



Meithrin ac ysbrydoli dinasyddion disglair a llwyddiannus.

Nurturing and encouraging successful and inspired citizens.



Cwricwlwm Ysgol Glanwydden Curriculum



Ysgol Glanwydden Curriculum Rationale

Our Vision & Values

At Ysgol Glanwydden we aim to nurture citizens who are inspired and motivated to be successful!

We feel that the words which people associate with our school and its pupils are:

Responsible, Respectful, Resilient, Happy, Engaged, Inclusive, Tolerant and Supportive.

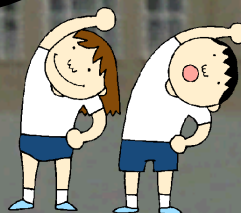
The seeds of success are planted and nurtured here and the choices made by us all aim to develop individuals who are :

Accepting of Challenges, Positive, Creative, Enquiring, Resourceful and Ethical

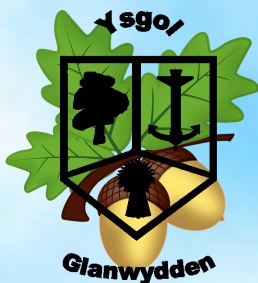


Being part of a Welsh community is very important to us and celebrating our 'Cymreictod' is one of our core values. Whenever possible we take pride in our Welsh heritage and our ability to communicate in Welsh.

We work hard to create a welcoming and inclusive atmosphere within the school. Pupils support each other and strive to build confidence and resilience. Conflict is rare but KiVa techniques are used by both pupils and staff to resolve disagreements.



Health, Well-being and Fitness are understood to be essential factors governing future happiness and success. Pupils and staff celebrate individual and team successes and everyone is encouraged to be physically active as well as mentally healthy.



Ysgol Glanwydden

What's a Curriculum? Why is it changing?

The Welsh Assembly Government has instructed all schools to prepare a curriculum for their school and its pupils. Education is changing because the world is changing. We need new ideas and creative use of technology.

To address these challenges, the Welsh Government wants to make sure all children have the knowledge, skills and experiences they'll need to make the most of life.

A curriculum is being designed by the teachers which will help them plan what children learn. The new curriculum is designed for all children. It will support pupils with creative lessons with real-life meaning. It will suit all their needs and help them reach their full potential. The world is more connected nowadays, so what they learn is more connected too. Knowledge is really important, and they will also be given the skills and experiences they need for a fast-changing world.

There are 'four purposes' of the curriculum. Pupils will be

- ambitious, capable learners, ready to learn throughout their life
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens, ready to take part in Wales and the world
- healthy, confident individuals, ready to lead a fulfilling life as a valued member of society.

Traditional 'subjects' have been replaced with six 'Areas of Learning and Experience' (AOLEs)

Expressive Arts



Humanities



Mathematics and Numeracy



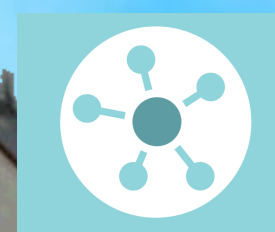
Health and Well-being



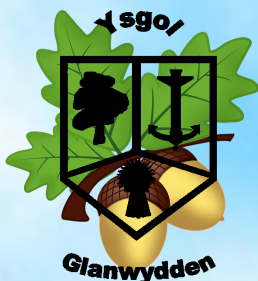
Languages, Literacy and Communication



Science and Technology



Each area of learning and experience contains statements of what matters which shape learning for children of all ages. These help your child think about what they're learning and how topics link to each other, to work and to life. They also support your child to progress each year as they build their understanding and skills.



Ysgol Glanwydden

The four purposes of the Curriculum for Wales Pedwar Diben Cwricwlwm Cymru

All our children and young people will be...

ambitious, capable learners who:

- › set themselves high standards and seek and enjoy challenge
- › are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- › are questioning and enjoy solving problems
- › can communicate effectively in different forms and settings, using both Welsh and English
- › can explain the ideas and concepts they are learning about
- › can use number effectively in different contexts
- › understand how to interpret data and apply mathematical concepts
- › use digital technologies creatively to communicate, find and analyse information
- › undertake research and evaluate critically what they find and are ready to learn throughout their lives.

healthy, confident individuals who:

- › have secure values and are establishing their spiritual and ethical beliefs
- › are building their mental and emotional well-being by developing confidence, resilience and empathy
- › apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- › know how to find the information and support to keep safe and well
- › take part in physical activity
- › take measured decisions about lifestyle and manage risk
- › have the confidence to participate in performance
- › form positive relationships based upon trust and mutual respect
- › face and overcome challenge
- › have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.

enterprising, creative contributors who:

- › connect and apply their knowledge and skills to create ideas and products
- › think creatively to reframe and solve problems
- › identify and grasp opportunities
- › take measured risks
- › lead and play different roles in teams effectively and responsibly
- › express ideas and emotions through different media
- › give of their energy and skills so that other people will benefit and are ready to play a full part in life and work.

ethical, informed citizens who:

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



Principles and Purpose Ysgol Glanwydden – Context

Ysgol Glanwydden is a Primary School positioned on the edge of a dormitory-town of about 5000 people. On one side we have the town of Penrhyn Bay, and on the other, agricultural farmland and uncultivated green spaces. We are a semi-rural community. Beyond the town, approximately 1.5km away, there is a pebble beach.

The nearest large town is Llandudno, a coastal town, the economy of which is largely based on tourism.

We provide education for over 300 pupils from Nursery/Reception to Year 6. There is an on-site 'Cylch Meithrin' which is housed in a separate building.

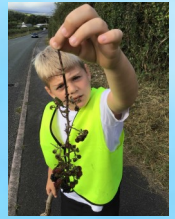
At the time of last Estyn inspection, 3% of pupils were eligible for free school meals. This is significantly lower than the national average of 18%.



At Glanwydden we are extremely fortunate to have easy access to both forests and beaches. The outdoor learning, both on and off-site, is highly developed and staff take every opportunity to make the most of our area and its various learning environments.

We are fortunate that we have a fully qualified Mountain Leader as a member of our staff who enthusiastically introduces pupils to adventurous activities.

Every year our Year 6 pupils attend Nant Bwlch yr Haearn outdoor pursuits centre.



Glanwydden and Penrhyn Bay are predominantly English speaking areas but the school prides itself on having a strong Welsh ethos. Our Welsh language and culture is celebrated throughout the school. Pupils are encouraged and supported to speak Welsh with staff whenever possible. They also take great pride and pleasure in representing our school at the school's annual Eisteddfod as well as the local, regional and national Eisteddfod. Each year, several of our Year 6 pupils move on to the local Welsh-medium high school (next door) where they generally do well.

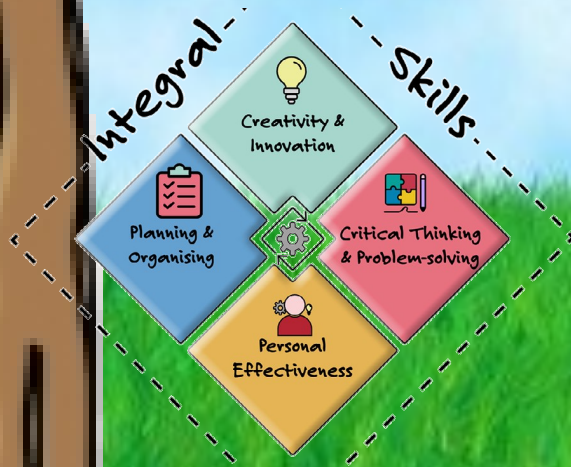
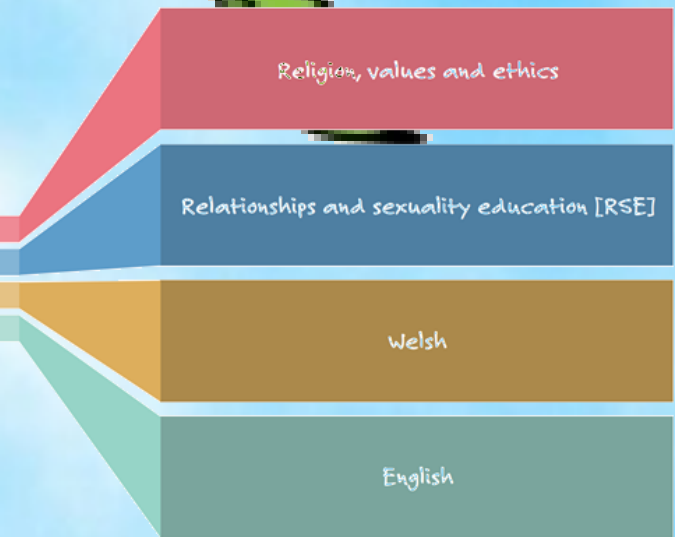
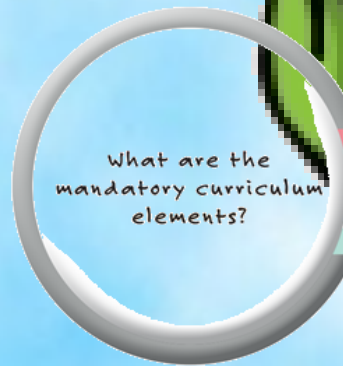




Ysgol Glanwydden Curricular Responsibilities

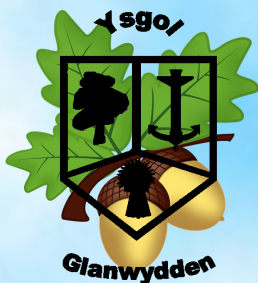
While planning and reviewing our curriculum and the activities stemming from it, we consider many factors. Mandatory, Integral and Cross-curricular skills are developed within lessons and activities. Explicit and implicit teaching of skills occurs in lessons and learning areas. Direct teaching introduces pupils to new skills and then opportunities to consolidate and practice the skills are given in order to embed and assess progress.

Literacy, numeracy and digital competence skills are taught and practiced across the Areas of Learning.



3 Cross-Curricular Skills





Ysgol Glanwydden – Curriculum Design

Principles and purpose

Our curriculum will aim to nurture and encourage successful and inspired citizens.

Our ambitious curriculum will provide our children with the skills, knowledge, and understanding they need to develop into Responsible, Respectful and Resilient citizens.

Entitlement and enrichment

All our pupils are entitled to a broad range of learning experiences and opportunities.

Our staff will endeavour to impart a love of life-long learning. They will inspire our young citizens to become motivated, independent and resilient members of society. When they leave Glanwydden, to continue their individual journeys, we aim to have instilled in them strong principles, a creative mind-set and tolerant attitudes.

Breadth and balance

Our Curriculum will offer a variety and range of experiences within AoLEs based on the What Matters statements in the Curriculum for Wales.

Pupils are given opportunities to participate in a wide range of activities and challenges including Eisteddfodau, Sports, Outdoor Education and Physical challenges.

The curriculum will endeavour to ensure a broad range of learning in authentic contexts, taking advantage of the abundance of learning environments we have in our local area including beach and forest spaces.

Learner progression along a continuum of learning 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.

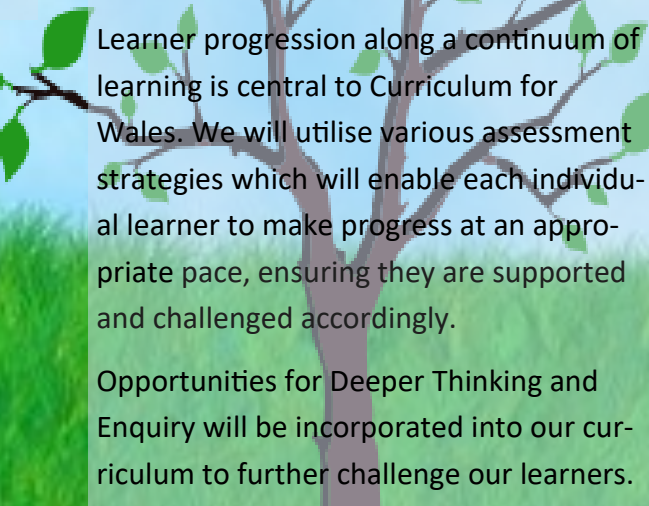
Opportunities for Deeper Thinking and Enquiry will be incorporated into our curriculum to further challenge our learners.

Teaching narrative

We will plan to deliver learning based on a process which combines inputs from pupil voice, topical issues/events, 'Cymreictod' and inclusivity.

A hybrid model consisting of Interdisciplinary, Integrated and Enquiry Based Learning models will be used combining Directed Learning, Cross-Curricular Skills and Assessment for Learning.

The 12 Pedagogical Principles outlined in the Professor Donaldson's Review of Curriculum and Assessment Arrangements will be at the heart of all interactions between staff and pupils at Glanwydden.





Areas of Learning and Experience

Mathematics and Numeracy Language Literacy and Communication

Health & Well-being Humanities

Expressive Arts Science & Technology

Four Purposes

Four Purposes

Literacy
Numeracy
Digital Competency
Cross-curricular skills

Creativity & Innovation
Planning & Organising

Critical Thinking & Problem Solving
Personal Effectiveness

'Growing'
our
Curriculum
model

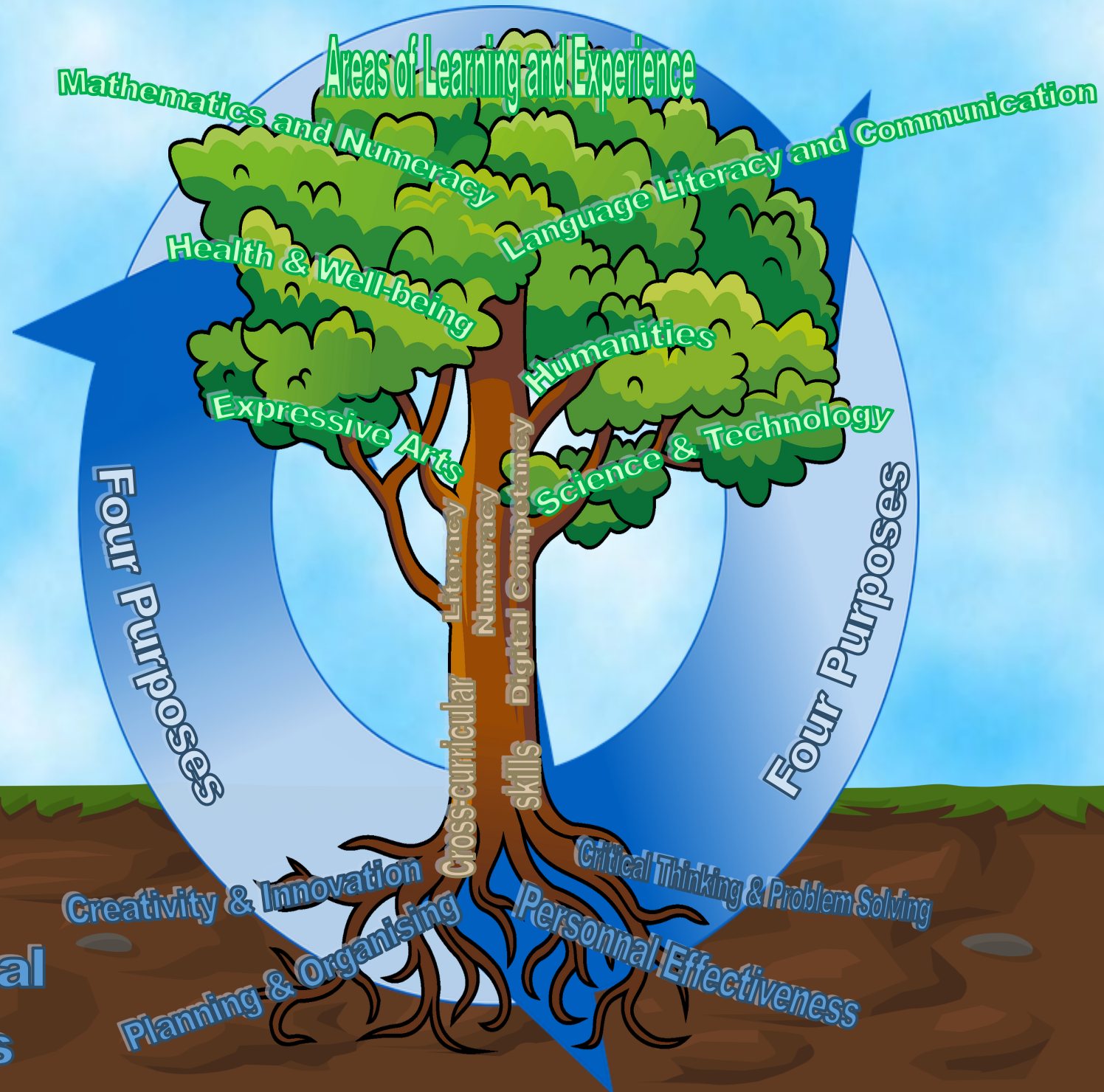
Integral
Skills

Our Model

Improving education is a national mission. Nothing is so essential as universal access to, and acquisition of, the experiences, knowledge and skills that our young people need for employment, lifelong learning and active citizenship.

The Curriculum promotes collaboration and cross-disciplinary planning, learning and teaching, both within and across Areas of Learning and Experience.

There are 27 mandatory statements of what matters in the national Framework and are the basis of learners' progression. Taken together, the statements of what matters provide breadth and depth in the curriculum



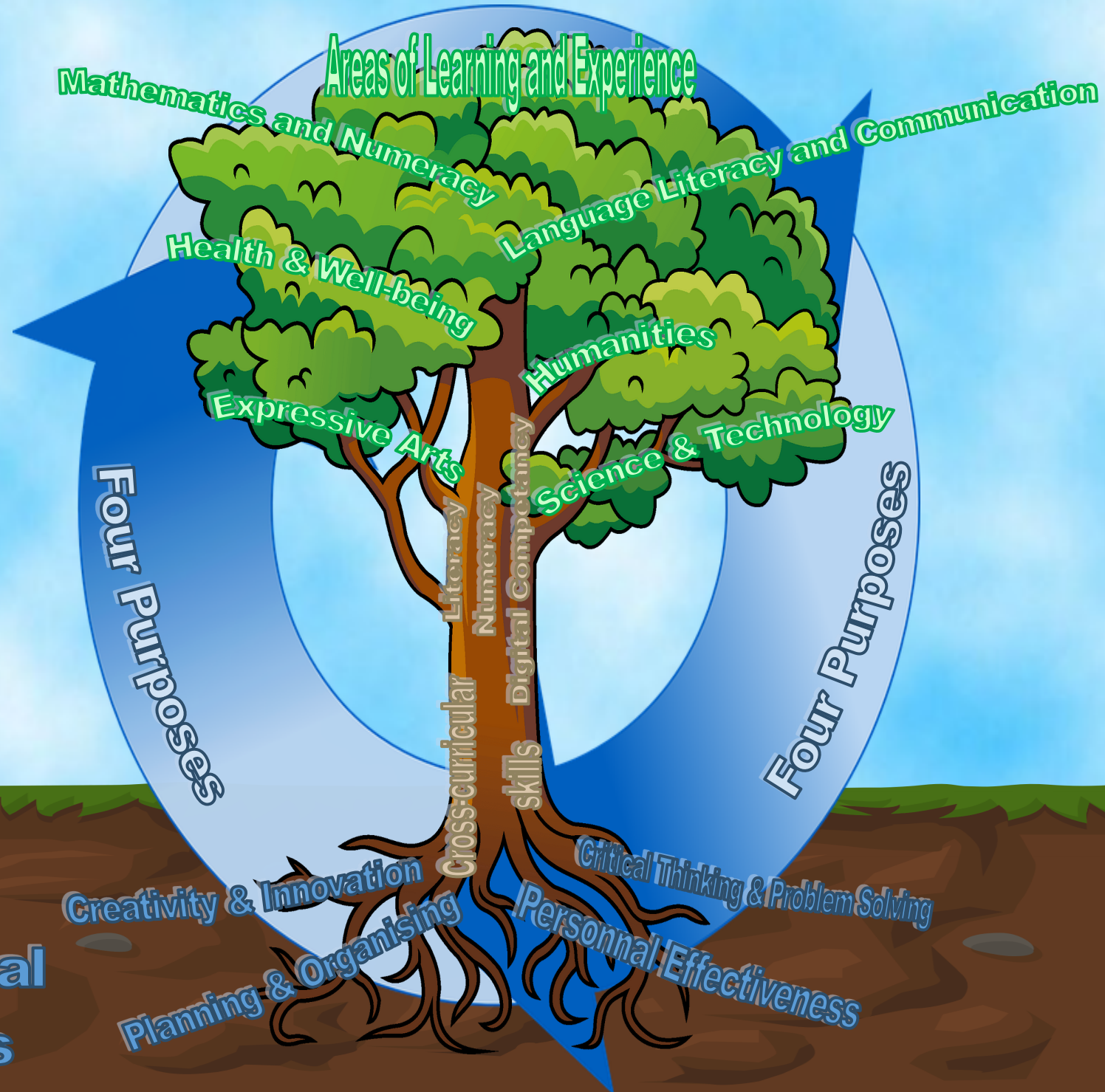
**Integral
Skills**

Our Model (Continued)

Underpinning our model are the Integral Skills which enable learners to develop the strong skills 'roots' needed to build an oak-tree of knowledge, skills and values.

Our teachers plan authentic learning experiences that challenge and motivate the individual needs and contexts of all our school children and young people.

Our staff, with input from the pupils themselves, will plan learning experiences across the AOLEs that incorporate the cross-curricular skills of Literacy, Numeracy and Digital Competence.

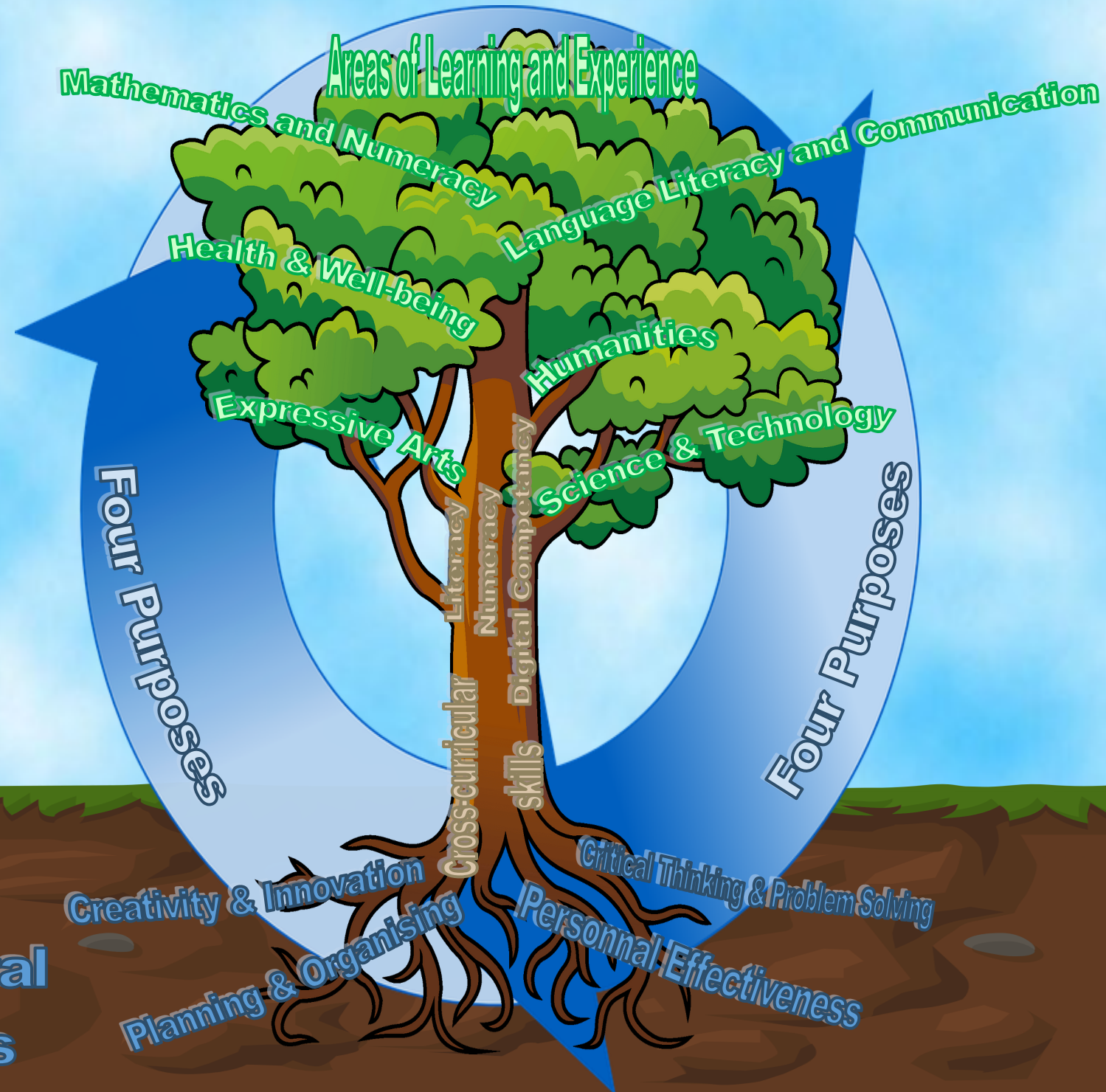


Integral Skills

Our Model (Continued)

At Glanwydden, we believe that the four purposes of the curriculum should be the a constant cycle which drives our processes and learning. Ultimately, the aim of a school's curriculum is to support its learners to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society



**Integral
Skills**



Ysgol Glanwydden—The four purposes of the curriculum for Wales is presented to our pupils in the form of four wildlife characters.

We aim for all our children to be...

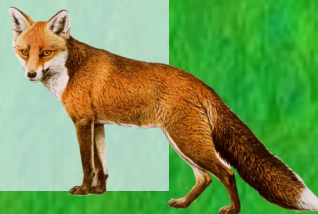
ambitious, capable learners who:

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healthy, confident individuals who:

- › have secure values and are establishing their spiritual and ethical beliefs
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- › express ideas and emotions through different media
- › give of their energy and skills so that other people will benefit and are ready to play a full part in life



ethical, informed citizens who:

- › find, evaluate and use evidence in forming views
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Ysgol Glanwydden—Cyflwynir pedwar pwrpas cwricwlwm Cymru i'n disgyblion ar ffurf pedwar cymeriad bywyd gwyllt.

Ein nod yw i'n holl blant fod yn...

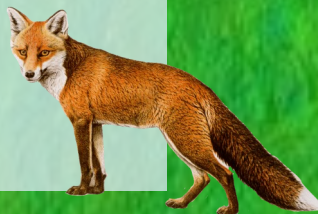
ddysgwyr uchelgeisiol, galluog sy'n:

- › gosod safonau uchel iddyn nhw eu hunain ac yn chwilio am heriau ac yn eu mwynhau
- › datblygu corff o wybodaeth ac sydd â'r sgiliau sydd eu hangen i gysylltu'r wybodaeth honno a'i chymhwyso mewn gwahanol gyd-destunau
- › ymholgar ac yn mwynhau datrys problemau
- › gallu cyfathrebu'n effeithiol mewn gwahanol ffurfiau a lleoliadau, drwy'r Gymraeg a'r Saesneg
- › gallu egluro'r syniadau a chysyniadau y maen nhw'n dysgu amdany'n nhw
- › gallu defnyddio rhif yn effeithiol mewn gwahanol gyd-destunau
- › deall sut i ddehongli data a chymhwyso cysyniadau mathemategol
- › defnyddio technolegau digidol yn greadigol i rhannu gwybodaeth, dod o hyd iddi a'i dadansoddi
- › ymchwilio ac yn gwerthuso eu canfyddiadau'n feirniadol ac sy'n barod i ddysgu gydol eu bywydau



yn unigolion iach, hyderus sydd:

- › â gwerthoedd sicr ac sy'n sefydlu eu credoau ysbrydol ac egwyddorol
- › yn meithrin eu lles meddyliol ac emosiynol drwy ddatblygu hyder, cadernid ac empathi
- › yn cymhwyso gwybodaeth am effaith deiet ac ymarfer corff ar iechyd corfforol a meddyliol yn eu bywyd pob dydd
- › yn gwybod sut i ddod o hyd i'r wybodaeth a'r cymorth sydd eu hangen i gadw'n ddiogel ac iach
- › yn cymryd rhan mewn gweithgarwch corfforol
- › yn gwneud penderfyniadau pwylllog ynghylch eu ffordd o fyw ac yn rheoli risg
- › â'r hyder sydd ei angen i gymryd rhan mewn perfformiadau
- › yn ffurfio cydberthnasau cadarnhaol wedi'u seilio ar ymddiriedaeth a pharch at ei gilydd
- › yn wynebu heriau ac yn eu goresgyn
- › â'r sgiliau a'r wybodaeth sydd eu hangen i ddelio â'u bywyd pob dydd mor annibynnol ag y gallan nhw
- › ac sy'n barod i fyw bywyd cyflawn fel aelodau gwerthfawr o gymdeithas.



gyfranwyr mentrus, creadigol sy'n:

- › cysylltu ac yn cymhwyso eu gwybodaeth a'u sgiliau i greu syniadau a chynnyrch meddwl yn greadigol er mwyn ail-lunio a datrys problemau
- › adnabod cyfleoedd ac yn manteisio arny'n nhw
- › mentro'n bwyllog
- › arwain ac yn chwarae rolau gwahanol mewn timau'n effeithiol ac yn gyfrifol
- › mynegi syniadau ac emosiynau drwy wahanol gyfryngau
- › rhoi o'u hegni a'u sgiliau fel y bydd pobl eraill yn elwa ac sy'n barod i chwarae rhan lawn mewn bywyd a gwaith



ddinasyddion egwyddorol, gwybodus sy'n:

- › canfod, yn gwerthuso ac yn defnyddio tystiolaeth wrth ffurfio barn
- › trafod materion cyfoes ar sail eu gwybodaeth a'u gwerthoedd
- › deall ac yn arfer eu cyfrifoldebau a'u hawliau dynol a democrataidd
- › deall ac yn ystyried effaith eu gweithredoedd wrth ddewis a gweithredu
- › wybodus am eu diwylliant, eu cymuned, eu cymdeithas a'r byd yn awr ac yn y gorffennol
- › parchu anghenion a hawliau pobl eraill, fel aelod o gymdeithas amrywiol
- › dangos eu hymrwymiad i sicrhau cynladwyedd y blaned ac sy'n barod i fod yn ddinasyddion yng Nghymru a'r byd

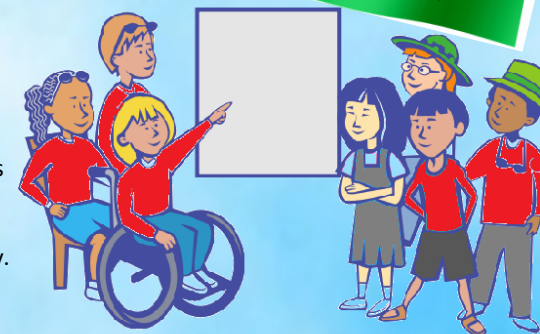
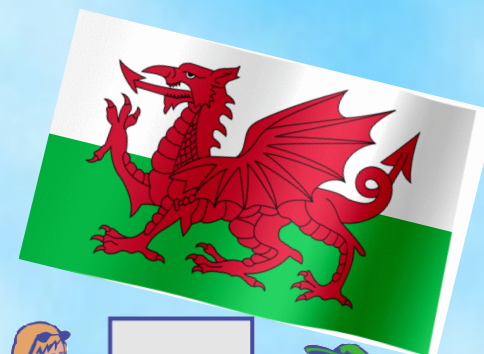




Entitlement and Enhancement Ysgol Glanwydden – Core Principles

At Ysgol Glanwydden we strive to deliver a curriculum which incorporates a broad range of experiences that nurture responsible, resilient and respectful citizens. Pupils are entitled to contribute to, and co-construct, the learning experiences in order that everyone meets their full potential both while at school and beyond.

- ◆ **Active & Creative Learners** - At Glanwydden learning is not passive. Wherever and whenever possible pupils are encouraged to take active roles in lessons and learning. Creative thinking is celebrated and pupils 'lead their own learning' where opportunities arise.
- ◆ **Cymreictod**— We are proud to be a school in Wales and our pupils are encouraged to embrace the Welsh Language and Culture. Welsh is used on a daily basis and staff engage pupils in Welsh conversation at every opportunity. The school's Eisteddfod is a keenly contested annual event.
- ◆ **Confident Individuals**— Our pupils are supported and given opportunities to develop their confidence through performance, physical challenges, team-work and praise. Individual and group successes are celebrated throughout the school.
- ◆ **Health and Well Being**—learners explore the connections between their experiences, mental health and emotional well-being through our participation in programmes such as KiVa, PawsB and Elsa. Having an awareness of our own feelings and emotions is the foundation upon which *empathy* can be developed. We also have our Hafan Heddwch Nurture Room to support pupils' well-being.
- ◆ **Tolerance and inclusion**— Differences are celebrated at Glanwydden. Pupils and teachers are aware that everyone is unique and they contribute to society in different ways. We are a tolerant community and welcome all. We regularly participate in awareness campaigns to educate ourselves and others on how to support all individuals.
- ◆ **Resilience**— Our pupils are constantly building their mental and emotional well-being by developing confidence, resilience and empathy.

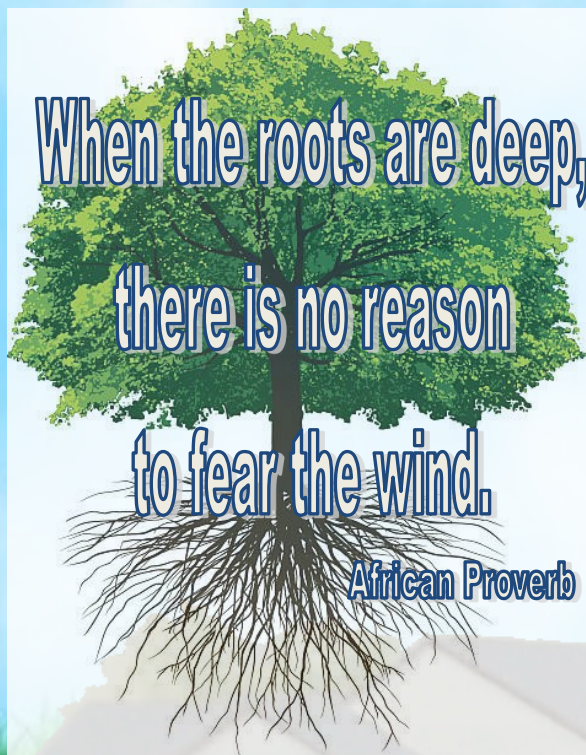




Ysgol Glanwydden – Teaching

Excellent teaching is essential if we are to realise the 4 purposes, our vision as a schools and the requirements of the Curriculum Framework. Ensuring a high- quality learning environment is vitally important to us at Ysgol Glanwydden, for both learners and practitioners. Consistency of ethos in every class across the school is of paramount importance for us to ensure a safe and inspiring learning environment so that our learners can take risks, make mistakes confidently and work in an atmosphere of mutual respect and appreciation of everyone’s efforts.

We constantly reflect upon, share and develop our teaching practices, based on our understanding of the **12 pedagogical principles** set out in the Curriculum Framework and the practices we find to be successful in our school.



The 12 Pedagogical Principles			
1. Create authentic contexts for learning	2. Encourage learners to take responsibility for their own learning	3. Support social and emotional development & positive relationships	4. Encourage collaboration
5. Sustained pupil effort to reach high but achievable targets	6. Employing a broad repertoire of teaching approaches	7. Promote problem solving, creative & critical thinking	8. Build on previous knowledge & experience to engage interest
9. Focus on the 4 purposes	10. Use assessment for learning to accelerate progress	11. Make connections within & across Areas of Learning & Experience	12. Reinforce Cross Curricular responsibilities - Literacy, Numeracy & Digital Competence

Experimenting and innovating confidently as practitioners is very important to us at Ysgol Glanwydden and, as the Curriculum evolves and grows, we shall collaborate closely within the school and across the cluster to ensure the highest possible quality of learning experiences and teaching for our learners.



Ysgol Glanwydden – Progression

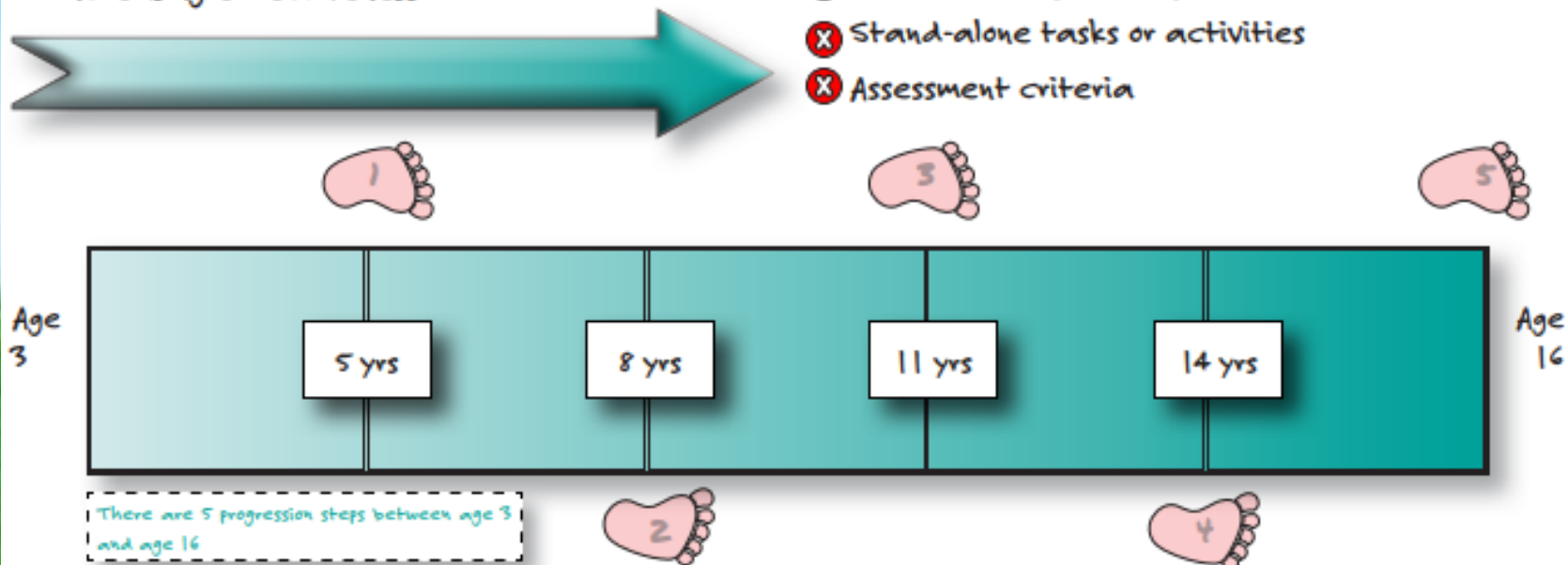
The Curriculum for Wales describes mandatory principles of progression for the curriculum as a whole and for each individual Area of Learning. Progression in learning is a process of developing and improving in skills, knowledge and understanding over time. This focuses on understanding what it means to make progress in a given area or discipline as learners increase the depth, breadth and sophistication of their knowledge and understanding. As they do so, they will make links across their learning and apply this in new and challenging contexts. This is key to enabling them to work towards realising the four purposes, as they progress through the school.

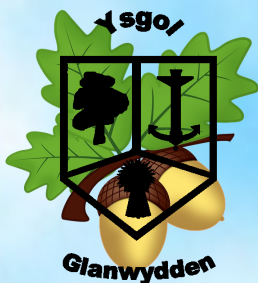
Principles of Progression

- 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





Ysgol Glanwydden – Assessment

Assessment is fundamental to enabling each learner to progress at an appropriate pace, ensuring they are supported and challenged accordingly.

Assessment focusses on drawing out evidence of understanding and progression, as learners develop their knowledge, skills and engage with experiences.

We use the descriptions of learning in each area and a wide range of assessment approaches to gather evidence of learning and discern progress. Specific assessment approaches depend on the knowledge, skills and experiences being developed and the needs of our learners.

Our ongoing assessments support individual learner progression.

Pupils work with their teachers to understand how well they're doing. This helps them see where they are in their learning and plan their next learning steps. It also enables staff to spot any issues in order to offer extra support when need.

Additionally, teachers will be better equipped to find ways to challenge pupils.

