

Derwendeg Primary School



Contents

Vision and Values	As a school community we have worked collaboratively to establish our school vision, values and aims.
Curriculum Design	All stakeholders have been involved in focusing on the why we want our learners to realise the Four Purposes and what we want for them before they leave Derwendeg.
What Matters and Principles of Progression	A Broad and balanced Curriculum.
Curriculum Design and Pedagogy	How we teach. Staff will use pupil learning reviews to monitor progression and plan for further learning. They will set targets, plan and deliver lessons focusing on the 12 pedagogical principles. Staff will continue to use professional learning opportunities to enhance their pedagogy.
Enhancement and Enrichment	We will continue to offer a range of experiences to broaden and enhance our curriculum.
Assessment and Progression	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.
Review and Evaluate	Our Curriculum will be constantly under review. We will continue to reflect and improve.

Derwendeg Primary School

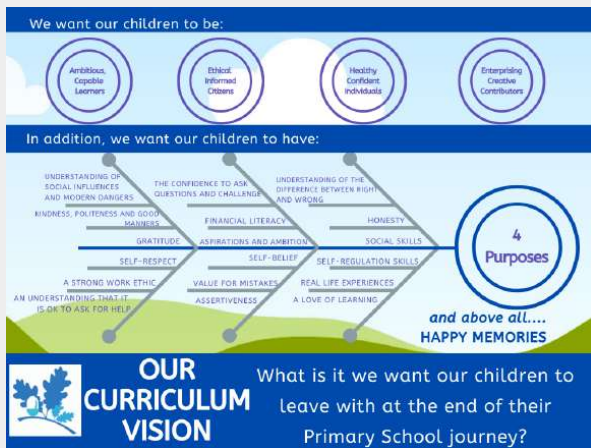
Vision and Values



Be kind; be ambitious; be the best you can be

Byddwch yn garedig; byddwch yn uchelgeisiol; byddwch y gorau y gallwch chi fod

Our vision is for this school to be a happy family, growing together and supporting each other to reach our full potential as citizens of Wales and the world.



Be kind, be ambitious; Be the best you can be.

Our Aims

- To ensure our children leave Derwendeg Primary School with many happy memories.
- To enable our learners to develop towards the four purposes of the curriculum.
- To engage our children in an authentic curriculum fulfilling their interests, fuelling their curiosity and meeting the needs of every learner.
- To develop our children as independent, resilient learners with an appreciation of the value of hard work and challenge.
- To create a safe and stimulating environment which reflects and promotes our school values.
- To promote positive behaviour through developing our children's emotional intelligence and independence in making the right choices.
- To give our pupils a voice in their learning and across the school; promoting a sense of self worth and community.
- To develop our children as responsible citizens who value diversity and understand how they can make a difference in the school, community and across the world.
- To ensure our staff and pupils believe in their own ability and have high aspirations for themselves and each other.
- To work collaboratively within and out of school as a learning organisation to fulfil the 4 enabling objectives in Wales' National Mission.
- To work in partnership with our whole school community, outside agencies and higher education institutions, to provide a holistic education experience for all of our children.

"It takes a village to raise a child."

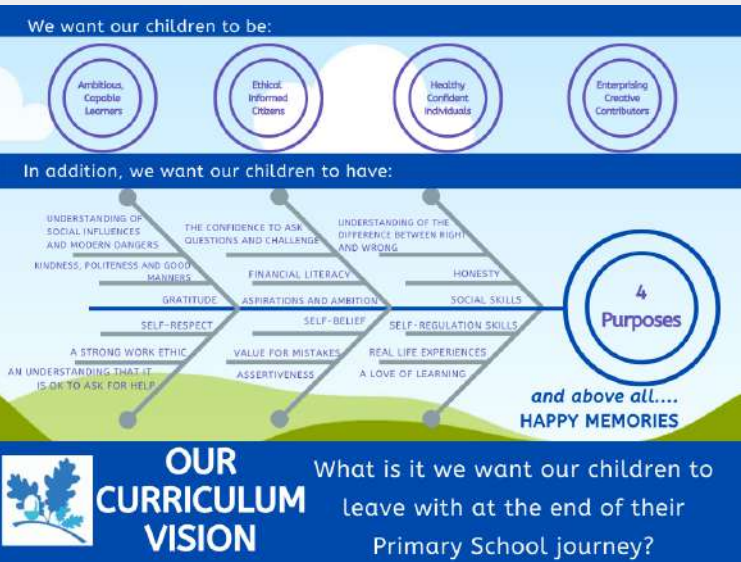
Derwendeg Primary School Curriculum Design



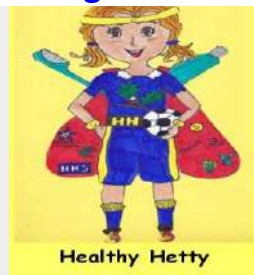
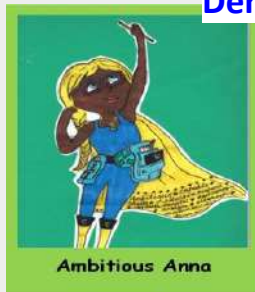
Richard Riley (former U.S. Secretary of State), “We are currently preparing students for jobs that don’t yet exist...using technologies that haven’t been invented...in order to solve problems we don’t even know are problems yet.”

Our school Curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.

Ambitious, Capable Learners	Healthy, Confident Individuals
<ul style="list-style-type: none"> 1.1 Set themselves high standards and seek and enjoy challenge. 1.2 Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts. 1.3 Are questioning and enjoy solving problems 1.4 Can communicate effectively in different forms and settings, using both Welsh and English. 1.5 Can explain the ideas and concepts they are learning about 1.6 Can use number effectively in different contexts 1.7 Understand how to interpret data and apply mathematical concepts 1.8 Use digital technologies creatively to communicate, find and analyse information. 1.9 Undertake research and evaluate critically what they find and are ready to learn throughout their lives. 	<ul style="list-style-type: none"> 4.1 have secure values and are establishing their spiritual and ethical beliefs 4.2 are building their mental and emotional well-being by developing confidence, resilience and empathy. 4.3 apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives 4.4 know how to find the information and support to keep safe and well 4.5 take part in physical activity 4.6 take measured decisions about lifestyle and manage risk 4.7 have the confidence to participate in performance 4.8 form positive relationships based upon trust and mutual respect 4.9 face and overcome challenge 4.10 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.
Ethical, Informed Citizens	Enterprising, Creative Contributors
<ul style="list-style-type: none"> 3.1 find, evaluate and use evidence in forming views 3.2 engage with contemporary issues based upon their knowledge and values 3.3 understand and exercise their human and democratic responsibilities and rights. 3.4 understand and consider the impact of their actions when making choices and acting 3.5 are knowledgeable about their culture, community, society and the world, now and in the past. 3.6 respect the needs and rights of others, as a member of a diverse society and are ready to be citizens of Wales and the world 	<ul style="list-style-type: none"> 2.1 connect and apply their knowledge and skills to create ideas and products 2.2 think creatively to reframe and solve problems 2.3 identify and grasp opportunities 2.4 take measured risks 2.5 lead and play different roles in teams effectively and responsibly 2.6 express ideas and emotions through different media 2.7 give of their energy and skills so that other people will benefit and are ready to play a full part in life and work



Derwendeg’s Four Purpose Superheroes



Derwendeg Primary School

Curriculum Design



Our Curriculum contains the 6 AoLEs which include the Statements of What Matters and the Principles of Progression. Our Curriculum embeds the mandatory cross-curricular skills and the integral skills that underpin the four purposes of the Curriculum. Our Curriculum also incorporates opportunities and consideration of cross-cutting themes, where and when appropriate.

Areas of learning and experience



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and Communication



Mathematics and Numeracy

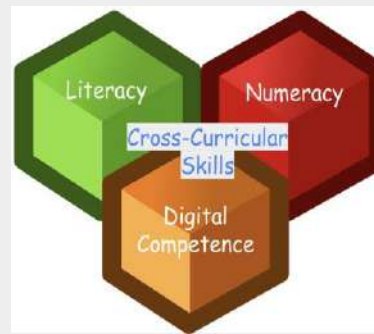


Science and Technology

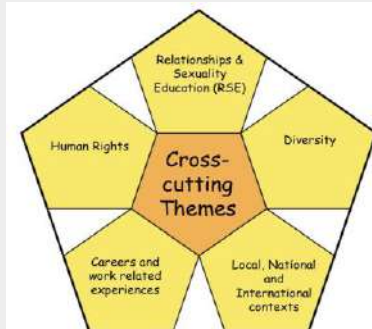
Derwendeg Primary School
Curriculum Overview
2023-24

Be kind; be ambitious; be the best you can be
Byddwch yn garedig; byddwch yn uchelgeisiol;
byddwch y gorau y gallwch chi fod

Our vision is for this school to be a happy family, growing together and supporting each other to reach our full potential as citizens of Wales and the world.



Whole School Topics and Values 2023-24																
Autumn Term 2023																
	Wk 1 4.9	Wk 2 11.9	Wk 3 18.9	Wk 4 25.9	Wk 5 2.10	Wk 6 9.10	Wk 7 16.10	Wk 8 23.10		Wk 9 6.11	Wk 10 13.11	Wk 11 20.11	Wk 12 27.11	Wk 13 4.12	Wk 14 11.12	Wk 15 18.12
Values	Respect and Kindness							Resilience								
AoLE Focus	Humanities							Humanities								
Concept	Cynefin, Community, Citizenship, Identity							Cynefin, Community, Citizenship, Identity								
Topic	Cynefin - What can we learn about ourselves by exploring?							Cynefin - What can we learn about ourselves by exploring?				Christmas Topic				
DR ICE	All elements of DR ICE							All elements of DR ICE								



Derwendeg Primary School

What Matters and Principles of Progression



Staff have completed training during INSET and staff meetings, familiarising themselves with What Matters and the Principles of Progression. Staff have planned for and tracked the What Matters and Progression Steps across the academic year to ensure the Curriculum is broad and balanced.

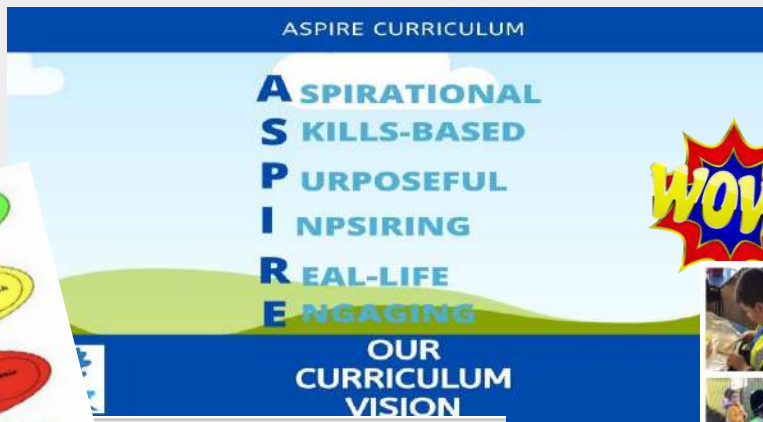
AoLE teams have written action plans and evaluate terms. The principles of progression broadly correspond to expectations for ages 5, 8, 11, 14 and 16 and offer guidance on how learners should demonstrate progress within each Statement. The process of exploring and revisiting these statements enables our learners to develop ever greater knowledge over the learning continuum and to progress to a more sophisticated understanding of the key knowledge, ideas and principles in each of the 27 mandatory statements.

Expressive Arts		
<p>Statement of What Matters Exploring the creative arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</p> <p>Progression Step 1 Step 2 Step 3</p> <ul style="list-style-type: none"> I can explore and experiment with a variety of creative techniques, materials, processes, resources, tools and technologies. I can explore and experiment with and then select appropriate creative techniques, processes, materials, processes, resources, tools and technologies, allowing innovation and resilience on my own and others' creative work. I can ask questions to discover how creative work is made by asking questions and developing my own answers. I can research, document, share and evaluate personal, social and cultural identities. I am beginning to explore ideas, feelings and moods in a variety of creative work. I can explore and describe how artists and creative work communicate mood, feelings and ideas and the impact they have on an audience. 	<p>Statement of What Matters Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.</p> <p>Progression Step 1 Step 2 Step 3</p> <ul style="list-style-type: none"> I can listen to and respond to views about my own creative work and that of others. I can give and accept feedback as both artist and audience, reflecting on it and making improvements where necessary. I am beginning to compare my own creative work to the creative work of others and from other periods and times. I can apply knowledge and understanding of context, and make connections between ideas/themes. I am beginning to talk about my moods and emotions and use these to respond upon my creative work. I can consider, with guidance, how mood, emotion and ideas are communicated both in my own creative work and in the creative work of others. I can reflect upon how artists have achieved effects or communicated mood, emotion and ideas in their work. 	<p>Statement of What Matters Creating combines skills and knowledge, drawing on the senses, imagination and inspiration.</p> <p>Progression Step 1 Step 2 Step 3</p> <ul style="list-style-type: none"> I can communicate ideas, feelings and reactions for an audience and for purposes and situations in my creative work. I can consider my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes and occasions. I can imitate established artistic techniques in the creation of my own work. I am beginning to apply techniques in my creative work with guidance and direction, drawing on my familiarity with a range of discipline specific techniques. I am beginning to design my own creative work and work collaboratively with others to develop creative ideas, and draw upon my knowledge/make connections with greater independence. I can share my creative work. I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, supported by a range of stimuli and opportunities in formal/informal contexts.
<p>Autumn Topic - Escape from Derwendeg! Where shall we go? African art, pattern.</p>	<p>Spring Topic - Making & tinkering Role-play enabled creative design/problem solving Dyson project - looking at products and redesigning. Music (BA)</p>	<p>Summer Topic - Understanding me - What makes us happy and healthy? Keith Haring artist, create foil sculptures of moving people.</p>

Derwendeg Primary School Curriculum Design and Pedagogy

A Derwendeg Topic is a way of involving our pupils and staff in co-constructing an engaging, fun, relevant approach to the curriculum which uses real-life contexts to foster independent, memorable, learning experiences which promotes their core purposes as Welsh learners.

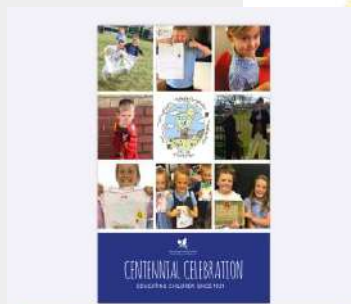
Staff use Curriculum Guidance to work towards a purposeful showcase, involving the community where and when possible. Big questions will focus learners.



Our School's Approach to Curriculum Design:

ASPIRE Curriculum

Big Questions



<p>Ambition, Capable Learners How do we stop noise from the roads affecting our learning? Can we write to our local government about litter and our local park? Can we meet with our class and our teachers so that we know what to expect? Can we teach adults skills that we have? How do we reduce noise about road safety issues in our community? How do we report issues with litter and dog fouling in our community? Who do we write to to report our litter, person or noise issues in our local park?</p>	<p>Enterprising, Creative, Contributors Can we improve our local park? How do we work together as a team? Can we make our school in a virtual environment? Can we improve our community in our virtual environment? How can we make picking litter easier? Can we design the transport of the future? Can we make a board game to teach people how to treat our community?</p>
<p>Ethical, Informed, Citizens Can we make our roads safer? What can we do about litter in our community? Can we inform our community about litter and its impact on our environment? How do we draw our community's attention to our litter and noise pollution problems?</p>	<p>Healthy, Wellbeing, Active What can we plant to attract more bees? Can we arrange a bike race? Can we try healthy foods? Can we encourage better diet by making fruit based foods? What games can we teach younger children? What can we learn from others to keep us fit?</p>

Year 6
How can we make our community happy, healthy and safe?

Derwendeg Primary School

Pedagogy

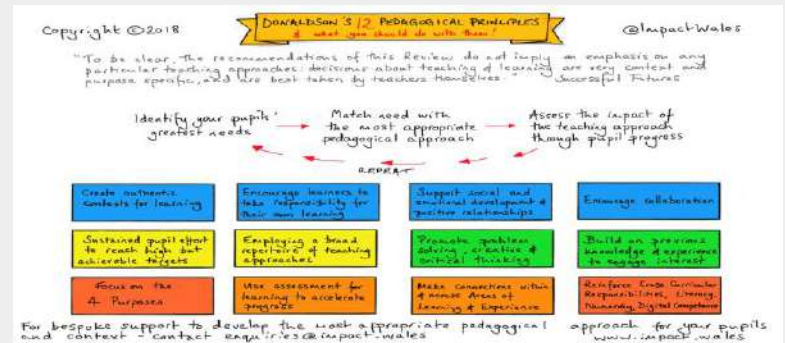


At Derwendeg staff we constantly reflect, collaborate and develop our teaching practices based on our understanding of the 12 pedagogical principles.

We collaborate constantly as a school and cluster and share best practice to ensure we offer the highest quality of learning experiences and teaching for our learners.

Our school, as a learning organisation, ensures professional learning is undertaken and passion projects are part of the Performance Development cycle. We place a high value on research-based learning.

- D** Deepening Thinking
- R** Role Modelling Learning
- I** Impact on Learning
- C** Challenging Expectations
- E** Engaging in Learning



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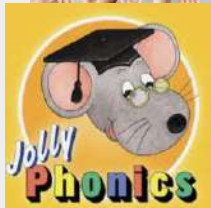
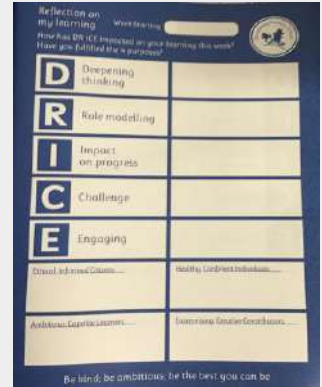
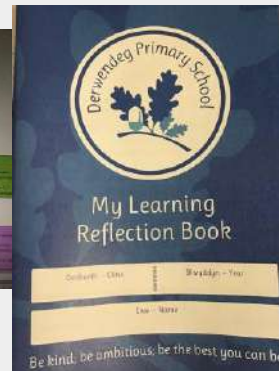
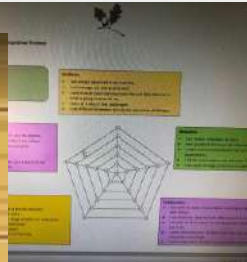
Assessment and Progression



At Derwendeg Progression and assessment is at the heart of curriculum design.

The purpose of assessment is to support every learner in relation to the 3-16 continuum. We aim to collect data on the whole child. (Their passions, interests, goals and academic success) It is therefore vital that our Curriculum and values supports our ability to collect this vital data. It is our aim to support individual learners on an ongoing, day-to-day basis, identifying, capturing and reflecting on individual learner progress over time. Staff will continually reflect on their practice using data collected.

We believe that a successful curriculum, supported by effective teaching and learning enables learners to make meaningful progress. This will be carefully communicated with parents.



Derwendeg Primary School

Assessment and Progression



Assessments

- [Personalised Assessments – Learner feedback explained](#)
- Jolly Phonics
- HFW
- Welsh baselines
- Star Reading
- NGST
- PASS
- Times tables baselines
- CLIC/Beat That
- Thrive/ELSA
- Taith 360
- Cohort Trackers

Progression

How we will know when learners make progress?

- A robust monitoring schedule - Self and Peer monitoring with SLT quality assurance.
- Assessments data listed.
- Questioning/observations/books
- Journey through school
- Target setting
- Pupil Learning Reviews/Evaluations
- Whole class feedback sheets
- Cohort Trackers
- Pupil Progress meetings
- Taith 360
- Standardisation/collaboration
- DR ICE Learning Reflection book.