

Glasllwch Primary School



'Today's Learning for Tomorrow's Stars'



Our Vision & Values

Our vision is for this school to be... a centre of excellence at the heart of the wider community; where the natural curiosity and voice of each individual is valued, nurtured and encouraged to flourish in a safe, secure, happy and stimulating environment enabling everyone to develop high self esteem and to reach their full potential.

Belief
Opportunity
Expectations

Four Purposes Characters



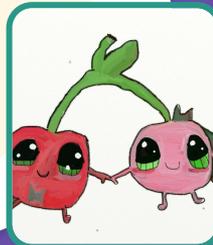
Creative Crew



Ambitious Ace



Ethical Earth



Healthy Heroes



Designing our Curriculum

Curriculum Principles & Practices

We agreed Curriculum Principles & Practices which underpin our approach to curriculum design.

Pedagogy & Provision

Professional learning enabled all staff and learners to engage in research and enquiry to develop aspects of pedagogy and provision.

Phase 1

Phase 2

Phase 3

Phase 4

Phase 5

Vision & Values

In consultation with all stakeholders we reviewed our vision and values to align with the Four Purposes.

Curriculum Planning

We developed curriculum planning to ensure it is driven by the four purposes, aligns to CfW, enables authentic contexts for learning and pupil voice.

Progression & Assessment

Collaboration and professional learning has supported our development of a whole school approach to progression and assessment.

Creating a Shared Vision & Values

'Today's Learning for Tomorrow's Stars'

Our motto, '**Today's learning for Tomorrow's Stars**' is underpinned by having '**Belief**', providing '**Opportunity**' for all and having high '**Expectations**'. These, together with our aims, were drawn up in consultation with pupils, staff, parents and governors and are regularly reviewed to ensure they are appropriate and relevant. They unite us and help us to strive to be a centre of excellence where learners are ambitious, independent, creative, innovative, healthy and ethical.

Belief ~ Opportunity ~ Expectations

Our vision is for this school to be...

.....a centre of excellence at the heart of the wider community; where the natural curiosity and voice of each individual is valued, nurtured and encouraged to flourish in a safe, secure, happy and stimulating environment enabling everyone to develop high self esteem and to reach their full potential.

The wellbeing of all children and staff at Glasllwch is paramount. We promote and support high levels of wellbeing through our vision and values as well as through our school curriculum.

Our Overarching Aims - The Four Purposes

Ambitious, capable learners who are ready to learn throughout their lives:

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

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

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit

Ethical, informed citizens who are ready to be citizens of Wales and the world:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

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

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

Four Purposes language is used by all members of our school community. Involving stakeholders, we have devised our own progressive four purposes language and characters.



Establishing Curriculum Principles

At Glasllwch Primary School our curriculum design principles will / will be:

Driven by the Four Purposes

- Ensure learner progression towards the Four Purposes
- Reflect expectations outlined in the What Matters Statements, Descriptions of Learning and Cross-curricular Responsibilities
- Recognise the importance in equal proportions to each AoLE
- Incorporate opportunities for learning and consideration of cross-cutting elements
- Combine discrete, inter & multidisciplinary approaches - enabling learners to make connections

Align to our vision and values

- Having belief in all learners and staff to be the best they can be
- Providing all learners with a range of purposeful, meaningful, engaging opportunities
- Having high expectations in learning and wellbeing

Relevant and authentic

- Provide purposeful, engaging and exciting learning opportunities
- Relevant and linked to current local, national and world events
- Supports the development of learners' sense of identity in Wales

Enable and support progression in learning

- Ensure a clear relationship between curriculum, pedagogy and assessment
- Ensure learning is appropriate with regards to age, ability and aptitude
- Recognise progression is along a continuum of learning and is not linear (spiral)

Foster the natural curiosity and voice of each learner

- Flexible, connected and responsive to learners needs, ideas and contributions
- Enables learners to influence the strategic direction of our school

Collaborative and evidence informed

- Research informed and as a result of effective professional learning
- Support effective collaboration at all levels

Incorporate appropriate and effective pedagogical practices

- Support acquisition of integral skills - creativity & innovation, critical thinking & problem solving, personal effectiveness, planning & organising
- Allows for innovation, creativity and being brave

Promotes Equity & Wellbeing

- Ensures equity and promotes high self - esteem and wellbeing
- Supports and enables identified vulnerable learners

Our curriculum principles have been developed to ensure a consistent approach to curriculum design across all Areas of learning and Experience.



Our Curriculum Model

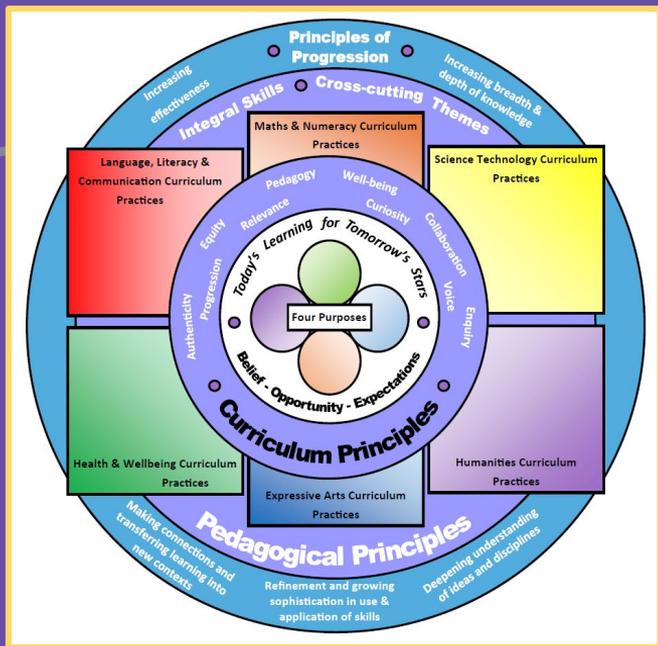
Learners are at the heart of all that we do with the four purposes as the driver for all learning and teaching. The four purposes are our overarching aims underpinned by our vision and values.

Our curriculum principles guide our approach to curriculum design and our practices for each Area of Learning and Experience (AoLE) identify our non-negotiables and effective pedagogical approaches. Within each AoLE, statements of What Matters identify the knowledge, skills and experiences explored within our curriculum.

Cross-curricular Skills and Integral Skills are built into our curriculum ensuring progression. The Principles of Progression underpin progression across all Area of Learning. Cross-cutting Themes are woven throughout our curriculum.

What do we mean by curriculum?

Our curriculum is everything a learner experiences throughout their learning journey. It is rooted in authentic contexts which are relevant, purposeful, appropriate and meaningful for our school community. Our curriculum is developed collaboratively with stakeholders through consultation activities.



Our AoLE Practices - The Non-negotiables

Our AoLE Practices have been developed collaboratively to ensure consistency and best practice within each AoLE.

Expressive Arts Curriculum Practices

Expressive Arts — Rich Tasks
Use a cross-curricular approach and skills
Develop authentic contexts for learning
Use a variety of mediums and roles
Develop own identity, ambition and emotional understanding

Progress in Expressive Arts
Developing independence in creative work
Greater confidence
Understanding process
Responding and acting upon feedback
Growing diversity
Greater authenticity and quality of work

Characteristics of Learning
Practical skills within each discipline
Build confidence and express themselves freely to develop artistic mind-set
Opportunities to engage imagination and challenge perceptions
Exploring genres and appreciation of cultures in each discipline

Creative Learning
Materials
Resources
Times
Cultures
Socialises
Authentic Experiences

Belief Opportunity Expectations

Valuing the Process of Learning
Growth Mindset
Recognise opportunities
Process to outcome
Transform ideas safely and ethically

Today's Learning for Tomorrow's Stars

Health & Wellbeing Curriculum Practices

Health & Well-being — Rich Tasks
Cross-curricular
Four purpose driven
Lead by communication
Develop empathy Mental Health & Wellbeing
DCF and LNF rich
Creative Innovative Critical

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

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

Valuing the Process of Learning
Growth Mindset Using metacognition
Encompasses a range of strategies
Making meaningful connections

Progress in Health & Well-being
Greater Knowledge
Deeper Understanding
Increased knowledge
independence

Relationships
Healthy relationships are fundamental to our well-being.

Characteristics of Learning
Holistic EQUITY OF DISCIPLINES
Created by Authentic Contexts
Motivating Resilience
Empathy Decision making
Good Health and Well-Being is

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

High Levels of Well-being
Safe confident
Learning with enthusiasm
Enjoy coming to school
Applying themselves

Belief Opportunity Expectations
Mental
Decision Making

Today's Learning for Tomorrow's Stars

A Project Approach - Curriculum Planning

Our project approach to curriculum planning reflects our principles and practices.

- All projects start with a launch event to engage learners in a theme and stimulate enquiry, interest and enthusiasm
- Each project has an end goal to provide purpose and create authenticity
- Throughout projects learners engage with and reflect on the four purposes, influencing their learning
- Our project approach enables learners and practitioners to be creative, innovative and solve problems both within and across AoLEs
- Project themes are created to ensure they are current and relevant to all learners



Project Title: Top Wheels/Glaslwlchbury

Year Group: 6

Progression Step: 3

Term: Summer

Academic Year: 2021/22

Project Jamboard:

https://docs.google.com/presentation/d/1zwiku_Rc4YxtMTAxHAqN3GYT3X8zD4VqkPnwREvj9YwledIt?usp=sharing

Purpose: Children experience building a car from scratch. Children to plan, organise and run their own set of car related activities at Glaslwlchbury as well as the PTA fete.

Project Goal: Drive our car and take part in Glaslwlchbury.

Whole School Overview: https://docs.google.com/document/d/17wQwEicDsn81abormFUGJAY7rX_Ob2y8EnvFFd-H4/edit?usp=sharing

Our curriculum is organic in nature. It is pupil influenced and reflects what our children want to learn, how they want to learn and how they want to record their findings.

Learning is enhanced by exploring the thoughts and feelings of the children; we believe listening to learners is fundamental to their wellbeing and achievement.



Statements of What Matters



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

Curriculum Planning

Cross-curricular Skills

Cross-curricular skills of literacy, numeracy and digital competence are essential for children to be able to access the breadth of our school curriculum and the wealth of opportunities it offers, equipping them with the lifelong skills to realise the four purposes.

Our curriculum enables learners to develop competence and capability in these skills, and to extend and apply them across all areas.

Integral Skills

The four purposes are also underpinned by 'integral skills' which children develop across the curriculum through a wide range of learning experiences. These integral skills include:

- Creativity and innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising

Cross-cutting Themes

Our curriculum incorporates five Cross-cutting Themes which are embedded throughout our curriculum projects and across all AoLEs, these are:

- Relationships and Sexuality Education (RSE)
- Human Rights
- Diversity
- Careers and Work-related Experiences
- Local, National & International Contexts

Cross-curricular Skills and Integral Skills are built into our curriculum ensuring progression. Cross-cutting Themes are woven throughout our curriculum.



Pedagogy - Effective Learning & Teaching



At Glasllwch we believe pedagogy is at the heart of curriculum, learning and teaching. When designing the curriculum, all staff consider the pedagogical approaches they will need to employ to support the children in realising the four purposes - our overarching aims.

Both children and staff are encouraged to be creative and innovative in their learning, thinking and practice, allowing them to take risks in a supportive learning community within a climate of trust and mutual respect.

Our whole school approach to learning and teaching is underpinned by 12 pedagogical principles. These principles are used day-to-day across the curriculum to ensure that good learning and teaching:

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

As a school we use an evidence informed approach to ensure that all staff have a deep and thorough understanding of the pedagogical principles and the research on which they are based.

All staff engage in reading, research and enquiry, exploring and reflecting on which teaching strategies will best support learning in a given context.

Provision - Enabling Learning

Outdoor / Indoors

Nurturing

As a school we recognise the integral role the learning environment plays in supporting effective learning; we encourage learners to be independent, to have a say in their own learning and to take increasing responsibility for it.



Stimulating



Experiential



Blended



Enabling



Progressive

Pupil Voice is high on our agenda enabling and empowering children to; have a say in what they want to learn, how they want to learn and how they want to record their findings. Through Senedd Glasllwch, learners have a say in all aspects of school life influencing the strategic direction of our school. This has a significantly positive impact on their self-esteem and on ensuring high levels of wellbeing.

Progression & Assessment

Our school curriculum is designed to support progression in learning. We use five principles of progression to inform our approach to progression within and across each AoLE. When designing learning experiences within a specific context or topic, teachers use these principles of progression to consider how children should progress with greater sophistication or depth. Learning opportunities provided build on prior learning and achievement to ensure continuity and progression in each child's learning and development.

Progression Steps

**Progression
Step 1**

Nursery / Reception

**Progression
Step 2**

Years 1, 2, 3

**Progression
Step 3**

Years 4, 5, 6

Principles of Progression

The principles of progression which underpin progression across all Areas are as follows:

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

Supporting Progression 3-16yrs

The John Frost Cluster Vision

The John Frost Cluster have developed a shared Curriculum Vision to ensure all schools across the cluster are committed to realising the four purposes for all learners through an agreed set of aims. These shared aims underpin progression for all learners on their 3-16 learning journey.

OUR CLUSTER CURRICULUM VISION

The John Frost Cluster is committed to realising the four purposes of the curriculum through:

- Promoting wellbeing and shaping positive futures
- Seeking excellence with ambition
- Nurturing success and building confidence
- Provoking curiosity and igniting a love of learning
- Celebrating diversity and promoting equity
- Enabling achievement and progress for all
- Opening up a world of opportunities for our learners
- Instilling pride in our young people, of themselves and their communities



Progression & Assessment

Assessment is key to supporting progression, for the purpose of identifying children's strengths, achievements and areas for improvement, and identifying next steps; it is integral to learning and teaching.

Assessment plays a fundamental role in enabling each individual child to make progress at an appropriate pace, ensuring they are supported and challenged accordingly.

Active engagement between the child and practitioner on a regular basis is at the heart of supporting learner progression

All those involved with a child's journey need to collaborate and work together by establishing:

- Where children are in their learning
- Where they need to go in their learning
- What needs to be done for them to get there, taking account of any barriers to their learning.

As a school we have an Assessment Overview which identifies a range of assessment approaches to be used throughout the school year. Detailed records are kept so that we can ensure consistency across the school and identify standards of learning and achievement. Systems and processes within school enable staff to identify learner progression on a regular basis and to inform learning and teaching.

We encourage our children to be independent and to develop and grow in confidence as they approach their learning and new challenges. We support them in being resilient and reflective learners and encourage them to demonstrate persistence and high levels of engagement as they learn.



Our Assessment Strategy



Why do we assess?

- To ensure learner progression in skills concepts and knowledge
 - So learners, practitioners, parents/carers understand what learners know, how they need to improve and how to get there
 - To guide and focus learning and teaching for individual and groups of learners
 - To identify support and challenge to develop learners skills, knowledge and experiences
 - To inform planning for learning and teaching, ensuring it is effective & purposeful
 - So learners achieve full potential
 - To support, scaffold and develop a learner's progression on their learning journey
- 

How do we assess?

- Providing feedback that moves learning forward- verbal / written
- Creating opportunities to ask differentiated questions effectively
- Observing learners in the process of learning
- Using peer-assessment and self-assessment to learn from each other
- Using clear learning intentions and success criteria
- Enabling learners to activate prior knowledge and make links with their learning
- Creating opportunities for learners to reflect on and explain their learning
- Ensuring planned opportunities that enable application of skills, concepts and knowledge to elicit learners understanding

What is assessment?

- The ongoing process of capturing what learners know, understand and are able to do.
 - Understanding learner progress, identifying next steps in learning, providing support and challenge to ensure progression
 - Recognising a learner's achievements and involving learners and parents/carers in their learning journey.
 - Is central to learners and intrinsic to teaching and learning - informing planning and learning opportunities
- 

Learners, practitioners, parents/carers and Governors are all involved in assessment processes to support learner progression.