

# Ysgol Llan-y-pwll – Rationale for the Curriculum

## Our Vision

Ysgol Llan-y-pwll will be a school where all pupils are equal and are challenged to reach their full potential in a friendly, caring, welcoming and creative atmosphere. Ysgol Llan-y-pwll will prepare the pupils to be capable, confident, happy and independent individuals throughout their lives. Central to this will be the use and development of the Welsh language and learning about our heritage.

The learners will support each other to be confident and resilient, welcoming a challenge and continuing to achieve their goals. They will develop the essential skills for learning, life and work.



**Across the Curriculum, learners will celebrate the Welsh language, culture and heritage.**

# Ysgol Llan-y-pwll- Designing our Curriculum

**Ysgol Llan-y-pwll is a brand new school which opens in September 2022 to nursery and reception pupils in the first instance. We are in the unique position where no existing Curriculum exists within the school. We are only beginning on the journey of Curriculum Design as our pupils have not yet reached the classroom. As a result, our Curriculum Design process is on a different path to the majority of schools in Wales.**

## **Phase 1: Principles and Purpose – Determining the intent of our curriculum**

We began by establishing curriculum principles that reflect the values, context, pedagogical methods and the needs of Ysgol Llan-y-pwll. We shared questionnaires with parents, Governors, the teacher and the community to gather their ideas.

## **Phase 2: Entitlement and Enhancement – Developing our learner offer**

We considered what learners will experience as they go through school and considered ways of communicating this. We are in the position when we do not need to consider what parts of the existing curriculum we will keep so we were able to focus on what we want to include instead. We received valuable responses from our parents from their vision for their children's education.

## **Phase 3: Breadth and Balance – Determining the content of our curriculum**

We will use the learning descriptions to draw together a wide range of experiences, knowledge and skills. They will be explored through a variety of contexts, subjects and activities chosen within the curriculum design process. We will make links across the areas as appropriate. We will ensure that pupil voice is strong in determining activities within the classroom.

## **Phase 4: Pedagogy – Planning the delivery of our curriculum**

We have sought to develop a strong vision for learning and teaching that considers the 'why' for our curriculum, as well as the what and the how. Our vision recognises the vital role of the learning environment in supporting effective learning.

## **Phase 5: Progression and Assessment – Planning for Progression**

Learners' progress along the continuum of 3 and 16 learning which is central to the Curriculum for Wales. We will use various assessment strategies that will enable each individual learner to make progress at an appropriate pace, ensuring that they are appropriately supported and challenged.

## **Phase 6: Review and Evaluate – Decide what works well and what areas need development**

We are just beginning to design our curriculum at Ysgol Llan-y-pwll so we will regularly review the teaching and learning, evaluating making any adjustments or changes we need in order to improve it. We will also work closely with other schools in our cluster to take advantage of the fact that they have been able to use the experimentation period we have not had.

Parent : A school that ensures that pupils are central to learning and have rich skills-developing experiences in order to prepare them for the future. In addition, it will be a school that ensures that pupils are treated equally, that their welfare is a priority and provides a safe, happy environment for pupils and staff.

# Phase 1: Principles and Purpose

## Our values and goals

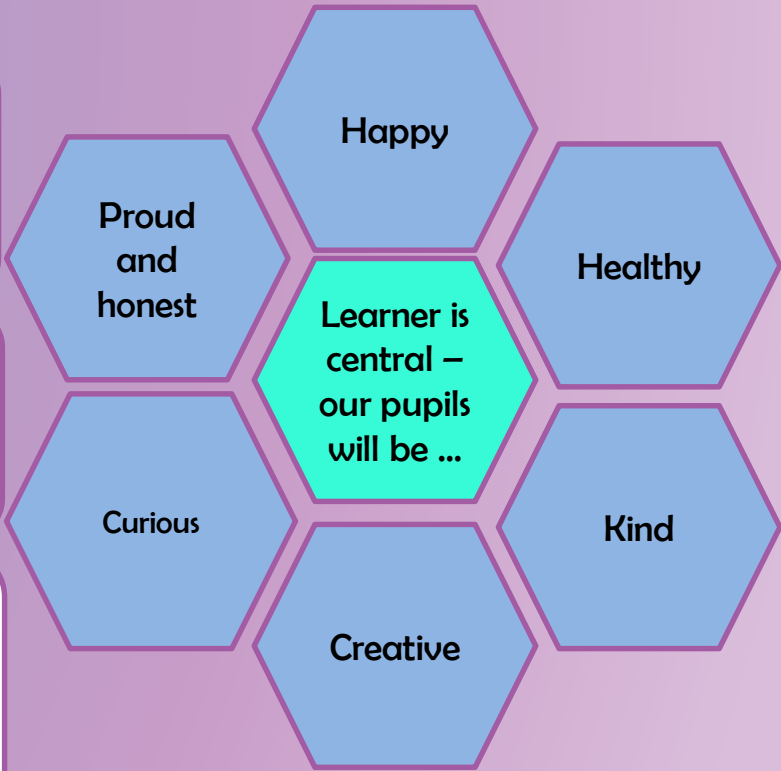
After questioning parents, staff, governors and the community, these are the 10 key words that arose most often in terms of what is important in the school-

Happy  
Safe Creative Caring Patient Respectful Challenging Kind  
Innovative Inspiring



We will...

- support the needs of each individual to ensure that they feel happy and supported.
- promote a caring and industrious environment and treat each other with respect.
- create a challenging learning environment that will promote the development of problem-solving skills.
- encourage uniqueness and celebrate differences.
- promote healthy choices, keep fit and contribute to the community. Growth and perseverance will be promoted
- encourage our learners to be creative and inspiring and to develop their ideas confidently.



Play and Investigate

Include the community

Problem Solving

Active Learning

Growth Mindset

Pupil Led Inquiry

Learning for Sustainability

Digital Learning

**Exciting Opportunities**  
Learners will have a strong voice to influence their learning. Teachers will consider the needs, perspectives and actions of learners and plan exciting, challenging and progressive experiences across all Areas of Learning and Experience.

**Outdoor Learning**  
Learning experiences will embed and develop the four purposes. The curriculum will provide authentic and fun learning experiences in our local community encouraging pupils to enjoy a healthy lifestyle.

**Class Environment**  
Learners will influence the design of their learning environment. They will have opportunities to work in ways that enhance their learning and also to present their work in their own unique personal way.

## Phase 1 - Principles and Purpose

# Ysgol Llan-y-pwll – Context

Ysgol Llan-y-pwll is a brand new Welsh-medium primary school. The school is located on the outskirts of the city of Wrexham. Construction and modernisation work will take place on the school site during the Autumn term.

We offer playgroup and wrap around provision for our nursery pupils during the afternoon sessions. Once construction has been completed, we will also offer Ti a Fi sessions at the school.

Once the building work is completed, we will welcome the Welsh immersion class to our school.

Ysgol Llan-y-pwll is on the outskirts of Acton Park. It is a historic park that is home to a variety of trees, animals and wildlife, and it also includes a lake. Regular use will be made of the Park to enrich pupils' knowledge of Nature. We have named our classes after the animals and trees of Acton Park.

There will be room for 210 full-time pupils at the school by the time Ysgol Llan-y-pwll fills in 2028. In September 2022, only Nursery and Reception class pupils will be at the school.

At Ysgol Llan-y-pwll, we teach through the medium of Welsh and use the immersion method. English is the home language of many of our pupils. English will be delivered in school lessons from the last half term in year 2.

Wrexham was named a city in May 2022.



## Ysgol Llan-y-pwll – Context

Outdoor Learning will form a central part of the ethos of Ysgol Llan-y-pwll. We strive to provide opportunities for our learners to develop their skills through a range of experiences within the local environment.

Ysgol Llan-y-pwll have extensive outdoor areas. These will be used purposefully to promote and enrich learners' experiences. In addition, Ysgol Llan-y-pwll has a Forest school which will be used regularly to develop pupils' skills.

We will celebrate the Welsh language, as well as the culture and heritage of Wales throughout our work. We will ensure that there are varied opportunities for learners to experience the taste of Welsh life and have a wide range of experiences. We intend to work with Menter Iaith, Mudiad Meithrin, the Urdd and other agencies - relationships we have already started to establish at an event at Tŷ Pawb.

We will work closely with the English primary school – Borrass Park school which is next door.

Acton Park is home to a set of Eisteddfod stones which mark the event being held in Wrexham in 1978. This will offer an opportunity to focus on the Eisteddfod and our Welsh culture.

We are located on the outskirts of the village of Gresford, a village full of history which includes the horrific Gresford colliery disaster which occurred in 1934.

During the first and 2nd World Wars, the RAF Airfield was based on the outskirts of Borrass. This will enable the learning about local history.

The city of Wrexham is enthusiastic about the developments of the football club. Wales will also play in the World Cup which will spark activities based on this.



## Phase 2 - Entitlement and Enhancement

# What do we mean by Curriculum?

***“Over the next seven years, I will be at Ysgol Llan-y-pwll more than anywhere else... What will I learn?”***

## What do we mean by 'Curriculum'?

**The curriculum should be at the 'heart' of any school. Our curriculum is a coherent way of thinking which will allow us to realise our vision and ensure that our learners are ambitious, enterprising, principled and healthy citizens. Our curriculum will be broad, balanced and suitable for our learners**

***So what should we teach and why? How should we teach it? How will this help us to realise the four purposes?***

**We will provide high quality learning experiences, which excite and motivate the children in the classroom and beyond.**

**Teachers will be facilitators of learning. Taking into account learners' needs, opinions and stages of learning, they will plan fun, challenging and progressive experiences. Learners will have a strong voice to influence their learning. Like the experts; teaching staff will direct the learning in an appropriate direction taking into account learners' views and ideas.**

**Learners will influence the design of their learning environment. They will have opportunities to work in ways that enrich their learning and will also be able to present their work in their own unique personal way.**

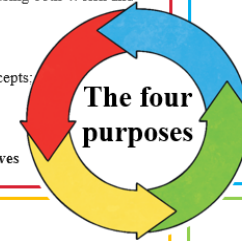


### Ambitious, capable learners who:

- 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 and are ready to learn throughout their lives

### Enterprising, creative contributors who:

- 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 and are ready to play a full part in life and work



### Healthy, confident individuals who:

- 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 and are ready to lead fulfilling lives as valued members of society.

### Ethical, informed citizens who:

- 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 and are ready to be citizens of Wales and the world

Our characters for the 4 Principles

**Ysgol Llan-y-pwll Curriculum contains the 6 Areas of Learning and Experience. It encompasses the Statements of What Matters and reflects the Principles of Progression. It includes the required curriculum elements and embeds the mandatory cross-curricular skills and the integral skills which underpin the four purposes of the curriculum.**

## Phase 2: Entitlement and Enhancement

# Developing our learner offer

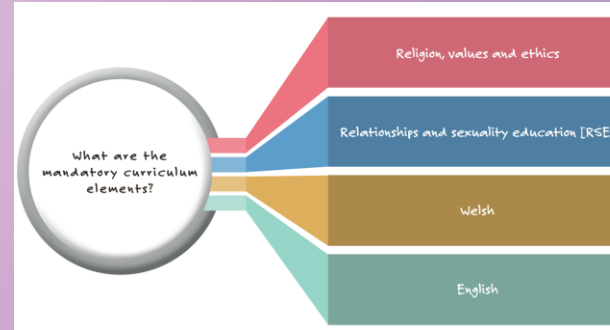
Our curriculum at Ysgol Llan-y-pwll will embed the compulsory cross-curricular and holistic skills that underpin the four purposes of the curriculum.

Literacy, numeracy and digital competence skills are essential to enable learners to achieve the four purposes. These three mandatory cross-curricular skills will be embedded and developed across all areas of learning and experience to enable learners to access and use the whole curriculum in the future.

Learners at Ysgol Llan-y-pwll will have opportunities across the curriculum 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 operate and communicate effectively and make sense of the world

Learners will also receive religion, values and ethics lessons and Sex and Relationships Education that will be suitable for the age of learners.



We will ensure through our careful planning that learners at Ysgol Llan-y-pwll have a range of experiences that will develop their holistic skills.



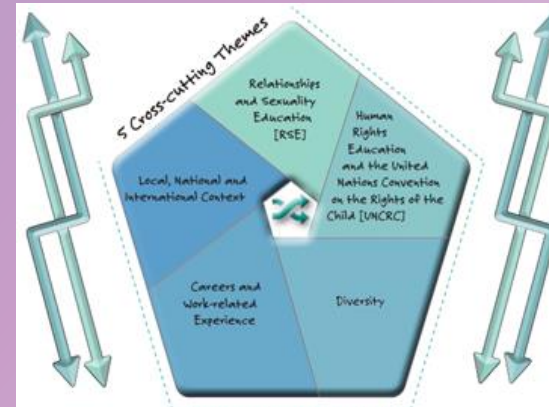
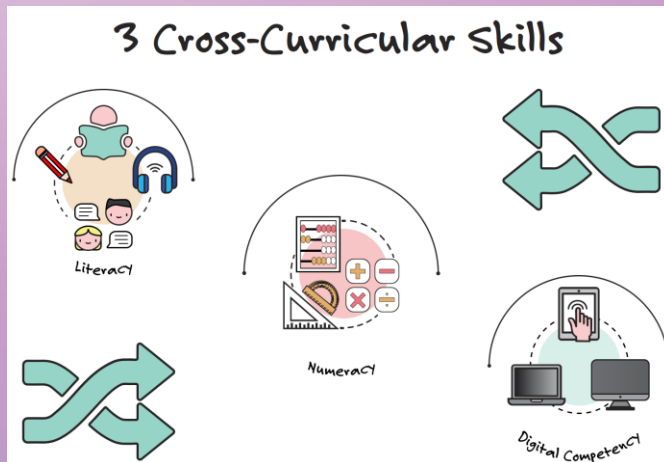
## ALN

At Ysgol Llan-y-pwll, we will ensure that the needs of all pupils are met through high quality learning and rich learning experiences. During their time at Ysgol Llan-y-pwll, all pupils are expected to make progress from their starting point. Our overall provision: namely whole-class teaching, effective differentiation, collaborative group work, individual and group intervention. Reasonable adjustments will enable access for all to the environment, curriculum and school facilities.

If a child is not making progress, we will collect observations, use assessment data and work with agencies/professionals and parents to identify any additional learning needs.

## Health and Wellbeing

At Ysgol Llan-y-pwll there will be a strong focus on the Health and Wellbeing of learners. Time and energy will be given to all pupils to build positive relationships e.g. through circle time. We will also look to invest in resources e.g. 'fun friends' to support the wellbeing of our young learners.



Whilst designing our curriculum we will also include the 5 cross-curricular themes.

### Phase 3: Breadth and Balance – Determining the content of our curriculum

We will support learners to engage in their learning with increasing depth and sophistication over a period of time. We assist learners to apply their learning in increasingly challenging contexts and allow for diversion, reinforcement and reflection as their understanding and application of the key learning develops and becomes more refined over time, provoking deep thinking, discussion and inquiry.

We will start to unpack the 27 Statements of What Matters to make links across all Areas of Learning and Experience as appropriate. This will be ongoing when the school does open, and we are collaborating with other schools within the cluster to support this. We will collate a broad range of experiences, knowledge and skills to explore through a range of contexts, topics and activities selected in the process of curriculum design.

### Phase 4: Pedagogy - Planning the delivery of our curriculum

At Ysgol Llan-y-pwll we will provide our learners with specific discipline knowledge and skills. Each morning, nursery and reception learners will have a short period to calm down and settle into the classroom for a short time before a brief session of direct learning to develop the mastery of languages (e.g. phonics) and mathematics (counting).

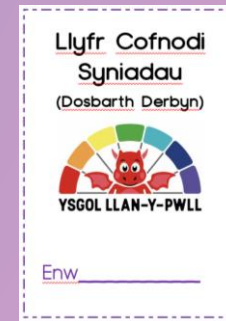
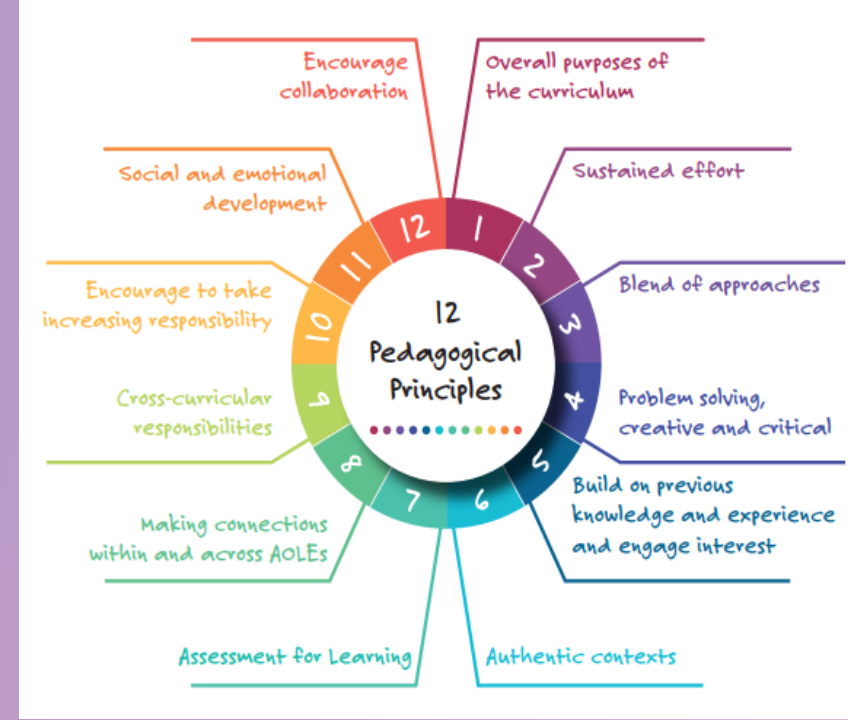
The rest of the day will include a range of interactive work based on the term's theme, including work on a 'Big Question' and tasks and challenges following from the pupil's voice suggestions and ideas. During the day, learners will work in small groups with wide use made of stories, games, songs, rhymes and digital competency. Throughout the day, our pupils will have access to the learning areas inside and outside.

Pupil voice will play a central role in the every day activities in Ysgol Llan-y-pwll. Only Nursery and Reception pupils will be at the school in September 2022. A theme will be chosen, and as part of this a great emphasis will be placed on ideas and learners' interests. All pupils have received a Brainstorming Book to record in it over the summer. We have asked parents to complete these with their children so that we have a foundation to get to know each child at the start of their journey at Ysgol Llan-y-pwll.

We will have fortnightly brainstorming sessions when learners will have the opportunity to contribute their ideas. In addition, as the learners are so young, the teacher/assistant will regularly listen and observe to them in order to pick up on any other topics of interest. We are in the position at Ysgol Llan-y-pwll that we have small classes; so all pupils will have many opportunities to contribute.

We also want to take advantage of the parents' voice too. We have already asked the parents for their ideas about what they would like their children to learn. We will continue to provide opportunities for them to share their opinions and ideas during the year. Parents will be invited into the class every half term so that they can see what their children have been doing in the previous weeks.

During the Autumn term, Ysgol Llan-y-pwll will receive enquiry-based learning training. This will then be incorporated within our planning and teaching and learning.



Develop resilience, tolerance and skills holistically across the curriculum, but not forgetting the importance of the basics - reading, writing and mathematics

#### The Voice of Our Stakeholders

Develop communication skills (oral and written), literacy and numeracy skills, and be led into developing into an independent thinker who can solve problems and be resilient.



## Phase 5: Progression and Assessment - Steps of Progression

Learners' progression along the continuum of learning 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 make progress at an appropriate pace, ensuring that they are supported and challenged accordingly.

The 3 purposes of assessment :

- Supporting individual learners on an ongoing day-to-day basis
- Identify, capture and reflect on the progress of individual learners over time
- Understand group progress to reflect on practice

Assessment plays a vital role in ensuring that all individual learners are appropriately supported and challenged. At Ysgol Llan-y-pwll we will use a range of strategies to contribute to developing a complete picture of the learner – noting their strengths, the ways in which they learn and areas for development and this will inform the next steps in learning and teaching.

### On entry assessment

New pupils will be assessed when they start the school. The parents of all Nursery and Reception pupils have already received a hard copy and online questionnaire to complete before learners start school asking them for useful information e.g. what they enjoy, what is special about them and how they like to be supported. We will use this rich information and also observe the pupils during their first weeks in school to build their individual profile. We will identify their Literacy and Numeracy strengths, skills and abilities and also well-being abilities, which will include physical, social and emotional development. The aim is to gain an understanding of a learner's abilities, skills and knowledge in relation to the curriculum and to identify next steps in learners progression.

### Daily Assessment

We will make a note of any observations that are made of anything a child needs to work on and the teacher/teaching assistant will practise this with the pupil at times during the day/week. This will support the progress of individual learners on a continuous basis.

### Weekly Assessment

On our plans, we will identify any areas of difficulty that are identified as needing to be re-visited and note any positive assessments. We will ensure that if there is a difficulty or a need to re-visit an area that there is an opportunity to do this the following week.

### Long Term Assessment

Each child will have a digital file containing samples of Oral, Reading, Writing and Numeracy work from when they start the school till year 6. This will be a way of demonstrating progress as the child moves up through school.

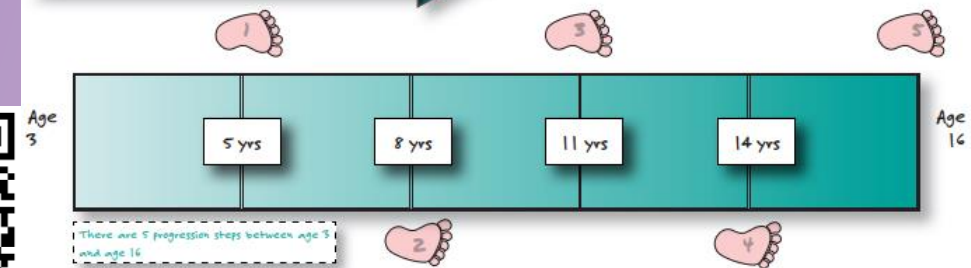
### Professional Assessment

Staff will meet regularly in progress meetings for professional conversations where they will share samples of work and discuss and assess the progress of their class. We will identify, record and reflect on the progress of individual learners and groups over time and reflect on our practice.



## Principles of Progression

- 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
- Progression supported by descriptions of learning which provide guidance on how learners should progress within each statement of what matters
- ✓ 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
  - ✗ Stand-alone tasks or activities
  - ✗ Assessment criteria



## Communication and engagement with parents/carers

We will ensure that we communicate regularly and effectively with parents/ carers to build a positive relationships in order to engage them in purposeful and meaningful dialogue. If this is done well, this can help learners' progress by helping parents/carers understand how they can support learning inside and outside the school environment. We will share the child's digital portfolio on Seesaw and parents will have access to this.



## Our role in the transition along the 3 to 16 continuum

We will support all learners along the learning continuum as they move between different groups, different classes, different years and different settings. We will know the requirements of all learners well so that we can ensure that all children succeed and reach their potential at Ysgol Llan-y-pwll.