

# Brynteg C. P. School - Our Curriculum Rationale

*"Learning Today for Our Tomorrow!"*

**We work together at Brynteg C. P. School to motivate and inspire our pupils to be the best they can and to live happily and be confident in an ever changing world.**

Brynteg C. P. School has wellbeing at the heart of everything that we do. We value the contribution everyone brings to our school which makes our school a safe, positive, friendly and caring environment. We strive to provide children with a range of enjoyable, stimulating learning experiences which brings the curriculum to life and make learning fun through real life contexts.

Everyone's voice is important to us. We develop the skills that all learners need to look after themselves, keep safe, to face and overcome challenges and enjoy learning. We have high expectations of all children and staff at Brynteg C. P. School and everyone is supported to be the best that they can be.

We are an English medium primary school located in the village of Brynteg in Wrexham. We have approximately 200 pupils from ages 3 to 11. Brynteg has a high unemployment trend, as a result a high percentage of our pupils receive free school meals. The local area has a rich historical background, steel works, coal and lead mines. Our school provides a happy, stimulating environment where our children feel safe. We aim to broaden the horizons of all learners to be able to appreciate the diversity and wonder of the world and their place within it. We think it is important to give them opportunities and experiences beyond their expectations for them to realise that there is a world of opportunities available to them.



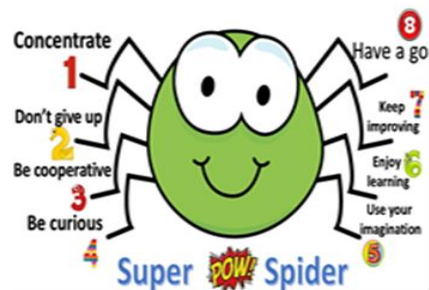
# What is important to us?

Our Values	Our Behaviours
Be Kind	We will provide a caring and nurturing environment, as we treat each other with kindness
Be Respectful and Honest	We believe everyone at our school is unique. This includes our children, families, staff and stakeholders. We will be open and honest in our work and respect the views and feelings of everyone
Be Happy and Healthy	We ensure the ethos of each class and learning experience inspires our pupils. We will encourage all to have a positive growth mindset, build their mental and emotional well-being by developing confidence, resilience and empathy.

**Well-being** - Every child must feel valued and motivated to succeed in a safe and stimulating environment. Each child will be nurtured and individual needs met.

**Exciting Opportunities** - Pupil voice will influence their learning. Teachers will consider the needs, views and stages of learning and design exciting, challenging and progressive experiences across all Areas of Learning.

**Learning Outdoors** - Learning experiences will develop and embed the four purposes. The curriculum will provide authentic and fun experiences within our local community whilst encouraging children to enjoy a healthy lifestyle.



Our Vision and Values have been created by the staff, children, parents and governors of Brynteg C. P. School



**Classroom Climate** - Learners will influence 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 unique way.

## Our Curriculum

Over the next seven years our pupils will be at Brynteg C P School more than anywhere else. What will they learn?

A curriculum is everything a learner experiences whilst in school – the learning experiences and the experience of learning. Our curriculum is broad and balanced and suitable for learners of all ages, abilities and aptitudes. Our curriculum will ensure that learners develop the skills and knowledge they need to learn successfully and achieve the four purposes – the starting point and aspiration for every child and young person in Wales.

### **Why do we teach it?**

To provide high quality teaching experiences, which excite, motivate our children in the classroom and beyond.

### **How do we teach it?**

Teachers will ensure a high quality learning environment for both practitioners and learners. Consistency of ethos across the school is of paramount importance to ensure a safe and inspiring learning environment. We will encourage our children to take risks, make mistakes confidently and work in an atmosphere of mutual respect and appreciation of everyone's efforts.

Teachers will be the facilitators of learning. They will consider the needs, views and stages of learners. They will design fun and challenging experiences. Children will have opportunities to influence their learning and the design of their environment.

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 encompasses the required cross curricular skills.

### **The mandatory elements of the curriculum**

The school will plan to secure the mandatory elements of the curriculum when planning:

- Religion, values and ethics
- Education, Relationships and Sexuality
- English

# The Four Purposes

The Curriculum for Wales Four Purposes are at the heart and core of Brynteg C. P. School's curriculum. They underpin all aspects of our curriculum design, planning and teaching. Our vision and values as a school support the four purposes.

## Brynteg's Four Purpose Squad



Creative Carys



Healthy Hari



Ambitious Alen



Ethical Eira

Our pupils created their own Four Purpose Squad.

<p><b>Ambitious, Capable Learners ...who are ready to learn throughout their lives, and who:</b></p>	<p><b>Enterprising, Creative contributors ...who are ready to play a part in life and work who:</b></p>
<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 use their energy and skills for the benefit of others</li> </ul>
<p><b>Healthy Confident Individuals...who are ready to lead fulfilling lives as valued members of society</b></p>	<p><b>Ethical, Informed citizens...who are ready to be citizens of Wales and the world who:</b></p>
<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>	<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>

The Curriculum for Wales gives us the freedom to design our own content within a national approach, enabling learners to develop towards the four purposes.

The Curriculum contains the 6 Areas of Learning and Experience and it encompasses the Statements of What Matters.



### Language, Literacy and Communication

- Children will learn about languages. They will understand and use Welsh, English and other languages. They will study and create literature and communicate in spoken, written or visual ways. This could include poetry, drama and film.



### Science and Technology

- Children will learn about biology, chemistry, physics, computer science and design and technology. They will learn about design and engineering, living things, matter, forces and energy and how computers work.



### Mathematics and Numeracy

- Children will develop their understanding of numbers and use of symbols in Maths. They will explore shapes and measurement and learn about statistics and probability



### Expressive Arts

- Children will explore art, dance, drama, film and digital media and music to develop their creative, artistic and performance skills.



### Health and Wellbeing

- Children will learn about looking after their physical and mental health including emotional wellbeing. They will learn about healthy eating and how to make good decisions, deal with influences and develop healthy relationships.



### Humanities

- Children will learn about the world, society and events in the past and present. They will explore the challenges and opportunities that face us and what ethical action we can take safeguard the world and its people in the future

We will ensure that the level of challenge is appropriate i.e. that the literacy and numeracy skills match the level of our learners' language and mathematical skills

**Cross Curricular skills** will be developed across all areas of the curriculum

Literacy

Numeracy

Digital

Our teachers will plan learning experiences across the AOLES that incorporate the cross-curricular and integral skills enabling learners to develop, practice and apply the skills fully

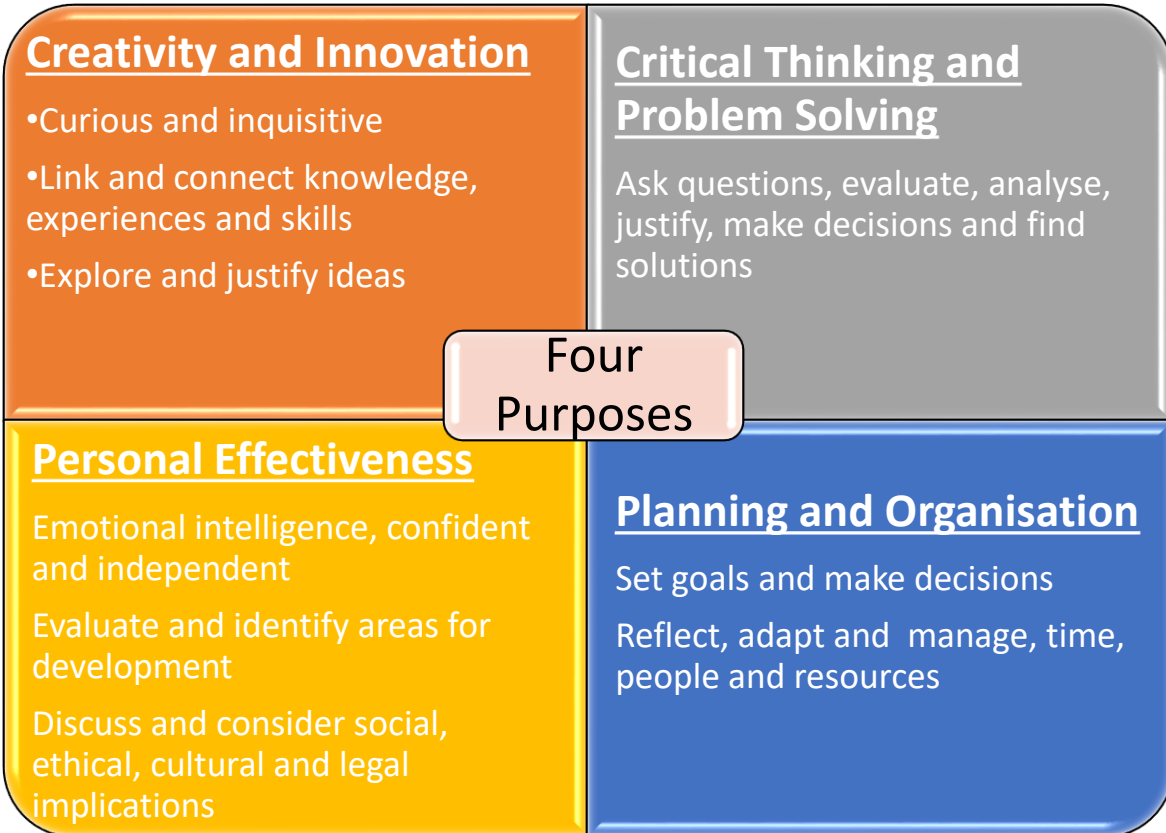
***We will develop the skills and concepts contained within the 27 Statements of What Matters in the AOLEs over our pupils' time at school.***

These help our learners to think about what they are learning and how topics links to each other, to work and to life. When we revisit we will extend and deepen these skills and concepts to ensure progression in learning, appropriate to our learners' developmental stages

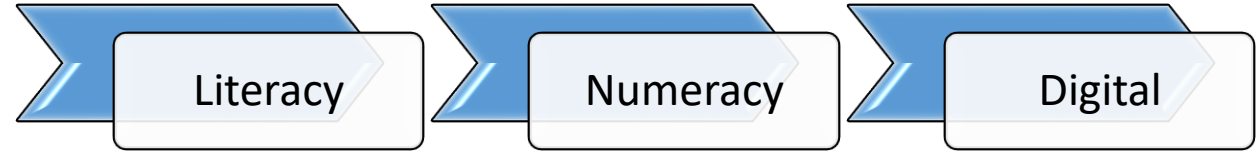
Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Languages, Literacy and Communication	Science and Technology
Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals	Developing physical health and well-being has lifelong benefits	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	The number system is used to represent and compare relationships between numbers and quantities	Languages connect us	Being curious and searching for answers is essential to understanding and predicting phenomena
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts	How we process and respond to our experiences affects our mental health and emotional well-being	Events and human experiences are complex, and are perceived, interpreted and represented in different ways	Algebra uses symbol systems to express the structure of mathematical relationships	Understanding languages is key to understanding the world around us	Design thinking and engineering offer technical and creative ways to meet society's needs and wants
Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	Our decision-making impacts on the quality of our own lives and the lives of others	Our natural world is diverse and dynamic, influenced by processes and human actions	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world	Expressing ourselves through languages is key to communication	The world around us is full of living things which depend on each other for survival
	How we engage with social influences shapes who we are, and affects our health and well-being	Human societies are complex and diverse, and shaped by human actions and beliefs	Statistics represent data, probability models chance, and both support informed inferences and decisions	Literature fires imagination and inspires creativity	Matter and the way it behaves defines our universe and shapes our lives
	Healthy relationships are fundamental to our well-being	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action			Forces and energy provide a foundation for understanding our universe
					Computation is the foundation for our digital world

# 'Our curriculum develops and embeds the mandatory cross curricular skills and Integral skills across the areas of learning'

We ensure that we plan for integral skills to be developed across a wide range of teaching and learning, which underpin the four purposes. These are:



**Cross Curricular skills** will be developed across all areas of the curriculum



Literacy, numeracy and digital competence are essential for learners to be able to access knowledge.

Our curriculum develops and embeds these cross curricular skills across the areas of learning, providing opportunities to extend and apply across the areas of learning. These are skills that can be transferred to the world of work, enabling learners to adapt and thrive in the modern world.

Our learners will be given opportunities 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

**Cross Cutting themes** will also be planned across the curriculum

Relationship and sexual education (RSE)

Human Rights

Diversity

Careers and work related experiences

Local, national and international contexts

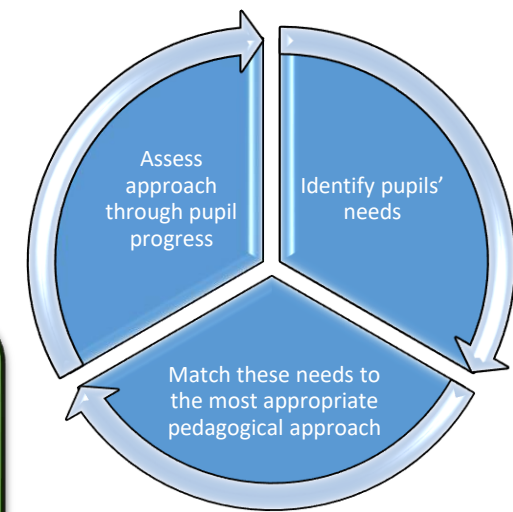
## What Teaching Looks like in our School

Excellent teaching is essential in working towards the four purposes, our vision and the curriculum framework. We will use a range of pedagogical styles choosing these approaches thoughtfully in the context of curriculum purposes and the needs and developmental stage of learners across the 3-16 continuum.



We will ensure that the curriculum draws on the voice of our learners and responds to their needs, experiences and input into their learning

We will work together to ensure a continuum of learning between phases to ensure appropriate continuity of learning and teaching



We plan for rich, authentic learning experiences that challenge and motivate the individual needs of the school and learners.



- We want to inspire our children to use Welsh in all aspects of their lives.
- We aim to increase the use of Welsh by pupils, staff and the school community

- Our school is working to achieve the Cymraeg Campus Language Charter
- We celebrate the Welsh language, culture and heritage throughout the curriculum



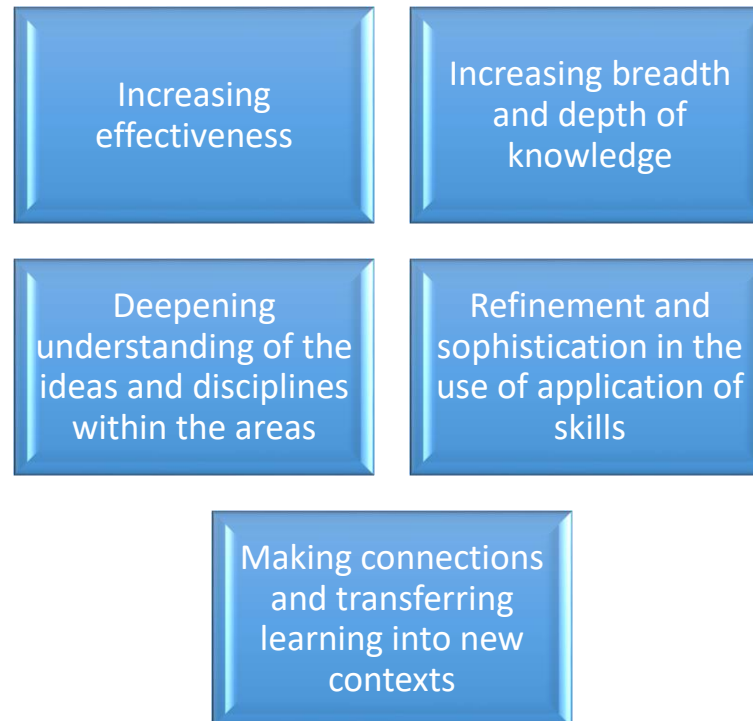
## Assessment and Progression

*'Supporting learners to make progress is our fundamental driver'*

Our curriculum, supported with effective teaching and learning enables learners to make meaningful progress. Progression in learning is a process of developing and improving skills and knowledge over time. We use the Descriptions of Learning within each what matters statement to assess and plan for learners' progress. These are arranged in 5 progression steps. These broadly correspond to expectations at ages 5, 8, 11, 14 and 16 years.



We also use the Principles of Progression underpin our planning for pupil progress over time in our planning for pupil progress over time



### Transition

We use Taith360 to assess individual and groups of pupils in all areas of learning and cross curricular skills. Each learners' progress is tracked from progression step 1 to 5.

Termly 'Pupil Progress' meetings are held. Discussions take place which capture and track progress and ensure the relevant support is put in place. This information is tracked with small steps and interventions detailed.

## Assessment

***'Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace, ensuring they are challenged appropriately.'***

Assessment is part of learning every day. We work with our learners to identify strengths, areas for development and inform next steps in teaching and learning. We use a range of assessment strategies to support the progression of each individual learner. The pace at which learners progress will be individual to each learner. Assessment has three purposes:

Support individual learners on a day to day basis

- Focuses on learner strength and areas for improvement. Where relevant barriers to learning
- Engages the learner and helps to move learning forward day to day

We communicate effectively with parents and carers on an ongoing basis to foster positive relationships in order to engage them in purposeful and meaningful dialogue. We have developed and implemented processes which support effective two-way communication and engagement with parents and carers. When developing these processes, consideration has been given to using a wide variety of different communication means, e.g. face-to-face, Seesaw and email.

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

Identify, capture and reflect on individual learner progress over time

- Identifying and reflecting on progress of individual learners over time.
- Provide feedback to help plan future learning including additional support or challenge

We also assess and monitor each child's well-being through discussions, observations and PASS. These assessments are used to formulate an accurate snapshot which enables us to ensure additional support is put in for each individual child.

Understand group progress in order to reflect on practice

- Identifies progress of different groups of learners
- Used to ensure the curriculum and the teaching and learning helps raise achievement for all

***We use a range of Assessment for Learning (AfL) strategies which supports assessment of individual learners on a day to day basis and contribute towards the realisation of the whole curriculum***

Formative Assessment Strategy	Four Purposes	Integral skills	12 Pedagogical Principles
<ul style="list-style-type: none"> <li>• <b>Learning climate and culture,</b></li> <li>• <b>Growth Mindset, Learning powers, Learning zones celebrate mistakes, embrace challenge</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ambitious, capable learners</li> <li>• Healthy, confident individuals</li> <li>• Enterprising, creative contributors</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Creativity and innovation</li> <li>• Personal Effectiveness</li> <li>• Planning and organising</li> <li>• Critical thinking and problem solving</li> </ul>	1,2,3 7, 10,11, 12
<ul style="list-style-type: none"> <li>• <b>Involvement of learners in the planning</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ambitious, capable learners</li> <li>• Individuals healthy, confident</li> <li>• Contributors enterprising, creative</li> </ul>	<ul style="list-style-type: none"> <li>• creativity and innovation</li> <li>• Personal Effectiveness</li> <li>• Planning and Organise</li> <li>• Critical thinking and problem solving</li> </ul>	1,2,3 7, 10,11, 12
<ul style="list-style-type: none"> <li>• <b>Talk partners</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ambitious, capable learners</li> <li>• Healthy, confident individuals</li> <li>• Enterprising, creative contributors</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Effectiveness</li> <li>• Planning and Organising</li> <li>• Critical thinking and problem solving</li> </ul>	1,2,3,4 7, 10,11, 12
<ul style="list-style-type: none"> <li>• <b>Learning intentions and Success Criteria</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ambitious, capable learners</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Effectiveness</li> <li>• Planning and Organising</li> </ul>	2,3,4,5,7, 10, 11,12
<ul style="list-style-type: none"> <li>• <b>Feedback -Verbal , Peer and Written</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ambitious, capable learners</li> <li>• Healthy, confident individuals</li> <li>• Enterprising, creative contributors</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Effectiveness</li> <li>• Planning and Organizing</li> <li>• Critical thinking and problem solving</li> </ul>	1,2,3,4, 7, 10,11, 12
<ul style="list-style-type: none"> <li>• <b>Prior/ Current knowledge Questioning</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ambitious, capable learners</li> <li>• Healthy, confident individuals</li> <li>• Enterprising, creative contributors</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Effectiveness</li> <li>• Planning and Organising</li> <li>• Critical thinking and problem solving</li> </ul>	1,2,3,4,5,7,10 11, 12
<ul style="list-style-type: none"> <li>• <b>Differentiated challenges and eliminatiing ability groups</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ambitious, capable learners</li> <li>• Healthy, confident individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Effectiveness</li> <li>• Planning and Organising</li> <li>• Critical Thinking and Problem Solving</li> </ul>	1,2,3,5,7,10 11, 12