



Ysgol Wepre CP

**Achieving Success Through
happiness.**

**Moving Forward and Inspiring
our Learners.**



Designing Our Curriculum

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

We established the curriculum principles that reflect Wepre CP's values, context, pedagogical approaches and needs. We consulted with all stakeholders and defined our vision and intentions.

Phase 2: Entitlement and Enhancement – Developing our learner offer

To establish our learner offer we considered elements which were non negotiable and how we intend to enrich our curriculum to include educational visits, extracurricular activities and a range of other experiences to enhance children's learning.

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

By using the descriptions of learning, we presented a broad range of experiences, knowledge and skills. Through the process of curriculum design we considered a wide range of topics, themes, contexts and activities which linked the AOLE's holistically and authentically. We planned to increase the complexity and sophistication of pupils experiences and learning over time, building upon prior learning. This would ensure depth in terms of thinking, enquiry and reflection. We support pupils to apply their learning in increasingly challenging concepts as their learning and application develops.

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

Review and reflection will inform future planning and delivery of our curriculum offer.

Vision



Vision

Achieving Success Through happiness. We aim to ignite in our children a love of learning which will serve them well throughout their lives.





Learning Vision

"Since we cannot know what knowledge will be most needed in the future, it is senseless to try and teach it in advance. Instead we should try to turn out people who love learning so much, and learn so well, that they will be able to learn whatever needs to be learnt" - (John Holt)

The aim of our learning vision is to:

1. Develop an enthusiastic, innovative learning community which enables all to achieve high standards.
2. Developing lifelong learners who have the knowledge, skills and learning attributes that enable them to deal with whatever challenges of a rapidly changing world.

We hold these aims as the key to success in securing literate and numerate children. They will then be well equipped to meet the challenges in the next stage of their learning journey because they are resilient, resourceful, reflective, co-operative and independent learners.

What we want for our school and pupils.

A broad & balanced curriculum which supports life-long learning.

Learners will achieve the highest possible standards through best provision of teaching and learning.

An environment to stimulate an enquiring mind.



Opportunities to enrich and extend pupils' learning experiences both inside, outside and online.

A happy school that is child centred, where they are healthy, confident, safe and secure.

A school where every child realises their potential.

PHASE 1: PRINCIPLES AND PURPOSE

WEPRE CP CONTEXT

Wepre CP is located in the North East of Wales close to the border of England and overlooking the River Dee estuary. The school is at the centre of the local community. The school is in the proximity of numerous heavy and light industries which act as the main employers of parents within the school.



Wepre Primary school is on the outskirts of Connah's Quay in Flintshire and serves the residential area of Wepre Lane. There are 340 pupils on roll aged between 3 and 11 years. The school has six single age classes and six mixed age classes with an additional two part time nursery classes.

10% of pupils come from minority ethnic families with English as an additional language. Very few children speak Welsh at home. Around 15% of pupils have additional learning needs, which is much lower than the Wales average of 21%. Very few children have a statement of special education needs.

PHASE 1: PRINCIPLES AND PURPOSE

WEPRE CP CONTEXT

We teach mainly through the medium of English but with the use of an integrated Welsh language.

Learners celebrate the Welsh language, culture and heritage throughout their work. We ensure we incorporate the principles of Cymraeg Campus into all aspects of our curriculum

Learners have opportunities to attend residential trips. These include Nant Bwlch yr Haearn (Nant BH), Pentre llyn Cymer, Kingswood, and Glan Llyn.

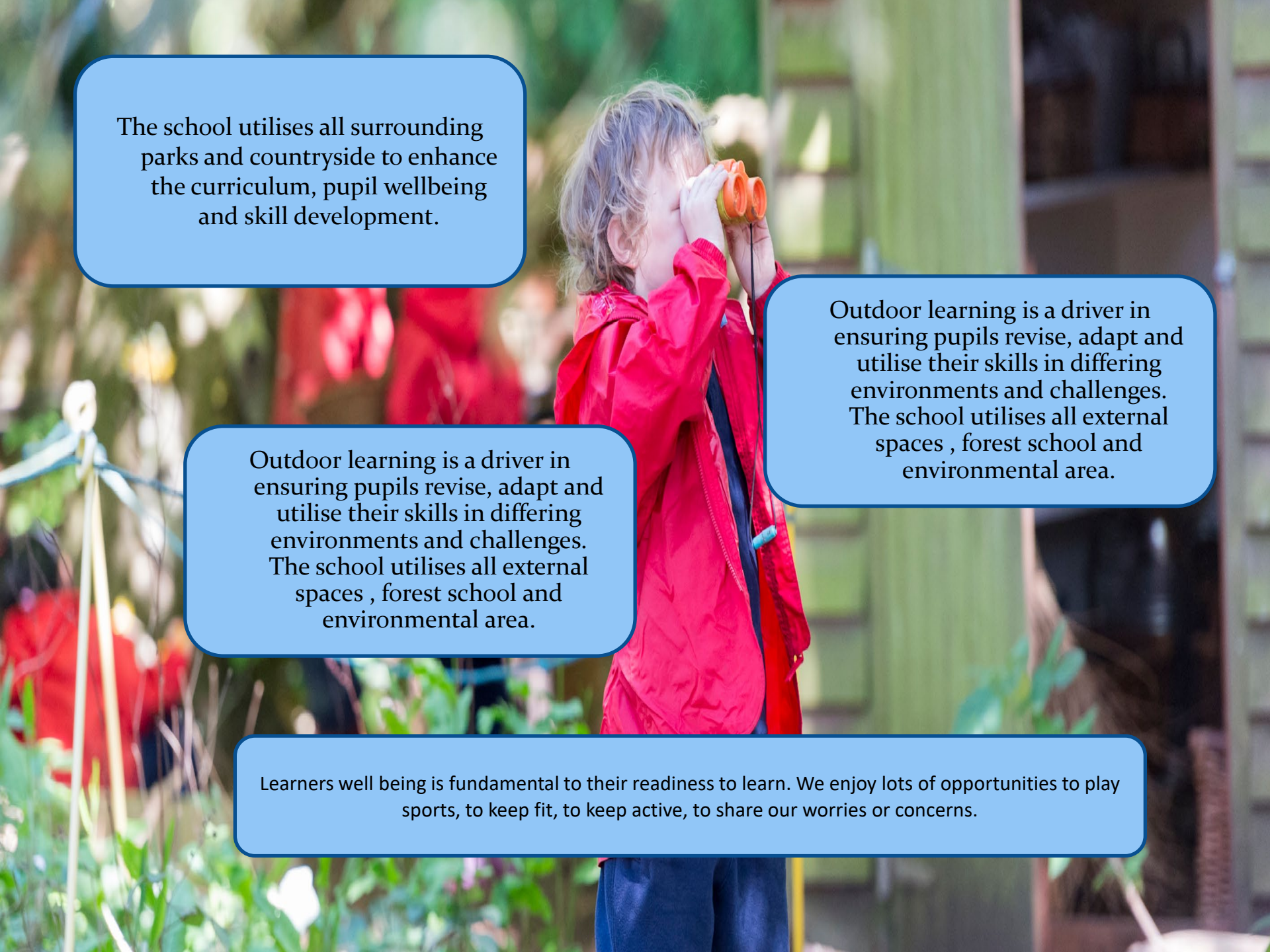
The school is a pupil centred learning school with a strong focus on providing individualised pathways for every student. It now has an enrolment varying annually of approximately 43 pupils.



Parents in the area want the best for their children and want them to leave school with the best possible educational, personal and social skills to face the challenges of further education and work successfully. The school provides opportunities for parents who may struggle to support their children.

- Pupils contribution to what and how they learn is embedded into our culture. This provides an authentic, exciting learning offer where children are motivated to learn. Through positive affirmation of their ideas and encouragement and guidance to develop them, confidence and standards improve.

Communication with parents is facilitated via school newsletters, social media, pupil reports, the school's open door policy and information evenings. Pupils participate in aspects of school decision making through the Student Council and class meetings.

A young child with light brown hair, wearing a bright red raincoat, is standing in a garden and looking through orange binoculars. The background is a soft-focus garden with green foliage and a wooden fence. Four blue speech bubble-like boxes with white text are overlaid on the image.

The school utilises all surrounding parks and countryside to enhance the curriculum, pupil wellbeing and skill development.

Outdoor learning is a driver in ensuring pupils revise, adapt and utilise their skills in differing environments and challenges. The school utilises all external spaces , forest school and environmental area.

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Learners well being is fundamental to their readiness to learn. We enjoy lots of opportunities to play sports, to keep fit, to keep active, to share our worries or concerns.

Phase 2 - Entitlement and Enhancement

What do we mean by 'Curriculum'?

What do we mean by 'Curriculum'?

The curriculum is pupil led and is the foundation to learning based upon the four core purposes. It is broad and balanced and provides progression for children to improve at their individual stage. It provides challenge and support for learners of all ages and abilities.



CURRICULUM

Why do we teach it?

To develop skills, knowledge and understanding and enthuse learners so that they can be motivated to learn and improve. Prepare and equip learners for life long learning and the next steps in their education and life.

How do we teach?

Teachers will deliver a child centred programme based upon pupil voice. This will direct what and how children learn. Teachers will guide and challenge learners by providing high quality, authentic experiences which will be assessed so that pupils develop and improve holistically.

Phase 2 - Entitlement and Enhancement Curricular Responsibilities

Our curriculum embeds both integral and cross-curricular skills. These are the foundation to the four core purposes of the curriculum.

Skills in Literacy, Numeracy, Digital Competency, Welsh, RSE and RVP are key to ensure that our learners realise these four purposes. These six skills weave themselves throughout the curriculum and are embedded and developed across all areas of learning and experience. This ensures access to the whole curriculum and that our children can build upon these as life-long learners.

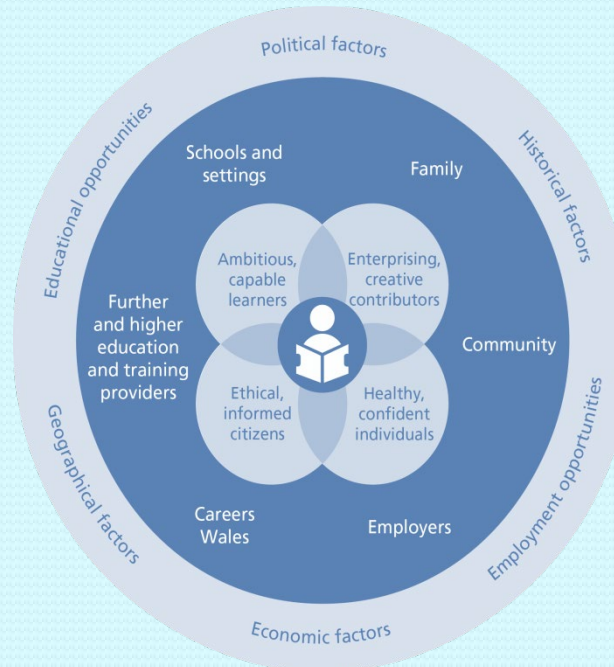
Pupils take a key role in planning what and how they learn. We ensure that we offer exciting, high-quality, enriched, broad and balanced learning experiences for all.

Learners...

- develop listening, reading, speaking and writing skills in English and Welsh
- develop their use of numbers and apply skills to solve problems in real-life situations
- become confident in the use of a range of technologies to support their learning

Our curriculum design includes the five cross-cutting themes. We have considered these statutory elements within the CfW framework:

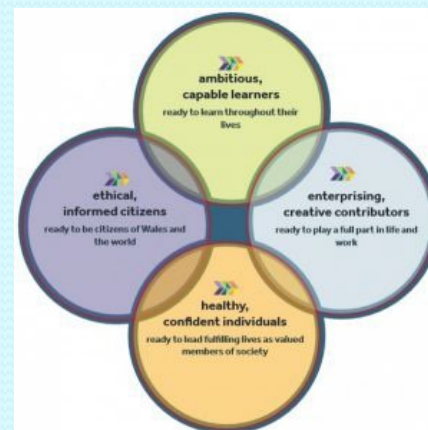
- Careers & Work-related Experience
- Well-being of Future Generations Act (2015)
- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Additional Learning Needs and Educational Tribunal Act (2018)



Preparing our Learners for the Future

Our Curriculum supports our learners to realise the four purposes. Our children will be:

- Ambitious, Capable Learners
- Ethical, Informed Citizens
- Enterprising, Creative Contributors
- Healthy, Confident Individuals



Ambitious, capable learners, ready to learn throughout their lives 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



Ethical, informed citizens who are ready to be citizens of Wales and the world 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



Enterprising, creative contributors, ready to play a full part in life and work 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



Healthy, confident individuals, ready to lead fulfilling lives as valued members of society 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 life style 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



Phase 2: Entitlement and Enhancement

Wepre CP 'Non Negotiable

Above and Beyond -
We enjoy links with our local community and businesses. We encourage professional development for all staff and work collaboratively with other schools both in Wales and internationally supporting schools across the world.

Literacy, Numeracy, Welsh and Digital Skills -
These core elements underpin all learning.

Whole School Thematic Projects -

Throughout the year we undertake a range of whole school projects, which further develop the skills and learning for all. These include Entrepreneurial, Scientific Enquiry, Technology, Eco Awareness, Healthy Schools and Fair Trade projects

At Wepre CP School we deliver a broad and balanced curriculum, which is delivered through experiential, authentic learning based within our locality and beyond. Our children are entitled to a variety of elements, which enrich their development. The following elements are embedded features of our school.

Phase 2: Entitlement and Enhancement

Wepre CP 'Non Negotiable'

Health and Wellbeing -

We promote an active lifestyle for all, engage in a wide range of sports for fun and competition, encourage healthy choices, celebrate, and develop emotional wellbeing.

Creative -

We use exciting and innovative ways to engage learners and develop transferable skills. These include performances and engagement in annual productions such as theatrical plays and musicals, with supporting crafts such as art, dance, language etc...

Enrichment –

In addition to trips and visits beyond school, we provide a wide range of after school activities for children. We also provide extensions to the learning experiences of pupils by celebrating local, national and international events. We examine newsworthy and current events, which interest children and engage a variety of outside providers to perform e.g. theatre groups and provide interesting workshops spanning art, music, charities, safety, wellbeing etc

Outdoor Learning –

Our curriculum provides opportunities for children to learn beyond the classroom. Residential and day visits to places of interest which support and enrich learning experiences and bring authenticity to context. Our forest schools provision and outdoor resources support this.

Phase 3: Breadth and Balance

AoLEs - Statements of What Matters



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. To ensure progression and understanding, all staff have collaborated to design AoLE policies and to unpack the 27 Statements of What Matters to make links across all Areas of Learning and Experience as appropriate.

Learners lead their learning improving skills, knowledge and understanding through the thematic approach. Learners apply their learning in increasingly challenging contexts. They reflect and consider their next steps to improve. Over time understanding develops and becomes more sophisticated allowing for thinking skills to become more profound.



Statements of 'What Matters'



Expressive Arts

1. Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals
2. Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts
3. Creating combines skills and knowledge, drawing on the senses, inspiration and imagination

Health & Wellbeing

1. Developing physical health and well-being has lifelong benefits
2. How we process and respond to our experiences affects our mental health and emotional well-being
3. Our decision-making impacts on the quality of our lives and the lives of others
4. How we engage with social influences shapes who we are and affects our health and well-being
5. Healthy relationships are fundamental to our well-being

Humanities

1. Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
2. Events and human experiences are complex, and are perceived, interpreted and represented in different ways
3. Our natural world is diverse and dynamic, influenced by processes and human actions
4. Human societies are complex and diverse, and shaped by human actions and beliefs
5. Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action

Language, Literacy & Communication

1. Languages connect us
2. Understanding languages is key to understanding the world around us
3. Expressing ourselves through languages is key to communication
4. Literature fires imagination and inspires creativity

Mathematics & Numeracy

1. The number system is used to represent and compare relationships between numbers and quantities
2. Algebra uses symbol systems to express the structure of mathematical relationships
3. Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world
4. Statistics represent data, probability models chance, and both support informed inferences and decisions

Science & Technology

1. Being curious and searching for answers is essential to understanding and predicting phenomena
2. Design thinking and engineering offer technical and creative ways to meet society's needs and wants
3. The world around us is full of living things which depend on each other for survival
4. Matter and the way it behaves defines our universe and shapes our lives
5. Forces and energy provide a foundation for understanding our universe
6. Computation is the foundation for our digital world

RVE

Religion, Values and Ethics

Religion, Values and Ethics is a mandatory part of our Humanities curriculum and is built upon a series of concepts and big ideas.

Our curriculum provides a range of disciplinary approaches to support learners to engage critically with a broad range of religious and nonreligious philosophical convictions. Religion, values and ethics (RVE) in our school has been designed in accordance with the trust deeds of the school. Our RVE is informed by the Church in Wales Supporting Guidance for RVE and has regard to the Agreed Syllabus.

RSE

We pre follows the statutory guidance for Relationships Education, Relationships and Sexual Education (RSE) and Health Education.

The intention of the guidance is to support schools to deliver compulsory Relationships and Sex Education in an age appropriate and developmentally appropriate way.

Health & Wellbeing

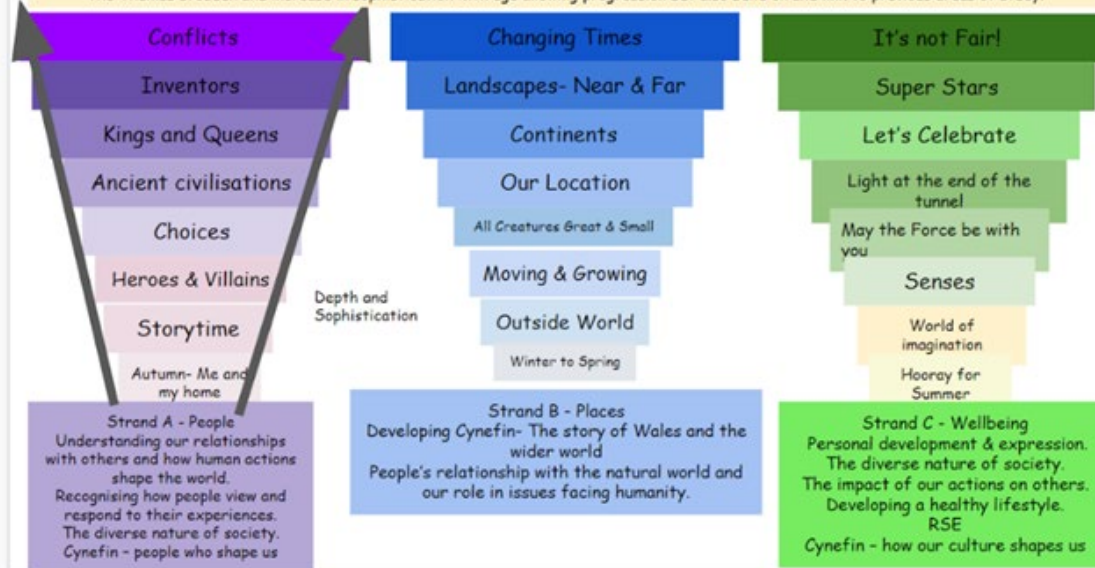
Fundamental concepts:

Physical health and development, mental health, emotional and social wellbeing

Developing physical health and well-being has lifelong benefits	How we process and respond to our experiences affects our mental health and emotional well-being	Our decision-making impacts on the quality of our lives and the lives of others	How we engage with social influences shapes who we are and affects our health and well-being	Healthy relationships are fundamental to our well-being
<p>Health-promoting behaviours such as:</p> <ul style="list-style-type: none"> Physical activity, including but not limited to sport; Balanced diet; Personal care and hygiene; Sleep; Protection (from infection). <p>It also includes an understanding of health-harming behaviours!</p> <p>Physical Literacy informed! Confidence, motivation, physical competence, knowledge and understanding that can help them lead healthy and <u>active</u> lifestyles</p>	<p>Experiences and the connection with mental health and emotional well-being:</p> <ul style="list-style-type: none"> How experiences influence and change perceptions and thought Awareness of, and communication of feelings and emotions Empathy, compassion and kindness Regulating emotions – and associated strategies Seeking help and support – providing support for others 	<p>How decisions and actions impact on themselves and others now and in the future.</p> <ul style="list-style-type: none"> Factors that affect decision making (available information/past experiences) Engaging in collective decision making including the importance of acknowledging individual contribution (voice) Critical thinking Understanding implications and consequences of decision making Identifying and managing risk 	<p>Understand the important role of social influences on their lives e.g.</p> <ul style="list-style-type: none"> Rules Social Norms Attitudes and Values <p>Through interactions with e.g., social groups, how these affect our:</p> <ul style="list-style-type: none"> Identity Attitudes, Values Behaviour <p>Critical engagements with social influence within own culture as well as others</p>	<p>Understand and value how feelings of belonging and connection that come from healthy relationships have a powerful effect on health and wellbeing</p> <ul style="list-style-type: none"> What is a relationship/different relationships Forming, nurturing and maintaining relationships Understanding: healthy and unhealthy relationships, behaviours, norms and expectations, points of view and conflict Rights How to keep safe and seek help

Progression Through Themes: Engaging themes that provide meaningful contexts.

The Themes broaden and increase in sophistication with age allowing progression but also build on and link to previous areas of study.



Ysgol Wepre School

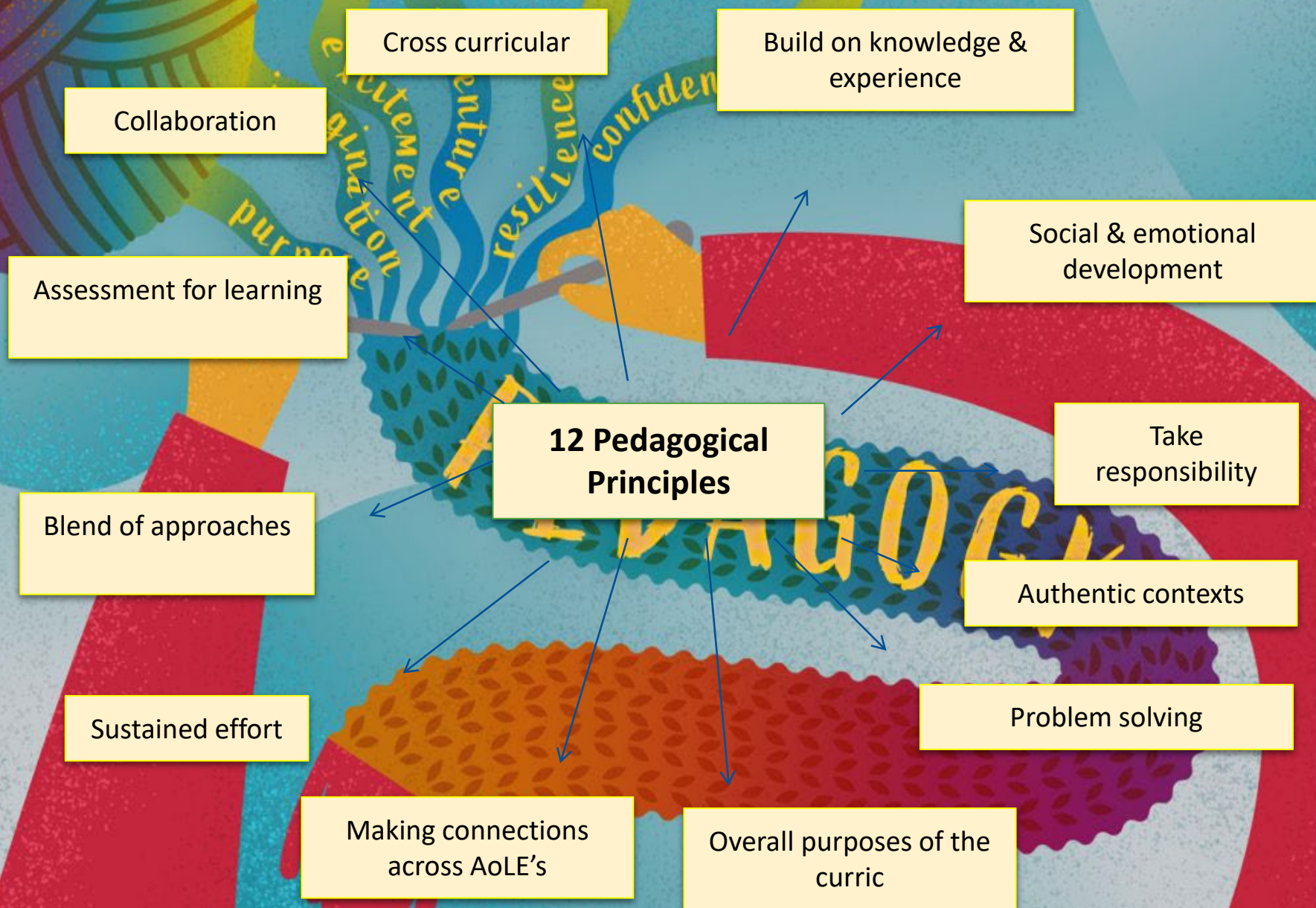


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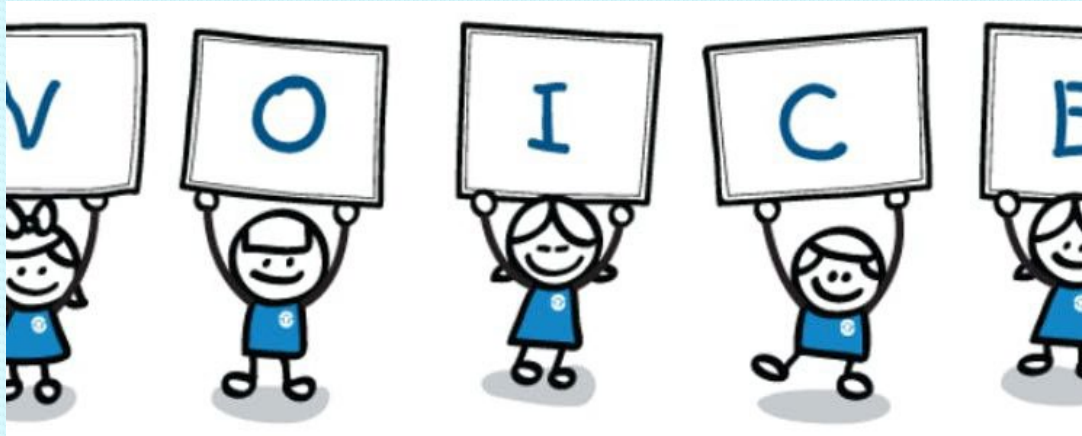


Phase 4: Pedagogy

Planning the delivery of our curriculum



PUPIL LED CURRICULUM AND SCHOOL



Pupil Voice Planning

The curriculum and learning experience is organic, pupils lead the learning. Our 'topics' are broad and open to interpretation to allow pupils to explore a wider range of experiences. Pupils ideas and intentions are collated at the start of each term then adapted to include a wide range of skills by teachers. It creates an inclusive and dynamic learning experience.

Pupil Choice & Pupil Voice

They choose their own:

- Challenge
- Lines of enquiry
- Rewards
- Activities

. Pupils take greater responsibility for their learning as they progress through the school, resulting in confident, critical thinkers with an appetite to learn.

PHASE 4: PEDAGOGY INCLUSIVENESS

Early identification of pupils needs ensures effective interventions to support and extend learning.

As a school we ensure the needs of all learners are met through high quality teaching and learning provision.

Inclusivity for protected characteristics is part of our policy and practice.

Person Centred Approach.


All pupils with ALN are supported to overcome barriers to learning and achieve their full potential.

Equal access for all through universal provision.

Support and challenged provided for all- ACE.

We celebrate diversity of ethnicity which includes languages, cultures, religions and traditions represented in our community.

We aim to provide each pupil with the highest standard of provision for teaching and learning, affording them the best opportunities to develop in the area of lifelong learning and basic skills.



**Inclusion is at
the heart of
everything.**

We use a range of different styles of pedagogy to support our learners.

Disciplinary

Focusing on specific content and skills.

- Literacy & Numeracy

Interdisciplinary

Puts theory into practice using thinking and reflection.

- Pupil led learning.

Multidisciplinary

Focuses on developing knowledge from a wide range of perspectives within a combination of subject areas.

- Combination of AOLE's.

Curriculum Design

Differing approaches used at Wepre CP

Disciplinary approach

This is a very specific approach where something might first need to be explicitly taught before returning to it. It is important that learners access rich language/vocabulary. These are the things that will open the gates for learners.

Multidisciplinary Approach

This is an approach where the same topic is studied but from the viewpoints of more than one discipline.

Interdisciplinary Approach

This is where we bring together the different areas of learning. We stick new, old and prior knowledge together.

Integrated Approach

Building a collaborative plan and breaks down traditional subject boundaries.

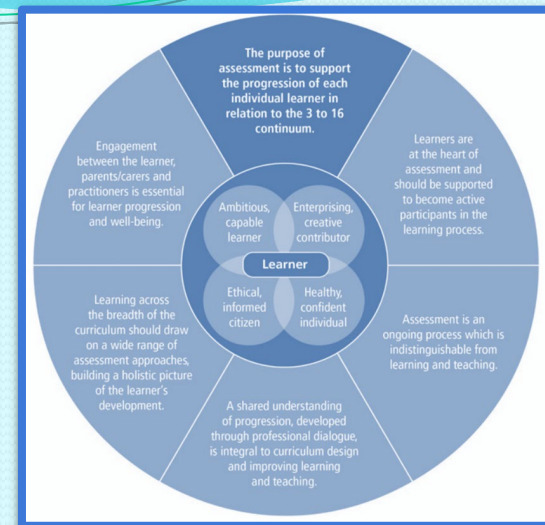
Our role in the transition along the 3 to 16 continuum

We anticipate our youngest learners in Nursery and Reception to be working around Progression Step 1. Our Year 1, 2 & 3 pupils would work around Progression Steps 1 to 2. Our older children in 4, 5 & 6 working around Progression Steps 2 to 3. However, this is only a general guide as pupils will progress through the steps at their own pace.

Curriculum for Wales allows learners to progress at their own pace through the steps. This allows for a smoother transition through their learning journey.

Teachers continually monitor pupil progression from arrival in Nursery to the end of Year 6. This enables teachers to ensure that children are supported and challenged appropriately. The

Senior Leadership Team will oversee the planning, implementation and development of the curriculum and pupil progress.



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.

Phase 5: Progression and Assessment Steps of Progression

Verbal feedback
Skills ladders
Using tracking
document
Foundation Phase
Profile

Pupil and parental
involvement.
Parents' Evenings.
Contact through Emails,
social media
questionnaires, TT
Rockstars etc..

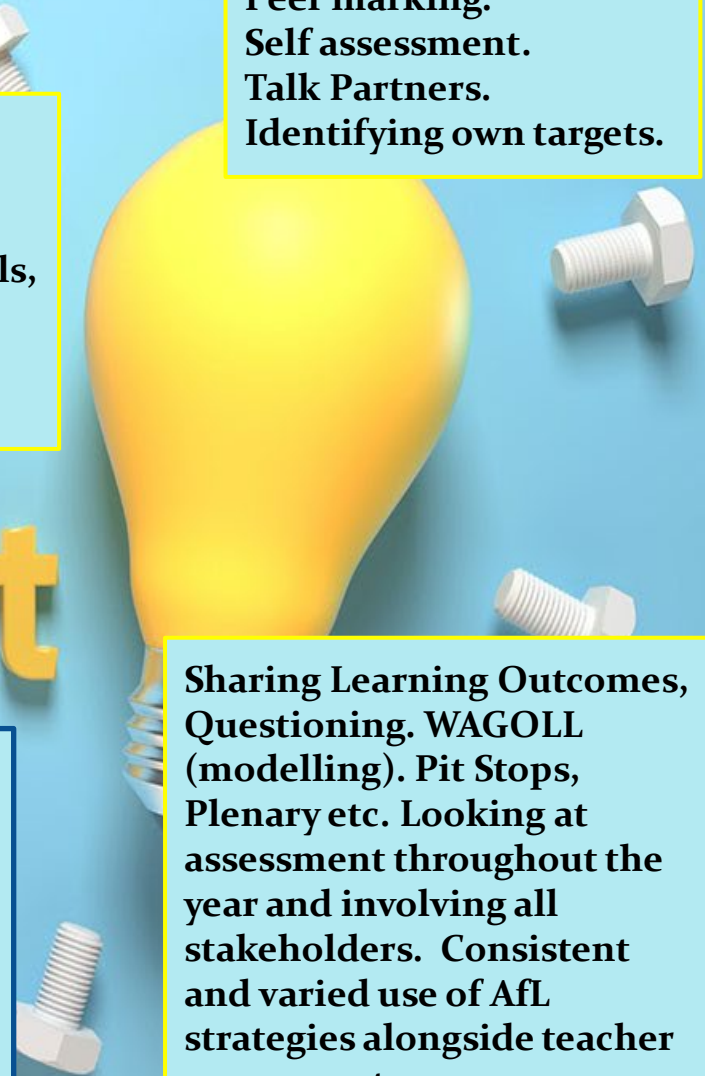
Co-constructing Success
Criteria.
Peer marking.
Self assessment.
Talk Partners.
Identifying own targets.

Assessment

Sharing Learning Outcomes,
Questioning
WAGOLL (modelling).
Pit Stop Plenary.
Ongoing assessment
Varied use of AfL strategies
alongside teacher assessment.

Moderation, monitoring.
Designing an assessment
programme together as a
staff. Unpicking
Principles of progression
(2022 Focus)

Sharing Learning Outcomes,
Questioning. WAGOLL
(modelling). Pit Stops,
Plenary etc. Looking at
assessment throughout the
year and involving all
stakeholders. Consistent
and varied use of AfL
strategies alongside teacher
assessment.



Assessment Requirements

Expectation	Early Years	Years 2 and 3	Years 4 and 5	Year 6
<u>Ongoing assessment</u> Class based assessment Recorded in file or electronically.	Handwriting Sounds Phonics Blends Oracy Assessment Reading if applicable Reporting to Parents End of Unit Maths	Handwriting Sounds/Phonics/Dolch/High Frequency Words Oracy Reading Records Times Tables Records End of Unit Maths Assessment/Folens Reporting to Parents	Handwriting Oracy Writing assessment Reading Records Times Tables Records End of Unit Maths Assessment/Folens Reporting to Parents	Handwriting Oracy Writing assessment Reading Records Times Tables Records End of Unit Maths Assessment/Folens Reporting to Parents
<u>Recorded electronically</u> To be used as tracking document and support whole school monitoring.	Benchmark/FFP Writing Assessment Level - Framework Reading Level to be recorded at the end of the year. CfW Progress Steps	Writing Assessment Level – Framework Reading Level to be recorded at the end of the year. Youngs Spelling Assessment National Tests – Reading/Procedural/Reasoning CfW Progress Steps	Writing Assessment Level – Framework Reading Level to be recorded at the end of the year. Youngs Spelling Assessment National Tests – Reading/Procedural/Reasoning CfW Progress Steps CATS Completion – Year 4	Writing Assessment Level – Framework Reading Level to be recorded at the end of the year. Youngs Spelling Assessment National Tests – Reading/Procedural/Reasoning CfW Progress Steps Transition Work

Purpose of Assessment

- **For learners assessment will:**

- Reflect their achievements
- Provide instant feedback about performance
- Identify next steps to support progression

Assessment / Reporting Methods

Peer assessment
Self assessment
Verbal Feedback from teacher
Standardised & National testing

For teachers assessment will:

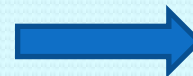
Allow teachers to evaluate teaching
Identify gaps and next steps in learning
Inform appropriate differentiation
Inform future planning



On going marking
Standardised & National testing
Baseline Assessment
Questionnaires

For parents assessment will:

Reflect the progress their child has made
Identify strengths and areas for development
Provide targets to help parents support their child



Via Google Classroom
Parents' Evenings
National Test feedback
Annual reports
Seesaw

For school leaders assessment will:

Provide information on the progress of groups of learners
Identify 'value added' over time
Provide evaluative information on the standard of provision
Inform School Evaluation



Standardised & National testing
Talking with Learners
Moderation & Analysis
Questionnaires