

The 'What Matters' of our Curriculum Offer

Pupil Led Enquiry

Outdoor Learning

Digital Learning

Real Life Contexts

Community Involvement

Tomorrow's Thinkers

Exciting Opportunities

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

Learners will have a strong voice to influence their learning. Teachers will consider the needs, views and stages of learners and design exciting, challenging and progressive experiences across all Areas of Learning and Experience (AOLE)

Learners will be provided with a safe and stimulating learning environment that will inspire them to learn using a variety of strategies and techniques; including growth mindset, outdoor learning, wellbeing, ICT



Ysgol Tanyfron

Our Vision & Values

Growing our pupils into the best version of themselves.

From working with all stakeholders, we have chosen the following core values as a foundation for designing our curriculum.

Respectful

Ambitious

Curious

Confident

Happy



Pupil Voice Rights of the Child

Exciting and Authentic Experiences

Cluster Collaboration



Staff Professional Development

Community Partnership

Engaging Learning Environment

Enquiry Based Learning

Our School as a Learning Organisation

The Four Purposes

The four purposes are at the core of everything that we do. To further embed our pupil's understanding of these purposes we have created four characters which are used within our classroom environments.

Healthy, Confident Hope

Creative, Enterprising CODY

Ethically, Informed Ellie

Ambitious, Capable Adam





Ysgol Tanyfron - Designing our Curriculum

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

We began by looking at our school context, ethos and values and how these principles will underpin our curriculum offer at Ysgol Tanyfron. These principles were discussed with all stakeholders and formed the first phase of our curriculum design.

Phase 2: Entitlement and Enhancement – Developing our learner offer

This phase involved setting out our learner offer. We looked at what do we want to provide our pupils with during their educational journey at Ysgol Tanyfron. This included what experiences we wish them to gain during their time with us and how best to capture this.

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

We have spent time considering the descriptions of learning and how these support the broad range of skills and knowledge that we will deliver. We have considered the range of contexts and topics which can be included in the curriculum design to support this breadth and balance and looked at the links which can be made between the Areas of Learning and Experience.

Phase 4: Pedagogy – Planning the delivery of our curriculum

We are developing a strong vision of teaching and learning across the school which considers the 'why', 'what' and 'how' aspects of our curriculum, building upon our curriculum rationale, design and planning. We place emphasis on the use of our learning environment to support this.

Phase 5: Progression and Assessment – Planning for Progression

Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. We will utilise various assessment strategies which will enable each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly.

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

An important step moving forward is to regularly review the impact of our curriculum design on teaching and learning, making any adaptations or changes needed to improve it further. We will consider further professional learning opportunities for staff e.g. further developing the knowledge and understanding of AoLE team leaders.





Ysgol Tanyfron - Our Vision and Values

'Growing our pupils into the best version of themselves.'

At Ysgol Tanyfron we want our learners and staff to become the best possible version of themselves that they can be. On building our vision and values we worked closely with pupils, staff, parents and governors to identify the five core values we want our children to have. These have been the foundation for designing our curriculum.

<u><i>Our Values</i></u>	<u><i>Our Behaviours</i></u>
Respectful	At Ysgol Tanyfron we treat others how we would like to be treated. We appreciate their thoughts, feelings and opinions. We are courteous, kind, caring and helpful individuals.
Curious	Our learners want to learn and are interested in broadening their knowledge, skills and experiences. They lead the learning that happens in school and will become lifelong learners.
Ambitious	We encourage our learners to be passionate, strive to do the best that they can and to be willing to take managed risks. We develop individuals who display perseverance, resilience and look to the future.
Confident	At Ysgol Tanyfron we have a 'can do' attitude and believe that we can all become the best version of ourselves. We promote independence and the confidence to have a go at new things.
Happy	We promote individuals who are happy and content in themselves. We place wellbeing at the heart of what we do and believe that every individual should have something to smile about daily.



Ysgol Tanyfron - Our Context

Ysgol Tanyfron is a community primary school in Wrexham. Currently, the school has 147 pupils, including 20 in the nursery who attend on a part-time basis. We have two single-age and four mixed-age classes.

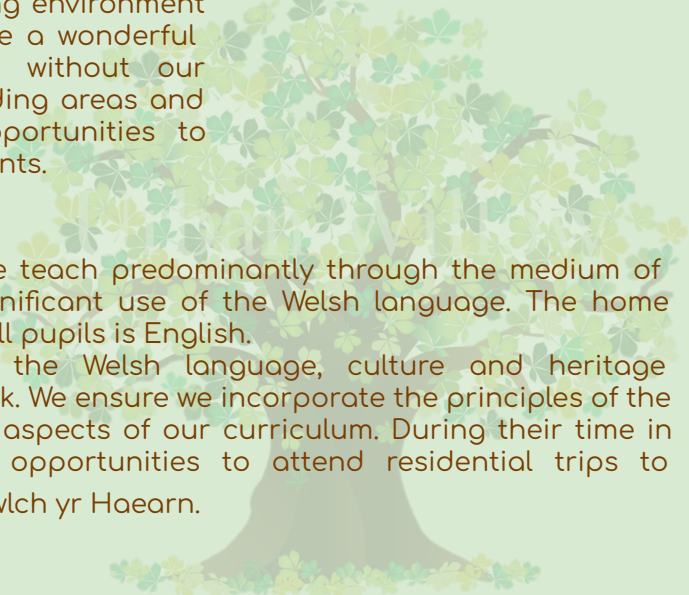
Most pupils live locally and around 15% of pupils are eligible for free school meals. The percentage of pupils with Additional Learning Needs is around 15%.



Outdoor learning is a central part of our learning environment at Ysgol Tanyfron. We are very fortunate to have a wonderful forest school and large outdoor provisions without our Foundation Phase. We utilise the local surrounding areas and endeavour to give our learners enriched opportunities to develop their skills through these local environments.



At Ysgol Tanyfron we teach predominantly through the medium of English but with significant use of the Welsh language. The home language of nearly all pupils is English. Learners celebrate the Welsh language, culture and heritage throughout their work. We ensure we incorporate the principles of the Siarter Iaith into all aspects of our curriculum. During their time in KS2, learners have opportunities to attend residential trips to Glanllyn and Nant Bwlch yr Haearn.





What is the 'Curriculum'?

Our curriculum is at the heart of what we do. It offers a broad and balanced context in which to develop the four purposes in all our learners, regardless of age or ability. It provides for appropriate progression for all learners and includes a range of provision to ensure this.

Within our curriculum teachers will be the facilitators of learning which is led by our pupils. We will provide engaging, experiential learning experiences which maximise the use of real life contexts and outdoor learning. Our aim is to produce highly quality teaching experiences which excite and motivate our learners in and out of the classroom.

Our 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.

What do the Four Purposes Mean?

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

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

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.



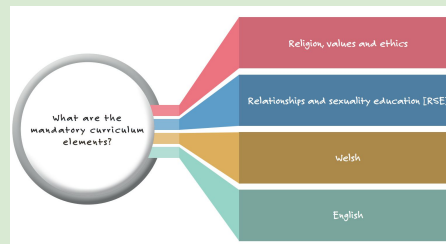
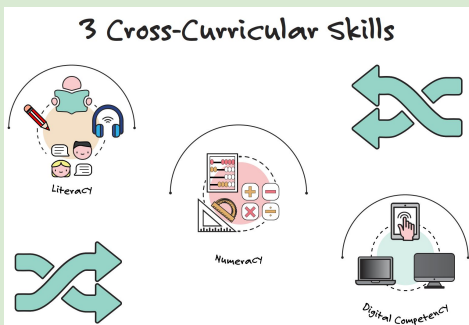
What do we need to deliver?

Our curriculum 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 essential in enabling learners to realise the four purposes. These three mandatory cross-curricular skills are embedded and developed across all areas of learning and experience, to enable learners to access the whole curriculum and to use them in the future.

Our learners are given opportunities across the curriculum to:

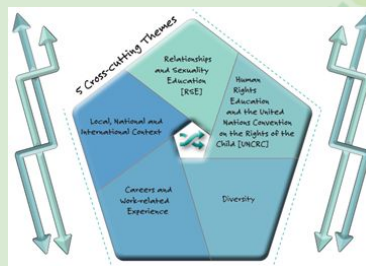
- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world



At Ysgol Tanyfron we carefully consider the mandatory elements of the curriculum when planning. We detail our intention of these elements within our policies.



At Ysgol Tanyfron we ensure that our planning for the curriculum considers the integral skills which are key to achieving the four purposes.



While designing our curriculum we have included the five cross-cutting themes. We have considered the statutory elements within the CfW framework:

- Careers & Work-related Experience
- Well-being of Future Generations Act (2015)
- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Additional Learning Needs and Educational Tribunal Act (2018)



What do we want our learners to experience?



Care for others



Give back to the community



Grow own produce



Visit the beach

Watch a live performance



Perform in public



Camp under the stars



Become an entrepreneur



Reach a summit

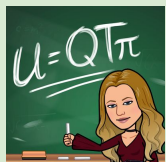


Residential Trips





What do we deliver in our curriculum?



Mathematics & Numeracy
AOLE Lead: Mrs J. Jones



Science & Technology
AOLE Lead: Miss M. Gabriel



Expressive Arts
AOLE Lead: Miss Caitlin Ion



Humanities
AOLE Lead: Mrs T. Humberstone



Health & Wellbeing
AOLE Lead: Miss S. Burgin



Languages, Literacy & Communication
AOLE Lead: Miss C. Harris



Languages, Literacy & Communication
AOLE Lead: Mrs J. Evans-Jones



Additional Learning Needs & Safeguarding
Lead: Mrs J. Jones

We have allocated a leader for each AOLE who have unpicked the 'What Matters' statements to make links across all AOLEs as appropriate. This ensures that we deliver a broad and balanced curriculum.

Areas of Learning & Experience - 'What Matters' Statements



How do we plan for the delivery of our curriculum?

At Ysgol Tanyfron we provide our learners with discipline specific knowledge and skills by directly teaching them, at the start of each day in the mastery of languages and mathematics in age and stage related classes and groups. During the afternoon sessions, learners independently apply their skills within each AOLE through the use of 'Big questions'.



Virtual Classrooms

Within key stage 2 we utilise virtual classrooms to allow pupils to independently access differentiated challenges in AOLEs of their choice linked to their learning during direct teaching time and topical 'Big questions'.

High Quality Provision

Within Foundation Phase we provide differentiated challenges within high quality areas of provision. Our provision areas are set up with skill level differentiation in mind.

Pupil Led Learning

Learners play a key role in deciding learning topics and the big questions explored within these areas. Through the use of apps such as Padlet learners contribute to their learning journey on a regular basis.



How do we make sure everyone is with us?

ALN

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

During their time at Ysgol Tanyfron, most learners will make 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 in collaboration with outside agencies / professionals to identify any additional learning needs.

Inclusion

At Ysgol Tanyfron we pride ourselves on being inclusive of each and every unique individual. We continue to develop strong links with our families and the wider community.

Health and Wellbeing

Wellbeing is at the heart of our ethos here at Ysgol Tanyfron. We place a high emphasis on both pupil and staff wellbeing and that our culture and environment in school is a happy one. We are a part of the 5 Ways to Wellbeing project and all children have a daily wellbeing session which teaches strategies to support wellbeing and the wider mental health. We build positive relationships with all our families and have the wellbeing of the wider community in our interest also.



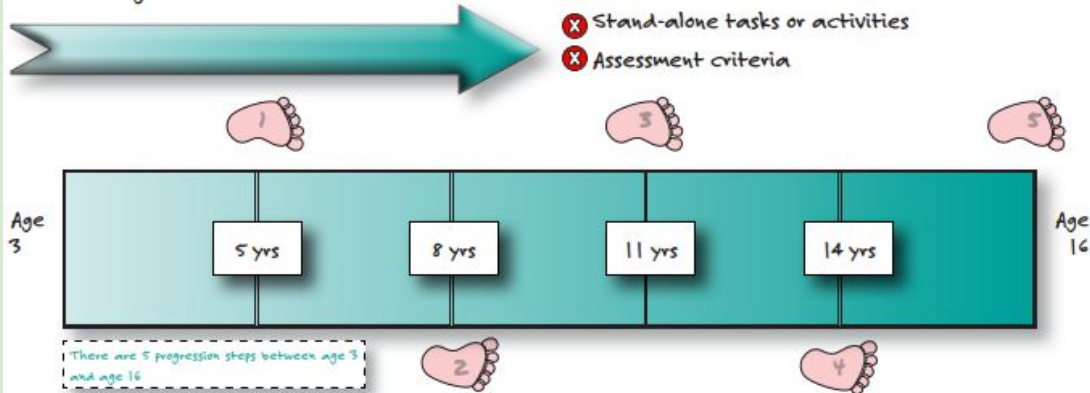
Where do we want to get to?

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



Our learners are at the centre of the transition process. We support all learners along the learning continuum, as they move between different groups, different classes, different years and different settings. We ensure that the well-being of all learners is an important and integral part of our processes, recognising the needs of individuals, while also supporting both continuity and progression in their learning. The understanding of each individual learner gained from our assessment strategies is crucial in supporting this process.



How do we know where we have got to?

Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. We will utilise various assessment strategies, which will enable each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly.

Assessment is fundamental in supporting the development of the whole pupil holistically. We carry out pupil progress meetings termly to discuss all aspects of our learner's development to ensure that they are accessing any support required and that our pedagogy is bespoke to benefit each and every learner.

Our assessments support individual learner progression on an ongoing, day-to-day basis utilising Assessment for Learning strategies to enable us to plan for appropriate next steps and target areas for development accurately.

For those pupils with Additional Learning Needs or Targeted Universal Provision, regular assessment and review meetings are carried out.



We communicate with parents about their child's progress on a regular basis. This includes termly pupil conferencing and an end of year written report.

On a day to day basis we utilise apps such as Seesaw to upload real life views into our learner's work and provide a means of immediate contact and communication between class teachers and parents.