

Ysgol



Crëso i Ysgol Cefn Mawr

wrexham
wrecsam



Cefn Mawr

Curriculum Rationale



Ysgol Cefn mawr Curriculum Rationale

"Learning, Enjoying, Achieving"
"Dysgu, mwynhau, Llwyddio"



What does learning look like at our school?

- We carefully consider what we teach, how we teach it and why we teach it.

Active Learners:

- Learning experiences will develop and embed the 4 purposes. We develop a healthy mind and body through active, engaging activities. Learners feel good about themselves and what they believe in.

Informed Learners:

- Learners understand their rights and responsibilities. They respect each other and our diverse society. They care for people in our community and recognise their responsibility to care for the world.

Independent Learners:

- Learners are creative and think of new ideas. They solve problems. They believe in themselves and what they can do and have the skills needed to learn and progress.

Inspired Learners:

- Learners are involved in designing their own learning opportunities. They work in ways that enhance their learning and challenge themselves to present their work in their own unique way.

Our Vision & Values

Our School Vision: Well-being is at the heart of our school family. Growing and learning together at Ysgol Cefn Mawr to nurture and inspire confident, healthy and happy pupils. We encourage our pupils to be ready, respectful and safe both in school and the wider community. We respect and value all our pupils and are an inclusive, child centered community who recognise the needs of the individual in an engaging and stimulating environment.

These 10 key phrases occurred most frequently when discussing our vision:



The 4 Purposes:

- **Ambitious Aled:** Ambitious, Capable learners
- **Creative Carys:** Enterprising, creative contributors
- **Ethical Erin:** Ethical, informed citizens
- **Healthy Harri:** Healthy, confident individuals

Cymraeg: Our learners celebrate the importance of the Welsh language, culture and heritage. This ethos is embedded within all aspects of our school life.

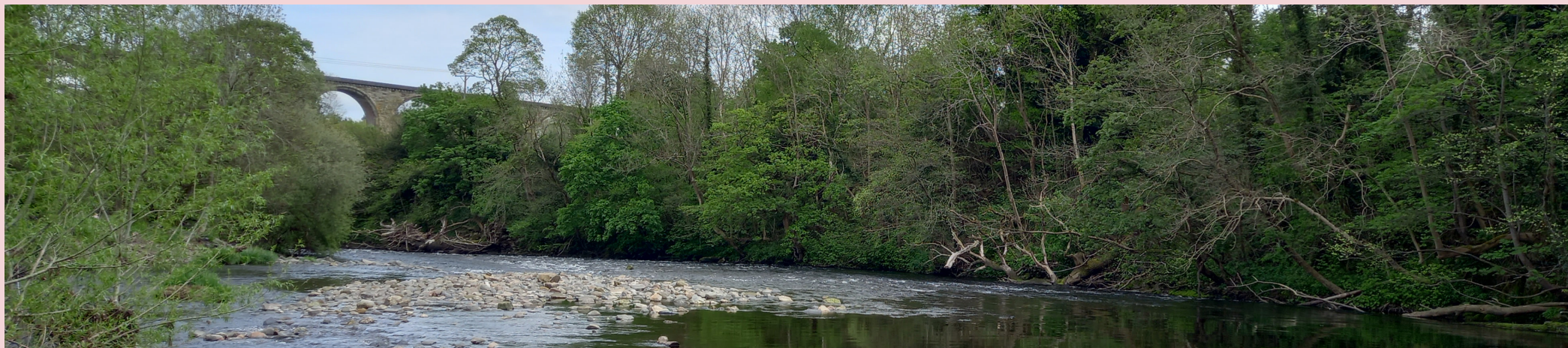


Learning and supporting each other to be independent, confident and resilient. Preparing life-long learners who are valued members of our community.



Ysgol Cefn mawr – Our vision and values

Our School Vision: Well-being is at the heart of our school family. Growing and learning together at Ysgol Cefn Mawr to nurture and inspire confident, healthy and happy pupils. We encourage our pupils to be **Ready, Respectful and Safe** both in school and the wider community. We respect and value all our pupils and are an inclusive, child centered community who recognise the needs of the individual in an engaging and stimulating environment.

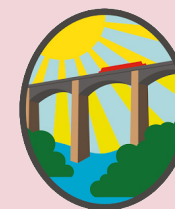


Our Values	Our Behaviours
Honest	We will be honest and open and respect the views and feelings of everyone.
Confident	Our learners are prepared to take on a challenge and are ready to learn throughout the year.
Healthy	We are active and healthy. We look after our bodies and our physical and emotional wellbeing.
Creative	We encourage our learners to be creative and innovative. We explore and use our imaginations, try out our own ideas and learn to solve problems.
Happy	We support every individual learner to ensure they enjoy their learning every day. Our learners are happy about who they are.
Kind	We promote a caring and nurturing environment. We treat each other with respect.
Ambitious	We set ourselves high standards and seek and enjoy challenges. We are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts.
Curious	Learners influence their own learning. We facilitate and encourage a thought provoking and challenging learning environment.
Resilient	We encourage our learners to embrace the challenges and learn from their mistakes.
Respectful	We show good manners and are courteous to others. We empathise and show kindness to others.
Independent	Our learners take responsibility for their own learning. They show initiative and make good decisions.



“Learning, Enjoying, Achieving”

Ysgol Cefn Mawr is located in the close-knit community of Cefn Mawr, Wrexham. We are surrounded by stunning scenery and are fortunate to have access to a world heritage site, Froncysyllte Aqueduct. We are also within walking distance of Ty Mawr Country Park and the River Dee. Each class incorporates walks and visits in our local area as an essential part of our curriculum. We want to help our pupils realise that there is a world of opportunities available to them and we have inclusion at our core. Pupils are valued as individuals with challenge for all who contribute to the culture and ethos of the school and the wider community.



“Dysgu, mwynhau, Llwyddio”

Phase I: Principles & Purpose

Ysgol Cefn mawr - Context

Ysgol Cefn Mawr is a primary school in a semi-rural area of Wrexham. We provide education for approx. 188 learners from 3 to 11 years old. We offer nursery provision during the morning session, on-site morning playgroup, called 'Bright Stars' and wrap around care is offered for all learners.

The three- year average for pupils eligible for FSM (Free School Meals) is 26%.



At Ysgol Cefn Mawr, we teach through the medium of English. Learners celebrate the Welsh language through the culture and local heritage within their work.

The home language of nearly all pupils is English.

During their time at Ysgol Cefn Mawr, learners have opportunities to attend trips in our local area and across Wales.



Outdoor learning is a central part of our school ethos. Pupils have excellent opportunities to explore and learn within our on-site forest area. Our local area offers a rich, natural environment and historical industrial spaces which further enhances our curriculum, including:

- Glan Llyn
- Jambori
- Dydd Miwsig
- Visit to Llan Eisteddfodd
- Super Learning Week Wales
- St. Davids Day
- Folk Dancing
- Llangollen Canal
- Ty Mawr
- Cardiff



What do we mean by 'Curriculum'?

Over the next 8 years, I will be at Ysgol Cefn Mawr more than anywhere else.... what will I learn?

What do we mean by 'Curriculum'?

Our curriculum at Ysgol Cefn Mawr is designed for all of our children. It contains the 6 Areas of Learning and Experience:

- 1 - Mathematics and Numeracy
- 2 - Language, Literacy and Communication
- 3 - Humanities
- 4 - Health and Well-being
- 5 - Science and Technology
- 6 - Expressive Arts

It encompasses the statements of what matters and reflect the principals of progression. It includes the required curriculum elements and embeds the mandatory cross-curricular skills and the integral skills which underpin the 4 purposes of the curriculum.

Why do we teach it?

The world is more connected nowadays, so what our pupils learn is more connected too. We support our pupils with creative lessons with real-life meanings. Our curriculum is designed to suit the needs of all of our pupils and helps them to reach their full potential.

It is broad, balanced and suitable for learners of different ages, abilities and aptitudes. We aim to provide high quality teaching experiences, which excite and motivate children in the classroom and beyond. Knowledge is really important too and we provide our learners with the skills and experiences they need for a fast-changing world. We want to realise our vision for creating life-long learners, ready to take an active part in the world and lead a fulfilling life as a valued number of our society.



Planning the delivery of our Curriculum: How do we teach it?

At Ysgol Cefn Mawr, our teachers will be the facilitators of learning. Considering the needs, views, interests and stages of learning, we will design engaging, challenging and progressive learning experiences. Learners will have opportunities to influence their learning and the design of their learning environment. They will have opportunities to work in ways that enhance their learning and present their work in their own way.

RSE

At Ysgol Cefn Mawr our pupils have the right to access information that keeps them safe from harm. This includes learning about healthy relationships, keeping safe, online and offline, and being confident to raise issues with responsible adults. RSE is designed to safeguard all our children and young people, supporting them to develop knowledge, skills and behaviours that will assist in protecting them throughout their lives. This is critical to building a society which treats others with understanding and empathy, whatever their ethnicity, social economic background, disability, sex, gender or sexuality.



What teaching and learning looks like in our school:

A range of pedagogical styles will be used, with our practitioners choosing these approaches thoughtfully in the context of curriculum purposes and the needs and developmental stage of learners across the 3-16 continuum. Our curriculum will reflect our Welsh Cultural Heritage and traditions, and our local area.

We use a range of models to suit the individual needs of learners and their interests.

A Disciplinary Model is used to teach Mathematics and Numeracy, and Languages, Literacy and Communication. The Interdisciplinary Model is used to teach Science and Technology, Humanities and Health and Well-being. The Integrated Model is used to practice the skills taught through the above models during cross-curricular projects and the use of open-ended 'Big Questions'.

Our combination of models will include all the mandatory elements of the curriculum.

Phase 2: Entitlement & Enhancement

Curricular Responsibilities

Our curriculum at Ysgol Cefn Mawr embeds the mandatory cross-curricular skills and the integral skills which underpin the four purposes of the curriculum. Literacy, Numeracy and Digital Competence Skills are developed across all areas of learning and experience to provide our learners with essential skills for the future.

Across the curriculum, our learners are provided with opportunities to:

- Develop their listening, reading, speaking and writing skills.
- Use numbers and solve problems in real-life contexts.
- Use a range of technologies to communicate effectively and make sense of the world.



At Ysgol Cefn Mawr, we ensure our learners are provided with rich, broad and balanced learning experiences. We include the integral skills in our planning, which are essential to achieve the 4 purposes and carefully consider the mandatory elements of the curriculum.



We have considered and included the 5 cross-cutting themes when designing our curriculum:

- 1 - Careers and work related experience
 - 2 - Well-being of future generations Act (2015)
 - 3 - UNCRC (United nations convention on the rights of the child)
 - 4 - UNC rights of persons with disabilities
 - 5 - ALN (Additional Learning Needs) and educational tribunal act (2018)
- These are referenced in our planning.



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.



Ambitious Aled

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 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.



Healthy Harri

Phase 2: Entitlement & Enhancement

Ysgol Cefn mawr - 'The 4 Purposes'

Ethical Erin



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.

Creative Carys



Enterprising, creative contributors who:

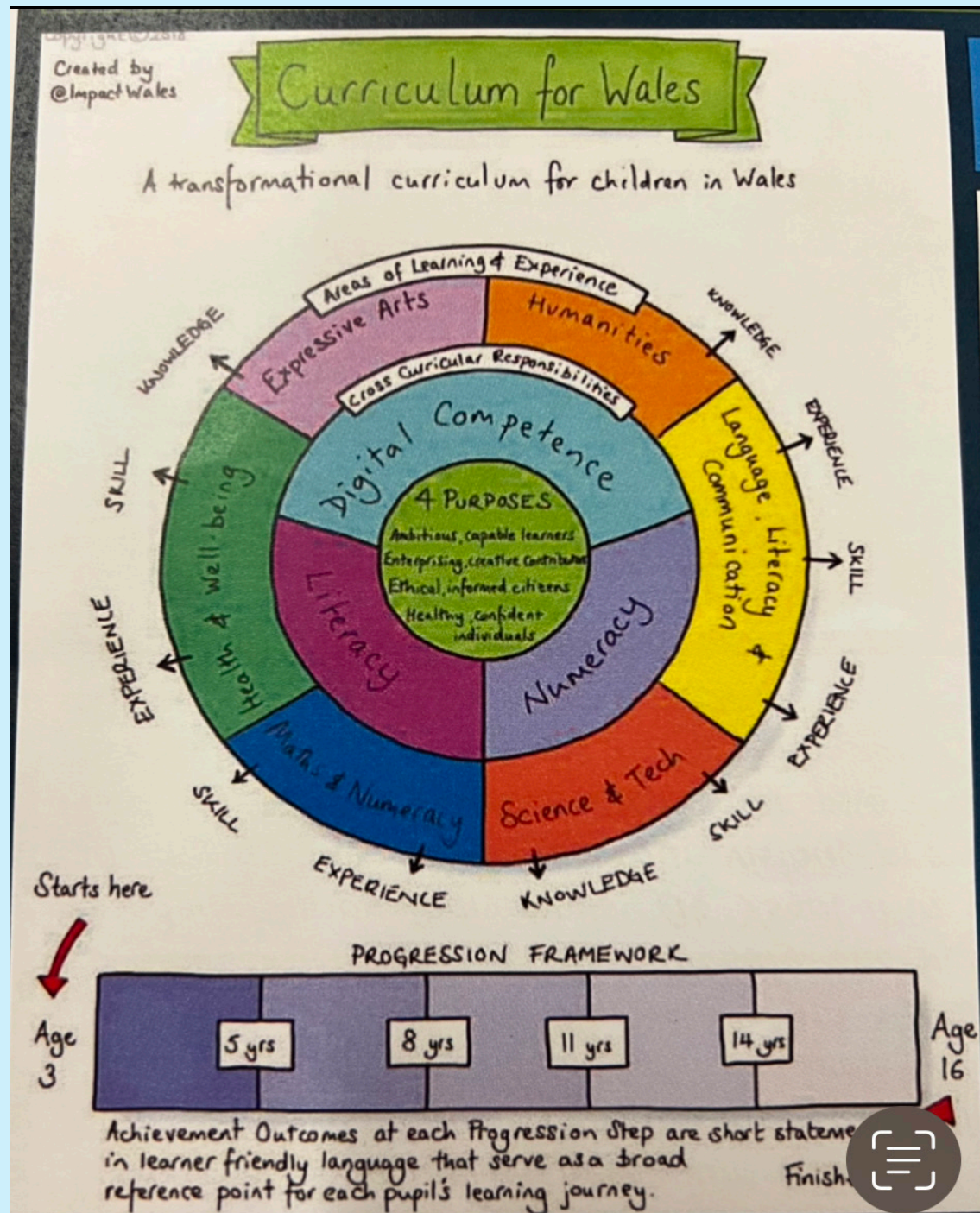
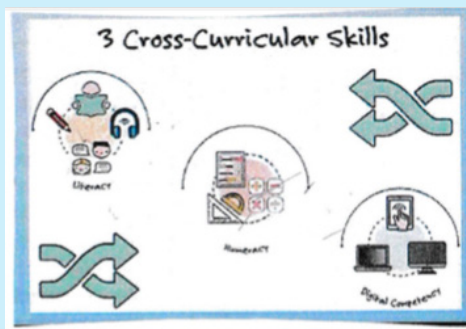
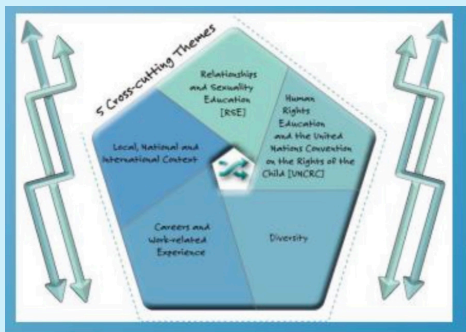
- Connect and apply their knowledge and skills to create ideas and products;
- Think creatively to reframe and solve problems;
- Identify and grasp opportunities;
- Take measured risks;
- Lead an play different roles in teams effectively and responsibly;
- Express ideas and emotions through different media;
- Give off their energy and skills so that other people will benefit and are ready to play a full part in life and work.

Phase 3: Breadth & Balance

AoLEs - Statements of what matters

The curriculum for Wales gives us the freedom to design our own content based on:

- 6 areas of learning and experiences and there what matters statements.
- Cross-curricular skills.
- The 5 cross cutting themes.



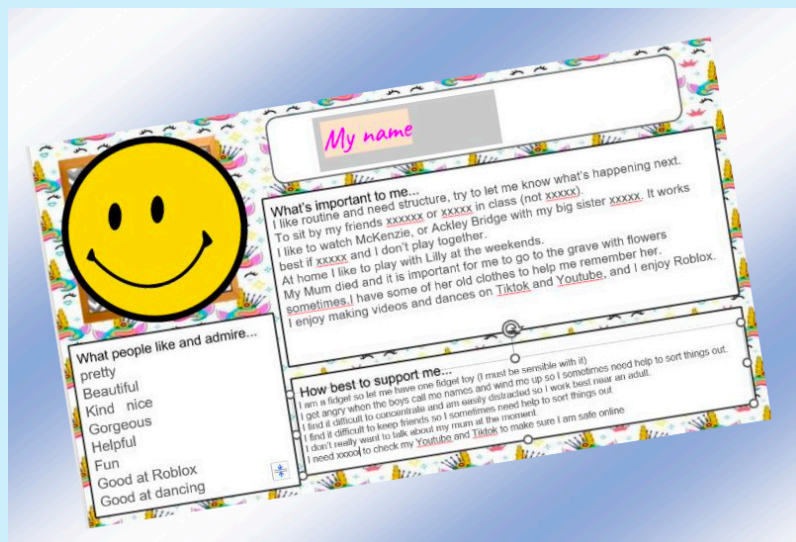
Inclusiveness

Inclusion

We pride ourselves on being an inclusive school and the children are at the heart of all we do.

We provide support in school, and for families and often work collaboratively with other services.

Person-centred practice is used throughout the school to ensure that we know what is important to a child and their family, and how best to support them. All children contribute to their own one-page profile.



ALN

As a school we ensure the needs of ALL learners are met through high quality teaching and learning provision. Our Universal Provision includes:

- Whole class teaching
- Effective differentiation
- Collaborative group work
- Individual and group interventions
- Reasonable adjustments

Through ongoing assessment and tracking we know that most children will make expected progress in their learning from their starting points. If a child is not making expected progress, we will gather information through observations, focussed assessment and collaboration with outside agencies and professionals to identify any needs. These needs may be met through “targeted” universal provision, or if additional learning needs are identified, through the development of an Individual Development Plan (IDP).

Health and Wellbeing

Health, mental health and wellbeing runs across everything we do in Ysgol Cefn Mawr so that children are in the right place for learning. Wellbeing is assessed through observation and the use of online tools such as the PASS survey.

We use Class Dojo with a mix of growth mindset, Good to be Green and Pivotal as our behaviour system. Children have the opportunity to visit our ELSA and We also work with a variety of outside organisations to support us to keep the children feeling safe and secure:

NSPCC

Show Racism the Red Card

Action for Children

Educational Psychology service

NSPCC

SHOW
RACISM
THE
RED
CARD



Phase 5: Progression & Assessment

Assessment

Why are we assessing?

Assessment is a way of supporting learning. Assessment focuses on what the learner has learnt, the progress made and help to identify next steps for the learner.

Who is assessment for?

We assess learners so that they themselves, Teachers, Teaching Assistants and parents understand the depth and breadth of learning that has been undertaken.

How often do we make assessments?

Assessment takes place on a daily basis as part of ongoing learning and teaching. Learner progress, strengths and needs are assessed informally every day through conversations with the learners, observing and listening to learners when they carry out tasks, considering learners' responses to questions and by looking at the work the learner has completed.

Formative assessment of pupils take place on a half-termly basis. These assessments are recorded on a tracking tool and report on the progress that the learner has made. This will help to ensure that the pupils are on-track and making progress and that any intervention strategies are put in place.

Communicating and engaging with parents / carers

We communicate effectively with parents / carers on an ongoing basis to foster positive relationships in order to engage them in purposeful and meaningful dialogue.

When undertaken well, this can help aid learner progression by helping parents / carers to understand how they can support learning within and outside the school environment.

We have developed and implemented processes which support effective two-way communication and engagement with parents / carers. When developing these processes, consideration has been given to using a wide variety of different communication means, e.g. face-to-face, digital through Dojo and email.

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

