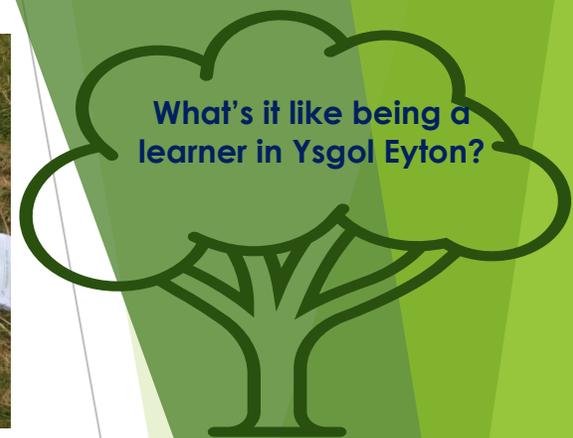




YSGOL EYTON



'TOMORROW'S SUCCESS BEGINS TODAY'



Our vision

Our school vision is to provide the children at Eyton Church in Wales V.C. Primary School with an outstanding education and high aspirations for their future. We have a vibrant School Council as our learner's voices are valued, listened to and acted upon. Our Eco-Council enables our learners to proactively tackle climate change and make a real difference to our carbon footprint at Eyton and in the wider world. Our E-Cadets ensure that our learners are E-safety aware, taking key messages back to our families and our community. The ethos committee promote well-being and spirituality in our rural, Church in Wales school.

Our learners know that their curriculum is based on Four Purposes and they contribute to it, developing their own learning. Learners plan their studies around Big Questions that are thought-provoking and relevant to them.

It is our mission to provide our pupils with a stimulating and engaging curriculum in a safe and secure environment. We believe that emotional wellbeing is essential in developing positive behaviour and academic success. We value and respect all individuals and our ethos gives our community the confidence to achieve their full potential and to be the best that they can be, and in doing so make a positive contribution to society.

What is 'Curriculum' in Ysgol Eyton ?

A school curriculum is everything a learner experiences in school. When designing Ysgol Eyton's curriculum we have the needs and voice of our learners at the forefront of our minds. We carefully consider **What** we teach, **How** we teach it and also **Why** we teach it.

Our values	Our behaviour
Respect and trust	Everyone at the school is unique - learners and families, staff and stakeholders. We are honest and open in our work and respect the views and feelings of everyone. We respect each other and ourselves. We respect our world and hold the Platinum Eco-School award.
Wellbeing and Care	We show empathy, care and concern for the welfare of all. We listen and take action to ensure that everyone in the school feels safe and has a voice that is heard. We survey our learner's well-being and support them with programmes like Friends and SAP groups. Our Tyfu Efo Dduw council helps to promote care.
Happiness, thankfulness and enjoyment	We ensure that the ethos of each class and learning experiences inspire our learners. We ensure that learners enjoy, experience pleasure and develop motivation while learning. Our, "What have you done today to make you feel proud?" assembly every week celebrates our achievements across the school.
Resilience, confidence and perseverance	We support each other as learners and staff to be confident and proud of ourselves, to embrace challenge and to persevere to achieve our goals. Our learners regularly assess their own and their peers work. They are invited to step outside their comfort zone by selecting appropriate challenges.
Wales and Welshness	We celebrate Welsh language and culture throughout our work. Our cynefin and the beauty of our locality in North Wales are important to our life, work and play. We support and raise money for The British Legion Wales every year. We visit the national Eisteddfodd and hold our own in school for Dydd Dewi Sant.
Community and Habitat	We are play a full and active part in the life of our community and the community plays an active part in the life of the school. We celebrate and protect our habitat. Learners and parents value our habitat and want our extensive outdoor environment included in our learning provision.
Take risks and Innovate	We support each other, both learners and staff to confidently take risks and innovate and to learn from our successes and failures. We have innovative curriculum WOW weeks, including for example, Money Week where we work with local banks about treating money wisely.
Support ,Collaboration and forgiveness	Within our classes, our school and across our cluster of schools, we work together and support each other for continuous development and learning. We regularly take part in show racism the red card, anti-bullying weeks and children in need fund-raising activities. We actively promote a restorative justice approach.

The Curriculum for Wales 4 purposes are the heart and core of Ysgol Eyton's curriculum

They underpin all aspects of our curriculum design, planning and teaching. Our vision and values as a school support the 4 purposes and we summarise below what they mean for us. Our learning experiences and teaching methods will always aim for this.

Ambitious, capable learners ... who are ready to learn throughout their lives, and who:	Enterprising, creative contributors ... who willing to play a full part in life and work and who:	Ethical, informed citizens ... who are ready to be citizens of Wales and the world, and who:	Healthy, confident individuals ... willing to lead fulfilling lives as valued members of society, and who develop:
<ul style="list-style-type: none"> • set high standards for themselves • enjoy challenge and solve problems • develop knowledge and skills and apply them in different contexts • are able to discuss their learning confidently • Are able to communicate effectively in English and Welsh • use mathematics and numeracy and digital technologies effectively 	<ul style="list-style-type: none"> • think creatively • apply their knowledge and skills to create, adapt and to solve problems • identify and grasp opportunities • Are confident to take risks • lead and work together in teams • express ideas and emotions in different ways • use their energy and skills for the benefit of others 	<ul style="list-style-type: none"> • make judgments and discuss issues based on their knowledge and values • understand and exercise their responsibilities human rights • understand and consider the impact of their actions • know about their culture and community, • know about society and the world in the present and past • respect the needs and rights of others, as a member of a diverse society 	<ul style="list-style-type: none"> • physical and mental health and safety, • relationships based on respect and trust • personal values • skills and independence to deal with everyday life • the ability to face and overcome challenges



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 Eyton, 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. Focus on achieving the 4 purposes	2. Challenge learners and emphasise the importance of continuous effort. Convey high, achievable expectations	3. Use a range of teaching methods	4. Develop problem solving skills, creative skills and the ability to think creatively.
5. Building on prior knowledge and experience. Engage interest.	6. Creating authentic contexts	7. Implementing formative assessment principles	8. Extend within and across the Areas of Learning
9. Reinforcing and practicing cross-curricular skills - literacy, numeracy and digital competence	10. Develop learners to take increased responsibility for their own learning and to develop as independent learners.	11. Promote social and emotional development and positive relationships	12. Promote collaboration

As we evolve the Curriculum for Wales in Ysgol Eyton, experimenting and innovating confidently as practitioners is very important to us and 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.

The school is a learning organization. This means that we constantly research and learn about effective teaching and value professional learning and research-based practice to develop and improve our teaching skills.

Teaching

Formative assessment is central to our teaching in Ysgol Eyton. By implementing its principles and strategies fully and consistently throughout the school, we will achieve many aspects of the 4 purposes, the integral skills and the 12 pedagogical principles. The following outlines how the different formative assessment strategies/principles contribute to their realization.

Formative assessment strategy / principle	4 purposes	Integral skills	12 pedagogical principles.
Class climate and culture, Growth Mindset, Learning powers, Learning zones celebrating mistakes, embracing challenge	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Creativity and innovation Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3 7, 10,11, 12
Involvement of learners in the planning and discussion of The Big Question.	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Creativity and innovation Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3 7, 10,11, 12
Talking partners	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,4 7, 10,11, 12
Learning outcomes, Steps of learning and Success Criteria	Ambitious, capable learners	Personal Effectiveness Planning and organization	2,3,4,5,7, 10, 11,12
Feedback/Feed-forward – Verbal, Peer and Written	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,4, 7, 10,11, 12
Prior / current knowledge questioning	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,4,5,7,10 11, 12
Differentiated challenges /eliminating ability grouping	Ambitious, capable learners Healthy, confident individuals	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,5,7,10 11, 12

Formative assessment strategies also make a significant contribution to our wider assessment practices.

Planning

When planning at Ysgol Eyton, emphasis is placed on offering our learners high quality **rich, broad and deep learning experiences**. This means giving learners the time to acquire, practice and apply knowledge and skills to embed their learning and not to rush through work to 'achieve content'. This lays a solid foundation for the next stages of their learning and means that they build on their learning and progress throughout their time here.

We also plan to ensure that our provision and teaching develops the **integral skills** below which are essential for our learners to achieve the 4 purposes.

Creativity and innovation	<ul style="list-style-type: none"> Inquire, explore, be curious, create and share ideas Link experiences, knowledge and skills
Critical thinking and problem solving	<ul style="list-style-type: none"> Question and evaluate information and situations Identify problems and suggest different solutions Make decisions objectively
Personal Effectiveness	<ul style="list-style-type: none"> Develop emotional intelligence, confidence and independence Evaluate and discuss their current learning and next steps appreciate the value of and celebrate mistakes discuss and consider their views and values, and their ethical, social, cultural implications
Planning and organization	<ul style="list-style-type: none"> Set goals for their learning and discuss and reflect on their progress

The concepts and mandatory elements

The school will carefully consider the mandatory elements of the curriculum when planning. The school's policies for these areas detail our intentions.

- Cross-curricular development of literacy, numeracy and digital competence skills
- Religion, values and ethics Education,
- Relationships and Sexuality,
- Welsh
- English

Eyton is an English speaking school, however we speak Welsh every day in our Helpwr Heddiw sessions, our phrase of the week and our incidental Welsh.

Welsh is encouraged beyond the classroom through Welsh signs and activities in the playground.

Our learners take home Welsh reading books and each class has an anifail anwes dosbarth with a Dyddiadur Delyn y draig or Morgan y mwnci.

Our Criw Cymraeg help in our weekly assembly in Welsh, we also use Welsh in our weekly Llongyfarchiadau assembly.

Statutory Elements

The school has considered the following statutory elements within the Curriculum for Wales Framework when designing our curriculum;

- Careers & work related experiences
- Well-being of Future Generations (Wales) Act 2015
- United Nations Convention on the Rights of the Child (UNCRC)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Additional Learning Needs and Education Tribunal (Wales) Act 2018



Planning

A combination of approaches to curriculum design is used in this school according to learner age and learning context. Elements of planning for direct teaching disciplinary and multidisciplinary approaches will be used learn and practice specific skills *E.g. maths skills, phonics*

Interdisciplinary and integrated approaches are used to practice and apply skills them in different cross curricular context. *E.g. draw elements of Maths, Language, Digital Competence and Humanities when researching and writing a report comparing weather in Wales and Italy.*

Most of the learning experiences in this school are designed around a **Big Question** (e.g. *Is plastic fantastic?*) Or a **Specific Theme** (e.g. *Three Little Pigs, Cymru am byth*). Pupil voice and that of their families and the community are important to us and also being flexible to follow different learning opportunities as they arise to make learning experiences relevant, interesting and timely. Learners and their parents have completed surveys telling us what they want in their curriculum. The elements below are extremely important to us and will be constantly implemented in our planning.

Health and Wellbeing

We firmly believe in this school that ensuring and maintaining learners' willingness to learn is key. To this end we welcome the equal emphasis on all Areas of Learning and Experience and that this includes Health and Wellbeing.

The school will continue to develop its expertise in this area, ' The pupils complete well-being self-care questionnaires during the year. We use programmes such as SAP and Friends to promote well-being. We also constantly evolve our work with, Growth Mindset and Learning Powers. Eyton school's work with families and outside agencies/WCBC also supports this.

Families and Community

Working with parents/carers and the community is very important to us here at Ysgol Eyton. We have a vibrant PTA which provides many enrichment activities for our children.

The school will continue to develop this relationship through our links with local businesses. We regularly invite parents into school for assemblies and sharing times. We value our parent voice and work together for our learners.



Cross-Curricular Skills

Literacy, Numeracy and Digital Competence is a statutory responsibility across all Areas of Learning and Experience. We fully realize the importance of ensuring our learners digital competence in order to prepare them for future life and work.

We therefore pay close attention to this when planning learning experiences and when planning for learners' progress. We encourage our learners to plan IT use into their varied activities. We will plan plenty of opportunities for them to acquire, practice and apply these important skills and to embed them.

Enjoying learning

The most important thing for us in planning is to ensure that learners enjoy in their learning and have fun. So, we work hard to ensure that:

- the learning experiences are interesting , stimulating and use our extensive grounds.
- that our teaching and working relationships with our learners inspire enthusiasm and enjoyment.

The Curriculum for Wales gives us the freedom to design our own content based on:

- 6 Areas of Learning and Experience and their What Matters Statements
- Cross Curricular Skills Development
- 5 Cross-Cutting Themes



The 6 Areas of Learning and Experience

The Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Languages, Literacy and Communication	Science and technology
<p>Disciplines developed in this school :</p> <p>Art, Music, Dance, Drama, Film and Digital Media</p>	<p>Disciplines developed in this school :</p> <p>Physical Health and development, mental health, healthy eating, emotional and social wellbeing</p>	<p>Disciplines developed in this school :</p> <p>Geography, History, Religion , Values and Ethics, Business Studies, Social Studies, Economics, Philosophy</p>	<p>Includes 5 interdisciplinary competences:</p> <ol style="list-style-type: none"> 1. Conceptual Understanding 2. Communication using symbols 3. Fluency 4. Logical reasoning 5. Strategic competence 	<p>Disciplines developed in this school :</p> <p>Welsh, English, International Languages: French, Literature</p>	<p>Disciplines developed in this school :</p> <p>Biology, Chemistry, Computer Science, Design and Technology, Physics</p>
<p>Cross Curricular Skills</p>					
<p>We will plan for the development of the following cross-curricular skills within and across the Areas of Learning and Experience using the revised national frameworks</p>					
Literacy		Numeracy		Digital Competence	
<p>Cross-cutting themes</p>					
<p>We shall include and extend the themes below across the curriculum</p>					
Relationships and sexuality education	Human Rights education and the united Nations Convention on the Rights of the Child (UNCRC	Diversity	Careers and work-related experience	Local, National and International Context	

The **What Matters Statements** for each Area will be the basis of our planning for progression, depth and breadth of skills and knowledge and for learner progress. We work with our learners to plan for what matters to them.

What Matters Statements for the 6 Areas of Learning and Experience

Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Languages, Literacy & Communication	Science and Technology
Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals	Developing physical health and well-being has lifelong benefits	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	The number system is used to represent and compare relationships between numbers and quantities	Languages connect us	Being curious and searching for answers is essential to understanding and predicting phenomena
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts	How we process and respond to our experiences affects our mental health and emotional well-being	Events and human experiences are complex, and are perceived, interpreted and represented in different ways	Algebra uses symbol systems to express the structure of mathematical relationships	Understanding languages is key to understanding the world around us	Design thinking and engineering offer technical and creative ways to meet society's needs and wants
Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	Our decision-making impacts on the quality of our own lives and the lives of others	Our natural world is diverse and dynamic, influenced by processes and human actions	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world	Expressing ourselves through languages is key to communication	The world around us is full of living things which depend on each other for survival
	How we engage with social influences shapes who we are, and affects our health and well-being	Human societies are complex and diverse, and shaped by human actions and beliefs	Statistics represent data, probability models chance, and both support informed inferences and decisions	Literature fires imagination and inspires creativity	Matter and the way it behaves defines our universe and shapes our lives
	Healthy relationships are fundamental to our well-being	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action	 <p style="text-align: center;">Congratulations to all who took part in this terms Maths Champs. 1st place went to Serif, 2nd place to Charlie and 3rd place to Max. Da iawn!</p>		Forces and energy provide a foundation for understanding our universe
					Computation is the foundation for our digital world

Assessment and Progression

We use the **Descriptions of Learning** for each **What Matters Statement** to assess and plan for learners' progress.

These broadly correspond to expectations for ages 5, 8, 11, 14 and 16 and offer guidance on how learners should demonstrate progress within each Statement. These are not used as a list of tick boxes, but as tools to consider when planning for our learners' progress.

In addition, there are **Principles of Progression** that underpin our planning for learners' progress across the fields over time.



Principles of Progression				
Increasing breadth and depth of knowledge	Deepening understanding of the ideas and disciplines in the Areas	Refinement and growing sophistication in the use and application of skills	Making connections and transferring learning into new contexts	Increasing effectiveness



The Curriculum for Wales gives us the opportunity to ensure that learners' progress is the primary purpose of Assessment and not an accountability exercise. To this end, we at Ysgol Eyton place a premium on developing a holistic picture of each learner's development, including their well-being, readiness and desire to learn as well as the development of their skills, knowledge and understanding. We emphasize the importance of ensuring a shared understanding of progress across the school and cluster and on regular discussions with parents and carers to discuss their child's progress.

The school will fulfil the **Curriculum's Assessment Purposes** as follows:

1. Support individual learners on a daily basis

Formative assessment of consistently high quality in the day-to-day classroom provides learners and practitioners with a clear picture of attainment and next steps. Our learners learn to assess their own learning and progress as well as that of their peers. They develop the confidence to do challenges that take them out of their comfort zone and inspire their love of learning.

2. Identifying, capturing and reflecting on individual learner progress over time

Practitioners meet to discuss pupil progress on an individual basis. Pupil progress is carefully tracked to ensure that progress is being made and support or challenge are provided as appropriate.

3. Understanding group progress in order to reflect on practice

Practitioners are given specific and regular periods to discuss the progress and needs of learners and specific groups of learners through professional dialogue in order to plan for further progress. Such discussions also facilitate and facilitate any transfer and transition between classes and schools. Formative use is made of national and standardized tests e.g. Reasoning, Procedural and reading tests, as well as the SWST spellings in KS2. All learners complete a one page profile to inform these discussions. We highlight and support our ALN learners and challenge our MAT learners. Regular discussions are held with learners and their parents /carers to discuss progress involving external agencies when necessary.

Example overview of the curriculum design elements in action

Most of the learning experiences at Ysgol Eyton will be based on a Big Question or Theme. Here is an example of possible content for a theme for Years 5 and 6 learners called 'Moving up' based on preparing for moving on to secondary school. It contains the depth and breadth of experiences we feel is important for learners to receive to ensure that they leave us with the self-confidence to succeed and overcome future challenges, a sound knowledge and an appreciation of their locality, an awareness of everyone's right to education and the challenges facing some young people across the world. It aims to address several aspects of each of the 4 purposes. It also provides opportunities to develop the cross-curricular skills, Literacy Numeracy and Digital Competence within and across the 6 Areas of Learning and Experience. E.g. *creating a film as a class about their area and school develops their literacy and digital skills as well as different aspects of all 6 AOEs.*

More detailed planning by AOLE or combination of AOEs will support this overview. The What matters Statements and Descriptions of Learning will be used to ensure learners' progress in each area so that learners are challenged and supported to achieve to the best of their ability. The different elements will be taught using different teaching approaches as needed e.g. *To make a film about their area – a disciplinary approach will be used to learn the necessary digital skills and an integrated approach when working across the curriculum in the areas of Humanities, Expressive Arts and Language, Literacy and Communication when drawing the whole film together.*

Formative assessment strategies are constantly used to ensure learners' progress in the class on a daily basis and meetings are held every 3 weeks between teachers and classroom assistants to adapt any content or teaching to the needs of the learners.

EXPRESSIVE ARTS

- Create a film as a class about their locality, their school, Planning , create and perform an end of term production/ concert
- Study the work of and collaborate with local artists - e.g. poets singers, musicians, photographers, sculptors, actors
- Create an exhibition presenting their school and area - using different media
- Work with the music co-operative to provide bespoke instrumental lessons plus whole class samba sessions.
- Visit the National Eisteddfod to experience the expressive arts and cultural experience on offer.

MATHEMATICS AND NUMERACY

- Research pupil numbers data at secondary school, transferring from different schools in the cluster - *how many in each year, girls / boys / birthday months*
- Solve different class size problems, draw up school timetables, calculate how much time pupils spend doing different activities in a school day / week / year. e.g. *lunchtime, science, fitness activity*
- Plan a week's lesson timetable
- Maths Champs termly challenge cup for mental maths
- Organize travel to school survey and collect/ analyze/ present data.
- Exciting, real-life projects like, "Money Week" involving HSBC

HEALTH AND WELLBEING

- How to be a successful learner - the importance of perseverance, , the value of mistakes, being confident
- Read and discuss different people's views on school uniform / rules. Deliver a speech, hold a debate.
- Eat well and be safe at school, we invite chefs and bakeries into school to help us teach healthy eating.
- Tough times in school - e.g. *bullying, homework concerns*
- Starting a new school - expressing feelings through music, film.
- Marial Arts well-being sessions for all learners.
- Research the history of Malala Yousafsai. Express opinions on her history and work and present information in a variety of forms.
- Research the lack of education around the world and present information/findings. Research the work of the United Nations Convention on the Rights of the Child

LANGUAGES, LITERACY AND COMMUNICATION

- Produce a brochure for new pupils
- Evaluate and compose poems on different aspects of school life.
- Write an autobiographical piece about a first day at school.
- Reading projects like Solar System or Rugby to promote extra reading.
- Read, evaluate and write in different forms- *diary, script, article, web page narrative*
- Write a letter introducing themselves to the secondary school
- Create a book about the history of our school.
- Introduce French in KS2 and enjoy the language and culture.

SCIENCE AND TECHNOLOGY

- Base our themes and investigations around Big Questions like, "Reduce, Re-use or Recycle?" or "Can a small change make a big difference?"
- Investigate what makes a healthy school lunch that keeps you energized throughout the afternoon.
- Design a new school uniform. Calculate the cost of uniform for an individual / family. Create a spreadsheet, calculate the effects of raising/lowering prices might be.
- Create a weekly Pic Collage for our Four Purposes celebration board and website.
- Create page for a school website, prospectus, information pamphlet.
- Links with Xplore! Enrichment Opportunities like the planetarium in school.
- Longitudinal studies based on our school grounds and locality, like, "Our Trees."

HUMANITIES

- Research the history of Eyton Primary School , other schools in the area and the secondary school to which they will transfer.Present the information in various forms
- Location of schools within the cluster, distance from each other, geographical nature of the area of specific schools
- Study a map of the local area – visit The Plassey to pond dip and study the environment. Contrast with a different environment like Rhyl. Visit the sea life centre.
- Create a database on cluster schools - pupil numbers today, compare with 10, 50 100 years ago. Compare how we travel to school.
- Research and compare hours spent by pupils around the world in schools. Present results.