

**Ysgol y Foel
Cilcain**



Policy The School Curriculum

The Curriculum for Wales at Ysgol Y Foel – Context

- Ysgol Y Foel is in Cilcain, a small village in the county of Flintshire in an area of outstanding natural beauty.
- We are a recognised Small and Rural School.
- The village, traditionally a farming community, is near the historic market town of Mold and a stone's throw away from the Roman city of Chester.
- The Clwydian Mountain Range is our backdrop which we utilise throughout the curriculum, including our house system.
- We provide education for approximately 40 learners from three years to eleven years old. Our Nursery provision takes place in the morning sessions and includes Early Entitlement from each January.
- Pupils are taught in two classes.
- The school's three-year average for pupils eligible for free school meals is around 2%. This is well below the average for Wales (18%).
- The school identifies that around 12% of its pupils have additional learning needs, which is below the Welsh average of 21%.
- Nearly all pupils are of white British ethnicity and come from homes where English is the main language. No pupils speak Welsh at home.
- We have a playgroup once a week and After School Club to suit the demands of parents, 3 times a week.
- Our extensive grounds include a developed Forest school site complete with forest fire site, an outdoor classroom and wildflower and sensory garden.
- The grounds provide the perfect playtimes with den building and exercise on our trim trail and climbing frame.
- Outdoor learning is a central part of our ethos.
- Our purpose built Foundation Phase has its own outdoor area with established areas of learning for the children to develop their skills.
- We are active members of the Mold Consortium and enjoy links with other small schools. These provide our pupils with opportunities to meet and work with others.
- They also meet other children in our residential trips which begin in Year 3 and include visits to Cardiff, Kingswood and a variety of outdoor and adventurous activity sites.
- Wherever we can we seek to enrich our pupils experience through participation in a variety of sporting and creative events.
- Our school is at the heart of the community, working and using the expertise of residents to enhance the learning experiences of our children.
- We have recently had an extensive refurbishment of our heating system which due to the newly installed Solar Panels and Air Source Heating we have drastically reduced our carbon footprint. For this we have won The AONB Landscape award.
- We celebrate the Welsh language, culture and heritage throughout all of our work.

The Curriculum for Wales at Ysgol Y Foel – Rationale

Our Vision

At Ysgol Y Foel we learn together in a safe, secure and positive family school environment to promote and encourage strong, healthy, independent, forward thinkers ready for their future, to thrive in our area of outstanding natural beauty and beyond.

In creating our vision and values we listened to learners, parents, staff, governors and our local community. These 10 key words occurred most frequently when discussing our vision:

happy, healthy, unique, respecting, small, caring, motivated, inclusive, strong, positive

This will happen through:

<i>Active learning</i>	<i>Problem solving</i>	<i>Outdoor learning</i>	<i>Forest schools</i>	<i>Digital learning</i>	<i>Playing and exploring</i>	<i>Having fun</i>	<i>Pupil led enquiry</i>	<i>Learning for sustainability</i>	<i>Community involvement</i>
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<u>Exciting Opportunities</u>	<u>Learning Outdoors</u>	<u>Classroom Climate</u>
Learners will have the opportunity to visit places and experience visitors to the school. They will have a strong influence on their learning. The views, needs and stages of all learners will be considered by teachers so learners have exciting, challenging and progressive experiences across all AOEs.	Learning experiences will develop and embed the four purposes to provide authentic and fun experiences within our community always encouraging a healthy lifestyle.	Learners will influence their learning environment and have opportunities to work in ways that enhance their learning and they will be able to present their work in their own unique, personal way.

Learners celebrate Welsh Language, Culture and Heritage throughout all of their work.

Our School Motto

<u>F</u>	<u>O</u>	<u>E</u>	<u>L</u>
Fun	Outstanding	Enriched	Learners

The Curriculum for Wales at Ysgol Y Foel – Rationale

<u>We Value Being :</u>	<u>Our Behaviours</u>
Respectful and Kind	<p>Our school community promotes a caring and nurturing environment, supporting The UN Rights of the Child. Our school rules reflect these rights and we treat each other, the school, community and ourselves with respect.</p> <p>We celebrate Welsh language, Culture and Heritage throughout our work.</p>
Happy and Healthy	<p>We support the needs of each individual learner, providing them with skills for life. Fun, exciting opportunities ensure they enjoy their learning which is centred around their mental, emotional and physical wellbeing. We play an active part in the community developing confidence, resilience and empathy.</p> <p>We celebrate Welsh language, Culture and Heritage throughout our work.</p>
Curious and Challenged	<p>Our learners are encouraged to ask questions about what they want to learn so we can facilitate and encourage whilst providing a challenging learning environment.</p> <p>We celebrate Welsh language, Culture and Heritage throughout our work.</p>
Creative and Innovative	<p>Through a wide range of experiences and opportunities our learners are encouraged and empowered to be creative, innovative and entrepreneurial.</p> <p>We celebrate Welsh language, Culture and Heritage throughout our work.</p>

The Curriculum for Wales at Ysgol Y Foel – What do we mean by Curriculum ?.

A Curriculum should be considered at the heart of any school. Our curriculum is a joined up way of thinking to realise our vision to ensure our learners are ambitious, enterprising, ethical and healthy citizens. Our curriculum is broad and balanced and suitable for all learners of different ages, abilities and aptitudes. It provides for appropriate progression for learners and includes a range of provision to include this.

The Curriculum at Ysgol Y Foel has been created using :

The Four Purposes

The Four Purposes are at the heart of the curriculum at Ysgol Y Foel. The children and staff have re written them in language that easy for them to understand and use in their daily practises. (The full version can be found on the Welsh Governments website)

Areas of Learning Experiences (AOLEs)

Our curriculum content is based on 6 AOLEs and their What Matters Statements. They are: Language, Literacy and Communication, Mathematics and Numeracy, Science and Technology, The Expressive Arts, Health and Wellbeing and Humanities.

Cross Curricular Skills

There are three skills that will be planned for and developed across each of the AOLEs. They are: Literacy, Numeracy and Digital Competence.

Cross Cutting Themes

Across the curriculum we will and include and extend the themes of: Relationships and Sexuality Education, Religion, Values and Ethics Education, Diversity, Careers and Work Related Experience and Local and National Contexts.

12 Pedagogical Principles

We will reflect upon, share and develop our teaching practices based on our understanding of the twelve Pedagogical Principles set out in the curriculum framework. (full list set out further in this document)

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The Four Purposes at Ysgol Y Foel	
<p>Share ideas to stop problems, take a risk and use your skills to help the world: (enterprising, creative contributors)</p> <p>This means we:</p> <ul style="list-style-type: none"> • Share ideas to make things • Try to stop problems- listen to ideas • Try to go for it • Take a risk – if it is safe to do so • Take on roles • Show our feelings in different ways – talking, ICT • Use our skills to help others 	<p>Aim High, you can do it! (ambitious, capable learners)</p> <p>This means we:</p> <ul style="list-style-type: none"> • Try our best, and challenge ourselves • Use and apply our knowledge in different situations • Try and communicate in Welsh and English in everyday life • Have confidence to ask questions and enjoy solving problems • Use number in everyday life • Explain and share your ideas and learning • Use ICT to communicate creatively and share findings
<p>Lifestyle and Ambition: (healthy, confident individuals)</p> <p>This means we:</p> <ul style="list-style-type: none"> • Respect other beliefs • Keep our well -being positive and build our confidence • Teach our friends how to stay healthy through diet and PE each week • Research to support our safety • Take part in PE, daily mile and sports during playtime • Make our own choice to make a healthy lifestyle • Be brave and take part in all aspects of school • Have confidence to always try our best and challenge ourselves 	<p>Bringing the world together, now and forever: (ethical, informed citizens)</p> <p>This means we :</p> <ul style="list-style-type: none"> • Practise Sustainable Development • Follow the Rights Respecting Code and the UN rights of the child • Know about people of the world, past and present • Think about our actions • Use information to make an informed decision

The Curriculum for Wales at Ysgol Y Foel – The Curriculum

The Six Areas of Learning and Experience					
Language, Literacy and Communication	Mathematics and Numeracy	Science and Technology	Humanities	The Expressive Arts	Health and Wellbeing
<i>Disciplines developed in this school are :</i>					
<ul style="list-style-type: none"> • English • Welsh • Other Languages • Literature 	<ul style="list-style-type: none"> • Conceptual understanding • Communication using symbols • Fluency • Logical reasoning • Strategic competence 	<ul style="list-style-type: none"> • Biology • Physics • Chemistry • Food Technology • Design and Technology • Computer Science 	<ul style="list-style-type: none"> • Geography • History • Religion • Values and Ethics 	<ul style="list-style-type: none"> • Art • Music • Dance • Drama • Film • Digital Media 	<ul style="list-style-type: none"> • Physical Health and Development • Mental Health • Emotional Wellbeing • Social Wellbeing

Cross Curricular Skills		
Literacy	Numeracy	Digital Competence

Cross Cutting Themes				
Relationships and Sexuality Education	Religion, Values and Ethics	Diversity	Careers and Work Related Experiences	Local and National Contexts

What Matters Statements for The Six Areas of Learning and Experience					
Language, Literacy and Communication	Mathematics and Numeracy	Science and Technology	Humanities	The Expressive Arts	Health and Wellbeing
Languages connect us	The number system is used to represent and compare relationships between numbers and quantities	Being curious and searching for answers is essential to understanding and predicting phenomena	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals	Developing physical health and well-being has lifelong benefits
Understanding languages is key to understanding the world around us	Algebra uses symbol systems to express the structure of mathematical relationships	Design thinking and engineering offer technical and creative ways to meet society's needs and wants	Events and human experiences are complex, and are perceived, interpreted and represented in different ways	Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts	How we process and respond to our experiences affects our mental health and emotional well-being
Expressing ourselves through languages is key to communication	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying	The world around us is full of living things which depend on each other for survival	Our natural world is diverse and dynamic, influenced by processes and human actions	Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	Our decision-making impacts on the quality of our own lives and the lives of others

	phenomena in the physical world				
Literature fires imagination and inspires creativity	Statistics represent data, probability models chance, and both support informed inferences and decisions	Matter and the way it behaves defines our universe and shapes our lives	Human societies are complex and diverse, and shaped by human actions and beliefs		How we engage with social influences shapes who we are, and affects our health and well-being
		Forces and energy provide a foundation for understanding our universe	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action		Healthy relationships are fundamental to our well-being
		Computation is the foundation for our digital world			

Be Respectful and Kind		Be Curious and Challenged
	‘FOEL’ Fun, Outstanding, Enriched Learners	
Be Happy and Healthy		Be Creative and Innovative

Teaching

Excellent teaching is essential if we are to realise our 4 purposes, our vision and values as a school and the requirements of the Curriculum Framework. Ensuring a high quality learning environment is vitally important to us at Ysgol Y Foel, for both learners and practitioners.

Consistency of our ethos is every class across the school is of paramount importance for us to ensure a safe and inspiring learning environment so that our learners can take risks, make mistakes confidently and work in an atmosphere of trust, mutual respect and appreciation of everyone's efforts.

We constantly reflect upon, share and develop our teaching practises based on our understanding of the 12 pedagogical principles set out in the curriculum framework and the practises we find successful in our school, in our network of small schools and within our consortium to ensure the highest possible quality of learning experiences and teaching for our learners.

Ysgol Y Foel is a Learning Organisation. This means we research and learn about effective teaching and value professional learning and research based practise to develop and improve our teaching skills.

The Twelve Pedagogical Principles

1. Focus on achieving the 4 purposes	2. Challenge learners and emphasise the importance of continuous effort. Convey high, achievable expectations	3. Use a range of teaching methods	4. Develop problem solving skills, creative skills and the ability to think creatively.
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5. Building on prior knowledge and experience. Engage interest.	6. Creating authentic contexts	7. Implementing formative assessment principles	8. Extend within and across the Areas of Learning
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Planning

When planning at Ysgol Y Foel, emphasis is placed on offering our learners **high quality, rich, broad and deep learning experiences** (that are relevant and appropriate to the children's own interests.) This means giving learners the time to acquire, practice and apply knowledge and skills to embed their learning and not to rush through work to 'achieve content'. This lays a solid foundation for the next stages of their learning and means that they build on their learning and progress throughout their time here.

We also plan to ensure that our provision and teaching develops the **integral skills** below which are essential for our learners to achieve the 4 purposes.

Creativity and innovation	<ul style="list-style-type: none"> • Inquire, explore, be curious, create and share ideas • Link experiences, knowledge and skills
Critical thinking and problem solving	<ul style="list-style-type: none"> • Question and evaluate information and situations • Identify problems and suggest different solutions • Make decisions objectively
Personal Effectiveness	<ul style="list-style-type: none"> • Develop emotional intelligence, confidence and independence • Evaluate and discuss their current learning and next steps • appreciate the value of and celebrate mistakes • discuss and consider their views and values, and their ethical, social, cultural implications
Planning and organization	<ul style="list-style-type: none"> • Set goals for their learning and discuss and reflect on their progress

Statutory Elements

The school has considered the following statutory elements within the Curriculum for Wales Framework when designing our curriculum;

- Careers & work related experiences
- Well-being of Future Generations (Wales) Act 2015
- United Nations Convention on the Rights of the Child (UNCRC)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Additional Learning Needs and Education Tribunal (Wales) Act 2018

The concepts and mandatory elements

The school will carefully consider the mandatory elements of the curriculum when planning. The school's policies for these areas detail our intentions.

- Cross-curricular development of literacy, numeracy and digital competence skills
- Religion, values and ethics Education,
- Relationships and Sexuality,
- Welsh
- English

A combination of approaches to curriculum design is used in this school according to learner age and learning context. Elements of planning for direct teaching, disciplinary and multidisciplinary approaches will be used learn and practice specific skills *E.g. maths skills, phonics*

Interdisciplinary and integrated approaches are used to practice and apply skills hem in different cross curricular context. *E.g. draw elements of Maths, Language, Digital Competence and Humanities when researching and writing a report comparing weather in Wales and Africa.*

Most of the learning experiences in this school are designed around **Children's questions** (e.g. *What are the consequences of a volcanic eruption?*- during our topic on Extreme Earth) Or a **Specific Theme** (e.g. *The author Julia Donaldson*). Our curriculum is planned over a 4 year cycle.

Pupil voice and that of their families and the community are important to us and also being flexible to follow different learning opportunities as they arise to make learning experiences relevant, interesting and timely. The elements below are extremely important to us and will be constantly implemented in our planning.

<p>ALN</p> <p>Additional Learning Needs</p> <p>As a school we ensure that the needs are met of all learners through Universal Provision. This includes whole class teaching, effective differentiation, collaborative group work, individual and small group interventions, appropriate and reasonable adjustments to enable access to the school environment, curriculum and facilities.</p> <p>During their time at Ysgol Y Foel most learners will make the expected progress in their learning from their starting points. If a child is not progressing, we will gather observations, use assessment data and seek to work with outside agencies/ professionals to identify any additional learning needs.</p>	
<p>Health and Wellbeing</p> <p>We firmly believe in this school that ensuring and maintaining learners' willingness to learn is key. To this end we welcome the equal emphasis on all Areas of Learning and Experience and that this includes Health and Wellbeing.</p> <p>The school will continue to use experiences and activities such as, The Daily Mile, Motivational Monday, Swimming, School Trips and Residential opportunities, Forest Friday, Lego Therapy, The Rights of the Child and mindfulness sessions to enhance pupil and staff wellbeing.</p> <p>Continued Professional Development is offered to staff to develop our expertise in this area.</p>	<p>Enjoying learning</p> <p>The most important thing for us in planning is to ensure that learners enjoy in their learning and have fun. So, we work hard to ensure that:</p> <ul style="list-style-type: none"> • the learning experiences are interesting and stimulating • that our teaching and working relationships with our learners inspire enthusiasm and enjoyment
<p>Families and Community</p> <p>Working with parents/carers and the community is very important to us here at Ysgol Y Foel.</p>	<p>Cross-Curricular Skills</p> <p>Literacy, Numeracy and Digital Competence is a statutory responsibility across all Areas of Learning and Experience. We fully</p>

<p>The school will continue to develop this relationship through contacts with our community council, WI, local church and chapel and the community pub and shop.</p>	<p>realize the importance of ensuring our learners digital competence in order to prepare them for future life and work.</p> <p>We therefore pay close attention to this when planning learning experiences and when planning for learners' progress. We will plan plenty of opportunities for them to acquire, practice and apply these important skills and to embed them.</p>
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Assessment and Progression

We use the **Descriptions of Learning** for each **What Matters Statement** to assess and plan for learners' progress. These are not used as a list of tick boxes, but as tools to consider when planning for our learners' progress. In addition, there are **Principles of Progression** that underpin our planning for learners' progress across the fields over time.

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

Progression supported by descriptions of learning which provide guidance on how learners should progress within each statement of what matters are:

- ✓ arranged in 5 progression steps to guide pace
- ✓ framed from learner's perspective
- ✓ framed broadly to sustain learning over a series of years
- ✓ broadly set against ages of 5,8,11,14 and 16

they are not:

- X stand alone tasks or activities
- X assessment criteria

The Curriculum for Wales gives us the opportunity to ensure that learners' progress is the primary purpose of Assessment and not an accountability exercise. To this end, we at Ysgol Y Foel place a premium on developing a holistic picture of each learner's development, including their well-being, attitudes to learning as well as the development of their skills, knowledge and understanding.

We emphasise the importance of ensuring a shared understanding of progress across the school and cluster and on regular discussions with parents and carers to discuss their child's progress.

The school will fulfil the **Curriculum's Assessment Purposes** as follows:

1. **Use on entry assessments** - to gain an understanding of pupils' abilities. At Foundation Phase we use Baseline Assessment for children in Reception. From Year 2 upwards we use a range of standardised tests to assess reading, spelling, maths procedural and maths numeracy. These tests are carried out twice a year in September and February. We use a pupil questionnaire to monitor wellbeing and attitudes to learning.
2. **Support individual learners on a daily basis** - formative assessment of consistently high quality in the day-to-day classroom provides learners and practitioners with a clear picture of attainment and next steps. (This is detailed in our feedback and marking policy)
3. **Identifying, capturing and reflecting on individual learner progress over time** - Practitioners are given specific and regular periods to discuss the progress and needs of learners and specific groups of learners through professional dialogue in order to plan for further progress. Such discussions will also facilitate any transfer and transition between classes and schools. At Ysgol Y Foel we call these 'Pit Stops' and they take place at the end of each term. Practitioners discuss progress through the AOLEs and pupils' attitudes to learning.
4. **Understanding group progress in order to reflect on practice - From the 'pit stop' discussions-** teachers will collate evidence from learners progress to discuss areas that need further development and the effectiveness of practice. This allows the Headteacher and Governors to provide support and challenge.

Reporting to parents takes place each term in the form of face to face meetings and an end of year written report. Parents were consulted on what they would like to see in the children's end of year reports and our format was created using their responses.

