for the learners. There may be occasions when learners will:

- progress quickly or
- slow down to ensure their understanding of a subject or when they find something that is of personal interest to them.

Learning is not always associated with age. It will not happen in the same way, or at the same time, for everyone. But roughly they equate to expectations when they are 5, 8, 11, 14 and 16 years of age.

## What Matters Statements

What children learn will focus on what matters to them now and things that will matter to them when they grow up.

Every area of learning and experience includes statements of what matters, which steers the learning of children of all ages. These help your child think about what they learn and how subjects are linked together, in work and in life. They also help children make progress every year as they develop their skills and understanding.



# Language, Literacy and Communication

**What matters?**

For every pupil to be able to communicate effectively and confidently. High standards of Languages, Literacy and Communication are embedded in our curriculum; and we take advantage of opportunities to develop language in all possible situations, enabling pupils to see the intentional, authentic link between languages and real-life situations.

Welsh is the day-to-day language of the school. We incorporate the Language Charter's principles in the full curriculum and in every aspect of our work. Every child up to seven years of age is taught entirely through the medium of Welsh. English is introduced gradually to learners in accordance with their readiness for this from seven years of age onwards. Our aim is to ensure that every learner is confident in both languages when they leave school.

Languages connect us.

Understanding languages is key to understanding the world around us.

Expressing ourselves through languages is key to communication.

Literacy fires imagination and inspires creativity.



**Impact: How will we know that we have achieved our goals?**

Every child is on their own learning journey. We encourage and support every child to reach their full potential as readers, writers, speakers and learners. Within the Federation, we have a broad range of strategies to support our children, such as reading and literacy programmes, target groups and daily intervention groups through our general provision. Further challenge is provided by setting differential tasks in the classroom. In addition, we use external agencies to obtain a fully-inclusive curriculum.

Grammar

Vocabulary

Punctuation

Handwriting

Spelling

Our children are imaginative, creative, empathetic, resilient, motivated and independent learners.

Every child takes steps forward in their learning.

Pupils can communicate effectively in a range of formats - such as speaking and writing in different languages - use technology, produce written work in different genres, and perform and present to a range of audiences.

The learners are willing, excited and ready to learn throughout their lives, playing a full part in the next step of their educational journey, as well as being citizens of Wales and the world.

# Mathematics and Numeracy

## What matters?

Within the Federation, we foster positive attitudes, engagement, excitement and discovery through the teaching and learning of mathematics. We encourage a 'can do' approach, particularly when problem-solving. We provide links to the real world and authentic tasks. It is important to us that every child uses the language of mathematics confidently by reasoning and explaining to others. They will deepen their learning by using concrete, illustrative and abstract representations; providing them with a balance of procedural fluency and conceptual understanding.



## The Five Proficiencies of Mathematics

Opportunities are provided to demonstrate conceptual understanding by...explaining and expressing concepts.

Learners are given opportunities to communicate using symbols by...showing an understanding of symbol conventions.

Learners are given opportunities to demonstrate strategic competence by...identifying the mathematics required to solve a problem.

Learners are given opportunities to apply fluency by...prompt recall of facts, relationships and techniques.

Learners are given opportunities to demonstrate their logical reasoning by...understanding the relationships between and within concepts.

Within both schools, we have a broad range of strategies to support our children, such as intervention programmes and daily target groups through our universal provision. Further challenge is provided by setting differentiated tasks in the classroom.

### Ambitious and capable...

We plan to ensure mathematical skills in a range of cross-curricular experiences.

### Ethical and informed...

We encourage the use of numeracy skills to make informed and ethical decisions.

## Mathematics and the 4 Purposes

### Healthy and confident...

We encourage curiosity, acceptance of mistakes from which we can learn, in a positive and purposeful way.

### Enterprising and creative...

We plan carefully so that children can use mathematical skills in real-life contexts and experiences.

The number system is used to represent and compare relationships between numbers and quantities.

Algebra uses symbol systems to express the structure of mathematical relationships.

Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.

Statistics represent data, probability models chance, and both support informed inferences and decisions.

# Science and Technology

## What matters?

Within the Federation, we want to see Science and Technology firing curiosity, awe and wonder within our pupils. Our discovery-led programme develops the pupils' scientific inquiry skills. Through purposeful and real-life contexts, our pupils ask questions, predict, investigate, plan, discuss, reflect and enjoy practical experiences by building a strong body of knowledge.

We wish for our pupils to be passionate about understanding the world around them, why it exists, how interlinked our world is and how they can impact it. We will challenge the gender stereotypes that exist in the fields of science and engineering. We hope that our pupils feel confident in their ability and feel that it is not only a possible career path, but that it is an exciting and accessible one at that.

We plan opportunities for children to investigate, take risks and make decisions which extend their learning and understanding that Science and Technology is an integral part of everyday life. STEM projects enable children to deepen their scientific understanding and knowledge through the design process and using engineering strategies that run alongside science.

### **Ethical and informed...**

Discovering, evaluating and using evidence  
Engaging with current affairs  
Impact of actions  
Commitment to sustainability

## **Science, Technology and the 4 Purposes**

### **Healthy and confident...**

Establishing ethical beliefs  
Building confidence  
Knowledgeable of the impact of diet and exercise  
Facing and overcoming challenges  
Independence

### **Ambitious and capable...**

Setting high standards and enjoying the challenge of building knowledge and questioning  
Problem-solving. Explaining ideas and concepts  
Effective use of number and analysis  
Using digital technology  
Investigating and critical analysis

### **Enterprising and creative...**

Designing and creating  
Problem-solving  
Grasping opportunities  
Taking risks  
Teamwork

Being curious and searching for answers is essential to understanding and predicting phenomena.

Design thinking and engineering offer technical and creative ways to meet society's needs and wants.

The world around us is full of living things which depend on each other for survival.

Matter and the way it behaves defines our universe and shapes our lives.

Forces and energy provide a foundation for understanding our universe.

Computation is the foundation for our digital world.

# Health and Well-being

## What matters?

We make a continuous effort to provide a safe, caring, inclusive, encouraging learning environment, which celebrates and embraces diversity. We consider every child as a special, complete individual, with their own unique gifts. Our privilege is to nurture these gifts and be a part of their journey to help them become confident, healthy individuals who could be valuable members of society. We take pride when supporting our pupils to develop and maintain not only their physical health and well-being, but also their mental health and emotional well-being, as well as develop positive relationships in a range of contexts. To enable this, we will foster pupils' abilities to make informed decisions about their health and well-being and to critically engage with a range of social influences that could affect their values and behaviour. We celebrate our pupils' curiosity and encourage them to make sense of the world by thinking about their feelings and experiences.

Developing physical health and well-being has lifelong benefits.

How we process and respond to our experiences affects our mental health and emotional well-being.

Our decision-making impacts on the quality of our lives and the lives of others.

How we engage with social influences shapes who we are and affects our health and well-being.

Healthy relationships are fundamental to our well-being.



### **Ambitious and capable**

who set high standards for themselves, undertake research, evaluate and implement their findings about how to achieve a happy and healthy life.

## **4 Purposes**

### **Healthy and confident**

who build their mental health and emotional well-being, think about what they eat and how they exercise, take control of their own lives and develop the ability to make good decisions, able to find support to keep safe and healthy, form positive relationship based on mutual respect.

### **Ethical and informed**

who can maintain and evaluate research with an open mind, can be considerate and considerate of the beliefs, values, ideas and views of other people, know their rights as a child and feel empowered to exercise them, understand that the decisions they make have lifelong impacts on their mental well-being, develop a strong sense of their own cultural identity, and respect the diversity of other cultures.

### **Enterprising and creative**

who express their ideas and emotions in different ways that are meaningful to them and others, can look for and maximise opportunities to make everyone's lives better, can learn to work together to reach a goal - learning to be flexible and able to adapt. They will always give the best of themselves to help others.

# Humanities

## What matters?

Within the Federation, we learn through enquiring, investigating and researching to inspire curiosity about Corris and Pennal, Wales and the wider world, the past, the present and the future. We acknowledge that events and human experiences are complex, and are comprehended, analysed and represented in different ways. We investigate how our natural world is diverse and dynamic, influenced by human processes and actions. We provide direct experiences through trips and experiences. Human societies are complex and diverse and are shaped by human actions and beliefs. Investigating, respecting, celebrating and welcoming different cultures and faiths is a fundamental part of our school's ethos.

Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.

Events and human experiences are complex, and are perceived, interpreted and represented in different ways.

Our natural world is diverse and dynamic, influenced by human processes and actions.

Human societies are complex and diverse, and are guided by people's actions and beliefs

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

### **Ambitious and capable**

Aiming high and enjoying a challenge. Explaining ideas and concepts they learn about. Interpreting data and applying mathematical concepts. Undertaking research and critical evaluation. Building a body of knowledge. Using digital technology creatively.



### **Humanities and the 4 Purposes**

### **Ethical and informed**

Finding, evaluating and using evidence. Awareness of cultures, and communities both now and in the future. Understanding and exercising their responsibilities and rights. Respecting the needs and rights of other people, as a member of diverse society. Ready to be a citizen of Wales and the world. Understanding and considering the impact of their actions. Engaging with current issues.

### **Healthy and confident**

Securing values and establishing beliefs. Building well-being. Having the confidence to perform. Forming positive relationships. Ready to live fulfilling lives as a valued member of society.



### **Enterprising and creative who**

Pouring energy and skill into everything. Thinking creatively, re-framing and solving problems. Leading and playing different roles in teams. Expressing ideas through different media.

# Expressive Arts

## What matters?

Within the Federation, we want our pupils to be creative thinkers. To celebrate our diverse community, we investigate how creative work can represent personal, social and cultural identity. To enable children to express their own creativity, we will ensure that there are opportunities to investigate and experiment with a range of techniques. We want our pupils to be inspired and confident individuals, who can draw on the breadth of their knowledge and skills to be ambitious, capable learners. Through our various subjects, pupils will perform, produce, design and share their creative work. This will be inspired by a range of stimuli and experiences.

Creativity lies at the root of the whole area - this area takes a holistic approach to learning

### Authentic, rich experiences

input from professionals with experience of the industry

access to local, national and international contexts

opportunities for learners to take on a range of roles and responsibilities within the creative process

This Area encompasses five disciplines: art, music, dance, drama and film and digital media.

### Film and digital media

Film and digital media include television, film, radio, game design, photography, live events and theatre production skills, print media, social media, sound and audio production.



### Music

Music includes performance, improvisation and composing, listening and evaluating.

### Drama

Drama includes acting, directing, design, technical theatre and arts administration

### Art

Art includes experimenting with and developing an almost endless range of resources, materials, techniques and processes across all types of art, craft and design, to produce a range of results and to exhibit a creative and personal response.

### Dance

Dance includes performing choreographing and appreciation of a broad range of styles

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables the learners to become curious and creative individuals.

Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.

Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

## Impact: How will we know that we have achieved our goals?

Learners can work together through respect and trust.

Learners can work with autonomy and sophistication

Learners are engaged and enthusiastic

Learners are brave and creative enough to express themselves

Learners are resilient when experiencing a creative block

Learners will have the skills to reflect, respond to and edit creative work.

# The Four Purposes

The 4 purposes are integral to the Curriculum for Wales, and we aim to develop pupils who are:

- **confident, healthy individuals**
- **able, ambitious learners**
- **enterprising, creative contributors**
- **informed, ethical citizens**



## 1. Ambitious, Capable Learners

We support learners to believe in themselves and in what they can do. We encourage learners to want to learn and to do better. We equip the learners with the skills they need to learn.

## 2. Enterprising, Creative Contributors

We plan opportunities for our learners to think creatively and think of new ideas. We provide opportunities for learners to work problems out and use the same skill in their work.

## 3. Ethical, Informed Citizens

We learn about human rights, e.g. the right to life, the right to be free and the right to a private life. We educate our learners about their responsibilities, e.g. to listen to the law and to think of the people in the community. You participate in your community. And think of the world.

## 4. Ethical, Informed Citizens

We educate learners how to feel good about themselves and their beliefs.





## Mandatory Cross-curricular Skills

Literacy, numeracy and digital competency are compulsory skills within the Curriculum for Wales. In the Federation, we develop these skills in a cross-curricular manner, in authentic contexts.

**"Our learners receive opportunities across the Curriculum to:**

- develop their listening, reading, speaking and writing skills
- use numbers and problem solve in real situations
- be confident in using a range of technologies to help them act and communicate effectively and make sense of the world

Fframwaith Llythrennedd

Fframwaith Rhifedd

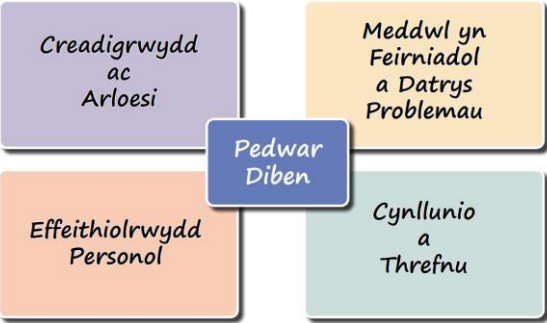
Fframwaith Cymhwysedd Digidol

The Curriculum of the Federation of Ysgol Dyffryn Dulas Corris and Ysgol Pennal includes:

## 5 Cross-curricular Themes

- Addysg cydberthynas a rhywioldeb
- Addysg hawliau dynol a Chonfensiwn y Cenedloedd Unedig ar Hawliau'r Plentyn
- Amrywiaeth
- Gyrfaoedd a phrofiadau cysylltiedig â byd gwaith
- Cyd-destunau lleol, cenedlaethol a rhyngwladol

## 4 Integral Skills



## Mandatory Elements of the Curriculum

The Federation will focus on the mandatory elements of the curriculum when planning, taking advantage of all opportunities to include them in various and motivational context:

- Religion, values and ethics
- Relationships and sexuality education
- Welsh
- English

Crefydd, Gwerthoedd a Moeseg

Addysg Cydberthynas a Rhywioldeb (ACRh)

Cymraeg

Saesneg





# Planning

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# Planning

- We co-construct high-quality rich, broad and motivational learning experiences for our learners, which are age and ability-appropriate.
- We plan in an integrated manner. The six Areas bring familiar disciplines together and encourage meaningful and strong links across different disciplines.



# Teaching

High-quality teaching is essential if we wish to realise the 4 purposes, our vision as a Federation and the requirements of the Curriculum Framework. Consistency in every classroom across the Federation is essential to ensure a safe and stimulating environment for our learners to venture, make mistakes confidently and learn in an environment where there is mutual respect and appreciation of everyone's efforts. We consider, share and develop our teaching methods continuously, based on our understanding of the 12 pedagogical principles noted in the Curriculum Framework. Experimenting and innovating confidently as practitioners is very important to us and we will work closely within the school and across the cluster to ensure the best teaching and learning experiences that we can offer to our learners.

## The Pedagogical Principles

1. maintains a consistent focus on the overall purposes of the curriculum
2. challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
3. means employing a blend of approaches including direct teaching
4. means employing a blend of approaches including those that promote problem-solving, creative and critical thinking
5. sets tasks and selects resources that build on previous knowledge and experience and engage interest
6. creates authentic contexts for learning
7. means employing assessment for learning principles
8. ranges within and across Areas
9. regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them
10. encourages learners to take increasing responsibility for their own learning
11. supports social and emotional development and positive relationships
12. encourages collaboration



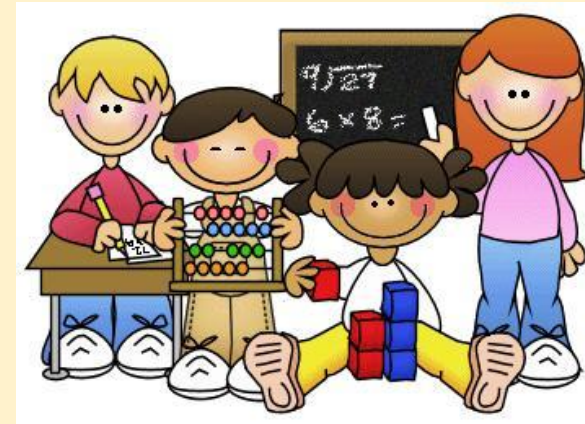
We are clear that the purpose of assessment is to support every individual learner to progress appropriately, ensuring that they are supported and challenged accordingly.

# Assessment

The Federation staff will continue to develop new assessment strategies and will build on current methods relating to formative assessment, including providing high-quality feedback for learners, self-assessment and peer assessment.

**Every term, we aim to provide information to parents about:**

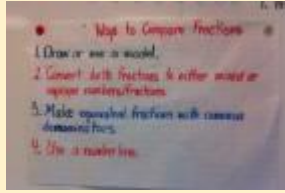
- Progression in learning across the breadth of the curriculum
- Information about progression needs / the next steps
- Brief advice on how parents / guardians can support
- Information on health and well-being



There will be a focus on identifying what the learner learns, the next steps and the support or challenge required to move forwards.

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# Continuous Assessment

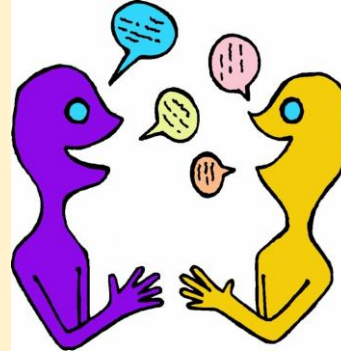


Success Criteria

Finding the mistake

The Voice of Stakeholders

Talking Partners



Seesaw



Improving work

Peer assessment

Targets

Open dialogue with parents

Verbal and written feedback



Celebrating mistakes

Visualiser

Encourage challenge



Learning Powers



Questioning

Which one is correct?

Observing

Listening from afar

Self-Evaluation

The voice of the learners

# Assessment - Annual Overview

Assessment	When?	What?
On entry	Early in the new year	Literacy and numeracy skills and ability, and physical, social and emotional development.
Recognised tests	October / November	Literacy and Numeracy
Parents' Evening	October / March	Summary of attitude, progress and the next steps
Personalised on-line tests	April / May	Literacy and Numeracy
Annual report	Summer	Comprehensive reports on progress and the next steps
Termly progress reports	December / April / June	Discuss progress and the next steps

