



# Ysgol Henllan Curriculum Rationale

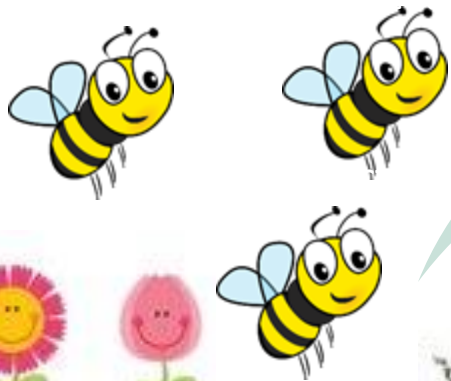
## Our Vision & Values

Learning together at Ysgol Henllan to motivate and inspire our pupils to be the best they can be and to live happily and be confident in an ever changing world!

We listened to learners, parents, staff, governors and our local community. These 10 key words occurred most frequently when discussing our vision.

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

Learning for Sustainability



Digital Learning

Pupil led Enquiry

Play and Explore

Well-being

Community Involvement

Growth Mindset

Active Learning

Problem Solving



## Exciting Opportunities

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

## Learning Outdoors

Learning experiences will develop and embed the four purposes. The curriculum will provide authentic and fun learning experiences within our local community always encouraging pupils to enjoy a healthy lifestyle.

## Classroom Climate

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



## Ysgol Henllan's Learning Powers



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



# Ysgol Henllan - Designing our Curriculum

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

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

## **Phase 2: Entitlement and Enhancement – Developing our learner offer**

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

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

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

## **Phase 4: Pedagogy – Planning the delivery of our curriculum**

We have sought to develop a strong vision of learning and teaching which considers the 'why'- our curriculum rationale, the 'what'- our curriculum design as well as the 'how'- our curriculum planning. Our vision will recognise the integral role of the learning environment in supporting effective learning.

## **Phase 5: Progression and Assessment – Planning for Progression**

Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. We will utilise various assessment strategies which will enable each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly.

## **Phase 6: Review and Evaluate – Decide what works well and what areas need development**

Now that we have established our Ysgol Henllan curriculum an important step is to regularly review its impact on teaching and learning, making any adaptations or changes you need to improve it further. We will consider further professional learning opportunities for staff e.g. further developing the knowledge and understanding of AoLE team leaders.

## Phase 1: Principles and Purpose

# Ysgol Henllan – Our Vision and Values

*Cymru Balch.  
Meithrin Yfory, Heddiw.*

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

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

### Our Vision and Values



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

Ysgol Henllan is located 2 miles from the town of Denbigh in a beautiful rural setting. Each class incorporates walks in our local environment as an essential part of our curriculum. We want to be able to give our pupils opportunities and experiences above and beyond their expectations. We want to help our pupils realise that there is a world of opportunities available to them.

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



## Phase 1: Principles and Purpose

# Ysgol Henllan – Context

Ysgol Henllan is a primary school located in the heart of the village of Henllan in Denbighshire. We provide education for approximately 70 learners from three to eleven years old, we offer nursery provision during the morning sessions. There is an on-site Cylch Meithrin and wrap around care is offered for all our learners.

The three-year average for pupils eligible for free school meals is around 20%. We have identified about 19% of pupils as having additional learning needs.



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



At Ysgol Henllan we teach predominantly through the medium of Welsh. The home language of most of our pupils is English.

Learners celebrate the Welsh language, culture and heritage throughout their work. We ensure we incorporate the principles of the Siarter Iaith into all aspects of our curriculum. During their time in KS2, learners have opportunities to attend residential trips to Cardiff, Glanllyn and Llangrannog.



## Phase 2 - Entitlement and Enhancement

# What do we mean by 'Curriculum'?

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

### What do we mean by 'Curriculum'?

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

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

### **Why do we teach it?**

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

### **How do we teach?**

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

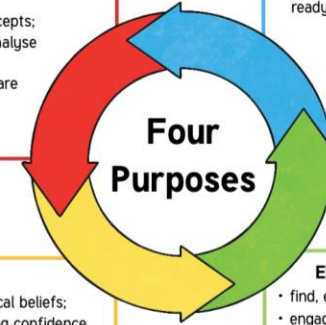
Learners will influence the design of their learning environment. They will have opportunities to work in ways that enhance their learning and also to present their work in their own unique personal way.

#### **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.

#### **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.



#### **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 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.

#### **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.

**Our Ysgol Henllan Curriculum contains the 6 Areas of Learning and Experience, it encompasses the Statements of What Matters and reflects the Principles of Progression. It includes the required curriculum elements and embeds the mandatory cross-curricular skills and the integral skills which underpin the four purposes of the curriculum.**

## Phase 2 - Entitlement and Enhancement

# Curricular Responsibilities

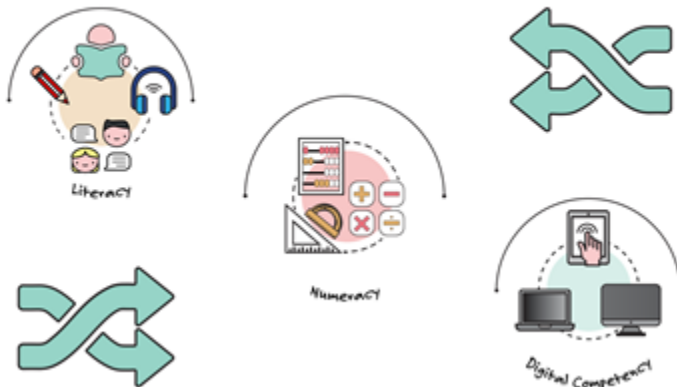
Our Ysgol Henllan curriculum embeds the mandatory cross-curricular skills and the integral skills which underpin the four purposes of the curriculum.

Literacy, numeracy and digital competence skills are essential in enabling learners to realise the four purposes. These three mandatory cross-curricular skills are embedded and developed across all areas of learning and experience, to enable learners to access the whole curriculum and to use them in the future.

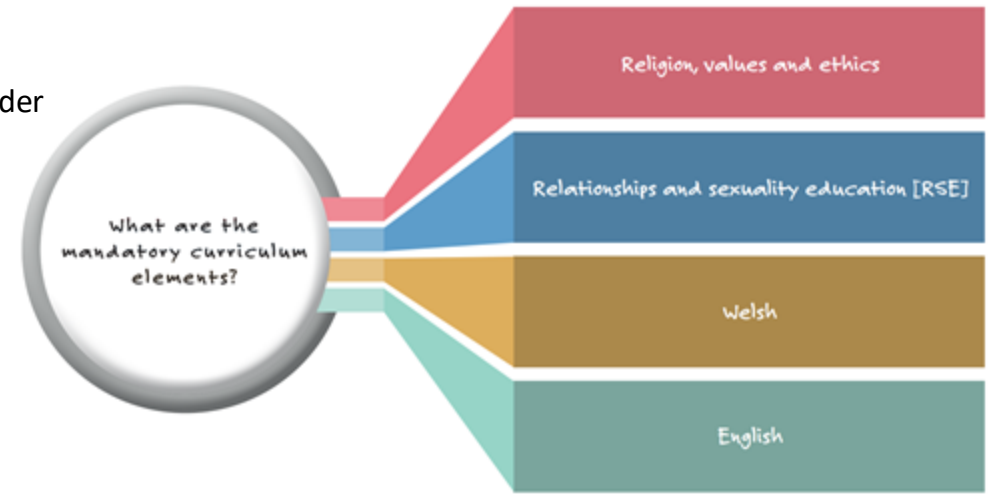
Our learners are given opportunities across the curriculum to:

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

### 3 Cross-Curricular Skills



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

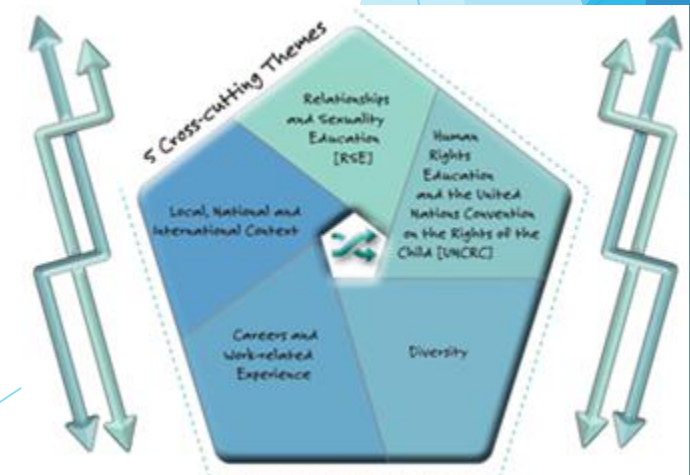


When planning at Ysgol Henllan we want to ensure our learners are given high-quality, rich, broad and balanced learning experiences. We also plan to ensure that our provision and teaching develops the integral skills, which are essential to achieve the four purposes.



While designing our Ysgol Henllan curriculum we have included the five cross-cutting themes. We have considered the statutory elements within the CfW framework:

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



## Phase 2: Entitlement and Enhancement

# Our Ysgol Henllan 'Non Negotiables'

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

- **Our School in the Community** – We take great pride in our community and support a variety of activities from the WI to the Community Council. We invite local businesses and people in to share their entrepreneurial experiences with us.
- **The Welsh Language** - The Welsh language and identity are our focus at Ysgol Henllan. We take part in Urdd Eisteddfod activities whether musical, creative or sports. Our pupils are immersed in Welsh and are fully bilingual when leaving to continue their secondary education at Ysgol Glan Clwyd.
- **Health & Well-being** – We have an extensive outdoor area that we've maximised in order to promote health and well-being. From our Adventure Playground, Our Garden, Pana Football, Outdoor learning sheds and all weather under canopy area.
- **Autism Awareness** - Our educational philosophy has inclusion at its core. We pride ourselves that all our learners are autism aware. We have Autism Ambassadors who run training for parents and members of the local community, they ensure all classrooms have sensory boxes and offer support to learners across the school.
- **Leadership for All** – All Teaching Assistants across the school have a leadership role which ensures every child has access to an intervention whether it's ELSA for nurture support, early years expertise, Talkabout sessions and SEB (Social, Emotional and Behaviour) support.

## Phase 3: Breadth and Balance

We have collated a broad range of experiences, knowledge and skills that are explored through a range of contexts, topics and activities selected in the process of curriculum design.

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

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			Forces and energy provide a foundation for understanding our universe
					Computation is the foundation for our digital world



## Phase 4: Pedagogy

# Inclusiveness

### ALN

As a school we ensure the needs are met of all learners through high quality teaching and learning provision. Our Universal Provision includes: whole class teaching, effective differentiation, collaborative group work, individual and small group interventions, appropriate and reasonable adjustments to enable access to the school environment, curriculum and facilities.

During their time at Ysgol Henllan, most learners will make expected progress in their learning from their starting points. If a child is not progressing, we will gather observations, use assessment data and seek to work in collaboration with outside agencies / professionals to identify any additional learning needs.

### Health & Well-being

Health & Well-being is a focus and a high priority across everything we do at Ysgol Henllan. All learners have talkabout time along with outdoor learning opportunities to enhance their learning. Growth mindset is an important key element of our curriculum. We promote a positive behaviour management within the classrooms and throughout the school.



### Inclusiveness

We pride ourselves on the inclusiveness at Ysgol Henllan.

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



## Phase 5: Progression and Assessment

# Steps of Progression

We have a teacher for each 'Phase'.



→ Progression Step 1  
Nursery & Reception  
Year 1

Progression Step 1→2  
Years 2 & 3

Progression Step 2→3  
Years 4, 5 & 6

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

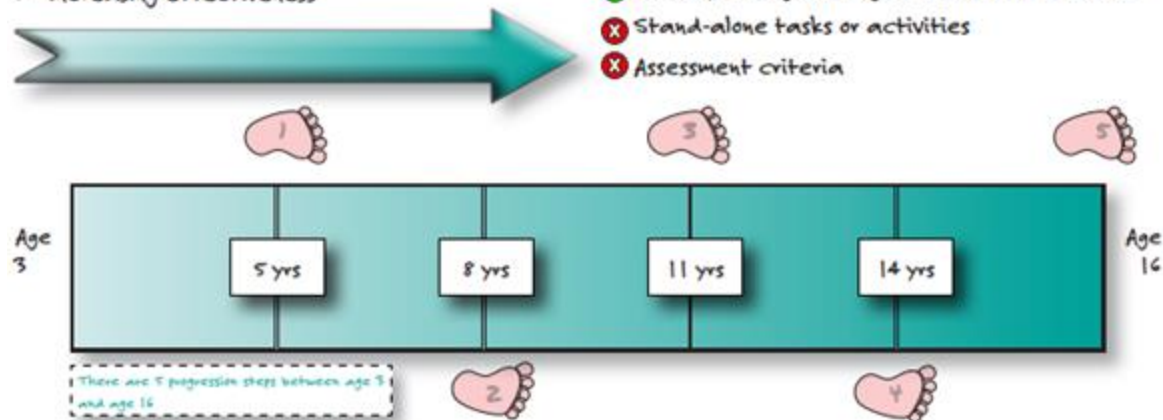
The teachers work with the HT to contribute to the 'bigger picture', ensuring continuity and progression throughout the whole school.

## Principles of Progression

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

Progression supported by descriptions of learning which provide guidance on how learners should progress within each statement of what matters

- ✓ Arranged in 5 progression steps to guide pace
- ✓ Framed from learner's perspective
- ✓ Framed broadly to sustain learning over a series of years
- ✓ Broadly set against ages of 5, 8, 11, 14 and 16
- ✗ Stand-alone tasks or activities
- ✗ Assessment criteria



### *Our role in the transition along the 3 to 16 continuum*

Our learners are at the centre of the transition process. We support all learners along the learning continuum, as they move between different groups, different classes, different years and different settings. We ensure that the well-being of all learners is an important and integral part of our processes, recognising the needs of individuals, while also supporting both continuity and progression in their learning. The understanding of each individual learner gained from our assessment strategies is crucial in supporting this process.

## Phase 5: Progression and Assessment

# Assessment

Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. We will utilise various assessment strategies, which will enable each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly. Initially we will be using Taith 360 as an assessment and tracking tool.

### *The purpose of assessment*

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

In addition to this, assessment is a fundamental role in ensuring each individual learner is supported and challenged accordingly and we use the strategies to contribute to developing a holistic picture of the learner – their strengths, the ways in which they learn, and their areas for development – in order to inform next steps in learning and teaching.

Our assessments support individual learner progression on an ongoing, day-to-day basis (AfL); identifying, capturing and reflecting on individual learner progress over time; and understanding group progress in order to reflect on practice.

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

### *Communicating and engaging with parents/carers*

We communicate effectively with parents/carers on an ongoing basis to foster positive relationships in order to engage them in purposeful and meaningful dialogue. When undertaken well, this can help aid learner progression by helping parents/carers to understand how they can support learning within and outside the school environment.

We have developed and implemented processes which support effective two-way communication and engagement with parents/carers. When developing these processes, consideration has been given to using a wide variety of different communication means, e.g. face-to-face, digital through SeeSaw and email.

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

