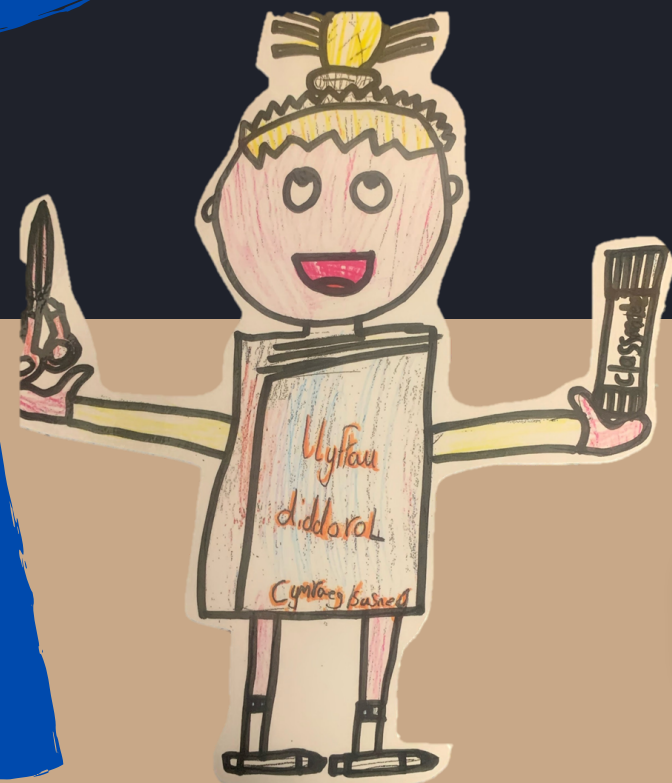




YSGOL BRO CINMEIRCH



Designing our Curriculum



Ysgol Bro Cinmeirch

Ar ein gorau - glaw neu lindda



PRINCIPLES
& PURPOSE



ENTITLEMENT &
ENRICHMENT



BREADTH &
BALANCE



PEDAGOGY



PROGRESS AND
ASSESSMENT



REVIEW AND
EVALUATION

Designing our Curriculum

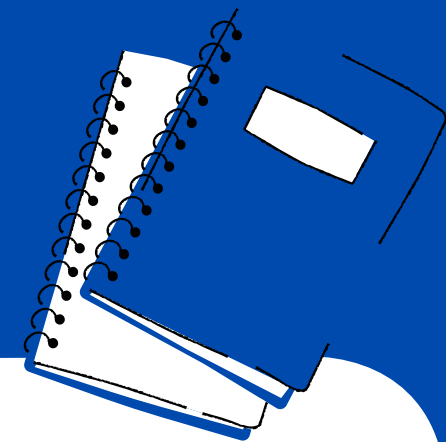
Our Vision and Values

- Happiness
- Supportive
- Encourage
- creative
- Community
- Safe
- Healthy
- Welsh
- Family
- Inclusive

We listened to learners, parents, staff and Governors to create our vision. These are the keywords that were picked up.



Our Vision and Values



At Ysgol Bro Cinmeirch, we teach thematically and our aims are:

- To create an **environment** and an **atmosphere** where children can **grow, develop** and **mature** to become confident individuals, aware of the needs of others, and responsible members of the community.
- To offer an education of the **highest standard** which will reflect the **needs of the individual** and their role in their community, Wales and the World.
- To enable every child to develop a **fluency in Welsh and English** to be able to be part of the social and cultural life of a bilingual community.
- To create a **happy atmosphere** based on the inter-relationship **of respect and care** between children and each other, between staff and pupils and between staff and each other, to enable the children to have positive attitudes and to develop self-confidence.
- To ensure that the children have **equal opportunities** by delivering a curriculum that is relevant, differentiated, wide ranging and well balanced.



Our Vision and Values



Ysgol Bro Cynmeirch is very fortunate to have such an attractive building in a special location. It is a Community school with resources for the locals to use. The Community Room, the school hall, the nice field and the adventure park that we have are regularly used by members of the Community outside of school hours. Learning outdoors is important to Bro Cynmeirch's ethos.

We strive to give our learners opportunities to develop their skills through experiences within their local environment.

We are keen to create a safe, happy and friendly atmosphere for every child who is a member of the school. Our vision is to present diverse and relevant experiences for the children so they can nurture and develop the necessary skills to grow into responsible and independent persons. Close and constant collaboration between home and school is essential in order to ensure the best possible educational opportunities for the children.



What is the meaning of 'Curriculum'?

- Curriculum is everything that learners experience at school.
- The curriculum realizes our vision as a School.
- It motivates and supports pupils through their educational journey.
- Our curriculum is suitable for learners of different ages and abilities.
- By designing the curriculum the provision of high quality learning experiences is paramount.
- The intention is to create exciting learning that motivates the learners in the classroom and outside.
- A document to ensure that we raise standards, reduce the attainment gap between pupils and enable young people to live in modern society.
- Something to help pupils survive and thrive in a rapidly changing world.



Important things for us

- Health and Wellbeing – Once a week we have rotating groups that offer a range of activities to promote health and well being including yoga, cooking fruit kebabs, exercise and a chat and a cuppa with the teacher.
- Inclusion – Each Teaching Assistant across the school has a different role which ensures that all children can access intervention, whether that is ELSA for encouraging support, Toe By Toe intervention, Start Again, reading or spelling groups, or groups for our more able and talented learners.



Garddwyr prysur



Dŵr Cymru yn cysylltu dŵr



Gryffalo

Equal opportunities

- We ensure that there is a comprehensive curriculum where there are new opportunities and experiences for all the pupils.
- Pupils learn in different ways and develop at different rates.
- All pupils have access to the curriculum.
- Mrs Sian Griffiths is our Additional Learning Needs co-ordinator and early identification of pupils and their needs is important to us as a school.
- We ensure constant intervention and support.
- We differentiate effectively.
- We ensure that all staff have a whole school understanding.
- We stretch and challenge pupils but in a considerate and caring manner.



The 4 purposes



The 4 purposes are an aspiration and aims for us as a school. We realize the 4 purposes within the school and ensure we set high expectations for everyone, promote personal and national well-being, challenge ignorance and false information, and encourage learners to play their part as alert and critical citizens . The aim of the Curriculum is to support learners to be...

The 4 purposes

Ambitious, capable learners, ready to learn throughout their lives



- Set high standards
- challenges
- enjoyment
- inquisitive
- solve problems
- communicate effectively through Welsh and English
- use numbers effectively
- understand how to interpret data
- use digital technology creatively
- investigate and evaluate their findings critically and are ready to learn throughout their lives

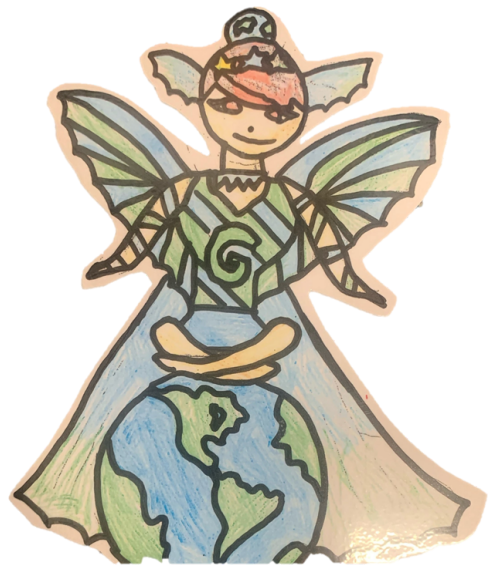
Enterprising, creative contributors, ready to play a full part in life and work



- relate to the application of knowledge and their skills to create ideas and products
- think creatively in order to reframe and solve problems
- identify opportunities and take advantage of them
- venture calmly
- lead and contribute to a team effectively and responsibly
- express ideas and emotions through different media
- give their energy and skills so that others can benefit and are ready to play a full part in life and work

The 4 purposes

Ethical, informed citizens of Wales and the world



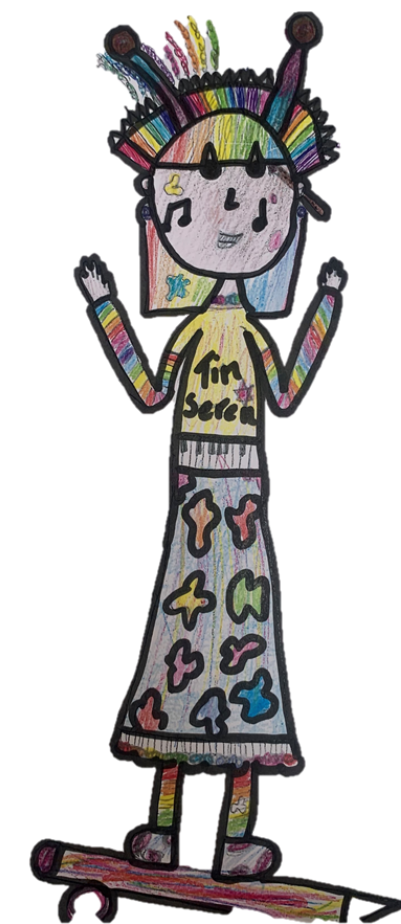
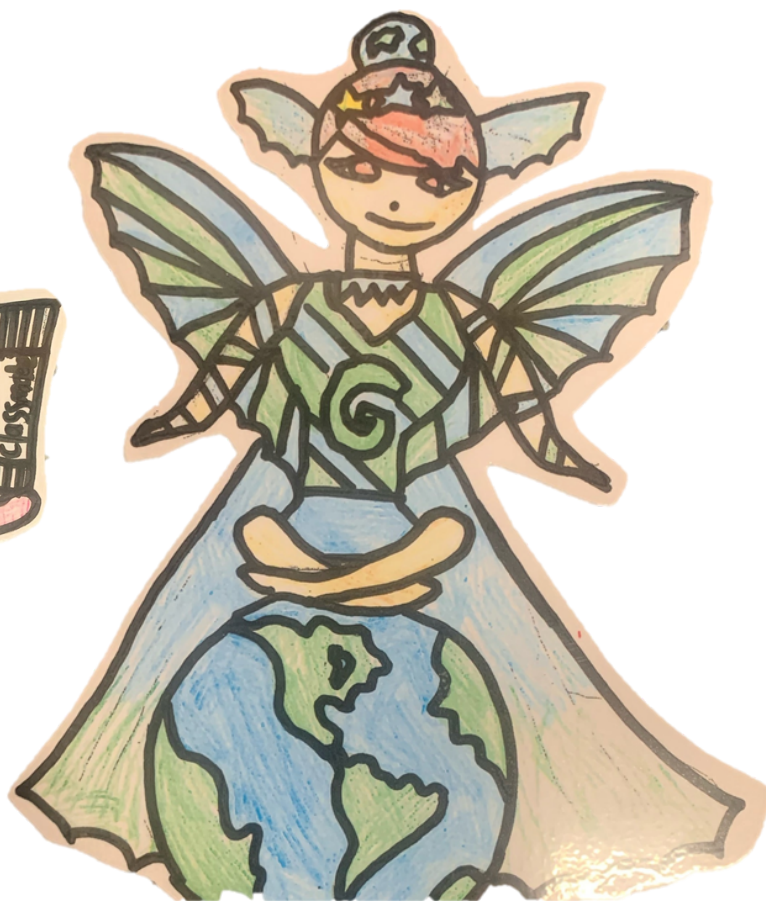
- discover, evaluate and use evidence in forming a judgement
- discuss current issues based on their knowledge and values
- practice and understand their human and democratic responsibilities and rights
- understand and consider the impact of their actions when choosing and acting
- knowledgeable about their culture, their community, their society and the world now and in the past
- respect the needs and rights of other people, as a member of society.
- show their commitment to ensuring the sustainability of the planet and are ready to be citizens in Wales and the world

Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

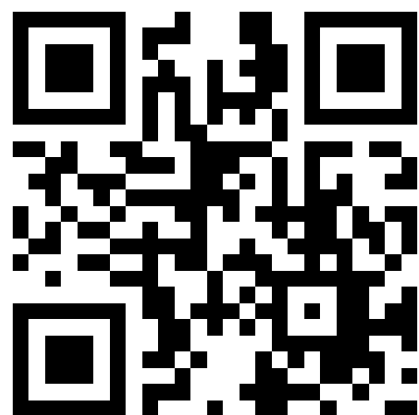


- strong values and establish their timeless and spiritual beliefs
- build their mental and emotional wellbeing by developing confidence, resilience and empathy
- apply knowledge about the effect of diet and exercise on physical and mental health in their everyday lives
- know how to find the information on support they need to stay safe and healthy
- participates in physical activity
- make reasonable decisions in their lifestyle and manage risk
- form positive relationships based on mutual trust and respect
- facing and overcoming challenges
- have the skills and knowledge needed to deal with their everyday life as independently as they could and are ready to live a full life as valued members of society.

The 4 purposes



Gwyl Galluog



Gwen Gwybodus



Ina Iachus



Ceri Creadigol



Cross-curricular skills



Digital Competence, Numeracy and Literacy skills are mandatory to enable the learners to realize the four purposes.

These three mandated cross-curricular skills have been realized and developed across all areas of learning and experience, to enable learners to access the whole curriculum.

When evolving a Curriculum for Wales, experimentation and innovation are very important to us and we will work closely together within the school and across the cluster to ensure the best learning experiences and teaching we can offer our learners.

Cross-curricular skills

In order to ensure consistency across the school and to ensure cross-curricular skills we have coordinators who specialize in these areas:

Mr Sion Hughes



Miss Eleri Davies



Mrs Ellyw Vaughan Evans



Our learners have opportunities to:

- **develop listening, reading, speaking and writing skills.**
- **be able to use numbers and solve problems in real situations.**
- **be confident users of a range of technologies to help them to act and communicate effectively and make sense of the world.**

Religion, Values and Ethics

- **We teach Religion, values and ethics as part of the Humanities Learning and Experience Area.**
- **We ensure that the teaching and learning are competitive.**
- **We teach this thematically and sometimes as part of our weekly wellness sessions.**

Relationship and Sexuality Education

- **Relationship and Sexuality Education is a cross-cutting element but it is also part of a wider area for Health and Wellbeing.**
- **We also create opportunities to teach the subject separately.**
- **We are developing a Relationship and Sexuality Education curriculum that truly reflects the experiences the learners have in the world around them.**
- **The learner's voice is essential to us as a school and we consider the views and needs of learners and their families.**

Human Rights

Human rights are the freedoms and protections that everyone is entitled to. In Wales, our human rights are protected in law by the Human Rights Act 1998. In addition, children, young people and disabled people have specific human rights, guaranteed by the United Nations Convention on the Rights of the Child. The Child and the United Nations Convention on the Rights of Persons with Disabilities. These two conventions also convey obligations on nation states.

- **The purpose of the United Nations Convention on the Rights of Persons with Disabilities is to promote, protect and ensure the full and equal enjoyment of all human rights by disabled people.**
- **Supporting learners to know their rights and respect other people's rights through human rights education is done through the four purposes.**

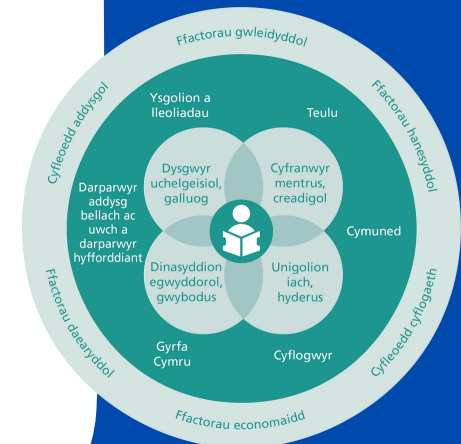
Variety

We include opportunities for learners to:

- **develop empathy and compassion for others.**
- **celebrate diverse backgrounds, values and characteristics.**
- **develop their own values and sense of identity.**
- **foster an understanding of people with different beliefs and views.**
- **challenge stereotypes.**
- **We also share the stories of different groups and listen to them, including minority groups, and enable each learner to see himself and his experiences represented in the texts, experiences and knowledge developed through the curriculum.**

Careers and experiences related to the world of work

- We offer opportunities to develop an entrepreneurial way of thinking.
- Education and work experiences enable learners to demonstrate their planning and organizing skills, such as putting ideas into action, setting goals, managing time and monitoring and reflecting on results.
- Appreciate the increasing range of opportunities in the workplace where being able to communicate in Welsh is important.
- develop resilience and the ability to adapt in response to work and life challenges, choices and responsibilities.
- Develop the attitudes and behaviors needed to overcome barriers to employability, career management and lifelong learning.



Local, national and international contexts

- We help learners to make sense of the skills and knowledge they are acquiring by creating connections with environments, experiences and events that may be more familiar to them.
- We introduce learners to less familiar contexts, broadening their horizons and engaging with perspectives that differ from their own and appreciating wider challenges and issues.
- Helping them make sense of their relationship with their communities, their national identity and the wider world.
- We support them to develop multifaceted citizenship, reflecting on their roles and responsibilities in each context and recognizing the diversity of each of them.
- Giving learners the important opportunity to understand and respond to different issues and challenges, including social, economic and environmental questions while working towards a sustainable and fair future.
- Giving opportunities to respond to the issues and challenges that arise from these relationships, considering the way they have shaped our past and present, and the way they can shape our future.

3

Leadership



Clear expectations regarding the progression of digital competence skills

A strategic plan and framework to ensure that all aspects are developed

Sharing good practice across the school including transition

A monitoring, evaluation and review cycle has been established within the school

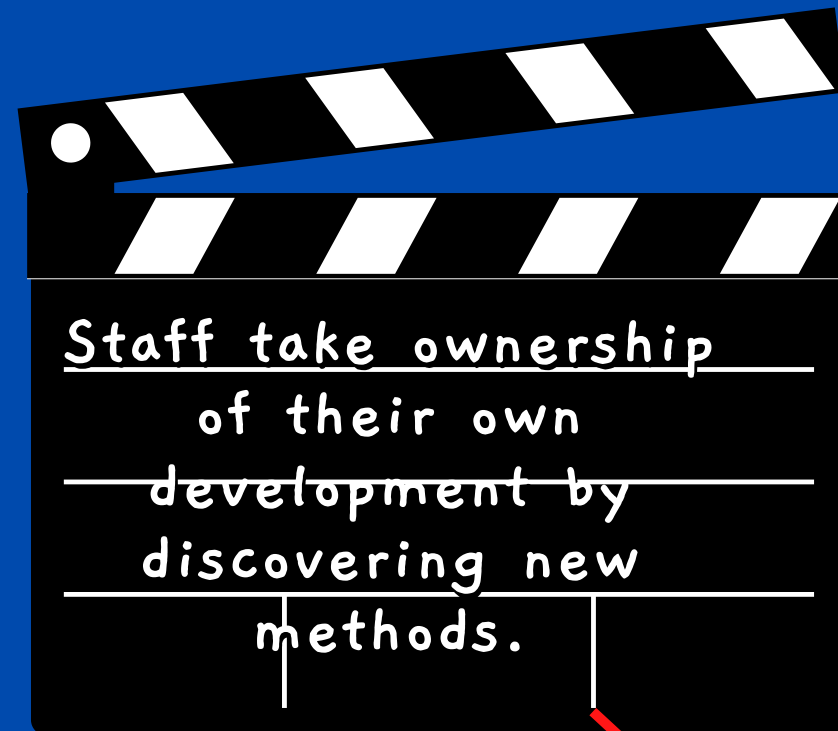
A presentation at the start of each academic year explaining the expectations.

Create a strategic plan in order to map the Framework.

Hold good practice sharing sessions. Create a Google Classroom Class. Conduct transition sessions.

Create a tracking and planning tool. Conduct internal and external learning trips.

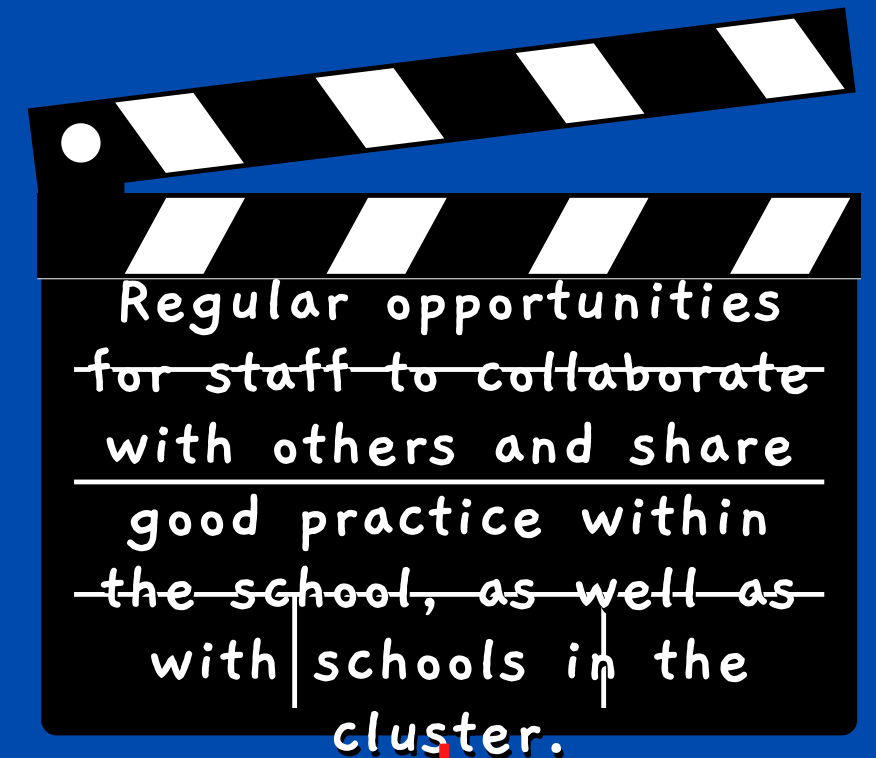
Effective leadership ensures that the school provides ambitious, creative and innovative learning experiences.



A document with a list of
apps and websites.
A document that offers
feedback to staff.



Regularly organize meetings
between teachers and
learners in the cluster.



All stakeholders are empowered through continuous professional learning to become innovators who transform teaching and learning.

Pedagogy

- Offering new and exciting experiences is a priority for the school teachers.
- Stimulating and creative areas have been established in the school.
- We create a first class learning environment.
- During their time at Ysgol Bro Cinmeirch we offer exciting trips and visits.
- There are opportunities to compete outside the school and trips outside the school.
- We offer a variety of music lessons.
- Elements of cross-curricular skills are taught subject-wise but the majority of teaching takes place in an integrated and thematic manner through themes / big questions and enquiries.
- Elements of wellbeing are taught individually in weekly sessions.



Our Curriculum includes the 6 Areas of Learning and Experience, it covers the Statements of What Matters and reflects the Principles of Progress.

Expressive Arts

**Languages, Literacy and
Communication**

Health and Well-being

Mathematics and Numeracy

Humanities

Science and Technology



Learning the 6 areas of learning and experience with cross-curricular skills is our foundation as a school. The pupil's voice is the most important and the pupil's voice is central when planning interesting and easy themes.

We teach exciting lessons, stimulating lessons and offer unforgettable opportunities that spark the pupils' interest and enthusiasm.

Health and Well-being

This covers the physical, psychological, emotional and social aspects of life, helping pupils to make informed decisions about their health and wellbeing and learn how to manage social influences. This will include Physical Education.

Languages, Literacy and Communication

This will include Welsh and English, literature and international languages.

Mathematics and Numeracy

In the early years this will mean learning through play. In later stages, this will include working both independently and collaboratively with others.

4

Pedagogy



Expressive Arts

Incorporates art, dance, drama, film, digital media and music. It will encourage creativity and critical thinking and include performance.

Humanities

Incorporates geography, history, religious education, business studies and social studies. It will be based on human experiences and will also deal with Welsh culture.

Science and Technology

Incorporates biology, chemistry, physics, computer science and technology design.

4

Pedagogy- Parents' opinions



Digital infrastructure is constantly evolving while all stakeholders develop as ethical and sound citizens.

Digital Learning
Protection Policy -
Everyone understands
their role in data
protection and digital
security

Ensure that the
policies are up to
date. Ensure that
everyone has signed
the correct
agreements.

Ensure that everyone
has access to Hwb
and that there is
constant use.

Using the Hwb as the
main digital learning
platform

Attend training and
share good practice.

Constantly developing
an understanding of
technology

Ensure that there is
enough suitable
equipment in the
school

Conduct a regular
resource audit.

Customizing the
digital learning to
support the Curriculum

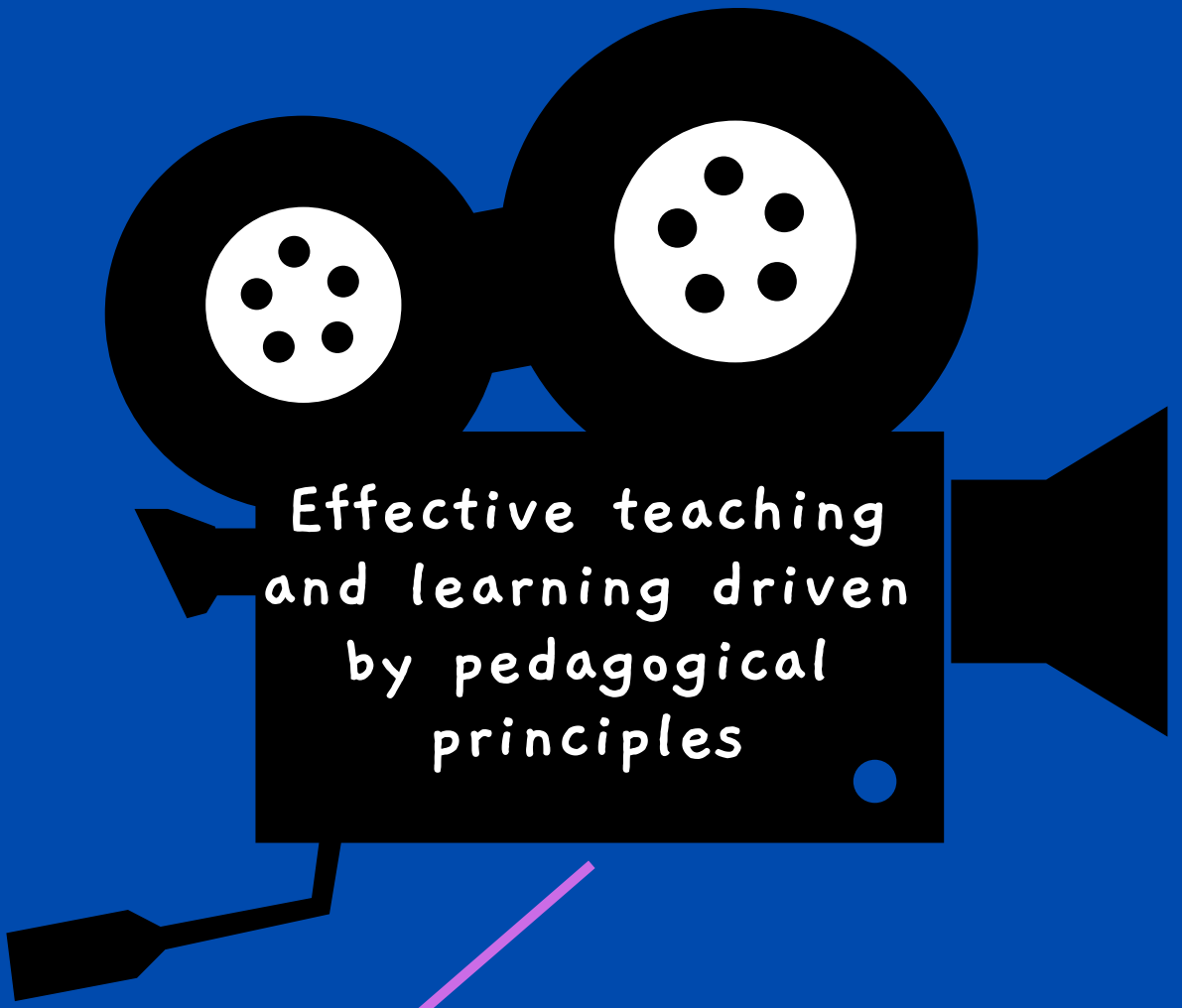
Ensure that the staff
are aware of the
SMART model

Ambitious, creative and innovative use of digital competence to transform learning across all areas of learning and experience




Bespoke digital experiences that reflect real life

Ensure that lessons are purposeful.
Share ideas with the cluster.
Create a bank of resources.



Effective teaching and learning driven by pedagogical principles



Digital competence is used to improve learning across all areas and throughout the whole school

Create a tracking and planning tool.

Welsh and Culture

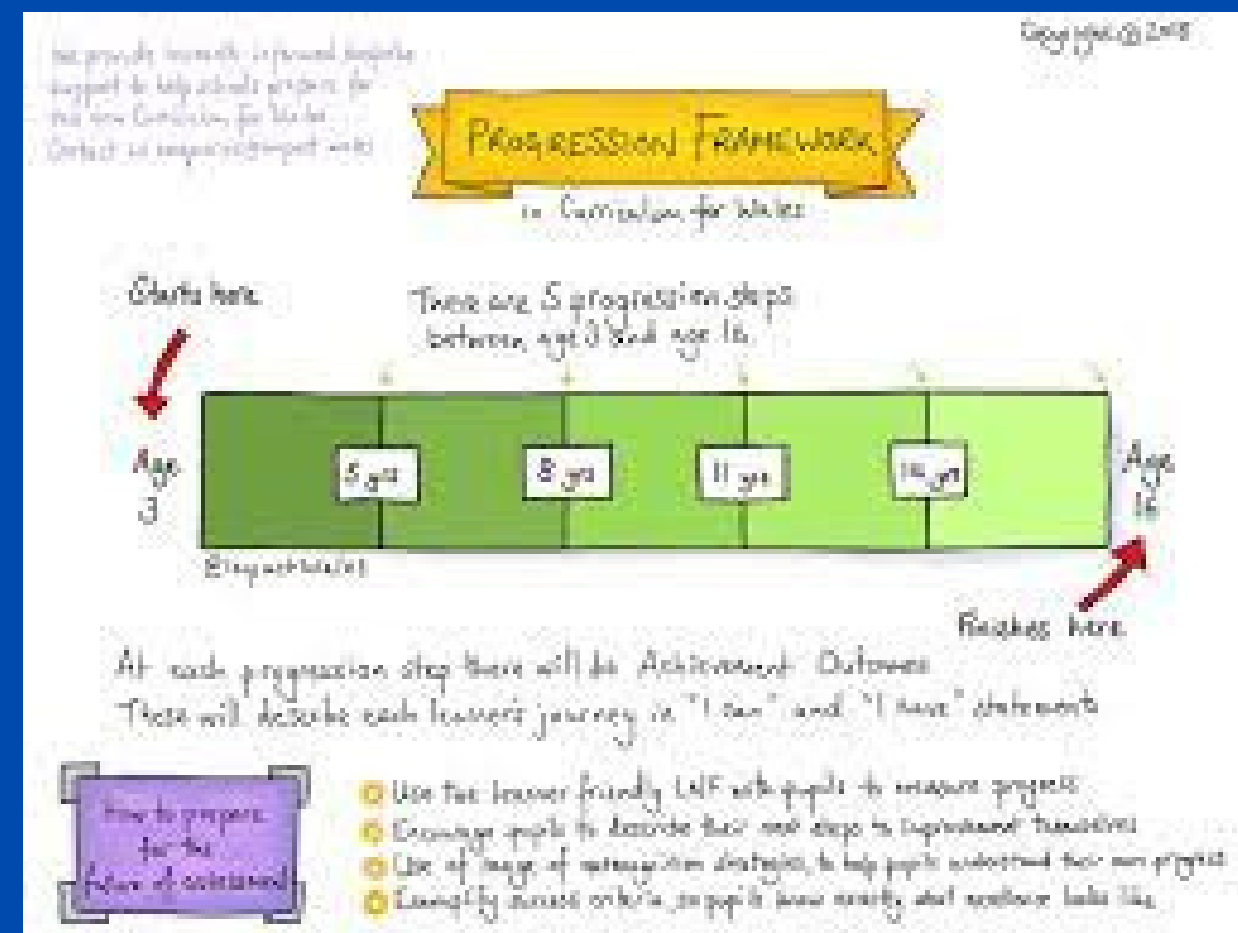
This is of great importance to us at Ysgol Bro Cinmeirch.

- We celebrate special days eg St David's Day.
- Taking part in Eisteddfodau.
- Our commitment is to encourage and develop Welshness.
- The Language charter Council meets seasonally to discuss different aspects.
- The School Council distributes Welsh stickers every Friday morning to those who have tried hard that week.
- In Key Stage 2 we offer education through the medium of Welsh and English (age 7 onwards).



Progress and Assessment

Our learners are at the heart of the transition process. We support all learners along the learning continuum, as they move between different groups, different classes, different years and different settings. We ensure that the welfare of all learners is an important and integral part of our processes, recognizing the needs of individuals, at the same time as supporting progression and progress in their learning. Our understanding of each individual learner, gained through our assessment strategies, is essential to support this process.



Progress and Assessment

The progression of learners along a learning continuum between the ages of 3 and 16 is central to the Curriculum for Wales. We will use various assessment strategies that will enable each individual learner to progress at an appropriate pace, ensuring that they are supported and challenged accordingly. Initially, we will use Taith 360 as an assessment and tracking resource.

We use various assessment strategies as a general purpose in the curriculum to support all learners to make progress.

In addition to this, assessment plays a fundamental role in ensuring that each individual learner is supported and challenged appropriately and we use the strategies to contribute to developing a complete picture of the learner - their strengths, the ways in which he learns, and his areas to develop - in order to guide the next steps in terms of learning and teaching.

Our assessments continuously support the progress of individual learners on a day-to-day basis; notes, records, reflection on the progress of individual learners over time; and understand the progress of groups in order to reflect on our practice.

We also assess and monitor each learner's wellbeing (PASS) and their cognitive development (CAT4). These assessments are used to draw up a detailed snapshot that provides attainment, progress and well-being targets.



We communicate effectively with parents/carers continuously to foster positive relationships in order to include them in purposeful and meaningful dialogue. If done well, this can help learners' progress by helping parents/carers understand how they can support learning inside and outside the school environment.

We have developed and implemented processes that support effective two-way communication and engagement with parents/carers. When developing these processes, consideration was given to using a wide variety of different communication methods, e.g. face to face, digital via SeeSaw and email.

Information about any support, interventions or additional needs required for the learner's development is shared with parents and carers.