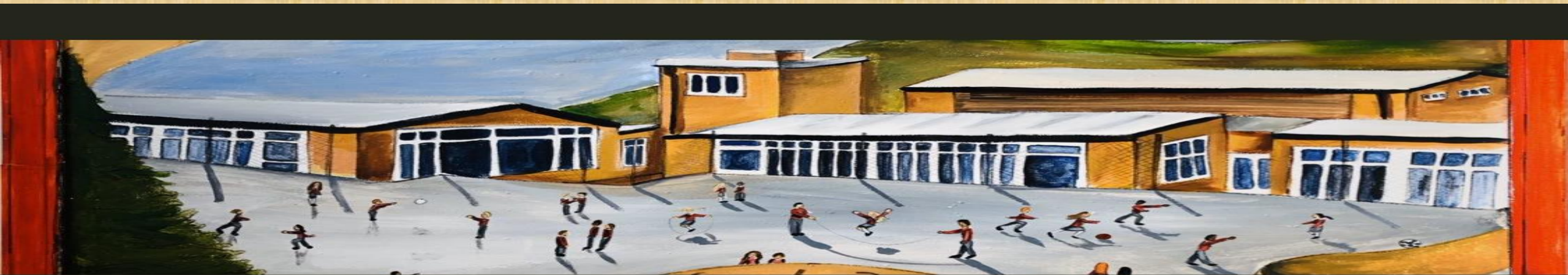




# B.W.D. BLESSED WILLIAM DAVIES BENDIGAID WILLIAM DAVIES



LOOKING TOWARDS SEPTEMBER 2022 -EDRYCH YMLAEN AM MEDI 2022  
CURRICULUM FOR WALES – CWRICWLWM I GYMRO



# DESIGNING OUR CURRICULUM



- We are fulfilling our curriculum design process using the following steps:
- Phase 1- principles and purpose – INTENT – our vision and values, our Catholic context and our context within our community.
- Phase 2- entitlement and enhancement- OFFER – our curriculum plans, our class and staffing structure, our core.
- Phase 3- breadth and balance – CONTENT – our themes, topics and provision
- Phase 4- pedagogy – DELIVERY – what we will teach, how we will teach it, how our learners will be involved
- Phase 5 – progression and assessment – PLANNING AND SYSTEMS
- Phase 6 – review and evaluation – RELECTION -What works well + What could work better...



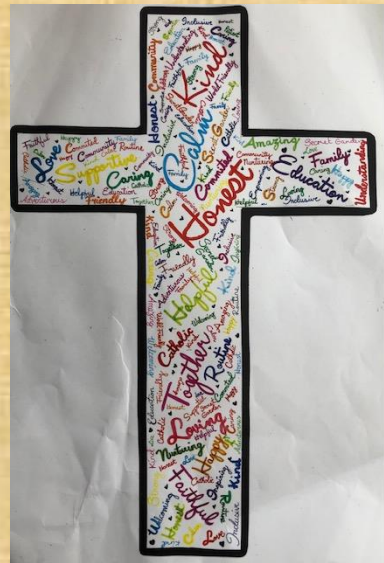


# OUR VISION AND VALUES

‘As God’s Family, we live, love and learn happily together, trying our best in all we do’

We are working together at Blessed William Davies to inspire and encourage our pupils to become independent learners who are ready to be citizens of Wales and the world. These are the key words occurred most frequently when we asked all our stakeholders to describe our school’s vision and values.

**Love, Inclusivity, Family, Safety, Happiness, Support, Faith, Patience, Community, Ambition, Creativity, Honesty.**



Our Golden Rules	Our Mission
Love one another	We actively work in partnership with our local parishes and develop relationships with the wider community which it serves.
Be honest	We will be honest and open in our work and respect the views and feelings of others.
Be kind	Our school provides a loving atmosphere, encouraging respect and care for one another in a Christ-like fashion.
Work hard	We support and provide a quality education for our pupils and develop them to their full potential physically, spiritually, morally, academically, socially and culturally.
Be gentle	Our learners develop a knowledge of faith through Christ’s teaching, set in the context of a caring, Catholic environment.
Listen to others	Everyone at our school is unique – our families, staff and stakeholders. We recognise the worth and talents in each individual, developing their self esteem and self-respect based on the model of Christ and the Gospel messages.
Look after property	Our learners are encouraged to be respectful of and value their property and that of others as well as striving to become guardians of the wider world.

Our school is a Voluntary Aided Catholic Primary School, located on Bodnant Crescent, in the beautiful seaside town of Llandudno. We can walk across the road to Cwm mountain and we are a short walk away from Llandudno promenade. We plan for Well-Being Wednesdays’ as part of our outdoor learning which is an essential aspect of our curriculum. We expect, and encourage excellence in all aspects of school and we strive to make a positive difference to the lives of others.

Our school life is based on Christian Values. We recognise and respond to the needs of each child. We respond to their academic needs and also the development of the whole child. We develop happy, fulfilled, well-educated and confident children in a caring, disciplined environment with our Faith as the focus of our actions. It is a privilege to see our children grow and mature during their time with us, nourished in partnership between home, school and parish. We seek and encourage the participation of our families and the wider community in the learning process and in the life of our school. Parents and carers are welcome partners in the education of their child and in the development of our wider school family.



Our school is situated near the beautiful North Wales coast in the seaside town of Llandudno and we serve the parishes of Our Lady Star of the Sea, Llandudno, Most Holy Family, Llandudno Junction and St. Mary of the Angels, Llanfairfechan. Our learners are from the local area and also travel from as far as Llanrwst and Colwyn Bay.

We value our support network within and across counties and work closely with both our Llandudno (Ysgol John Bright) Cluster and our Wrexham Diocesan Cluster. Our nearest Catholic secondary school is Christ the Word, Rhyl and we collaborate with the other church schools in our local cluster.

We consider the mandatory elements of the curriculum when planning. RVE (Religion, Values and Ethics) runs as a golden thread throughout our curriculum planning and is part of our Humanities AoLE. The design of this provision is in line with our Catholic school's trust deeds. The provision has regard to the Conwy LA agreed syllabus and its elements are detailed in our school policies. Planning and delivery is also informed by the support guidance linked to the RECD (Religious Education Curriculum Directory)

We follow the Religious Education Curriculum Directory when planning our R.E. provision and we use supplementary resources such as 'Come and See' and 'YOUCAT for Kids'. We call this aspect of our curriculum R.E.V.E. (Religious Education, Values and Ethics) This forms the basis of all our planning for the school year on a two year cycle.

Our staff have opportunities to access Catholic teaching Professional Development provision such as CCRS and Aspiring Deputies and Heads courses.

## BWD FAMILY OUR CATHOLIC CONTEXT

We follow Curriculum for Wales guidance for the provision of our relationship and sex education sessions and we use the TenTen resources and 'Journey in Love' R.S.E. programme from Nursery to Year 6. These programmes focus on physical, social, emotional, intellectual and spiritual development and has, as its foundational premise, the belief that we are made in the image and likeness of God.

We strive to make a positive impact in our local and wider community through our efforts to support charities such as Conwy Food Bank, CAFOD, Mission Together and Teams4u.

We have an excellent relationship with our onsite Playclub. We visit and support Loreto Convent residential home throughout the school year and we work closely with our stakeholders to ensure that our chosen projects make a positive difference in our locality.

We invite and encourage all members of our school family to participate in these important elements of our daily school life. Families and friends of our school are welcome to join with us for Mass (in class, as a whole school or at church) collective worship, liturgy led by children or adults, daily prayer and reflection time, Sacramental preparation, music provision, Rosary and Prayer group.

**We strive to live by the message of our mission statement;**

'As God's Family, we live, love and learn happily together, trying our best in all we do',

**our Golden Rules**

LOVE ONE ANOTHER. Be kind, Be honest, Work hard, Look after property, Listen to others, Be gentle.

**and the Gospel Values**

love, faith, peace, justice, hope, tolerance, courage, patience, and service.

**throughout our daily lives at school and at home**







# OUR CONTEXT



- Our Blessed William Davies family centres around our Catholic school in the heart of the beautiful seaside town of Llandudno in Conwy. We provide education for approximately 120 learners from three to eleven years old. We share our site and work closely with Blessed William Davies Playclub who cater for two to four year olds. Many of the children carry on to attend our Nursery. We have a Breakfast Club in the mornings and offer a range of after school activities that vary throughout the year.
- The three year average for free school meals entitlement for our learners is 24%. We welcome families from all over the world and 30% of our learners speak English and learn Welsh as additional languages. We have identified and support approximately 20% of our learners with additional needs.
- We provide a space for, and work closely with EESW who work from the mobile classroom on our grounds. We have a rich outdoor space including a large playing field, gardens and playgrounds which helps to enhance our outdoor learning experiences. We can access the Llandudno seaside environment easily and we are within walking distance of our church Our Lady Star of the Sea.
- We teach predominantly through the medium of English with increasing use of Welsh in all lessons and outside the classroom. We celebrate the Welsh language, culture and heritage and continue to work towards the Gwobr Arian award as part of our Siarter Iaith. We visit Nant Bwlch y Haearn and Glan Llyn for our annual residential trips.





# OUR CORE

## Entitlement and Enhancement



We place Christ at the centre of all we do, endeavouring to make the person of Jesus Christ known and loved. We enrich and broaden our curriculum through experiential learning opportunities within our locality and further afield.

- **Our School and Parish Family** – we strive to make a positive impact through our efforts to support global and local charities. By deepening learners' knowledge and understanding of charities and the work they do we are living out the message of our Mission Statement, promoting our Gospel values in word and deed and inspiring all our stakeholders. We celebrate acts of worship and complete sacramental preparation in school and at church and focus on our relationship with the parish community.
- **Our Health and Well-being** – throughout the week and especially on 'Well-being Wednesday', we focus on outdoor learning and physical education, helping learners to broaden their horizons, understand their environment and recognise the value and importance of caring for our world. This focus challenges individuals to find new ways of thinking and develops their problem solving skills. And everyone feels the benefits of fresh air and being in nature.



We provide essential experiences to support each learner's personal development. We plan our provision with regard to each learner's social, emotional, physical and spiritual growth.

- **Our Language and Culture** – we work towards our 'Gwobr Arian' and we develop our use of the Welsh language. We actively model and encourage Welsh literacy, promoting Welsh identity and supporting the development of increased knowledge of Welsh culture, tradition and 'cynefin'. We work towards understanding elements of our environment and history that influence the way we work in our school in Wales.
- **Our Additional Needs Provision** – our school philosophy has inclusion at its heart. We aim to provide an inclusive curriculum for all. We recognise each person as an individual, loved by God and we strive to support every learner's needs. We communicate continually with our families to gather information and put systems in place to ensure equality of opportunity and quality provision.
- **Our Leadership Opportunities** – we allow and encourage all staff to professionally develop in a way that suits their learning pathway. We actively support leadership for all and recognise and celebrate personal strengths. We promote the concept of servant leadership where we encourage others to develop professionally and personally by valuing them, inspiring them to put others first, actively listening to them, trusting them and caring for their well-being.







# INCLUSIVITY

## 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 small group interventions, appropriate and reasonable adjustments to enable access to the school environment, curriculum and facilities.

During their time at Blessed William Davies, most of our learners will make expected progress in their learning from their entry levels. If a learner is not progressing as expected, we will provide extra scaffolding and support, gather observations, use assessment data and seek to work in collaboration with outside agencies and professionals to identify and support additional learning needs.

Within our School Team our ALNCo team member is also the Eclipse Champion for our school cluster, benefiting us with a better understanding of the new ALN online system and allowing us to serve the other schools in our cluster.

We ask all our parents/carers to complete a One Page Profile (OPP) on their child at the start of each year, we also ask learners to complete their own and class teachers to complete one for each learner – these are then used to support the individual and to gain a better understanding of their needs and preferences towards learning.



## Health and Well-being – feeling safe and happy

The importance of safety, happiness health and well-being is a priority within everything we do at Blessed William Davies School. We particularly champion health and well-being on 'Well-being Wednesday' when we have an outdoor learning and Physical Education day and learners (and teachers) come dressed in their more comfortable outdoor learning P.E. kits.

We focus on kindness, patience and tolerance and use our school Golden Rules, inspired by Jesus' teachings. Our classes use Class Dojos and housepoints for our houses – Dewi, Gwenffrewi, Tudno and Seiriol to reinforce and reward positive and respectful behaviour.

We took part in KiVa research as part of our work with Bangor University and we are about to embark on KiVa training in readiness to roll out the programme from September. We actively promote good role models, looking to our Playground Pals, Digital Leaders, Criw Cymraeg and Reading Buddies, where we encourage the older learners to set an example to the younger ones.

We follow the Journey in Love RSE programme and will use TenTen resources, starting from Nursery and working through the programme until Year 6, alongside the Religious Education Curriculum Directory. These combined resources are structured to inform and enrich our children's social, emotional, physical and spiritual development and to prepare them for their life's journey.





## BREADTH AND BALANCE

### Areas of Learning Experience – Statements of ‘What Matters’

As we become more familiar with the expectations of our Curriculum for Wales, we have been able to collect and collate a broad range of ideas, experiences, knowledge and skills. These can now be explored through a range of contexts, topics and activities selected in the process of our curriculum design.

We have come together as a staff team and within our cluster of schools and our diocese to collaborate on further understanding the 27 Statements of What Matters and to make links across all Areas of Learning and Experience as appropriate.

We aim to support and encourage our learners to engage in their learning with increasing independence and maturity over a period of time. We assist learners to apply their learning in increasingly challenging contexts and allow for diversion, reinforcement and reflection. We encourage ‘pupil voice’ and enjoy learning in our favourite ways.

We guide learners as their understanding and application of key learning develops into positive habits over time, provoking deep thinking, discussion and inspiring inquiry-based learning.



We have our Catholic curriculum running as a golden thread through all our learning provision. We celebrate and supporting all our learners to achieve and reach their potential. All stakeholders from our school and parish community work together to provide a consistent experience for every child’s learning journey.





# PROGRESSION

Progression Steps, Class Organisation and the school day.

Our curriculum will follow the progression steps and these will broadly apply to the following age groups:

## Progression Step 1 - Nursery and Reception

## Progression Steps 1 to 2 -Years 1, 2 and 3

## Progression Steps 2 to 3 -Years 4, 5 & 6

In order to support this changing way of organising the curriculum and to maintain positive class sizes, we are reorganising our class structure as below.

This will help with adjustments as we begin to embed elements of a Foundation Phase style learning approach throughout school. It will make transition from Foundation Phase easier for Year 2 learners and marry with our plans for the organisation of the school day.

This learning approach will work well with our school day where we plan to have more structured mornings and more inquiry-based afternoons with the use of our 'Ardal Antur' where everyone will learn through play, maximise focused tasks with teaching staff and develop independent learning skills, taking increased responsibility for their own learning.

## Intended Class structure for September 2022

Nursery

Reception and Year 1

Year 2 and 3

Year 4 and 5

Year 5 and 6.




**Catrin mentrus a creadigol**

**Enterprising and creative Catrin.**

- I can connect and apply my knowledge and skills to create ideas and products
- I think creatively to solve problems
- I can identify and grasp opportunities
- I do take measured risks
- I can lead and play different roles in teams effectively and be responsible
- I can express ideas and emotions through different media
- I give my energy and skills so that other people will benefit

**I am ready to play a full part in life and work.**




**Callûm uchelgeisiol a galluog**

**Ambitious and capable Callûm.**

- I can set myself high standards
- I can seek and enjoy challenges
- I am building on my knowledge
- I have the skills to connect and apply that knowledge in different contexts
- I can question and enjoy solving problems
- I know how to communicate effectively in different forms and settings, using both Welsh and English
- I can explain the ideas and concepts that I am learning about
- I can use number effectively in different contexts
- I understand how to interpret data and apply mathematical concepts
- I know how to use digital technologies creatively to communicate, find and analyse information
- I can undertake research and evaluate critically what I find

**I am ready to learn throughout my life.**




**Cai iach a hyderus**

**Healthy and confident Cai.**

- I have secure values and I am establishing my spiritual and ethical beliefs
- I am building my mental and emotional well-being by developing my confidence, resilience and empathy
- I know how to apply my knowledge about the impact of diet and exercise on physical and mental health in my daily life
- I know how to find the information and support to keep safe and well
- I take part in physical activity
- I take measured decisions about lifestyle and manage risks
- I have the confidence to participate
- I form positive relationships based upon trust and mutual respect
- I can face and overcome challenges
- I have the skills and knowledge to manage everyday life as independently as I can

**I am ready to lead a fulfilling life as valued member of society.**



**Emilka egwyddorol a gwybodus**

**Ethical and informed Emilka.**

- I can find, evaluate and use evidence in forming views
- I can engage with contemporary issues based upon my knowledge and values
- I understand and exercise my human and democratic responsibilities and rights
- I understand and consider the impact of my actions when making choices
- I am knowledgeable about my culture, community, society and the world, now and in the past
- I respect the needs and rights of others, as a member of a diverse society
- I show my commitment to the sustainability of the planet

**I am ready to be a citizen of Wales and the world.**



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

Our learners are at the centre of the transition process. We support all learners along the learning continuum, from their beginnings in Playclub and as they move between different group, classes, years and settings. We endeavour to 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.



# OUR CURRICULUM

From Nursery to Year 6 as part of the Blessed William Davies family – what will I learn and how will I learn it?



Enterprising and Creative



Ambitious and capable



Ethical and informed



Healthy and confident



- What do we mean by curriculum?
- Our curriculum embraces the six Area of Learning Experience; includes the statements of What Matters and reflects the Principles of Progression. It encompasses the required curriculum elements and skills which underpin the Four Purposes. It goes hand in hand with the religious education at the heart of our Catholic school using the six branches of the Religious Education Curriculum Directory to guide the mapping of our provision across six half terms. These six half terms have the six AoLEs as their focus. We strive to ensure that our learners reach and realise their potential through a broad and balanced curriculum suitable and accessible to all. We consider how best to deliver progression, to challenge, to support and to nurture and we adapt our provision to suit learners' needs.
- Why do we teach our curriculum?
- We aim to provide high quality, rich experiences which excite and motivate our learners every day. We teach in order to inspire, instil confidence and develop skills and to form strong foundations for lifelong learning. We teach in order to develop independent learners. We teach in order to prepare our learners to serve others. We learn from one another and develop new approaches to teaching and learning and we hope to make a positive difference.
- How do we teach?
- We focus on one AoLE per half term across the six half terms of the academic year. We will vary our lessons and combine structure and routine with learning through play and independent, inquiry-based learning. We design fun and challenging learning experiences for indoors and outdoors. We allow opportunities for learners to influence what and how they learn in order to increase motivation and boost attainment. Our teaching enables learners to design their learning environment, work collaboratively and allows them to present their work in their own personal style.

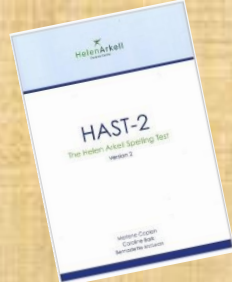
*'This is what we are about. We plant the seeds that one day will grow. We water the seeds already planted, knowing that they hold future promise. We lay foundations that will need further development. We provide yeast that produces effects far beyond our capabilities... we are prophets of a future not our own.'*

*Oscar Romero*





# ASSESSMENT



Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. As well as consistent and high quality verbal feedback, we will utilise various assessment strategies, which will inform our planning and provision, enabling each learner to make progress at a pace appropriate to them, ensuring they are supported and challenged accordingly. From September we will be using Taith 360 as a planning, assessment and tracking tool.

## Purpose of Assessment

We utilise various assessment strategies to ensure that every learner makes progress.

We use these strategies to contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development – in order to inform next steps in learning and teaching. This means that planning can be both purposeful and manageable for the learner.

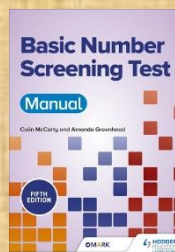
Our assessments support individual learner progression on an ongoing, day-to-day basis (AfL); identifying, capturing and reflecting on individual learner progress over time; and recognising and analysing group progress in order to inform good practice. We will access P.A.S.S. to help form a clear idea of learners attitudes towards themselves and school We will use the RECD resources to inform the assessment process for R.E.V.E. and we will also assess and monitor each learner’s cognitive development (CAT4), along with assessing reading (NGRT), spellings (HAST) and maths audits (BNST). These assessments help measure progress and are used to formulate an accurate snapshot and diagnostics which provide attainment and progress targets.

## Communicating and engaging with parents and carers.

We communicate effectively with parents/carers on an ongoing basis to build 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. daily greeting at the gate on arrival and at the end of the day, face-to-face meetings, termly open evenings, emails and calls.

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



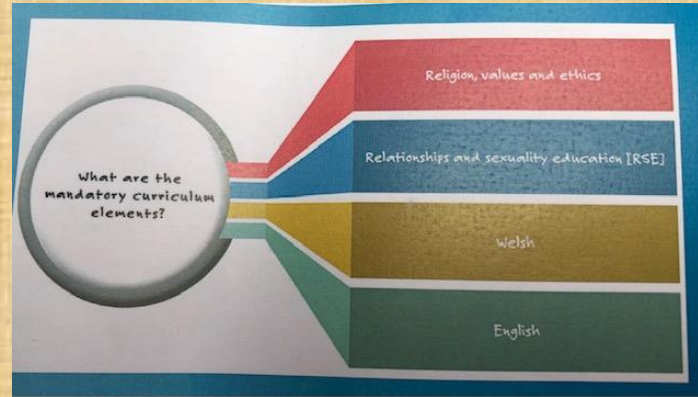


# CURRICULAR RESPONSIBILITIES AND MANDATORY ELEMENTS -

*What must we consider?*

- include mandatory cross-curricular skills.
- Include six AoLEs
- Encompass the What Matters statements
- Reflect the principles of progression

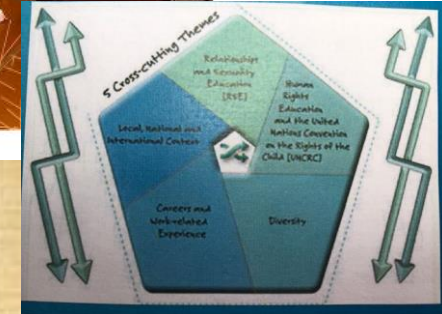
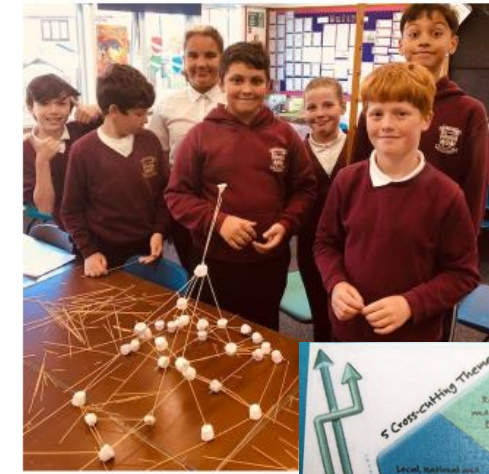
Learners must be enabled to develop in the way described in the four purposes



Mandatory elements  
R.V.E  
R.S.E  
Cymraeg  
English



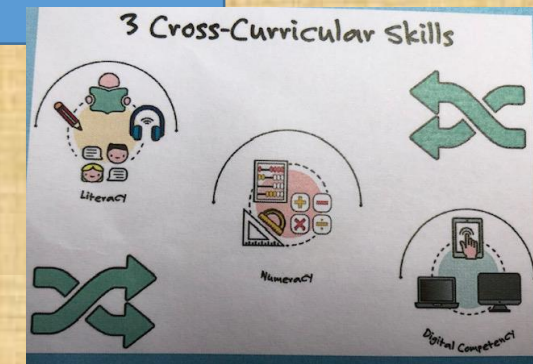
The curriculum must be suitable for learners of differing ages, abilities and aptitudes.



Five Cross cutting themes, Diversity, local, national and international context, RSE , human rights education, united nations convention on the rights of the child, careers and work related experience

Cross- curricular skills  
Literacy  
Numeracy  
Digital competence

Is our curriculum broad and balanced? Have we published a summary of our curriculum? How do we intend to keep it under review? How will our governors ensure the curriculum is implemented as planned? Have we planned for integral skills essential in achieving the four purposes - creativity and innovation, planning and organising, personal effectiveness, critical thinking and problem solving?







# REVIEW AND EVALUATION

- During the second half of the Summer term and continuing in September 2022 we will trial elements of our curriculum design, organisation of the school day, typical week, half term structure and planning formats.
- We will use our initial curriculum design including the draft RECD, TenTen, Journey in Love, White Rose Maths and Reading Eggs.
- In September we will move over to using Taith 360 for planning, assessment and tracking progress.
- We will use our projected medium terms plans, our changed class and staffing structure and our agreed linguistic policy.
- We will continue to familiarise ourselves with MyConcern (safeguarding) and Eclipse (ALN).
- We will introduce the KivA syllabus.
- We will complete our review to determine what's working well and what could work better.



Blessed William Davies



Dy Iau Sydd Esmwyth

