



# Ysgol Craig Y Don -Curriculum Rationale



## Our Vision

To enable every individual to be the very best version of themselves, to ignite in all a passionate curiosity for the world around them and to develop a lifelong love of learning that will equip them with the skills and knowledge they need to be an ethically minded, global citizen in the 21st Century.



## Our Mission

To create a curriculum that is relevant and authentic that will develop the Key Executive Functions essential for lifelong learning, joy and happiness. These are: The ability to learn and concentrate, Be emotionally and socially intelligent, The ability to inhibit impulsive behaviour, practice good stress regulation, Show empathy, Have an ability to reflect, be able to solve problems.



## Ysgol Craig y Don

Sylfaen gadarn yw y graig – seiliau  
Dyfodol i ysgolhaig  
Ynndi welwn fagu dawn  
Law yn llaw i'r copa awn.  
Hand in hand towards the summit.





# Ysgol Craig y Don - Designing our Curriculum

**Phase 1: Our Core Purpose.** We began by understanding the needs of all individuals in our school community by listening to teachers, learners, parents, Carers and the community to ensure we reflect Craig y Don's values, context and pedagogies. We then developed our principles, vision and intention. Following our review of the Four Core purposes and the 12 Pedagogical Principles, we established our Core purpose. This is essentially defined by our Vision, mission and our values which will meet the needs of each and every stakeholder and reflect the four purposes of the new curriculum.

**Phase 2: Our Learner Offer.** We will ensure our Curriculum is Authentic and Relevant. We will make sure that our curriculum reflects our culture and fulfils the goals of our Core Purpose. In order to do so, our curriculum must be authentic and relevant to our learners. We will provide an opportunity for a range of learning such as a broad and balanced skills based approach, an Inquiry approach, and an Integrated Curriculum. It will be enhanced and enriched by extra curricular activities, educational visits, making the most of the incredible resources available to us locally and beyond.

**Phase 3: Ensuring Breadth and Balance.** We use the descriptions of Learning to ensure a broad range of authentic and relevant experiences, knowledge and skills. These are explored through range of contexts, topics and activities. We do this using the Four Core Purposes to underpin our planning and the What Matters Statements to make links where appropriate.

**Phase 4: Pedagogy.** We continue to develop a strong vision of learning and teaching which considers the 'why'- our curriculum rationale, the 'what'- our curriculum design as well as the 'how'- our curriculum planning. We recognise the integral role of the learning environment and Inquiry Base in supporting effective learning, as well as using the range of the 12 Pedagogical Principles to support planning and learning.

**Phase 5: Progression and Assessment.** Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. As a school we will utilise various assessment strategies to ensure learner progression along a continuum of learning from 3 to 16. These will include 'taith 360', which will enable each individual learner to make progress at an appropriate pace, according to their age and stage of learning.

**Phase 7: Review and Evaluate.**

Craig y Don will regularly review the impact of 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, opportunities to work on action research.



## Phase 1: Our Core Purpose

# Ysgol Craig y Don – Our Vision and Values



### Our Vision and Values

We listened to parents, staff, governors, and learners. These are the words that appeared most frequently;

Our Values	Our Behaviours
Kindness	We promote a caring and nurturing environment and show respect at Craig y Don
Creativeness	Our learners are encouraged to be creative and innovative.
Curiosity	Learners are given opportunity to influence their learning in a challenging environment.
Healthy	We support learners to develop confidence, resilience and empathy with a focus on building mental and emotional wellbeing.
Courage	Don't be afraid to take risks in learning, and learn from your mistakes.
Respect	We will be respectful to ourselves, others, our environment and the views of others.

Ysgol Craig y Don is a primary school in [Llandudno](#), a beautiful coastal town resort known as the “[Queen of the Welsh Resorts](#).” The school, on its current site, was established in 1977 and prides itself on the high standards of teaching and learning attained by pupils and staff. We aim to provide vibrant and relevant learning experiences which will equip each of our pupils for any challenge that the future brings.

Learners at Ysgol Craig y Don are encouraged to become independent learners. Children are valued as individuals and experience a broad and balanced curriculum.



## Phase 1 – Our Core Purpose Ysgol Craig y Don – Context

Ysgol Craig y Don is a large primary school situated in the coastal town of Llandundo in the county of Conwy. We provide learning opportunities for approximately 334 children aged 3-11 years old. We offer Nursery provision, breakfast club, and there is an onsite after school club.

Our current free school meal percentage is approximately 33%, and we currently have 12 children identified as having additional learning needs.

At Ysgol Craig y Don we teach predominantly through the medium of English but with significant use of the Welsh Language. The home language of almost all of our pupils is English. As a school we celebrate the Welsh language, culture, heritage and local area through all areas of the curriculum. We are also working towards the silver award for the Sïarter Iaith.





## Phase 2 – Our Learner Offer

# The Curriculum at Ysgol Craig y Don

### Learning at Ysgol Craig y Don

#### The Curriculum

Our curriculum is broad and balanced and suitable for learners of different ages, abilities and aptitudes. It provides for appropriate progression using the Curriculum for Wales Progression Steps, and includes a range of provision to ensure this. We ensure that our curriculum and experiences are relevant and authentic for our learners.

Teachers will facilitate learning by designing, with the learners, fun, challenging and progressive experiences. Learners will have opportunities to influence their learning and demonstrate pupil voice. Learners will have opportunities to work in ways that enhance their learning and also to present their work in their own unique personal way.

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.

### FOUR PURPOSES

#### Ambitious, Capable Learner

- Set themselves high standards and seek and enjoy challenge
- Build up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- Question and enjoy solving problems
- Communicate effectively in different forms and settings, using both Welsh and English
- Explain the ideas and concepts they are learning about
- Use number effectively in different contexts
- Understand how to interpret data and apply mathematical concepts
- Use digital technologies creatively to communicate, and analyse information
- Undertake research and evaluate critically what they find

#### Healthy, Confident Individual

- Have secure values and are establishing their spiritual and ethical beliefs
- Build 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

This is me...



..as a person

#### Ethical, Informed Citizen

- 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

#### Enterprising, Creative Contributor

- 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

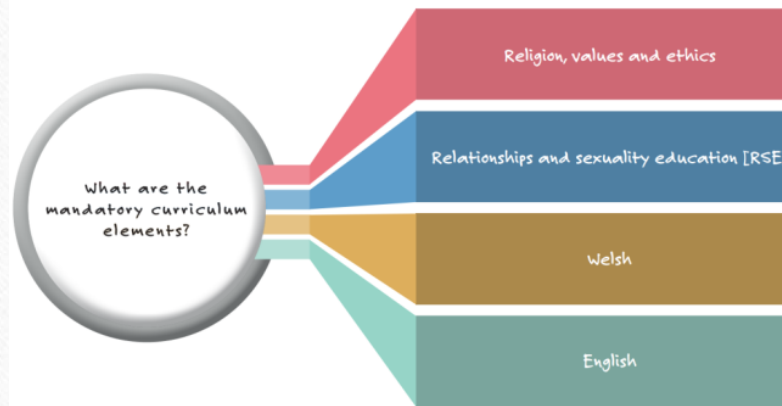


## Phase 2 – Our Learner offer Curricular Responsibilities

The Curriculum at Ysgol Craig y Don includes the mandatory cross curricular skills and integral skills that underpin the 4 purposes to the curriculum.

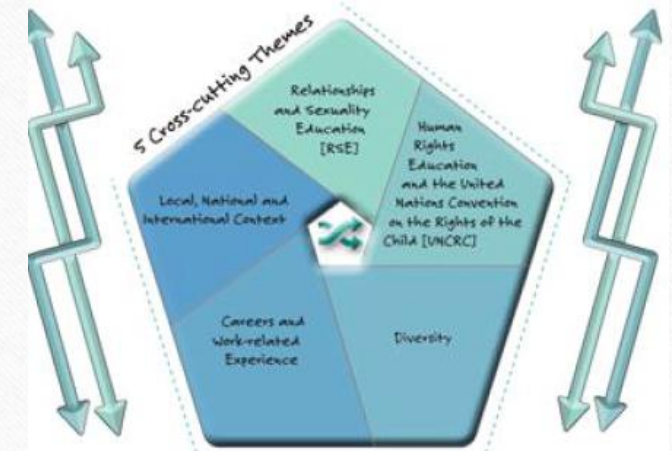
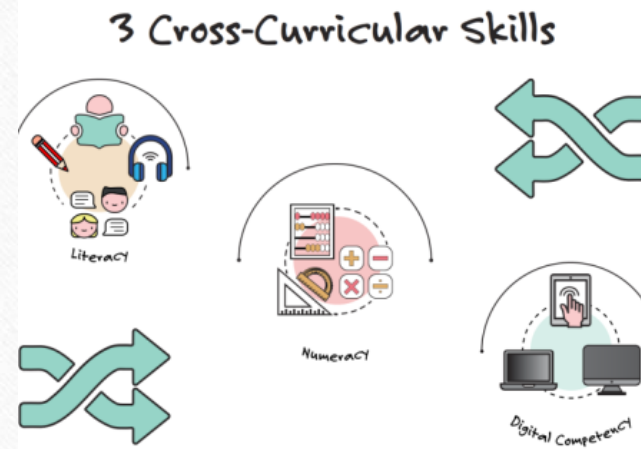
Our learners are given opportunities to

- Develop listening, reading, speaking and writing skills
- Be able to use numbers and solve problems in real-life contexts
- Be confident in using a range of technologies to communicate effectively.



We have considered the statutory elements within the CfW Framework;

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





## Phase 2 – Our Learner offer Curiad Calon Craig y Don

At Ysgol Craig y Don we aim to enrich the curriculum through authentic and relevant learning opportunities with the following things at the heart of our school.

- **Trauma Informed Schools** – We are working towards being a trauma and mental health informed school. We will support trauma and mental health-informed interventions in school, to enable every child to meet their full learning potential.
- **Health & Well-being** – We regularly use the outdoors to promote well-being activities. We also use the Connect well-being programme and promote the development of a Growth Mindset and positivity.
- **Classroom Cultures** – This includes consistent and calm behaviour, sustainable routines, first attention to best conduct, Scripted Interventions and Restorative Approaches.
- **Inclusiveness** – We are working towards the ALN reform and developing Universal Provision as an inclusive school for all learners.






# Phase 3: Breadth and Balance

## AoLEs and Statements of What Matters

<p><b>What are the key concepts that need to be developed within this statement?</b></p>		<p><b>What experiences could support the learning?</b></p>					
<p><b>How can we make it real and draw on the experiences of the learner and local community?</b></p>	<p><b>Our natural world is diverse and dynamic, influenced by processes and human actions.</b></p> <p>Experiencing the wonder of the natural world can contribute to learners' spiritual development and well-being, and can help to cultivate in them a sense of place and sense of belonging, as embodied in the Welsh word <i>cyswll</i>. Nurturing curiosity can help learners understand and appreciate how and why places, landscapes and environments in their locality and elsewhere in Wales, as well as in the wider world, are changing. This in turn will enable learners to identify what makes places and spaces distinct, and to develop an awareness of the interconnections between humans and their environment in both contemporary and historical contexts, including in respect of the climate and nature emergency. Consequently, learners will be in a better position to make connections between the past and present, and to consider possible futures. Developing an understanding of how human actions in the past and present can affect interrelationships between the natural world and people will heighten learners' awareness of how the future sustainability of our world and climate change is influenced by the impact of those actions. It will also encourage learners to understand, as producers and consumers, their own impact on the natural world. In addition, an exploration of a range of beliefs, philosophies and worldviews about the natural world can help learners realise how these influence people's interactions with the world. This aspect of the Area encourages learners to explore concepts, including the interrelationships between humans and the natural world, cause and effect, change and continuity, significance, place, space and physical processes.</p>	<p><b>How does this statement support the 4 purposes?</b></p> <table border="1"> <tr> <td>Ambitious, capable learners.</td> <td>Enterprising, creative, contributors</td> </tr> <tr> <td>Ethical, informed citizens</td> <td>Healthy, confident individuals</td> </tr> </table>		Ambitious, capable learners.	Enterprising, creative, contributors	Ethical, informed citizens	Healthy, confident individuals
Ambitious, capable learners.	Enterprising, creative, contributors						
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<p><b>Are there any opportunities to address the cross cutting themes?</b></p>	<p><b>Are there any connections and links to other 'What Matter' statements and AoLE's we can explore?</b></p>						



Expressive Arts	Health & Well-being	Humanities	Languages, Literacy & Communication	Mathematics & Numeracy	Science & Technology
<b>E A - WM1</b> Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	<b>HWB - WM1</b> Developing physical health and well-being has lifelong benefits.	<b>HUM. WM1</b> Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	<b>LLC - WM1</b> Languages connect us.	<b>M&amp;N - WM1</b> The number system is used to represent and compare relationships between numbers and quantities.	<b>S&amp;T - WM1</b> Being curious and searching for answers is essential to understanding and predicting phenomena.
<b>E A - WM2</b> Responding and reflecting, both as artist and audience, is a fundamental part of learning in the Expressive Arts.	<b>HWB - WM2</b> How we process and respond to our experiences affects our mental and emotional well-being.	<b>HUM. WM2</b> Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	<b>LLC - WM2</b> Understanding languages is key to understanding the world around us.	<b>M&amp;N - WM2</b> Algebra uses the symbol systems to express the structure of relationships	<b>S&amp;T - WM2</b> Design thinking and engineering offer technical and creative ways to meet society's needs and wants.
<b>E A - WM3</b> Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	<b>HWB - WM3</b> Our decision-making impacts on the quality of our lives and the lives of others.	<b>HUM. WM3</b> Our natural world is diverse and dynamic, influenced by processes and human actions.	<b>LLC - WM3</b> Expressing ourselves through languages is key to communication.	<b>M&amp;N - WM3</b> Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	<b>S&amp;T - WM3</b> The world around us is full of living things which depend on each other for survival.
	<b>HWB - WM4</b> How we engage with social influences shapes who we are and affects our health and well-being.	<b>HUM. WM4</b> Human societies are complex and diverse, and are shaped by human actions and beliefs.	<b>LLC - WM4</b> Literature fires imaginations and inspires creativity.	<b>M&amp;N - WM4</b> Statistics represent data, probability models chance, and both support informed inferences and decisions.	<b>S&amp;T - WM4</b> Matter and the way it behaves defines our universe and shapes our lives.
	<b>HWB - WM5</b> Healthy relationships are fundamental to our well-being.	<b>HUM. WM5</b> Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.			<b>S&amp;T - WM5</b> Forces and energy provide a foundation for understanding our universe.
 <p><b>Celebrations, special days, rights of passage... IDENTIFY STRONG LINKS WITHIN AND ACROSS THE AREAS OF LEARNING AND EXPERIENCE</b></p>					<b>S&amp;T - WM6</b> Computation is the foundation for our digital world.

At Craig y Don we have created Areas of Learning and Experience (AoLE) Teams of Teachers and Teaching Assistants who are collaborating to unpack the 27 Statements of What Matters to make links across all Areas of Learning and Experience as appropriate. We give learners opportunities to apply their learning in a range of contexts to develop their understanding and application of key skills and the 4 Core purposes, across all areas of the AoLEs.





## Phase 4: Pedagogy

# Planning the delivery of our curriculum

At Craig y Don we provide children with essential skills in languages and maths skills during the morning sessions, in age and stage related classes and groups.

For the remainder of the day the children experience an Inquiry based model of learning. Inquiry based learning is a process of learning that engages learners by creating real-world connections through high level questioning and exploration. The inquiry based learning approach encourages learners to engage in experiential learning and problem-based learning based on a statement or a question as a starting point. We provide opportunity for an integrated learning approach in the afternoons.

### Developing Pupil Voice

We are developing the ability of the learners to play a central part in the planning of the topics and activities.



When planning, we pay attention to and give opportunities to learn through a range of pedagogies.



## Phase 4: Pedagogy Inclusiveness

### ALN

As a school we are passionate about meeting the needs of all learners through our provision. We are developing our universal provision to include; whole class teaching, effective differentiation, collaborative work, individual and small group interventions.

### Health and Wellbeing

Developing a 'Growth Mindset' and is an important element of our curriculum to aid with developing mental wellness, resilience and confidence. We promote a positive approach to behaviour management through the use of 'Classroom Cultures' and use a number of successful interventions such as ELSA, Seasons for Growth, and KiVa for children's wellbeing. We also use the Boxall profile and PASS to better understand our learners and support their wellbeing and development.



Craig y Don will continue to develop strong links and relationships with our families and our community.





## Phase 5: Progression and Assessment Steps of Progression

We have Leaders of Learning appointed to each phase of learning. They are responsible for supporting curriculum design within each phase as well as ensuring continuity and progression within the phases, and across the whole school.

Progression step 1 – Nursery and Reception

Progression Step 1 to 2 – Years 1, 2 and 3

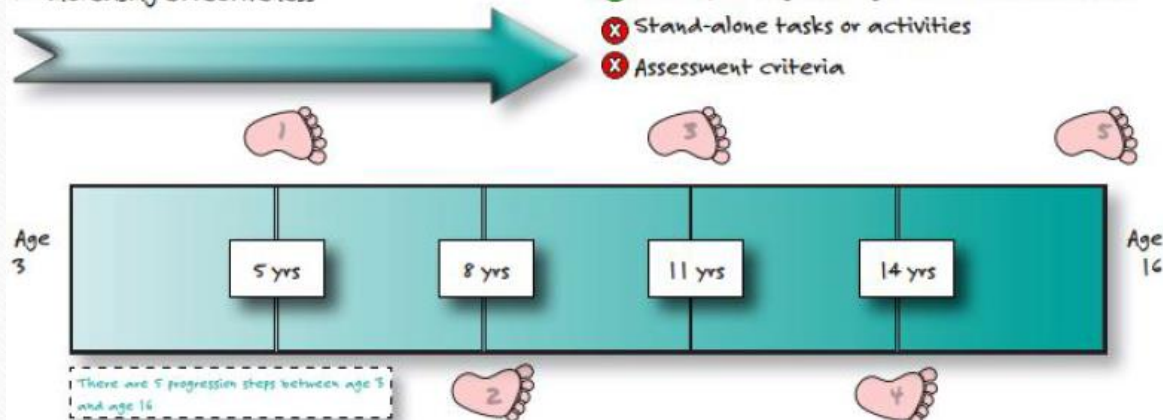
Progression Step 2 to 3 – Years 4, 5 and 6.

## 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





## Phase 5: Progression and Assessment

# Assessment

Assessment at Craig y Don is used to ensure each individual learner is supported and challenged accordingly. We use a range of assessment tools and strategies to get to develop an understanding of each learner to inform next steps in learning and teaching.

We are further developing Assessment for Learning Strategies to help learners become more independent and understand their own learning. This enables them to understand how they best learn and giving them next steps to improve their learning.

We also assess and monitor each learner's well-being (PASS) and cognitive development (CAT4) as well as use Boxall profiles. These assessments are used to formulate an accurate snapshot which provide attainment, progress and well-being targets.

We are also developing the use of Seesaw as an assessment and monitoring tool which is shared with parents and families to see their child's progress.



The Boxall Profile



Taith360





**Thank you to all who  
contributed to this document  
including teachers, parents,  
Carers, children, and governors.**

**Diolch yn fawr!**

**It will be reviewed regularly, as  
and when is required.**