



Ysgol Ffordd Dyffryn Curriculum Rationale

Our Vision & Values

Learning together at Ysgol Ffordd Dyffryn to motivate and inspire our pupils to be the best they can be and to live happily and be confident in an ever changing world! We listened to learners, parents, staff, governors and our local community. These 10 key words occurred most frequently when discussing our vision.

Inclusive, Family, Inspire, Ambition, Community, Nurture, Happy, Safe, Supportive and Encouraging.

Be Ready

Be Safe

Be Respectful

- Be Honest
- Be Curious
- Be Creative
- Be Healthy
- Be Kind
- Be Happy

Inspire, Aspire, Make a Difference



- Pupil led Enquiry
- Digital Learning

Play and Explore

- Cabany Mor - Beach School
- Learning for Sustainability

Community Involvement

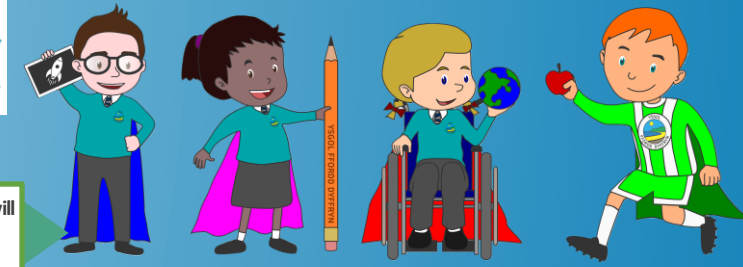
- Growth Mindset

- Active Learning
- Problem Solving

Learners celebrate the Welsh language, culture and heritage throughout their work.



Ffordd Dyffryn Four Purpose Squad



ALÉD

CADI

ELIN

HARRI

Exciting Opportunities

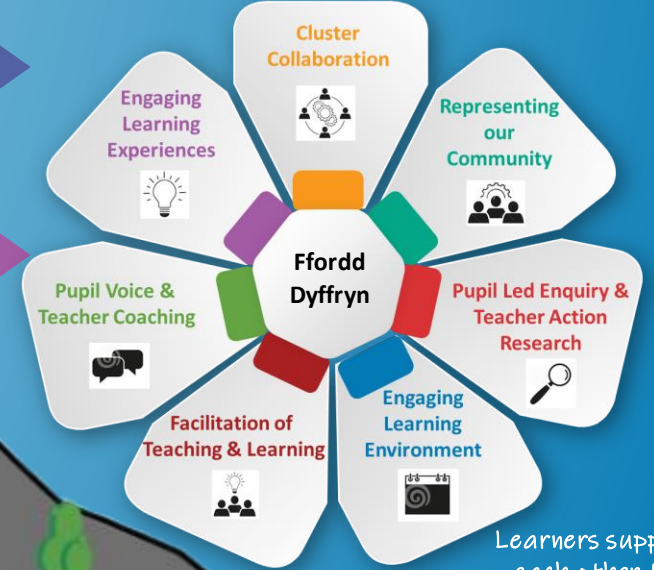
Learners will have a strong voice to influence their learning. Teachers will consider the needs, views and stages of learners and design exciting, challenging and progressive experiences across all AoLEs.

Learning Outdoors

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.

Classroom Climate

Learners will influence the design of their learning environment. They will have opportunities to work in ways that enhance their learning and also to present their work in their own unique personal way.



Learners supporting each other to be confident and resilient, embracing challenge and persevering to achieve their goals. Developing skills for learning, life and work.





Ysgol Ffordd Dyffryn - Designing our Curriculum

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

We began by establishing the curriculum principles that reflect Ffordd Dyffryn's values, context, pedagogical approaches and needs. We discussed and defined our curriculum principles, vision and intentions with all stakeholders.

Phase 2: Entitlement and Enhancement – Developing our learner offer

After clarifying our principles and purpose, we set out our learner offer. We considered our Ffordd Dyffryn non negotiables and how we intend to broaden our curriculum with educational visits, extracurricular activities and other curriculum enhancement experiences. We considered what learners will experience as they move through school and thought of ways to capture this.

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

We use the descriptions of learning to collate a broad range of experiences, knowledge and skills. They are explored through a range of contexts, topics and activities selected in the process of curriculum design. We also make links across Areas as appropriate. We also support learners to engage with descriptions of learning in increasing depth and sophistication over a period of time. We assist learners to apply the descriptions of learning in increasingly challenging contexts and allow for diversion, reinforcement and reflection as their understanding and application of the key learning develops and becomes more sophisticated over time, provoking deep thinking, discussion and inquiry.

Phase 4: Pedagogy – Planning the delivery of our curriculum

We have sought 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. Our vision will recognise the integral role of the learning environment in supporting effective learning.

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

Now that we have established our Ffordd Dyffryn curriculum an important step is to regularly review its impact on teaching and learning, making any adaptations or changes you need 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 with HEI on teacher action research.

Ysgol Ffordd Dyffryn – Our Vision and Values



Learning together at Ysgol Ffordd Dyffryn to motivate and inspire our pupils to be the best they can be and to live happily and be confident in an ever changing world! We listened to learners, parents, staff, governors and our local community. These 10 key words occurred most frequently when discussing our vision.

Inclusive, Family, Inspire, Ambition, Community, Nurture, Happy, Safe, Supportive, Encouraging.

Our Vision and Values



Our Values	Our Behaviours
Be Honest	Everyone at our school is unique – our learners and families, staff and stakeholders. We will be honest and open in our work and respect the views and feelings of everyone.
Be Kind	Our school community promotes a caring and nurturing environment, as we treat each other with respect.
Be Happy	We support every individual learner’s well-being needs to ensure they enjoy their learning every day.
Be Creative	Our learners are encouraged and empowered to be creative, innovative and entrepreneurial.
Be Curious	Learners are supported to influence their own learning as we facilitate and encourage a thought provoking and challenging learning environment.
Be Healthy	We will be active and fully involved in the life of our community and we will encourage our learners to build their mental and emotional well-being by developing confidence, resilience and empathy.



Ysgol Ffordd Dyffryn is located in the heart of the beautiful seaside town of Llandudno. We can walk across the road to the beach, and we are a stone’s throw away from the Great Orme. Each class incorporates walks in our local environment as an essential part of our curriculum. We want to be able to give our pupils opportunities and experiences above and beyond their expectations. We want to help our pupils realise that there is a world of opportunities available to them.

Our educational philosophy has inclusion at its core. Our school provides a stimulating and happy environment in which children are encouraged to become independent learners. All children are valued as individuals and are provided with a broad and balanced education in order that they become mature, responsible and happy learners, who contribute to the culture and ethos of the school and the wider community.



Phase 1: Principles and Purpose

Ysgol Ffordd Dyffryn – Context

Ysgol Ffordd Dyffryn is a primary school in the heart of Llandudno in the county of Conwy. We provide education for approximately 200 learners from three to eleven years old, we offer nursery provision during the afternoon sessions. There is an on-site morning playgroup, Seren Superstars and wrap around care is offered for all our learners.

The three-year average for pupils eligible for free school meals is around 44%. We have identified about 23% of pupils as having additional learning needs.

We have a specialist on-site Foundation Phase Resource Base for learners from across the LA with social, emotional and behavioural difficulties and a specialist KS2 Resource Base for learners across the LA on the autism spectrum.



Outdoor Learning is a central part of our Ffordd Dyffryn ethos. We endeavour to give our learners opportunities to develop their skills through experiences within their local environment.

At Ysgol Ffordd Dyffryn 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 Cardiff, Glanllyn and Nant Bwlch yr Haearn.



What do we mean by 'Curriculum'?

Over the next seven years, I will be at Ysgol Ffordd Dyffryn more than anywhere else... What will I learn?

What do we mean by 'Curriculum'?

A curriculum should be considered at the 'heart' of any school. Our curriculum is a joined up way of thinking to realise our vision to ensure our learners are ambitious, enterprising, ethical and healthy citizens. Our curriculum is broad and balanced and suitable for learners of different ages, abilities and aptitudes. It provides for appropriate progression for learners and includes a range of provision to ensure this.

So what should we teach and why? How should we teach it? How will this help us to realise the four purposes?

Why do we teach it?

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

How do we teach?

Teachers will be the facilitators of learning. Considering the needs, views and stages of learners they will design fun, challenging and progressive experiences. Learners will have opportunities to influence their learning. Teaching staff as the experts will coach the learning in an appropriate direction considering the views and ideas of learners.

Learners will influence the design of their learning environment. They will have opportunities to work in ways that enhance their learning and also to present their work in their own unique personal way.

Four Purposes	
<p>Ambitious, Capable learners:</p> <ul style="list-style-type: none"> 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 <u>analyse</u> information; <u>undertake</u> research and evaluate critically what they find and are ready to learn throughout their lives. 	<p>Enterprising, Creative contributors:</p> <ul style="list-style-type: none"> 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; <u>give</u> of their energy and skills so that other people will benefit and are ready to play a full part in life and work.
<p>Healthy, Confident individuals:</p> <ul style="list-style-type: none"> 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 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; <u>have</u> 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. 	<p>Ethical, Informed citizens:</p> <ul style="list-style-type: none"> 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; <u>show</u> their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world.

Our Ffordd Dyffryn 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.

Phase 2 - Entitlement and Enhancement

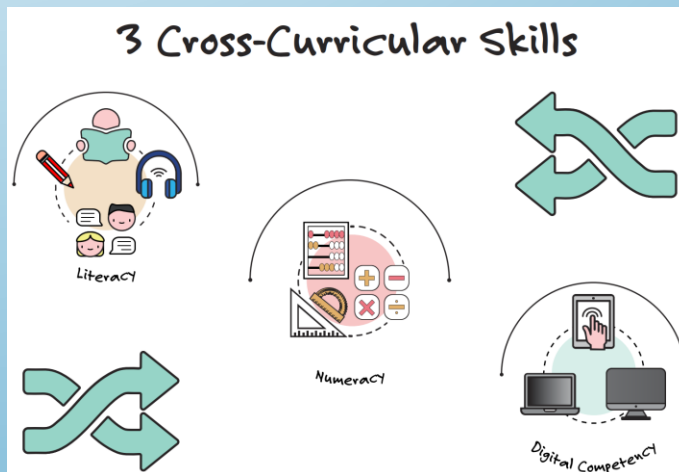
Curricular Responsibilities

Our Ffordd Dyffryn 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:

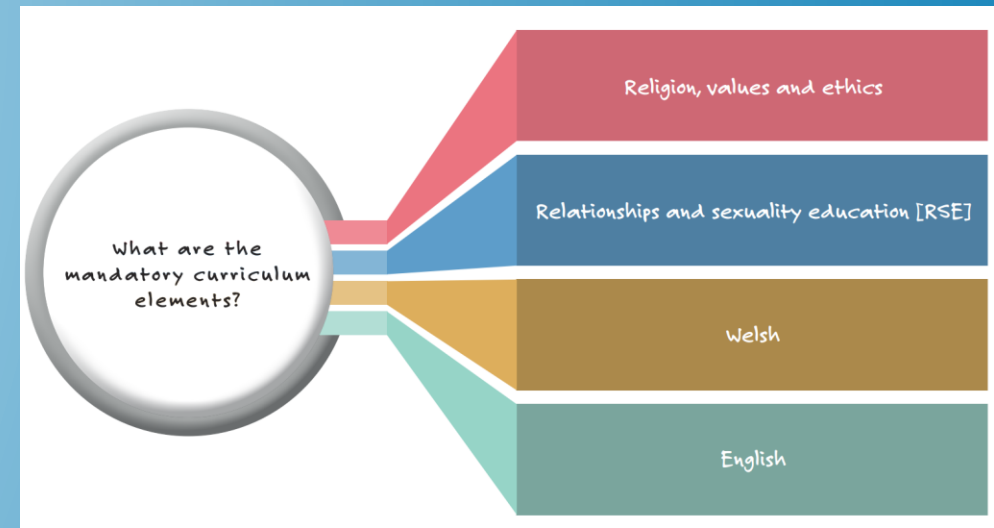
- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world



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

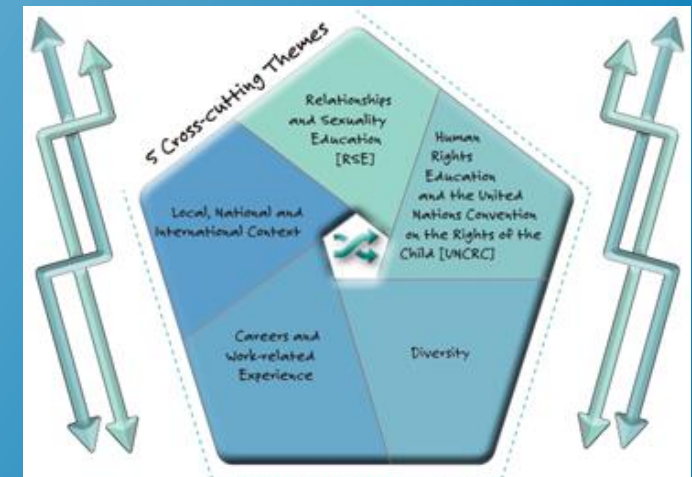
We have developed a whole school approach to RSE in line with the RSE code, which is developmentally appropriate for all our learners.

When planning at Ffordd Dyffryn we want to ensure our learners are given high-quality, rich, broad and balanced learning experiences. We also plan to ensure that our provision and teaching develops the integral skills, which are essential to achieve the four purposes.



While designing our Ffordd Dyffryn 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)



Phase 2: Entitlement and Enhancement

Our Ffordd Dyffryn 'Non Negotiables'

At Ysgol Ffordd Dyffryn we aim to enrich and broaden our curriculum through experiential learning opportunities within our locality and further afield. Our learners are entitled to a variety of non-negotiables that enhances their personal development.

- **Our Whole School & Community Projects** - Each year we have a whole school local community project and every learner is involved in activities to develop their entrepreneurial skills. The projects give learners a deeper understanding of sustainability and financial education e.g Boat Project, Caban y Mor Project
- **Health & Well-being** – On Muddy Mondays we have groups of learners out and about in the local community and on Five Ways to Well-being Fridays, learners have an outdoor learning focus to the day.
- **Autism Awareness** - Our educational philosophy has inclusion at its core. We pride ourselves that all our learners are autism aware. We have Autism Ambassadors who run training for parents and members of the local community, they ensure all classrooms have sensory boxes and offer support to learners across the school.
- **Leadership for All** – All Teaching Assistants across the school have a leadership role which ensures every child has access to an intervention whether it's ELSA for nurture support, a session with Dyffi, our School Well-being dog, BUZZ group for our MAT learners or one of many others we offer.
- **Choose Creativity** - Choose Creativity nurtures and develops a creative mindset. It empowers children and adults to build resilience, creative confidence, and social-emotional skills through engagement with the 10 Principles of Creativity.



Phase 3: Breadth and Balance

AoLEs - Statements of What Matters



AREA OF LEARNING AND EXPERIENCE

Humanities



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

What experiences could support the learning?

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

Our natural world is diverse and dynamic, influenced by processes and human actions.

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 *cynafiaid*. 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.

How does this statement support the 4 purposes?

Ambitious, capable learners.

Enterprising, creative, contributors

Ethical, informed citizens

Healthy, confident individuals

Are there any opportunities to address the cross cutting themes?

Are there any connections and links to other 'What Matter' statements and AoLE's we can explore?

We have collated a broad range of experiences, knowledge and skills that are explored through a range of contexts, topics and activities selected in the process of curriculum design. We have AoLE Teams who have collaborated to design one-page AoLE policies and to unpack the 27 Statements of What Matters to make links across all Areas of Learning and Experience as appropriate.

We support learners to engage in their learning with increasing depth and sophistication over a period of time. We assist learners to apply their learning in increasingly challenging contexts and allow for diversion, reinforcement and reflection as their understanding and application of the key learning develops and becomes more refined over time, provoking deep thinking, discussion and inquiry.

One Page Policy

Financial education:
 'Whatever we do with money, we need to manage it well' (Young money).

- We follow the young money planning framework for financial education.
- We incorporate the planning framework into our planning.

Challenge for all:
 All work is differentiated ensuring the tasks are challenging and engaging to all learners at all abilities.

Entrepreneurial skills:
 We encourage a cross curricular approach with our teaching, ensuring we provide plenty of opportunities to develop their projects such as 'Caban y Afon'.

AoLE: Mathematics and Numeracy

Maths Mastery
 Here at Ysgol Ffordd Dyffryn, mastery is at the heart of this AoLE. We have mastery overviews for each year group to provide guidance with teaching each skill. We focus on teaching the skill during the morning sessions of maths, then applying the skill throughout our topic.

Assessment for Learning:
 We ensure that all maths and numeracy sessions have a range of AFL strategies throughout the session. This is consistent throughout the school. Some examples include lollipop sticks, whiteboards work, smiley faces and the LO and SC shared stuck in books to self assess.

Numeracy
 We ensure there are plenty of opportunities to apply numeracy skills within the zones in class.

Inspire, Aspire, Make a Difference!



Statements of what matters



Expressive Arts	Health and Well-Being	Humanities	Language, Literacy and communication	Mathematics and Numeracy	Science and Technology
<p>WMS1 – Exploration through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identities, cultures and societies.</p> <p>WMS2 – Responding and reflecting both as artist and audience, is a fundamental part of learning about and through the Expressive Arts.</p> <p>WMS3 – Creative work combines knowledge and skills using the senses, inspiration and imagination.</p>	<p>WMS1 – Developing physical health and well-being has lifelong benefits.</p> <p>WMS2 – How we process and respond to our experiences affects our mental health and emotional well-being.</p> <p>WMS3 – Our decision-making impacts on the quality of our lives and the lives of others.</p> <p>WMS4 – How we engage with social influences shapes who we are and affects our health and well-being.</p> <p>WMS5 – Healthy relationships are fundamental to our well-being.</p>	<p>WMS1 – Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.</p> <p>WMS2 – Events and human experiences are complex, and are perceived, interpreted and represented in different ways.</p> <p>WMS3 – Our natural world is diverse and dynamic, influenced by processes and human actions.</p> <p>WMS4 – Human societies are complex and diverse, and shaped by human actions and beliefs.</p> <p>WMS5 – Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.</p>	<p>WMS1 – Languages connect us.</p> <p>WMS2 – Understanding languages is key to understanding the world around us.</p> <p>WMS3 – Expressing ourselves through languages is key to communication.</p> <p>WMS4 – Literature fires imagination and inspires creativity.</p>	<p>WMS1 – The number system is used to represent and compare relationships between numbers and quantities.</p> <p>WMS2 – Algebra uses symbol systems to express the structure of mathematical relationships.</p> <p>WMS3 – Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.</p> <p>WMS4 – Statistics represent data, probability models chance, and both support informed inferences and decisions.</p>	<p>WMS1 – Being curious and searching for answers is essential to understanding and predicting phenomena.</p> <p>WMS2 – Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>WMS3 – The world around us is full of living things which depend on each other for survival.</p> <p>WMS4 – Matter and the way it behaves defines our universe and shapes our lives.</p> <p>WMS5 – Forces and energy provide a foundation for understanding our universe.</p> <p>WMS6 – Computation is the foundation for our digital world.</p>

Phase 4: Pedagogy

Planning the delivery of our curriculum

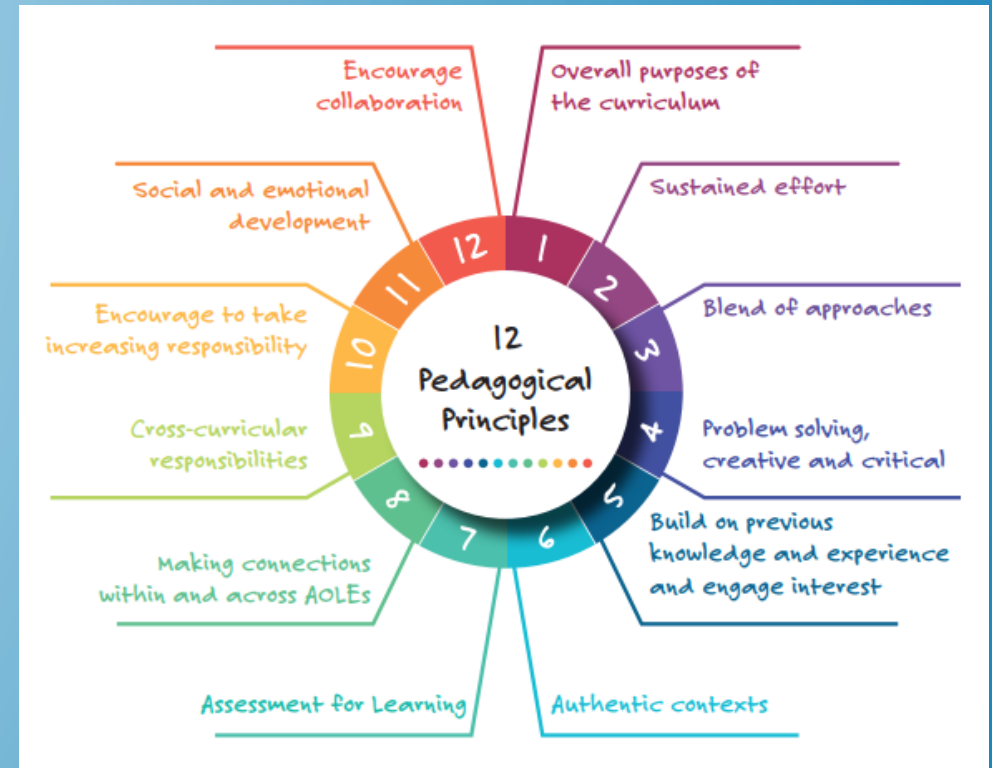
At Ffordd Dyffryn we provide our learners with discipline specific knowledge and skills by directly teaching them, at the start of each day in the mastery of languages and mathematics in age and stage related classes and groups. For the rest of the day learners choose and pursue a termly 'Big Question'

Learning Zones

All classrooms have six Learning Zones: Maths Zone, Language Zone, Discovery Zone, Happy Zone, Digital Zone & Creative Zone. We have adopted a Foundation Phase approach across the school where Big Question sessions involve a focus task group with the teacher while other learners are exploring challenges within the Learning Zones to enhance their learning while developing their independent skills. Learners present their work in their own unique personal way using their Inquiry journals.

The Power of Pupil Voice

Learners play a central part in the planning of the termly 'Big Questions'. EPIC – Everyone Planning in Class sessions are held fortnightly to ensure learners are involved in the enhanced planning for the Learning Zones.



Phase 4: Pedagogy

Inclusiveness

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 Ffordd Dyffryn, 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.



Health & Well-being

Health & Well-being of all is a focus and a high priority across everything we do at Ysgol Ffordd Dyffryn. All learners have well-being journals and reflection time along with outdoor learning opportunities to enhance their learning. Growth mindset is an important key element of our curriculum. We promote a Pivotal approach to positive behaviour management and we use KiVa as a successful anti-bullying programme. MASH (Monthly Advice, Support & Help) sessions are offered to parents.

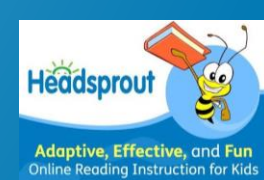
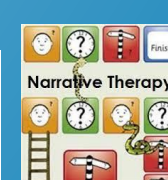


Inclusiveness

We pride ourselves on the inclusiveness at Ffordd Dyffryn.

'This school cares passionately about the wellbeing of all pupils, and the inclusive nature of the school permeates all aspects of its work.' Estyn

Our school will continue to develop strong relationships with our families and community. Our Autism Ambassadors play an important role out in the community, working with local businesses to create awareness and understanding of autism



Phase 5: Progression and Assessment

Steps of Progression

We have appointed a Leader of Learning for each 'Phase'.



Explorers

→ Progression Step 1
Nursery & Reception



Adventurers

Progression Step 1 → 2
Years 1, 2 & 3



Innovators

Progression Step 2 → 3
Years 4, 5 & 6

Leaders of Learning are responsible for supporting Curriculum Design within their phase including ensuring appropriate coverage of the AoLEs and appropriate continuity and progression within their phase.

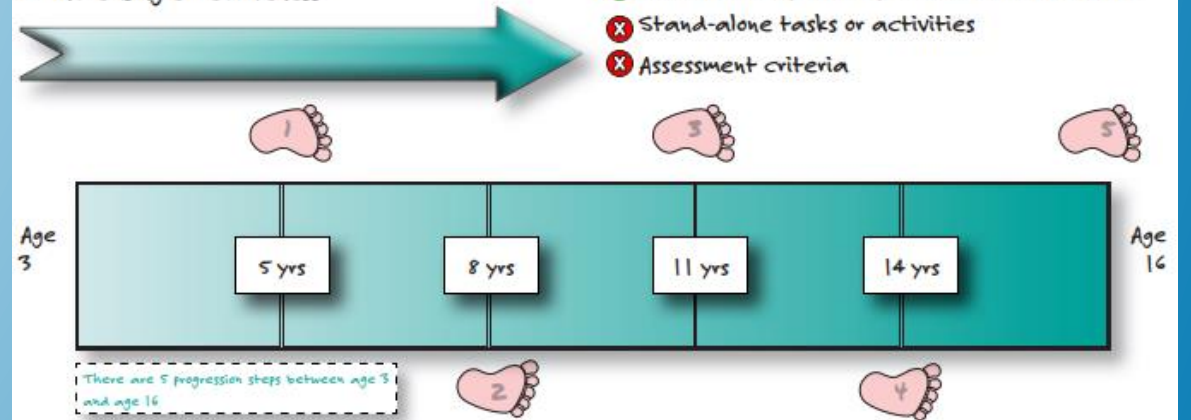
Leaders of Learning work with the SLT to contribute to the 'bigger picture', ensuring continuity and progression throughout the whole school.

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 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, 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.

Assessment

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. Initially we will be using Taith 360 as an assessment and tracking tool.

The purpose of assessment

We utilise various assessment strategies as an overarching purpose within the curriculum to support every learner to make progress.

In addition to this, assessment is a fundamental role in ensuring each individual learner is supported and challenged accordingly and we use the 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.

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 understanding group progress in order to reflect on practice.

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

Communicating and engaging with parents/carers

We communicate effectively with parents/carers on an ongoing basis to foster 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. face-to-face, digital through SeeSaw and email.

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

