



Ysgol Bro Cinnwyrch

- Designing our Curriculum -
(Version 2)

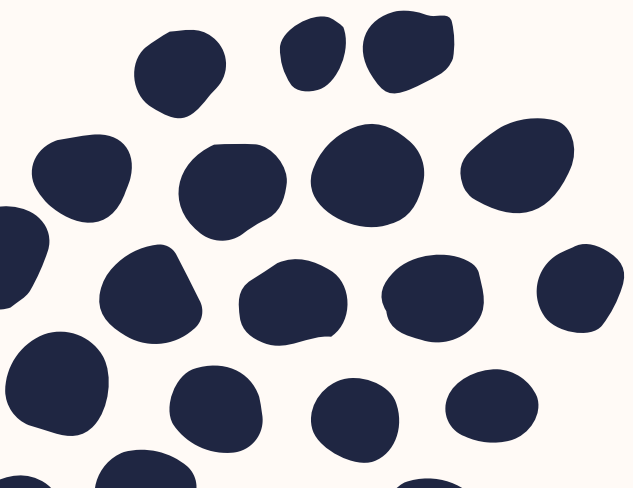
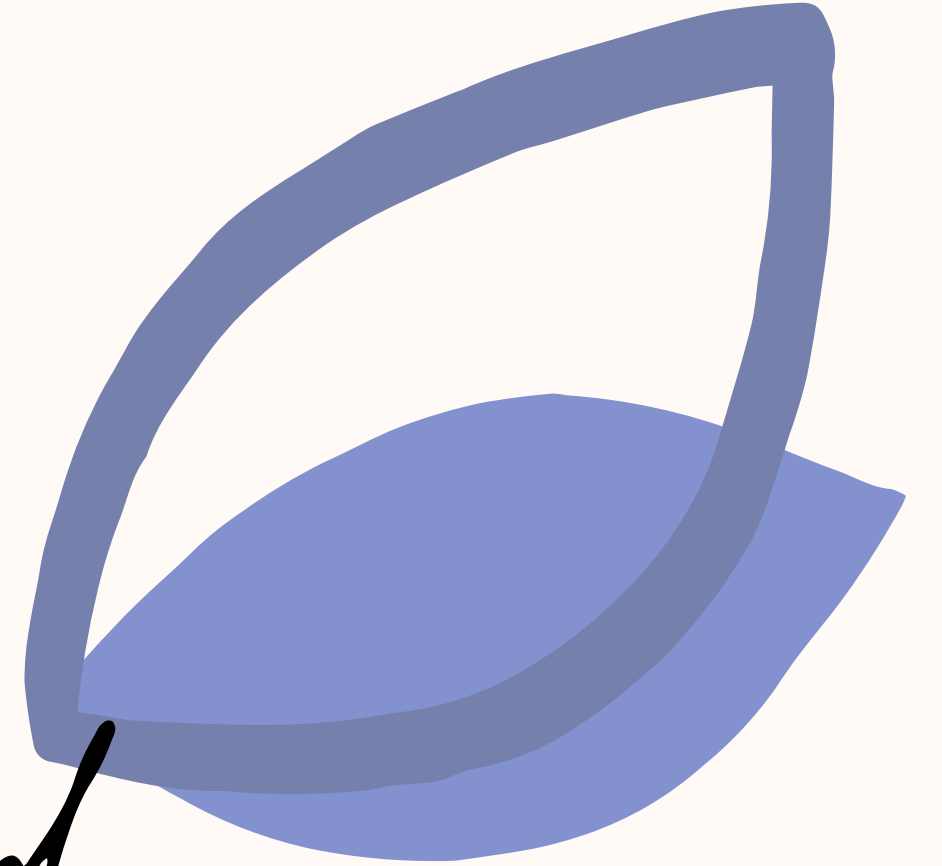


Content

1. Principles and Purposes
2. Entitlement and Enrichment
3. Breadth and Balance
4. Pedagogy
5. Progress and Assessment
6. Review and Evaluation



Principles and Purposes





We listened to learners, parents, staff and Governors to create our vision. These are the key words that were used.

- Happiness
- Encouragement
- Supportive
- Community
- Healthy
- Inclusive
- Family
- Welsh language
- Creativeness
- Safe





The aim of the curriculum:

- Create an environment and atmosphere where children can grow, develop and mature to be confident individuals, aware of the welfare of others and responsible members of society.
- To offer education of the highest possible quality which reflects the requirements of the individual and their role in the community, in Wales and the wider world.
- Enable all children to be fluent in both the Welsh and English language to enable them to participate in the social and cultural life of the bilingual society.
- Create a happy atmosphere based on a relationship of respect and care between teachers and each other in order to allow the children to approach positively and develop in self-confidence.
- Ensuring that children have equal opportunities by providing them with a curriculum that is relevant, differentiated, broad and balanced.





The school:

Ysgol Bro Cinmeirch is very fortunate to have such an attractive building in a great location. The community room, the field and the adventure park that we have are regularly used by members of the community outside of school hours. Outdoor learning is central to the ethos of Bro Cinmeirch. 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 for them to nurture and develop the necessary skills needed to grow into responsible and independent people. Close and constant collaboration between the home and the school is essential in order to ensure the best possible educational opportunities for the children.





Class themes:

We learn thematically across the school. The foundation learner's plan collaboratively on the same theme and the same in key stage 2. The teachers determine a theme in order to have a varied four-year cycle but take into account the voice and interests of the learners.

Before each theme there is an opportunity for pupils to share their ideas and ask questions about the theme whether this is through a KWL grid, a mind map or a big question. Key stage 2 learners think of ideas and questions to coorespond with the six learning areas.

The foundation learners send a letter at the start of each theme and key stage 2 share a document on Google Classroom in order to share the theme with our parents, give them the opportunity to share ideas on the themes or share any expertise they may have.



Entitlement and
Enrichment



2.

What is a curriculum?

- Curriculum is everything that learners experience at school.
- The curriculum is 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.
- High quality learning experiences is paramount.
- The intention is to create exciting learning that motivates learners inside and outside the classroom.
- To ensure we raise standards, reduce the attainment gap between pupils and enable young people to live in modern society.
- To help pupils thrive in a rapidly changing world.





Health and Wellbeing:


- The Wellbeing Officers meet once a month with the leader, Mrs Ffion Higgins to discuss different issues.
- They arrange important events i.e. Macmillan coffee morning, organise welfare activities for world mental health day etc.
- The Wellbeing Officers held a poster competition to cheer people up which are scattered around the school.
- The Wellbeing Officers have helped to create a 'cosy corner' and a 'feelings box' in the school.
- The Wellbeing Officers have helped to create a 'nice note' as part of the staff's wellbeing.
- The Wellbeing Officers are responsible for analysing the results of the pupils' questionnaires which is done twice a year.
- Welfare days are organized i.e 'Gwener Gwenu' where there is an opportunity for parents and the community to be part of special events to improve mental health.





2.

Equal opportunities:

- We ensure that the curriculum is comprehensive and gives all pupils new opportunities and experiences.
 - Pupils learn in different ways and develop at different rates.
 - All pupils have the right to access the curriculum.
 - Mrs Siân Griffiths is our additional learning needs co-ordinator and early identification of pupils and their needs is important.
 - We ensure constant intervention and support for those who need it.
 - We differentiate effectively.
 - We ensure that all staff have an understanding of the whole school.
 - We challenge pupils but in a considerate and caring manner.
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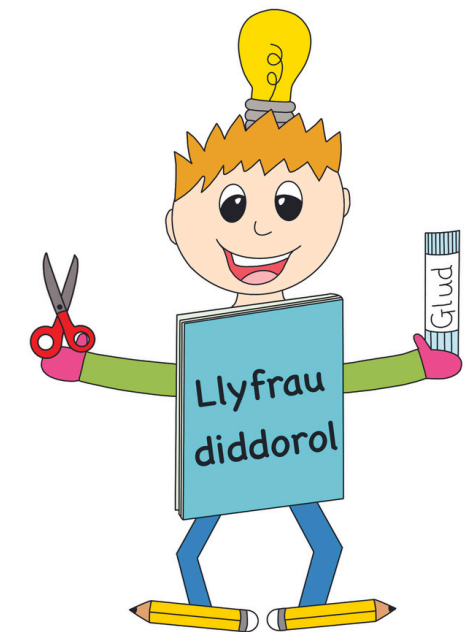
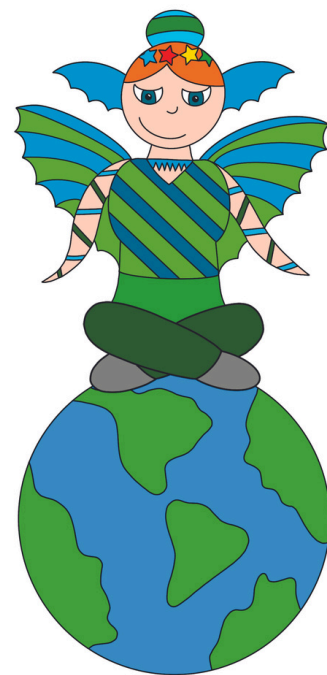
2.

The 4 purposes:

The 4 purposes are aims for us as a school.

We realise the 4 purposes within the school ensuring:

- that we set high expectations for everyone.
- promote personal well-being.
- challenge ignorance and misinformation.
- encourage learners to play their part as alert and critical citizens.



2.

Ina Iachus

- Have strong values that establish timeless and spiritual beliefs.
- Building 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 and support needed to stay safe and healthy.
- Participate in physical activity.
- Making reasonable decisions in their lifestyle and managing risk.
- Forming positive relationships based on mutual trust and respect.
- Face and overcome challenges as independently as they can.
- Being ready to live a full life as valued members of society.



Ceri Creadigol

- Connect with the application of knowledge and their skills to create ideas and products.
- Think creatively to reframe and solve problems.
- Identify opportunities and take advantage of them.
- Take time and don't rush.
- Lead and contribute to a team effectively and responsibly.
- Express ideas and emotions through different media.
- Giving their energy and skills so that others can benefit and ready to play a full part in life and work.



2.

Gwen Gwybodus

- Finding, evaluating and using evidence when forming an opinion.
- Discuss current issues based on their knowledge and values.
- Practice and understand their responsibilities and their human and democratic rights.
- Understand and consider the impact of their actions when choosing and acting.
- Informed 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 who are ready to be citizens in Wales and the world.

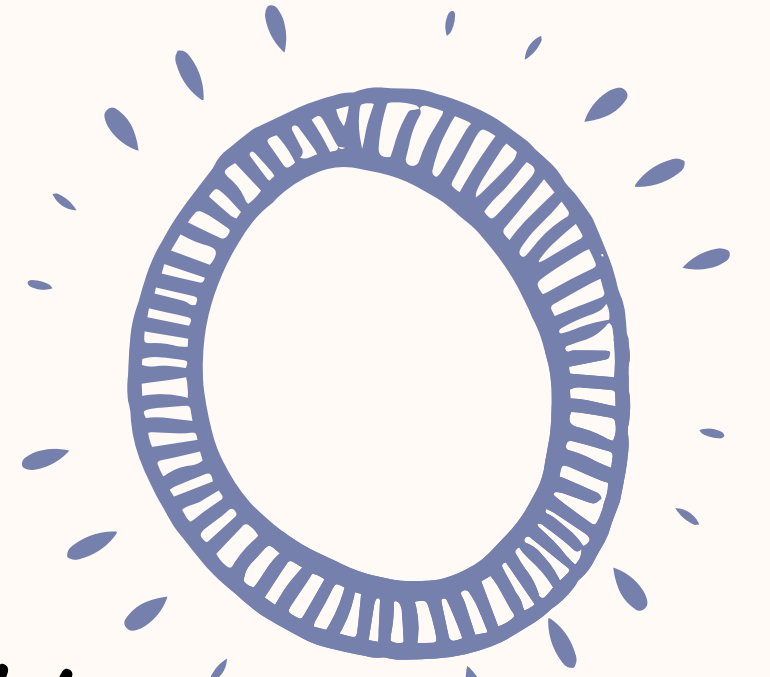


Gwil Galluog.

- Set high standards.
- Enjoy challenges.
- Curious learners.
- Understand how to solve problems.
- Communicate effectively through Welsh and English.
- Use number effectively.
- Understand how to interpret data.
- Use digital technology creatively.
- Investigate and evaluate their findings critically and are ready to learn throughout their life.



Breadth and Balance





Cross Curricular Skills:

Numeracy: Coordinator Miss Eleri Davies

Literacy: Coordinator Mrs Ellyw Vaughan Evans

Digital competence: Coordinator Miss Teleri Griffiths

Digital competence skills, numeracy and literacy are mandatory to enable the learners to recognise the four purposes. These three mandated cross-curricular skills have been developed across all learning areas.

When evolving a curriculum for Wales, experimentation and innovation have been essential and we will continue to experiment and collaborate with other schools in order to ensure the best learning experiences and teaching.

Our learners have opportunities to:

Develop listening, reading, speaking and writing skills.

Use numbers and solve problems in real situations.

Be confident users of a range of technologies to help them operate 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 and the 'growing up' sessions.
- The school ensures that we support historical days i.e Martin Luther King Jr, Rosa Parks etc.
- The Wellbeing Officers organises that the school raises awareness on certain days, i.e. wearing red and discussing important issues on 'show the red card to racism' day.
- We celebrate other religions i.e. Chinese New Year, Diwali etc.



Diversity:

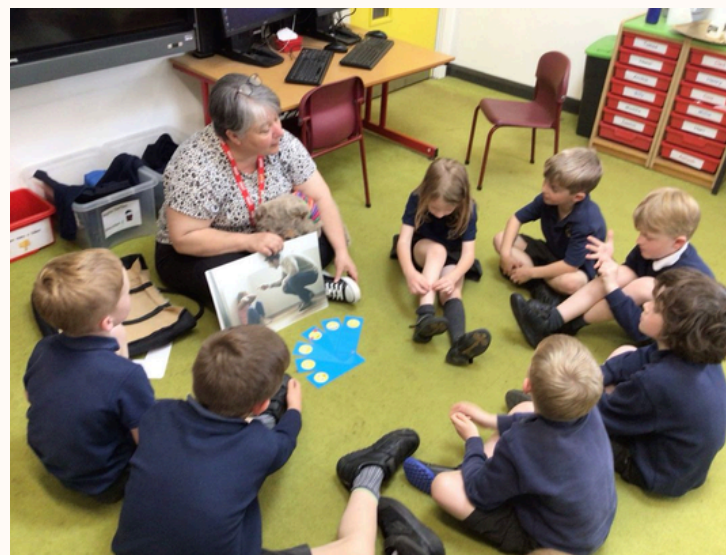
We include opportunities for learners to:

- Develop empathy and compassion for others.
- Celebrate diverse backgrounds, values and characteristics.
- Develop their own values and a sense of their identity.
- Build an understanding of people and different beliefs and perspectives.
- Challenge stereotypes.
- Enable each learner to see himself and his experience represented in the texts, experiences and knowledge developed through the curriculum.



Relationship and Sexuality Education:

- Relationship and sexuality education is taught cross curricular but is also part of the wider field of health and well-being.
- We also create opportunities to teach them separately.
- We call these sessions at the school 'Growing up' sessions.
- We ensure that there are at least 2 members of staff in the sessions.
- We ensure that staff members keep up with the latest training.
- There is a clear plan across the school and we revisit it regularly.
- We try to reflect the experiences that learners can have in the world around them.
- Learner's voice is essential to us as a school and we consider the views and needs of learners and their families.
- We collaborate with external agencies on some issues i.e the school police officer, spectrum sessions.





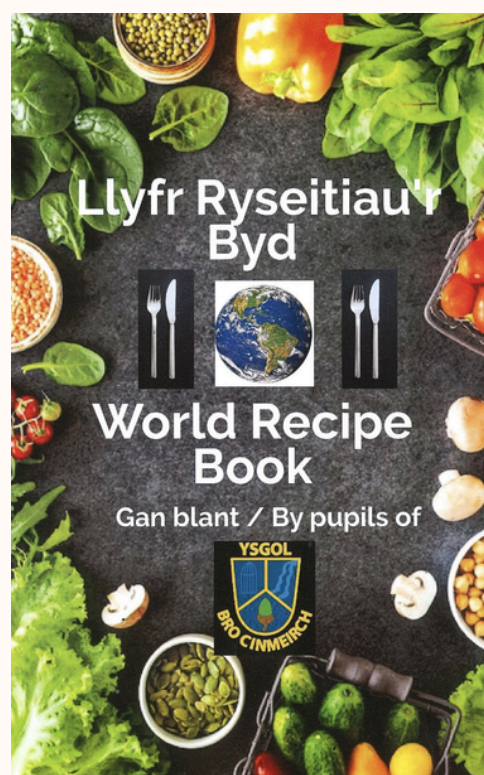
Human rights and the United Nations convention:

- 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 our 'growing up' sessions, as a whole school assembly and is presented by the School Council.
- 2 members of the School Council attend local training about children's rights annually and share the message with the rest of the school.



Careers and work-related experiences:

- We offer opportunities to develop their entrepreneurial skills i.e create a recipe book for parents and the community ensuring that the learners are part of shopping for the local produce, cooking the food themselves and are responsible for financing the project and ensuring they make a profit
- Education and work experiences enable learners to demonstrate their planning and organisation skills, such as putting ideas into action, setting goals, managing time and monitoring results and reflecting on them.
- 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 making 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 relationships and communities, their national identity and the wider world.
- 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.



We hold a gardening club at the school for the community, arranged by 'Tŷ Gwyrdd' which is local to the school.

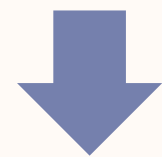
The school ensures a close relationship with the community i.e the home for the elderly, local businesses, shops etc.

We take advantage of the expertise of the community i.e. chef Bryn Williams when doing cooking work.





Leadership - Digital Competence:



Discussion at the beginning of each academic year explaining the expectations



Create a strategic plan in order to map the framework



Share good practice and create a Google Classroom class

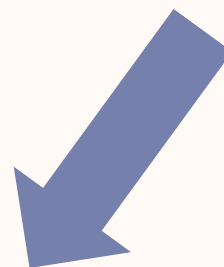


Conduct internal and external learning visits

Professional learning and innovation - Digital Competence:

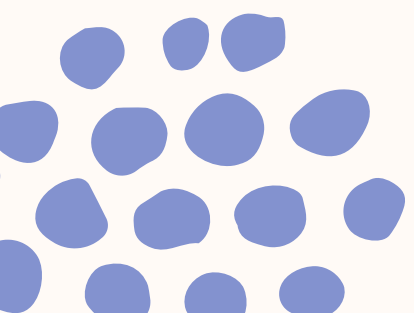


A document with a list of apps and websites.



Discussions in staff meetings.

Pedagogy



Pedagogy - General:

- Offering new and exciting experiences is a priority for the school's teachers.
- Stimulating and creative areas have been established in the school.
- During their time at Ysgol Bro Cinmeirch we offer exciting trips and visits.
- There are opportunities to compete outside of school in a variety of areas i.e. sports, book quiz etc.
- There are opportunities during their experience at the school to visit different places and go on local trips outside the school.
- We offer a range of music lessons from an external agency 'DMC' including piano, harp, guitar, voice and drums.
- 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 mind maps.

Pedagogy - 6 Learning Areas:

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



4.

Pedagogy - 6 Learning Areas:



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 - 6 Learning Areas:

Expressive Arts

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

Humanities

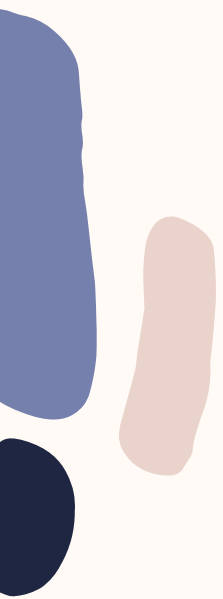
Incorporates geography, history, religious education, business studies and social studies. It will be based on human experiences and will also include the Welsh culture.

Science and Technology

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



Pedagogy - Parents' Opinion:



4.

Digital Competence:

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

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

Using Hwb as the
main digital
learning platform

Customizing the
digital learning to
support the
Curriculum

Constantly
developing on our
understanding of
technology

Ensure that there is
enough suitable
equipment in the
school

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.

Ensure that the staff
are aware of the
SMART model.

Attend training and
share good practice.

Conduct a regular
resource audit.

4.

Digital Competence:

Ambitious, creative and innovative use of digital competence to transform learning across all Learning and Experience Areas.

Bespoke digital experiences that reflect real life.

Addysgu a dysgu effeithiol wedi'i yrru gan egwyddorion addysgeg.

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

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

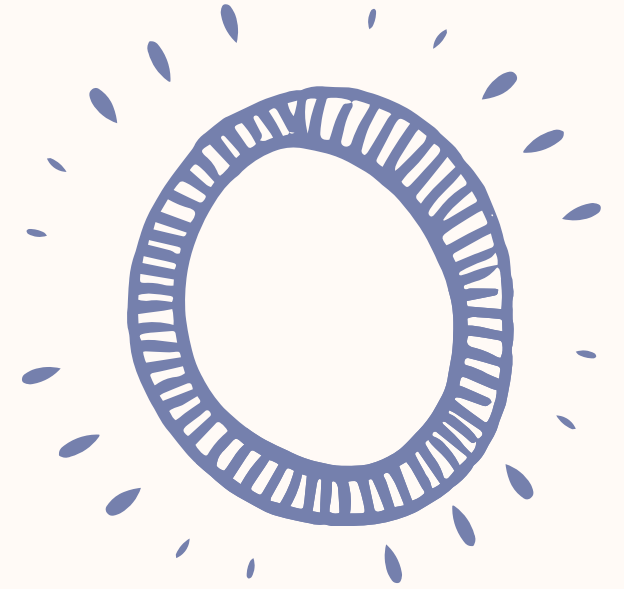
Create a tracking and planning tool.

Welshness and Culture:

- We celebrate important Welsh days at school i.e. St David's Day.
- We take part in Eisteddfodau, Book Quiz etc.
- The 'Criw Cymraeg' (Welsh Ambassadors) meet monthly with the leader, Mrs Ellyw Vaughan Evans to discuss various issues.
- The Criw Cymraeg is responsible for the Welsh cubes competition which tries to encourage and develop the Welsh language within the school. The prize varies termly i.e. a cozy Welsh day, a day to tell Welsh jokes etc.
- Welsh speakers of the week get to wear a Welsh bucket hat for the week.
- The Criw Cymraeg are responsible for choosing and sharing the Welsh tv program of the month and artist of the month; this is shared in our newsletters to our parents.
- The Criw Cymraeg arrange events i.e. Welsh Music Day, a cushion and Welsh magazine afternoon.
- The discussion of the week is shared in our weekly newsletter for our parents. Each member of staff is responsible for groups of children and discusses the discussion of the week i.e. 'What is the best... speaking all languages or flying?'



Progress and Assessment





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.

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.

The governors are an essential part of our assessments. The governors are divided into sub-committees e.g literacy, curriculum etc and visit the school regularly to scrutinize books and talk to the children and staff.





Progress and Assessment:

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 they learn, and their 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 and reflects on the progress of individual learners over time; and understand the progress of groups in order to reflect on our practice. We are:

- assessing and monitoring learners wellbeing (PASS).
- assess and monitor learners' cognitive development (CAT4).
- assess and monitor learners' baseline.
- assess and monitor tric a chlic.
- ensure that we carry out personal assessments twice a year for KS2 learners.
- assess the learners' spelling through Glannau Menai and Parallel Spelling.



Progress and Assessment:

We communicate effectively with parents/carers continuously to foster positive relationships in order to include them in purposeful and meaningful dialogue. This happens at open afternoons, parents' evenings, Google Classroom/Seesaw or in our newsletters. This can help learners' progress by helping parents/carers understand how they can support learning both inside and outside the school environment.

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

