



# Ysgol Bwlchgwyn C.P. Curriculum Statement

## Our Vision and Values



On our Curriculum For Wales journey we have consulted with our stakeholders to review our values. At Ysgol Bwlchgwyn CP we aim high by:

**Challenging** ourselves and each other to create a positive learning culture with high expectations

**Respecting** one another and the world we live in

**Believing** in ourselves and in what we can achieve by embracing challenge together

**Nurturing** a happy and inclusive school family which is at the heart of the community



Ready



Respectful



Safe

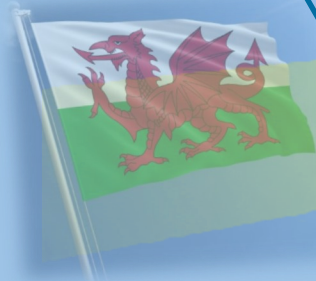


*Ambitious capable learners*

*Enterprising, creative contributors*

*Healthy, confident individuals*

*Ethical, informed citizens*





## Ysgol Bwlchgwyn School Context

Bwlchgwyn School is set in a rural location within the highest village in North Wales near Wrexham. Bwlchgwyn School is a Community Primary school catering for children from 3 – 11 years. We are an English medium school with 106 learners.

At Bwlchgwyn, we have 4 classes of mixed year groups:

Early Years (Early Entitlement, Nursery & Reception)

Class 1 (Years 1 & 2)

Class 2 (Years 3 & 4)

Class 3 (Years 5 & 6)



Currently, (May 2022) 10.48% of our pupils eligible for Free School Meals. We have identified 19.05% of pupils as having Additional Learning Needs including 5.77% of pupils with Statements of Additional Learning Needs. 0.71% of pupils speak English as an Additional Language.

Well-Being is at the core of our ethos and approach at Bwlchgwyn and we pride ourselves on being a safe space for learners to achieve and grow. Our ethos is one of inclusion, support and nurture.



Provision is made for children with additional learning needs, including more able children as well as children with emotional, behavioural, medical and neuro developmental needs, to follow the Curriculum and to participate in all aims and objectives of the school. The policy of the school is to integrate pupils with additional learning needs into mainstream education. Person Centred Practice is at the heart of the support we provide and close home school liaison ensures that there is an effective dialogue with parents, fostering effective partnership work. We are committed to help children and young people with ALN overcome barriers to learning and reach their full potential.

At Ysgol Bwlchgwyn, we teach through the medium of English. We are extremely proud of our Welsh heritage and culture and strive to develop a strong Welsh ethos throughout our school. We hold an annual Eisteddfod to celebrate Dydd Gwyl Dewi Sant and actively encourage our learners to use their Welsh language skills daily. We are also working toward the Cymraeg campus Bronze award with the support of our Criw Cymraeg.





## Ysgol Bwlchgwyn - Our vision and values for CfW

Our curriculum development and aspirations at Ysgol Bwlchgwyn provide a holistic approach that meets the educational and wellbeing needs of all pupils whilst providing them with the skills they will need to meet the challenges of their future.

As a school we have been working very hard to develop and innovate our practice over the last few years in preparation for the new curriculum. Through consultation with stakeholders and the wider community we feel our school vision is aligned with the aspirational, holistic Curriculum for Wales and reflects our nurturing ethos, which is delivered and supported in partnership with parents. This vision is based on key features of the new curriculum and values that we believe our school community hold in high regard. In consultation with our stakeholders the most frequently occurring words in response to a shared ethos and vision were: **Respectful, Equality, Inclusive, Caring, Support, Positive Mindset, Wellbeing, Team, Consideration.**

This feedback has enabled us to establish a nurturing and inclusive environment by listening to the voices of our pupils and parents. To have high expectations for our learners in all aspects of their lives in a setting with a strong sense of community and family 'feel'.

These values can be summed up in our school motto of 'Aim High' and are broken down as follows in our vision statement:

***At Ysgol Bwlchgwyn CP we aim high by:***

***Challenging*** ourselves and each other to create a positive learning culture with high expectations

***Respecting*** one another and the world we live in

***Believing*** in ourselves and in what we can achieve by embracing challenge together

***Nurturing*** a happy and inclusive school family which is at the heart of the community



This vision reflects the contributions of our pupils through much of the growth mindset, pupil engagement, learning empowerment, innovation and creativity that has been developed through engagement with the Lead Creative School and Formative Assessment projects we have been involved in. We have worked with our pupils to identify a range of attributes which sum up our positive learning culture and these are a daily part of discussions and celebrations of academic and personal growth. These attributes underpin the 4 Curriculum Purposes and enable adults and pupils in school to identify success. They are: **courage, respect, effort, communication, kindness, perseverance and responsibility.**

# Ysgol Bwlchgwyn - Our vision and values for CfW



Our values	Our behaviours
<b>Care and Wellbeing</b>	We are inclusive and show empathy and care for the wellbeing of all. We listen and take action to ensure that everyone in the school feels safe and has a voice that is heard.
<b>Respect and trust</b>	Our school community promotes a caring and nurturing environment based on trust, as we treat each other with respect.
<b>Creativity and Enjoyment</b>	We strive to engage and involve pupils, encourage creativity and enterprise to provide learning experiences that are enjoyable and inspire our learners.
<b>Resilience and confidence</b>	We support each other as learners and staff to be confident and proud of ourselves, to embrace challenge and to persevere to achieve our goals, utilising a growth mindset
<b>Wales and Welsh culture</b>	We celebrate Welsh language and culture throughout our work.
<b>Take risks and Innovate</b>	Learners and staff support and encourage each other to confidently take risks, innovate and to learn from what is successful and what is not.
<b>Health, Community and Habitat</b>	We engage with our community and encourage our learners to build their physical and emotional well-being by developing confidence, resilience and awareness.
<b>Collaboration</b>	Within our classes, our school and across our cluster of schools, we work together and support each other striving to be a continuously learning organization.



# Ysgol Bwlchgwyn - Curriculum Design Process

## Stage 1: Vision and Purpose

We began by establishing the curriculum principles that embody Ysgol Bwlchgwyn's values, context, pedagogical approaches and community needs. We consulted our stakeholders to support our curriculum principles, vision and plans.

## Stage 2: Provision and Enhancement

Through innovation and professional learning we considered how to enrich our curriculum. We considered what learners will experience and how they will experience it as they progress.

## Stage 3: Curriculum Content, Breadth and Balance

We have examined the What Matters Statements in each AOLE to consider a range of experiences, knowledge and skills. These statements are explored through a range of relevant contexts, topics and activities making links across areas as appropriate. Learners are encouraged and supported to apply their knowledge, skill and experiences in increasingly challenging contexts as their understanding and application of the key learning develops. Areas of learning are reflected upon and monitored to ensure breadth and balance in the learning.

## Stage 4: Pedagogy – Curriculum Delivery

We are developing a consistency of approach to ensure that our learners can take risks, make mistakes confidently and work in an atmosphere of mutual respect and appreciation. We have engaged in professional learning to enhance our pedagogy and we reflect upon, share and develop our teaching practices, based on our understanding of the 12 pedagogical principles. We have utilised ICT and creativity to innovate and develop practice and provide effective tools for our teaching and learning.

## Stage 5: Progression and Assessment

We use a range of assessment strategies from short term, class based strategies to mid and long term measure of progress over time. This allows us to monitor pupil progress effectively. We have been developing and adapting our assessment practices to ensure that pupil progress through Curriculum for Wales Progression steps on the 3-16 continuum is tracked. These processes will be reviewed and evaluated following implementation in September 2022.

## Stage 6: Review and Evaluate

The Bwlchgwyn CfW curriculum approach will be regularly reviewed to assess its impact on teaching, learning and pupil progress. We will engage in further professional learning opportunities and work with our cluster of schools, GwE and other organisations to evaluate, improve and adapt the Curriculum to meet our ongoing needs.



# The 4 Key Curriculum Purposes

**What is Curriculum?** Curriculum is at the core of all that we do in school and represents the embodiment of our ethos and values.

The 4 Curriculum purposes are the foundation for all aspects of our curriculum design, planning and teaching and represent the type of learners we aim to develop. Our vision, values and teaching methods will always support this aim.

<b>Ambitious, capable learners ... who are ready to learn throughout their lives, and who:</b>	<b>Enterprising, creative contributors ... who willing to play a full part in life and work and who:</b>	<b>Ethical, informed citizens ... who are ready to be citizens of Wales and the world, and who:</b>	<b>Healthy, confident individuals ... willing to lead fulfilling lives as valued members of society, and who develop:</b>
<ul style="list-style-type: none"> <li>• set high standards for themselves</li> <li>• enjoy challenge and solve problems</li> <li>• develop knowledge and skills and apply them in different contexts</li> <li>• are able to discuss their learning confidently</li> <li>• are able to communicate effectively in English and Welsh</li> <li>• use mathematics and numeracy and digital technologies effectively</li> </ul>	<ul style="list-style-type: none"> <li>• think creatively</li> <li>• apply their knowledge and skills to create, adapt and to solve problems</li> <li>• identify and grasp opportunities</li> <li>• are confident to take risks</li> <li>• lead and work together in teams</li> <li>• express ideas and emotions in different ways</li> <li>• use their energy and skills for the benefit of others</li> </ul>	<ul style="list-style-type: none"> <li>• make judgments and discuss issues based on their knowledge and values</li> <li>• understand and exercise their responsibilities human rights</li> <li>• understand and consider the impact of their actions</li> <li>• know about their culture and community</li> <li>• know about society and the world in the present and past</li> <li>• respect the needs and rights of others, as a member of a diverse society</li> <li>• see that they have a role to play to ensure the planet's sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• physical and mental health and safety</li> <li>• relationships based on respect and trust</li> <li>• personal values</li> <li>• skills and independence to deal with everyday life</li> <li>• the ability to face and overcome challenges</li> </ul>



# Areas of Learning and Experience - AOLE

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

- 6 Areas of Learning and Experience and their What Matters Statements
- Cross Curricular Skills Development
- 5 Cross-Cutting Themes

The 6 Areas of Learning and Experience					
The Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Languages, Literacy and Communication	Science and technology
Art, Music, Dance Drama Film and Digital Media	Physical Health and development, mental health, emotional and social wellbeing	Geography, History, Religion, Values and Ethics, Business Studies, Social Studies, Economics, Philosophy	Conceptual Understanding Communication using symbols Fluency Logical reasoning Strategic competence	Welsh, English, International Languages, Literature	Biology, Chemistry, Computer Science, Design and Technology, Physics

The **What Matters Statements** for each Area will be the basis of our planning for progression, depth and breadth of skills, and experiences knowledge and for learner progress.

Cross Curricular Skills		
<i>We will plan for the development of the following cross-curricular skills within and across the Areas of Learning and Experience using the revised national frameworks</i>		
Literacy	Numeracy	Digital Competence

## The mandatory elements of the curriculum

The school will also plan to deliver the mandatory elements of the curriculum:

**Cymraeg**

**English**

**Religion, Values and Ethics Education**

**Relationships and Sexuality Education**

*(RSE provision at Ysgol Bwlchgwyn follows the code set out by Welsh Government)*

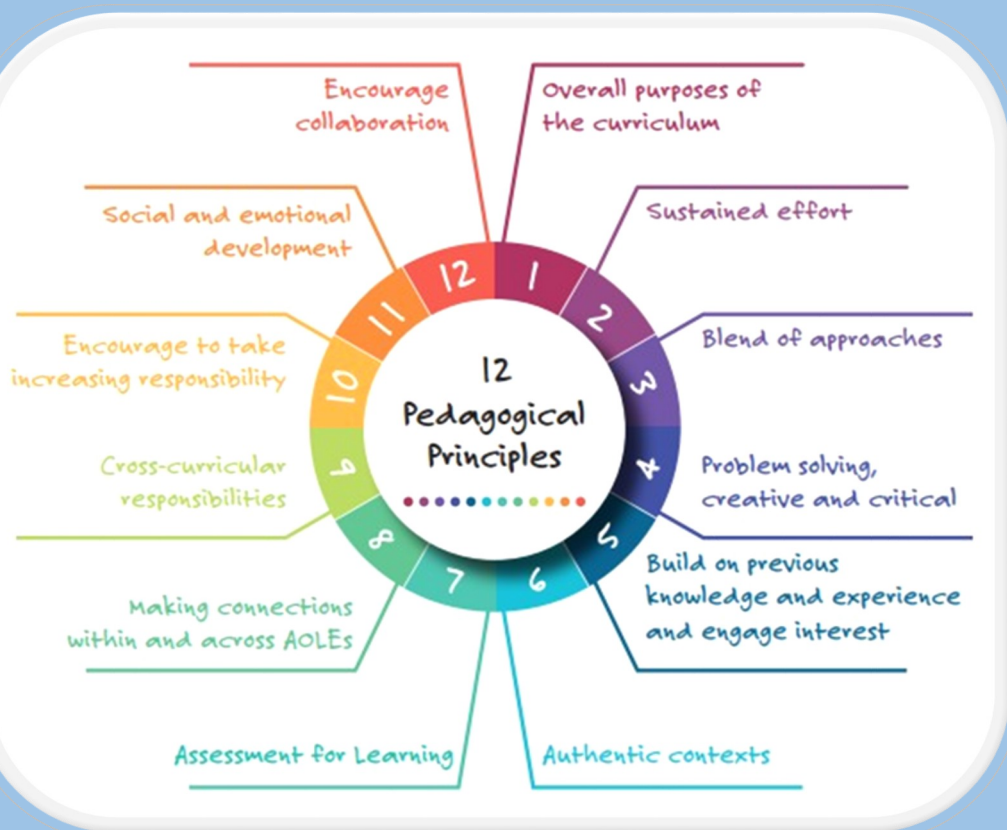
## Curriculum Approach

To realise the 4 curriculum purposes, our vision as a school and the requirements of the Curriculum Framework we have developed pedagogy in a consistent manner across phases and classes to enable learners to develop and deepen understanding as they progress. This means they can apply integral skills in an independent manner with increased sophistication as they progress through school without having to re-learn and adjust to a new class practice. Learners are taught discipline specific knowledge and skills at the start of each day in the mastery of languages and mathematics. These are in age and stage related classes and groups. The learning is then largely interdisciplinary based on enquiry questions or class topics.

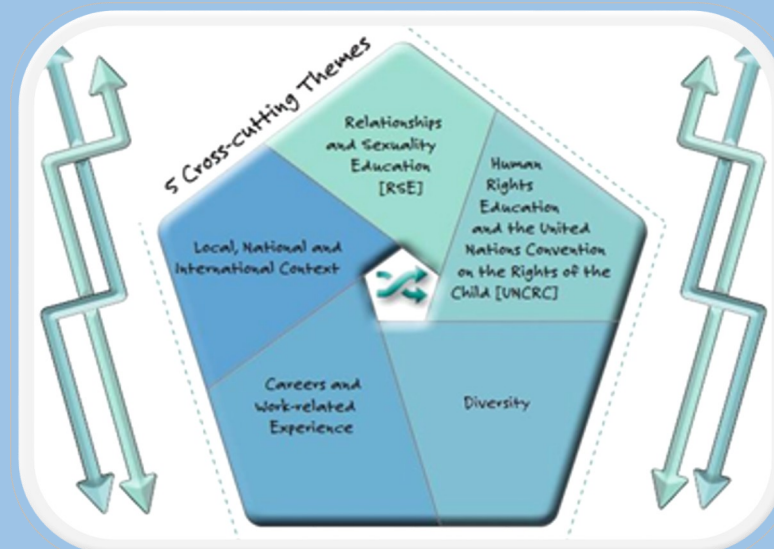


## Engaging , relevant contexts for learning

Enquiry questions, class topics and learning are planned for with local national and global issues in mind to ensure the curriculum is relevant and current. Pupil contribution is built into the planning process and exciting launch days utilised to stimulate pupil engagement. Opportunities for curriculum to be flexible is also provided and facilitated by class teachers should the need arise e.g. heavy snowfall, flooding , national or global event etc. All contexts for learning are delivered based on the **12 pedagogical principles** set out in the Curriculum Framework and provide for inclusion of the 5 cross cutting themes in a relevant context that has meaning for pupils.



RVE RSE



# Statements of What Matters

We have explored a range of experiences, knowledge and skills through a range of contexts, in the process of curriculum design. We have cross phase AoLE Teams who have collaborated unpack the 27 Statements of What Matters which in turn informs planning that takes in to account the requirements of the CfW, the schools pedagogic approach and pupil voice.

### What are the key concepts that need to be developed within this What Matters statement?

- Movement – including gross and fine motor skills. Improve in imaginative and creative ways.
- Diet – preparing and eating

### How can we make it real and draw on the experiences of the learner and the local community?

- Hands on experiences
- Grow healthy fruit and vegetables in our garden and them

### What experiences could support the learning in this area?

- Germ bug (hand washing)
- Sports instructors
- Cooking nutritious meals/snacks

### H&WB WM; 1 Developing physical health and well-being has lifelong benefits.

Helps learners to understand the factors that affect physical health and well-being. This includes health-promoting behaviours such as physical activity, including but not limited to sport; balanced

### Are there any opportunities to address the cross-cutting themes?

- Fairtrade
- Vegan meals – global warming

Key components of What Matters Statements within each AoLE

	1.Exploring	2.Responding	3.Creating		
<b>Expressive Arts (through the five disciplines)</b>	<ol style="list-style-type: none"> <li>1.Explore own work &amp; others, inc. prof examples Explore genres, techniques, tools.</li> <li>2. Understand how Exp Arts are communicated through visual, verbal, physical, music technology means.</li> <li>3. Use EA to explore Welsh culture, heritage and beyond.</li> <li>4. EA to question and challenge perspectives that can lead to personal and social change.</li> </ol>	<ol style="list-style-type: none"> <li>1. Own and others' response to expressive arts of others in variety of forms, e.g. different media, forms, genres, styles.</li> <li>2. Develop vocabulary for the expressive arts.</li> <li>3. Evaluate and improve own work through own reflections and feedback form others.</li> <li>4. Related to EA Wales and beyond.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create own EA by: Range of skills with plan, design, draft, make choreography, compose, edit, using EA skills and knowledge.</li> <li>2. Communicate by: perform, present, exhibit, produce by considering audience.</li> <li>3. Consider how ideas can be transformed into work of cultural/ commercial value/ realisation/ ambition.</li> </ol>		
<b>Health &amp; Wellbeing</b>	<ol style="list-style-type: none"> <li>1. Develop gross motor and fine motor skills.</li> <li>2. Benefits of physical activity and sport.</li> <li>3. Diet and nutrition.</li> <li>4. Healthy behaviours-sleep, hygiene, infection control.</li> <li>5. Links with physical and emotional health. Know how to get help.</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-awareness of mental health. Communicate feelings well. Understand the connection between their experiences and mental health.</li> <li>2. Awareness of mental health of others and empathy.</li> <li>3. Develop strategies to regulate their emotions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Awareness of decisions have consequences for self, and/or others ... now and future.</li> <li>2. Develop critical thinking skills to determine possible implications/risks of decisions made.</li> <li>3. Setting goals and talking responsibility.</li> <li>4. Collective decision making.</li> <li>5. Have roles and responsibilities in school</li> </ol>	<ol style="list-style-type: none"> <li>1. Awareness of the range of social influences on lives-friends/adults/ media/social media.</li> <li>2. Influence of above on rules/norms/ attitudes/values/ behaviours/relationships.</li> <li>3. Awareness of above in own, and other cultures.</li> <li>4. Care and respect for others.</li> <li>5. Behave appropriately in different contexts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Importance of relationships with connection to self and others.</li> <li>2. Recognising unhealthy relationships- what to do for self and others.</li> <li>3. How to form and maintain relationships.</li> <li>4. Understand and implement conflict resolution.</li> <li>5. Awareness of rights of the Child.</li> </ol>

### Are there any connections and links to other what matters statements and AOLES that we can explore?

Expressive Arts – improvement movement through dance, develop fine motor skills using art utensils, use role play/drama to act out scenarios and strategies.

### How does this statement support the four purposes?

- Ambitious, capable learners who:** Build up confidence and motivation and develop a positive sense of self-worth to believe in themselves and set goals
- Enterprising, creative contributors who:**

# Thematic/ Interdisciplinary Planning

Planning for curriculum delivery ensures a thematic/ interdisciplinary approach that engages and involves pupils in the process. Effective launch days or learning events are held as a means to grasp the interest of pupils. Literary, cinematic, current event or other key sources are then considered as rich source material and built into the plan.

**Medium term planning: CfW**

**Class:** \_\_\_\_\_ **Year Group:** \_\_\_\_\_ **Duration:** \_\_\_\_\_  
*Note: duration could be a term, half term, month, fortnight, themed week etc*

**Stage 1**

**A. Theme title**  
*Appealing, child influenced title...(pupil voice: generated by, or voted on from constrained choice)*  
**Pupil generated ideas for topic including:**  
 1. Snappy title/slogan/Question    2. Word principles    3. A project logo    4. A Character(s)  
 5. A job title- Space cadet, Culture expert, Habitat researcher, Eco-warrior

**A. Ideas for a title:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**B. Theme overview**  
*A few bullet points about key themes to be covered*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Stage 6**

How will you launch your theme in an exciting way through some of the following?  
 Curiosity, surprise, suspense, intrigue, excitement etc!

**Launch ideas:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Stage 7**

**K. Assessing progress**  
**Specific strategies to determine progress over time**  
*(Highlight relevant approaches)*  
*Consider activities to baseline at the start of a theme and repeat at the end to ascertain how well learners are doing to ensure they are making progress over time. **Highlight relevant ones***

A. KWL baseline and update  
 B. 'Cold task' then 'Hot Task'

**D. Seeking learner voice**

**Hot:** *Usually a key emotionally engaging experience, e.g. an immersion day to generate interest and pupil voice questions.*  
*Increasingly pupil led-Board meetings following this. (Yr. 2-6)*

**D1. Ideas for an immersion day/pupil voice harvest**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Stage 5**

**J. Cross curricular themes**

*Identify opportunities to develop the themes listed below (not tenuous, rich and relevant re...) Include a few key words and phrases for relevant links.*

<b>Welsh dimension</b>	
<b>International perspective</b>	
<b>Human rights education</b>	
<b>Careers &amp; work-related experiences</b>	
<b>iversity</b>	

AOLEs that naturally fit in to the theme are considered and What Matters Statements and associated skills identified. Those skills that are to be taught discreetly and not within the theme are also identified, along with skills to be revisited. Planning for all of these takes into account the 3 threads of Literacy Numeracy and Digital Citizenship as well as identifying opportunities to address the 5 cross cutting themes.

**Stage 9**

**D. Celebrated and/or shared by...**

**Celebrated and shared by...**

*Usually, themes should lead to a final engaging experience, e.g.*

- Creating a video class book, placemats, PowerPoint, a display, museum or exhibition, Treasure chests
- Sharing with an audience, e.g., parents, governors, another class/learning buddy, E school twinning
- Organizing an event e.g. Sports Day, Healthy Exercise Day, Wellbeing Day, Food festival, Fashion show etc.

*The experience should be captured to support pupils in demonstrating or talking about their experiences to each other, and audiences (especially Estyn/Governors!).*

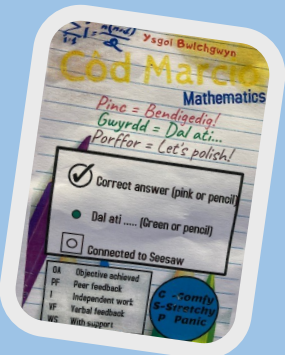
**Ideas for sharing and/or celebrating:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Planning for teaching and learning identifies strategies and opportunities for Assessment for Learning, trips and visitors to enrich the theme as well as opportunities to celebrate and demonstrate pupils learning to peers and or the school community.

## Teaching and Learning

Teaching and learning at Ysgol Bwlchgwyn is child centred, creative and purposeful. Each child is encouraged to be brave, foster a growth mindset and 'have a go' - realising that making mistakes is part of the learning journey and can help us understand which skills need to be worked on to move forward. The children's learning is underpinned by our learning attributes of—**courage, respect, effort, communication, kindness, perseverance and responsibility**. These are encouraged and supported from early in their journey by characters such as 'Have a go Hedgehog' and 'Power Puppy' in Early Years to 'Perseverence Percy', 'Have a go Henry' and 'Concentration Connie' in upper Foundation Phase. In Key Stage 2 the learning attributes form part of the ongoing learning conversation and pupils become increasingly aware of models such as the 'learning pit' to represent their growth mindset.

Effective feedback is key to progression and pupil self-efficacy. At Ysgol Bwlchgwyn we try to ensure that feedback is purposeful, has a consistency across phases and moves the learning forward. Pupils are involved in feedback which enables them to take ownership of the process.



We strive to ensure teaching and learning is fun, interesting, relevant and experiential. Adults are facilitators of learning, who support challenge and encourage independence.



## Wellbeing

Wellbeing is at the heart of our ethos at Bwlchgwyn. Ensuring the physical and mental wellbeing of our pupils is key to the positive development and progression of their skills, supporting them to be lifelong learners and effective citizens.

We nurture and support our pupils through positive and consistent working relationships, ensuring we know our pupils and their families well. We offer a range of provision to meet our pupils specific and group needs:

- Circle time
- Counselling
- SAP
- ELSA
- Unearthing
- Pupil and parent workshops
- Anger management
- Mindfulness
- 5 Ways to Wellbeing

We also aim to support our parents' wellbeing and skills by offering relevant workshops, online resources and by signposting relevant agencies and parent groups.



## Assessment and Progression

We are using the Descriptions of Learning for each What Matters Statement to assess and plan for learners' progress. These broadly correspond to expectations for ages 5, 8, 11, 14 and 16 and offer guidance on how learners should demonstrate progress within each Statement. These are not used as a list of tick boxes, but as tools to consider when planning for our learners' progress.

Curriculum for Wales gives us the opportunity to ensure that learners' progress is the primary purpose of Assessment and not an accountability exercise. At Ysgol Bwlchgwyn we are developing a holistic picture of each learner's development, including their well-being as well as the development of their skills, knowledge and understanding.

Assessment supports individual learner progression on an ongoing, day-to-day basis (Formative assessment) and involves pupils in their small steps of progression.

Progress over longer periods of time are captured using Taith 360 and our in house tracking spreadsheet. This allows for reflection on progress of individuals and groups of learners in relation to their starting points during regular pupil progress dialogues.

We also assess and monitor each learner's attitude to learning and their well-being using a combination of teacher assessment and Pupil Atti-

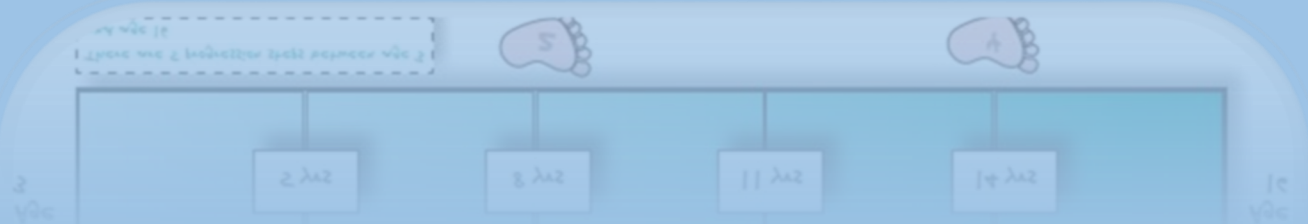
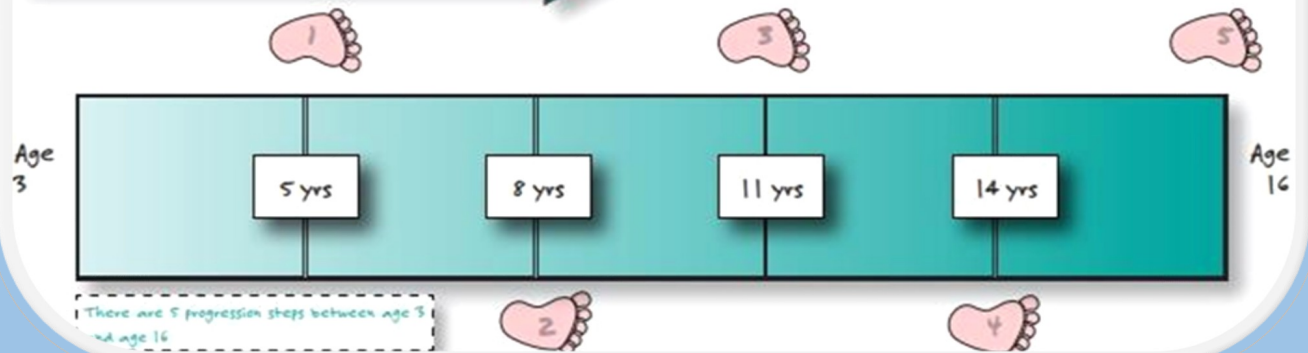


## Principles of Progression

- 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



## Collaboration

Ysgol Bwlchgwyn will seek to reflect, enhance and refine its Curriculum for Wales practices on an ongoing basis from September 2022 through collaboration and professional learning.

Ysgol Bwlchgwyn will be engaging with :

- GwE and the Local Authority to ensure professional learning and development
- Our cluster of Schools through a shared website, cluster networking and a School Partnership Project focusing on shared CfW priorities.
- Parents via Seesaw Blogs, Facebook and other digital platforms

## Community

At Ysgol Bwlchgwyn we value the importance of developing links with the community. This strengthens our pupils' understanding of citizenship and the wider world.

We have strong links with the Church, visiting to take part in community events and welcoming the reverend to host assemblies. Community members also visit to support with activities such as gardening. We develop an awareness of Wales and the wider world through attendance at events such as the Llangollen International Eisteddfod.

Our pupils develop a sense of responsibility through engaging with local and national charities such as Wrexham Food Bank, T4U, Children in Need etc.

Pupils also take responsibility independently by responding to current humanitarian crises through fundraising and other activities.

