



Ysgol Gymraeg  
Gwynllyw  
Summer 2023  
Curriculum Statement

## Curriculum Definition



Our school curriculum is defined as everything our learners experience in pursuit of the four purposes. It's more than just what we teach. It's also about how we teach it and, crucially, why we teach it.

Ysgol Gymraeg Gwynllyw has fully embraced the principles of Curriculum for Wales in its processes for designing our new curriculum for Year 7 and 8 learners from September 2023.

We pride ourselves on the quality of learning experiences provided at Ysgol Gymraeg Gwynllyw and how this fits into the Four Purposes. Our curriculum vision has been developed over time, underpinned by classroom enquiry, stakeholder engagement and learner voice. It reflects our culture as an inclusive school community that offers a breadth of rich learning experiences to challenge and inspire learners and embraces the principles of Curriculum for Wales.

## Curriculum Objectives

To realise our vision for our learners, our curriculum will:

- enable our learners to realise the four purposes and equip them for continuous learning, work and life; fosters high expectations and enables all learners to reach their full potential
- offer a broad and balanced education, enabling learners to create links between the different areas of learning and experience (Fields), and apply their learning in new situations and in relation to more complex issues
- support progress along a learning continuum, and how learners work with others to ensure consistency in transitions along 3 to 16 continuum
- supporting the health and wellbeing of learners, including their mental health and wellbeing
- supporting the development of your learners' knowledge which is the foundation of being an informed citizen
- recognise the identity of learners, their language(s), ability and background, and the different support they may need given their specific circumstances
- reflect the diversity of views, values and identities that shape your local area and Wales, and gain an understanding of the wider world
- enabling learners to make sense of the experience of growing older in contemporary Wales and of issues that will be important in the future, including wellbeing, sustainable development and citizenship;
- support your learners to engage critically with a range of information and assess its value and authenticity
- enabling your learners to gain an understanding of their rights and the rights of others
- be put together in collaboration with our stakeholders (learners, families, the wider community, our cluster colleagues).

## Curriculum structure and layout

### *The four purposes*

#### **Ambitious, capable learners who:**

Our curriculum is designed to support all learners to develop as:

- set high standards for themselves and seek and enjoy challenges
- develop a body of knowledge and have the skills needed to relate that knowledge and apply it in different contexts
- inquisitive and enjoys problem solving
- able to communicate effectively in different forms and settings, through Welsh and English
- being able to explain the ideas and concepts they learn about

- being able to use a number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- using digital technologies creatively to share, find and analyse information
- investigate and critically evaluate their findings

and who are willing to learn throughout their lives

**bold, creative contributors who:**

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify opportunities and take advantage of them
- bolder caution
- leads and plays different roles in teams effectively and responsibly
- expressing ideas and emotions through different media
- giving of their energy and skills so that others will benefit

and who are ready to play a full part in Life and Work

**principled, informed citizens who:**

- finds, evaluates and uses evidence in forming an opinion
- discuss current affairs based on their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions in choosing and acting informed about their culture, community, society and the world now and in the past
- respecting the needs and rights of others, as a member of a diverse society
- demonstrate their commitment to ensuring the sustainability of the planet

and who are ready to be citizens of Wales and the world

**healthy, confident individuals who:**

- with assured values and who establish their spiritual and principled beliefs
- fosters their mental and emotional wellbeing by developing confidence, resilience and empathy
- applies knowledge about the impact of diet and exercise on physical and mental health in daily life
- know how to find the information and support needed to stay safe and healthy
- participates in physical activity
- make measured lifestyle decisions and manage risk
- with the confidence needed to take part in performances
- form positive relationships based on mutual trust and respect
- faces and overcomes challenges
- have the skills and knowledge needed to deal with their daily life as independently as they can and are prepared to live a fulfilled life as valued members of society.

and who are willing to live a fulfilled life as valued members of society

The four purposes are the starting point for all decisions about designing the curriculum our curriculum is designed in a way that supports our learners to make progress towards them.

## Essential skills

Essential skills underpin all four purposes and should be developed within a wide range of learning and teaching within our curriculum.

### ***Creativity and innovation***

Our curriculum will be designed in a way that develops creativity and innovating in our learners by providing them with space and opportunities that support them to be:

- curious and inquisitive and to generate many ideas;
- connecting different experiences, knowledge and skills and seeing, exploring and justifying alternative solutions;
- able to identify opportunities and communicate their strategies.

This should support learners to create value of various kinds.

### **Critical thinking and problem solving**

Our curriculum will be designed in a way that develops learners to think critically and solve problems by giving them space and opportunity which is support them to:

- to ask meaningful questions and to evaluate information, evidence and situations;
- analysing and justifying potential solutions, identifying potential issues and problems;
- becoming objective as they make decisions, identifying and developing arguments;
- able to offer value-creating solutions of various kinds.

### **Planning and organisation**

Our curriculum will be designed in a way that develops planning and organising learners by giving them space and opportunity that supports them:

- goal setting, decision making and interim outcomes monitor (where development appropriate);
- reflect and adapt, as well as manage time, people and resources.
- check accuracy and create value of various kinds.
- fostering an appreciation for sustainable development and the challenges facing humanity
- building awareness of emerging technological developments
- be supported and challenged so that they are ready to meet the demands associated with working in precarious situations with confidence, as local, national and global contexts lead to new challenges and opportunities for success
- build their resilience and develop strategies that will help them manage their wellbeing. They should be having experiences where they can respond positively in the face of challenges, uncertainty or failure
- learn to work effectively with others, appreciating the different contributions they themselves and others make. Learners should also begin to recognise the limitations of their own work and the limitations of others as they gain an understanding of how different people play different roles in a team.

## **A vision for the development of Ysgol Gymraeg Gwynllyw learners**

Gwynllyw learner qualities statements at the end of Progress Stage 4

Gwynllyw Learner Dispositions

### **Welsh (language and culture)**

**Courtesy**

**Cooperation**

**Sustainability**

**Achievement**

Ysgol Gymraeg Gwynllyw learners are

- are proud Welsh people who take pride in the Welsh language, their Welshness, society, identity and habitat.
- polite citizens who respect themselves and others by including everyone and treating everyone equally and respecting each other's well-being.
- working with all members of our community and the wider community.
- demonstrate positive attitude, behaviour and effort and are willing to learn.
- maintaining the environment and each other to foster the sense of belonging and family to ensure a sustainable future.
- ambitious and fulfil their potential by persevering and showing tenacity and motivation.

## **Areas of Learning and Experience (AoLEs)**

Our curriculum will be designed in a way that ensures learning and teaching covering all Learning and Experience Areas (Areas)

- Expressive Arts
- Health and wellbeing
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology

All areas have status within our curriculum.

AoLEs have collaborated to design the curriculum to date. In addition, collaboration takes place between subjects beyond AoLEs to ensure the best experiences for our learners.

# **The dispositions of Ysgol Gymraeg Gwynllyw learners at the end of Progression Step 4**

## **Languages and Communication**

Learners are able to learn to interact, develop ideas and express opinions in multi-languages. They can use creative language and show empathy and will have experienced language in a variety of forms and genres. They are more of a critical interpreter of what they read, hear and see. A learner is able to use clear and effective communication skills through spoken and written language understanding the difference between formal and informal language. A learner understands how to structure sentences and use appropriate vocabulary in order to write extended purpose while understanding the importance of proofreading to writing correctly. In the relevant languages, a learner demonstrates a mature understanding of a writer's craft and develops maturity in his or her own writing as well as coming to appreciate literature and reading while showing sympathy for different experiences, opinions and cultures. They understand the connection between identity, culture and language.

## **Mathematics and numeracy**

A Year 9 learner will have developed an understanding of the concepts already presented to them across the areas of number, algebra, geometry and statistics. He will be aware of the connection between topics such as fractions, percentages and decimals, and be able to use the connection between these concepts. He understands related concepts in geometry, such as area and volume, and can identify examples and non-examples of the concepts.

A Year 9 learner will manageably recall number facts, particularly multiplication tables and number types. He will be fluent in stating basic facts, such as angles and geometry formulas, and in memorizing facts they are applied to deal with multi-step problems with confidence.

A learner communicates effectively through mathematics, with correct mathematical vocabulary firmly from them. He will be confident in discussing tangible representations and will become increasingly confident in discussing abstract representations. A learner will develop the sophistication in using symbols to communicate.

A learner will be able to reason over their work and decisions increasingly sophisticatedly. There will be comprehensive verbal explanations for their decisions and simple justifications for their choices. Tangible representations are used in explanations and in identifying the mathematical structure of problems. The learner will be able to devise a method to deal with increasingly complex problems and be able to reflect on the success of their strategies. Through this the learner will be ambitious and capable.

In the field of number, the learner will skillfully calculate with partitions of a number and be able to round to one meaningful figure in order to estimate calculations. The learner will be confident in dealing with negative numbers and in handling reciprocators. He can calculate percentage change and apply this skill in the discussion of currency and other relations and when discussing money and fiscal matters there is an opportunity to be a healthy and confident individual within a financially literate society.

In algebra, the learner will discuss sequences of a number, creating appropriate rules and reasoning while continuing sequences of numbers and shapes. It will develop the understanding of the concept of an equation by solving equations where there are variables on both sides. It will bring to mind an appropriate method of expanding single brackets and fluent in multiplying variables and inferring similar terms. There will be fluency in his work in substituting negative numbers into linear expressions.

In the field of, learners develop an understanding of the concept of perimeter and area by dealing with circles. The learner will confidently transform shapes and increasingly sophisticated reasoning to justify the values of missing angles, including where there are parallel lines.

When discussing statistics, the learner will interpret increasingly complex charts, such as diffraction diagrams. Using centrifugal measurements, with groups, and critical analysis, provides an opportunity to be a moral and informed citizen.

### **Science and technology**

A Gwynllyw Learner is a learner who can have different skills to plan and carry out investigations. A combination of Knowledge, understanding, subject skills and skills are used to create a well-rounded learner.

A Gwynllyw Learner has a conceptual understanding of the essential knowledge of Progression Step 4. To develop this understanding and knowledge, Gwynllyw learners develop cross-curricular skills in Planning, Collection, Analysis and Evaluation, in a variety of appropriate contexts. The design cycle is used to conduct investigations and enquiries using further skills. Through this, a Gwynllyw Learner is able to develop further skills in conjunction with the subject skills. A Gwynllyw learner is able to connect subject knowledge with local society, as well as Wales and the wider world.

A Gwynllyw learner is a learner who can solve problems curiously, logically and creatively and is open to learning through failure. A Gwynllyw Learner can communicate analytical and evaluative ideas, and solve problems suitably. Through an open mind, and free from prejudice, a Gwynllyw Learner is discernable learner who is ready for the future. A Gwynllyw Learner is able to explore a number of different subjects safely, following instructions clearly.

### **Humanities**

A learner at the end of Progress Step 4 is a principled citizen of their habitat in Wales and the wider world. They are able to explain and analyse why injustice and inequality confront people and the parts that individuals and governments play in achieving equality. It can discuss and challenge the views of decision makers and analyse and explain the impact it has on people, their rights and the environment. Using a range of methods the learner is able to analyse the usefulness, reliability and validity of a range of evidence. As a result they can describe patterns and explain relationships across data and sources. Using knowledge and understanding they can analyse and explain how different communities and societies such as ethnic varieties, have changed over time, together with how and why they have been interpreted differently. Furthermore, they can understand and explain the range of factors that affect the interrelationships between people and physical processes over time.

### **Health and well-being**

By the end of KS3, as a result of regular participation the learner is able to understand the correlation between fitness and diet. The learner demonstrates an understanding of the importance of healthy eating now and into the future with reference to different groups of food that positively affect physical, emotional and social wellbeing.

The learner is able to recognise strengths and weaknesses in order to set appropriate goals to develop their personal health and wellbeing.

Through different experiences the learner is able to manage emotions in creative and competitive situations. The learner is able to perform a variety of detailed and accurate skills within practical situations using the relevant techniques and tactics. The learner makes smart decisions and works safely independently and in a group.

The learner is able to understand and appreciate how the sense of belonging, connection and maintaining relationships that comes from healthy relationships has a powerful impact on health and wellbeing. The learner is able to understand and be aware of their feelings and emotions which provides the foundation of how to develop empathy and resilience / tenacity / perseverance.

The learner is able to develop strategies to cope with stress and successfully adapt to difficult life experiences by demonstrating mental, emotional and behavioural flexibility.

The learner's positive experiences will ensure lifelong participation that will benefit their physical, psychological and social wellbeing.

### **Expressive arts**

As a result of a variety of experiences inside and beyond the classroom, a learner is able to explore in order to develop an understanding of a wide range of approaches to presenting ideas, expressing oneself through the arts and demonstrating technical control. A learner understands processes and is able to choose appropriate materials, tools and techniques to communicate ideas to impact an audience when considering the work of themselves and others. A learner is confident and shows resilience in performing in front of others, responding to the work of others and reflecting on the work of himself and others. He is able to make connections between one's own work and others when considering styles and periods. He is able to reflect on how to create an impact and convey emotion. A learner is inspired to use experiences and understanding to design imaginative creative work to convey a message/concept for different purposes. They produce and present their work by intelligently and confidently showing awareness of intention to the audience. A learner is able to evaluate and recognise the contributions of the expressive arts in the local area and in Wales.



## Statements of what matters

Our school curriculum provides opportunities for our learners to engage with and understand the key concepts within all the elements and develop their understanding of the statements of what is important.

<b>Y Celfyddydau Mynegiannol YHSB1</b> Mae archwilio'r celfyddydau mynegiannol yn hanfodol er mwyn dyfnhau sgiliau a gwybodaeth gelfyddydol, ac mae'n galluogi dysgwyr i ddod yn unigolion chwifrydig a chreadigol.	<b>Y Celfyddydau Mynegiannol YHSB2</b> Mae ymateb a myfyrio, fel artist ac fel cynulleidf, yn rhan hanfodol o ddysgu yn y celfyddydau mynegiannol.	<b>Y Celfyddydau Mynegiannol YHSB3</b> Mae creu yn cyfuno sgiliau a gwybodaeth, gan dynnu ar y synhwyr, ysbrydoliaeth a dychymyg.	<b>Y Dyniaethau YHSB1</b> Mae ymholi, archwilio ac ymchwilio yn ysbrydoli chwifrydedd am y byd, ei orffennol, ei bresennol a'i ddyfodol.
<b>Y Dyniaethau YHSB2</b> Mae digwyddiadau a phrofiadau dynol yn gymhleth a chânt eu hamgyffred, eu dehongli a'u cynrychioli mewn gwahanol ffyrdd.	<b>Y Dyniaethau YHSB3</b> Mae ein byd naturiol yn amrywiol a deinamig, wedi'i ddylanwadu gan brosesau a gweithredoedd dynol.	<b>Y Dyniaethau YHSB4</b> Mae cymdeithasau dynol yn gymhleth ac yn amrywiol, ac maen nhw'n cael eu llywio gan weithredoedd a chredoau pobl.	<b>Y Dyniaethau YHSB5</b> Mae dinasyddion gwybodus, hunanymwybodol yn mynd i'r afael â'r heriau a'r cyfleoedd sy'n wynebu dynoliaeth, ac yn gallu cymryd camau ystyrlon ac egwyddorol.
<b>Iechyd a Lles YHSB1</b> Mae datblygu iechyd a lles y corff yn arwain at fuddiannau gydol oes.	<b>Iechyd a Lles YHSB2</b> Mae'r ffordd rydym yn prosesu ein profiadau ac yn ymateb iddyn nhw yn effeithio ar ein hiechyd meddwl a'n lles emosiynol.	<b>Iechyd a Lles YHSB3</b> Mae'r ffordd rydym yn gwneud penderfyniadau yn effeithio ar ansawdd ein bywydau ni a bywydau eraill.	<b>Iechyd a Lles YHSB4</b> Mae'r ffordd rydym yn ymwneud â dylanwadau cymdeithasol yn siapiau pwy ydyn ni, ac yn effeithio ar ein hiechyd a'n lles.
<b>Iechyd a Lles YHSB5</b> Mae cydberthnasau iach yn hanfodol ar gyfer ein lles.	<b>Ieithoedd, Llythrennedd a Chyfathrebu YHSB1</b> Mae ieithoedd yn ein cysylltu â'n gilydd.	<b>Ieithoedd, Llythrennedd a Chyfathrebu YHSB2</b> Mae deall ieithoedd yn allweddol i ddeall y byd o'n hamgylch.	<b>Ieithoedd, Llythrennedd a Chyfathrebu YHSB3</b> Mae mynegi ein hunain drwy ieithoedd yn allweddol i gyfathrebu.
<b>Ieithoedd, Llythrennedd a Chyfathrebu YHSB4</b> Mae llenyddiaeth yn tanio'r dychymyg ac yn ysbrydoli creadigrwydd.	<b>Mathemateg a Rhifedd YHSB1</b> Defnyddir y system rif i gynrychioli a chymharu'r perthnasoedd rhwng rhifau a meintiau.	<b>Mathemateg a Rhifedd YHSB2</b> Mae algebra yn defnyddio systemau symbolau i fynegi strwythur perthnasoedd mathemategol.	<b>Mathemateg a Rhifedd YHSB3</b> Mae geometreg yn canolbwyntio ar berthnasoedd sy'n ymwneud â siâp, gofod a safle, ac mae mesur yn canolbwyntio ar feintioli ffenomena yn y byd ffisegol.
<b>Mathemateg a Rhifedd YHSB4</b> Mae ystadegau yn cynrychioli data, mae tebygolrwydd yn modelu siawns, ac mae'r ddau yn cefnogi casgliadau a phenderfyniadau gwybodus.	<b>Gwyddoniaeth a Thechnoleg YHSB1</b> Mae bod yn chwifrydig a chwilio am atebion yn hanfodol i ddeall a rhagfynegi ffenomenau.	<b>Gwyddoniaeth a Thechnoleg YHSB2</b> Mae meddylfryd dylunio a pheiranneg yn cynnig ffyrdd technegol a chreadigol i ddiwallu anghenion a dymuniadau cymdeithas.	<b>Gwyddoniaeth a Thechnoleg YHSB3</b> Mae'r byd o'n cYHSBpas yn llawn pethau byw sy'n dibynnu ar ei gilydd i oroesi.
<b>Gwyddoniaeth a Thechnoleg YHSB4</b> Mae mater, a'r ffordd y mae'n ymddwyn, yn diffinio ein bydysawd ac yn ffurfio ein bywydau.	<b>Gwyddoniaeth a Thechnoleg YHSB5</b> Mae grymoedd ac egni yn gosod sail i ddeall ein bydysawd.	<b>Gwyddoniaeth a Thechnoleg YHSB6</b> Mae cyfrifiaduraeth yn gosod sail i'n byd digidol.	

Our curriculum uses the statements of what is important to inform the development of curriculum content. In particular they are used to do the following:

- Choose a range of experiences, knowledge and skills that enable our learners to gain an understanding of the 'big ideas' and key principles within each statement
- supporting the progress of our learners within the 'big ideas' and key principles and their ability to be able to develop an increasingly sophisticated understanding and use of the statements of what matters
- enabling learners to explore topics and activities through different perspectives – the same concept or idea is explored through different statements of what is important
- helping our learners to make sense of a range of experiences, knowledge and skills within each Area ensuring that content helps learners develop a rational understanding of a range of knowledge

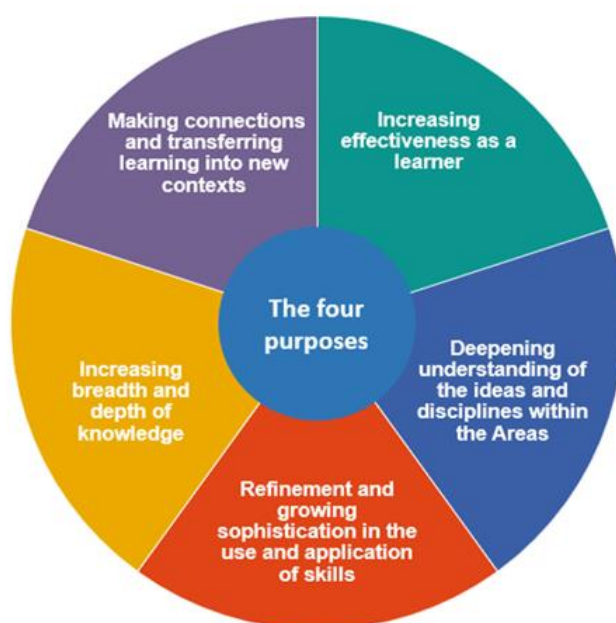
## Descriptions of learning

In our school, we use the descriptions of learning as a planning tool to inform the wide range of knowledge, skills and experiences within our curriculum. Our curriculum also uses the descriptions of learning to inform planning for a range of contexts for learning across the stage of progress to create depth and breadth across our curriculum.

Our curriculum does not use the descriptions of learning to create independent tasks, activities, assessment tasks or interim reports to make judgments about our learners' outcomes at a particular time on the continuum.

## Progress

Progress in learning is a process of increasing the depth, sophistication, engagement and control of learners, rather than encompassing a body of content. Progress is not linear and different learners are likely to make progress in different ways. Progress is at the heart of our curriculum plan. In selecting the content of our curriculum and assessment we use the progress principles for each AoLE to guide our approach to progress.



## **The role of disciplines within our curriculum**

As our learners progress through our curriculum, they will have more opportunities to engage with and specialise in the different disciplines within each Area as they reach the later stages of progress. Discipline-specific learning and teaching in our curriculum will ensure that appropriate and meaningful links to learning are made across our entire curriculum where appropriate.

## **Mandated Elements of the curriculum**

### ***Relationship and Sexuality Education***

Relationship and Sexuality Education (RSE) within our curriculum is designed using the RSE Code and is designed in a developmentally appropriate, inclusive and pluralistic way.

### ***Religion, Values and Ethics (RVE)***

The Religion of Values and Ethics (RVE) is a compulsory subject in Humanities Learning and Experience for learners aged 3-16. Teaching and learning in RVE reflects the fact that religious traditions in Wales are predominantly Christian but taking into account the teachings and practices of the main other religions represented in Wales. It also reflects the fact that a range of non-religious philosophical convictions are also held in Wales. RVE is intended to align with the mandatory requirements of the Humanities Learning and Experience Area. There is no right to withdraw from RVE.

### ***Cross-curricular skills***

We believe that the mandated cross-curricular skills of literacy, numeracy and digital competence are essential for learners to be able to access information. They enable learners to take advantage of the breadth of our curriculum, providing them with the lifelong skills to achieve all four purposes. These are the skills that can be transferred to the world of work, enabling learners to adapt and thrive in today's world.

Our curriculum is designed in a way that enables learners to develop competence and ability in the cross-curricular skills and extend and apply the these across all AoLEs.

Across our curriculum learners will have opportunities to do the following:

- Develop listening, reading, speaking and writing skills
- Ability to use numbers and solve problems in real-life situations
- Be confident in using a range of technologies to help them operate and communicate effectively and make sense of the world

We will use Digital Literacy, Numeracy and Competence Frameworks to guide our approach to the development of the cross-curricular skills.

## **Cross-curricular themes**

### ***Relationship and Sexuality Education (RSE)***

Our curriculum is designed in a way that identifies and makes authentic and meaningful connections between learning within a particular Area and learning within the RSE Code.

### ***Human Rights***

We believe that human rights education empowers learners as rights holders. This enables our learners to critically examine their own attitudes and behaviour and to develop skills to become principled, informed citizens of Wales and the world, able to advocate for their own rights and the rights of others.

Our curriculum includes opportunities for our learners to:

- learn about human rights by developing their understanding of human rights and the sources of those rights. This includes developing their understanding of the UNCRC and the UN Convention on the Rights of Persons with Disabilities.
- learning through human rights that supports our learners to learn about human rights that supports our learners to develop values, attitudes and behaviours that reflect human rights.
- learning for human rights that motivates them to implement it socially and empower active citizenship to promote respect for the rights of all.

### ***Diversity***

We want our curriculum to recognise and celebrate the various social groups and communities in our school community, the communities we are or serve and society as a whole. We want our learners to be aware of the characteristics of others and treat them with compassion, empathy, understanding and fairness, despite those traits. As learners progress, they should become increasingly aware of the range of specific characteristics that can define our identity, including sex, gender, race, religion, age, disability and sexuality.

Our curriculum includes opportunities for our learners to:

- develop empathy and compassion for others
- celebrating diverse backgrounds, values and characteristics
- developing their own values and a sense of their identity
- Gaining an understanding of people with different beliefs and views
- Challenging stereotypes

### ***Careers and experiences related to the world of work (CWRE)***

We believe that learning about CWRE is essential to developing skills for work and life.

Our curriculum includes opportunities for Education and Plus Experiences that inspire our learners to:

- gaining an understanding of the purpose of the world of work for themselves and for society as a whole
- becoming increasingly aware of the range of opportunities available to them, broadening their horizons
- develop the attitudes and behaviours needed to overcome barriers to employability, career management and lifelong learning Appreciate the growing range of workplace opportunities where capability

- communicating in Welsh is important to consider opportunities through a range of meaningful learning, work and entrepreneurship experiences. Develop resilience and adaptability in response to work and life challenges, preferences and responsibilities

### ***Local, national and international contexts***

The local, national and international contexts provide key perspectives for our learners and are of particular importance in supporting learners to achieve all four purposes.

Our curriculum includes opportunities for learners to:

- develop learning through a range of significant places and events
- making connections with local communities and organisations
- learn about the contribution and experiences of different individuals that shape each context
- learn about cultural diversity, values, history and traditions that shape all contexts
- understanding the different identities, history, cultures, perspectives and values that shape communities and societies
- recognise and engage with factors, influences and impacts (including economic, social and environmental impacts) locally, nationally and internationally
- developing an authentic sense of habitat, developing knowledge of different cultures and history, enabling them to cultivate a strong sense of individual identity and understand how this connects to and is informed by wider influences
- take advantage of the histories and differences of a local school district
- understand their role as citizens and the structures of government that affect them in all contexts
- critically examine, analyse and respond to current issues and challenges affecting their lives and the lives of others through all contexts
- understanding sustainable development, the challenges faced by the environment and society and how they can engage with these issues and make a difference supporting sustainable citizenship
- understanding contemporary Wales providing opportunities to reflect, understand and analyse contemporary society and the way learners engage with it
- identifying Wales' diverse linguistic and cultural legacy and its links beyond Wales
- identifying how our languages unlock knowledge of our literature, geography and history and their links beyond Wales
- identifying the links between local, national and international contexts, understanding the way in which they continually influence each other
- using critical analysis skills in all contexts, recognising positive and challenging aspects of each of them

### ***Learner's choice***

Our curriculum will give learners moving from year 9 to year 10 the opportunity within each area. For learners in year 10 and year 11, our curriculum will ensure learning in all AoLEs although not all of the statements of what is important for each Area will be addressed.

### ***A curriculum accessible to all***

In designing our curriculum, we will ensure that it:

- suitable for the age, ability and aptitude of all learners
- takes into account the additional learning needs (ALN) of each learner, if any
- ensures broad and balanced learning and teaching for all learners

- make arrangements for assessing learners' ability and orientation in relation to the relevant curriculum, on access to a school or placement, to identify the next steps in their progression and the learning and teaching needed to support that progress.

***Habitat (Cynefin)***

Our curriculum will instil pride and passion for our learners themselves, our school community, the wider community and Wales. Our curriculum will enable our learners to explore and understand different identities, landscapes and histories that come together to form their habitat. This will enable learners to develop a sense of their identity and that of others and to do links with people, places and history elsewhere in Wales and around the world.

## Assessment

Assessment plays a fundamental role in enabling each individual learner to make progress. For assessment to be effective, we recognise that partnerships between our practitioners, learners and parents and carers are important.

Progress in learning is a process of increasing development in depth, sophistication, interest and control of learners, rather than a body of content to be studied. Progress is not linear and different learners are likely to progress in very different ways. The process of designing and implementing assessment arrangements, which form part of classroom curriculum and practice, should recognise this and allow for a range of deviations, breaks and variations in the pace of the learner's journey.

We will assess all learners across the 3 to 16 continuum based on the progress expressed in our curriculum, based on the progress expressed in our curriculum, and in the planned learning intentions.

## The role of different participants in our assessment process

### Leaders

Leaders in our school will establish a robust learning culture that supports and challenges practitioners to enable learners to make appropriate progress. This should be achieved by:

- create a clear vision for a curriculum that helps learners realise all four purposes and supports the progress of individual learners
- creating an environment that fosters the knowledge and skills necessary to promote learner well-being
- creating an environment based on mutual trust and respect, rather than one focused on compliance and reporting
- enabling practitioners to develop the knowledge and skills needed to effectively fulfil their assessment role
- ensuring curriculum is designed, adopted, reviewed and revised providing opportunities for practitioners to design bespoke learning that meets the needs of all learners
- develop and embed processes and structures that enable practitioners to develop a common understanding of progress
- ensuring a clear picture of learners' progress in school or setting, and that is a picture that all practitioners understand – a process that involves ongoing and regular professional dialogue on progress as part of the systems to help practitioners self-reflect and drive improvement
- ensuring there is a clear understanding of learner progress across schools and, where appropriate, placements, which feeds into discussions on learner progress in school or placement
- Consider how best to provide additional challenge and support for learners, including working with other partners
- encourage engagement between all participants in the learning and teaching process to develop effective partnerships
- ensure that the statutory requirements have been met and that these guidelines for assessment have been given due attention, and that practitioners take this into account in the planning of learning and teaching and in their daily practice

### Practitioners

Practitioners in our school will plan for, and provide, effective learning experiences appropriate to the age and development of each individual learner. They effectively support and challenge learners to ensure they are making progress. This should be achieved by:

- being clear about the intended learning and plan engaging learning experiences accordingly
- help promote learner wellbeing through assessment practices
- share intended learning with learners
- evaluating learning, including through observation, questioning and discussion
- using the knowledge gained from ongoing assessments to reflect on their own practices to inform next steps in teaching and planning for learning
- provide relevant and specific feedback that engages learners, encourages them to take responsibility for their learning, and moves their learning forward
- encouraging learners to reflect on their progress and, where appropriate, encouraging them to consider how they have progressed, what learning processes they have taken advantage of and what they have achieved
- providing opportunities for learners to participate in assessing their own work and that of their peers, and supporting them to develop the relevant skills to do this effectively
- develop learners' skills in making effective use of a range of feedback to move their learning forward
- involving parents and carers in learner development and progress, increasingly engaging the learner in this dialogue over time
- engage in dialogue with leaders and fellow practitioners to ensure they have a clear picture of the progress being made within their school
- identify any additional challenge or support learners may need, engaging with external partners where needed.

## **Learners**

Our learners will contribute to and participate in the learning process, in a way that is appropriate to their age and stage of development. This will help learners develop knowledge, skills and understanding, and apply them in different contexts. As they progress and with increasing independence, learners should be supported and encouraged to:

- understand what stage they are learning at and where they need to go next
- develop an understanding of how they will get there
- actively respond to feedback on their learning and develop positive attitudes towards getting feedback, responding to it and acting on it as part of their learning
- review their learning progress, and communicate this individually and with others
- reflecting on their learning journey and developing responsibility for their own learning over time

## **Parents and carers**

Parents, carers have an important role to play and schools and settings should engage with them so they can support learner progress in an appropriate way.

We will encourage and enable parents and carers to:

- regularly engage with the school and its practitioners(s) to understand and support their child's progress in their learning
- sharing relevant information and understanding with the school and its practitioners, who will support their child's learning and progress
- actively respond to information provided about their child's learning and, in collaboration with the school or setting, plan ways to support that learning within and outside of school or setting.

## **External Partners**



We will engage with external partners to:

- help practitioners assess and determine the needs of learners who may need additional support, and then help them by providing advice and support. This may include specialist educational support and support from other agencies such as health providing information on learning progress that has occurred for our
- learners who may spend their time in other contexts.

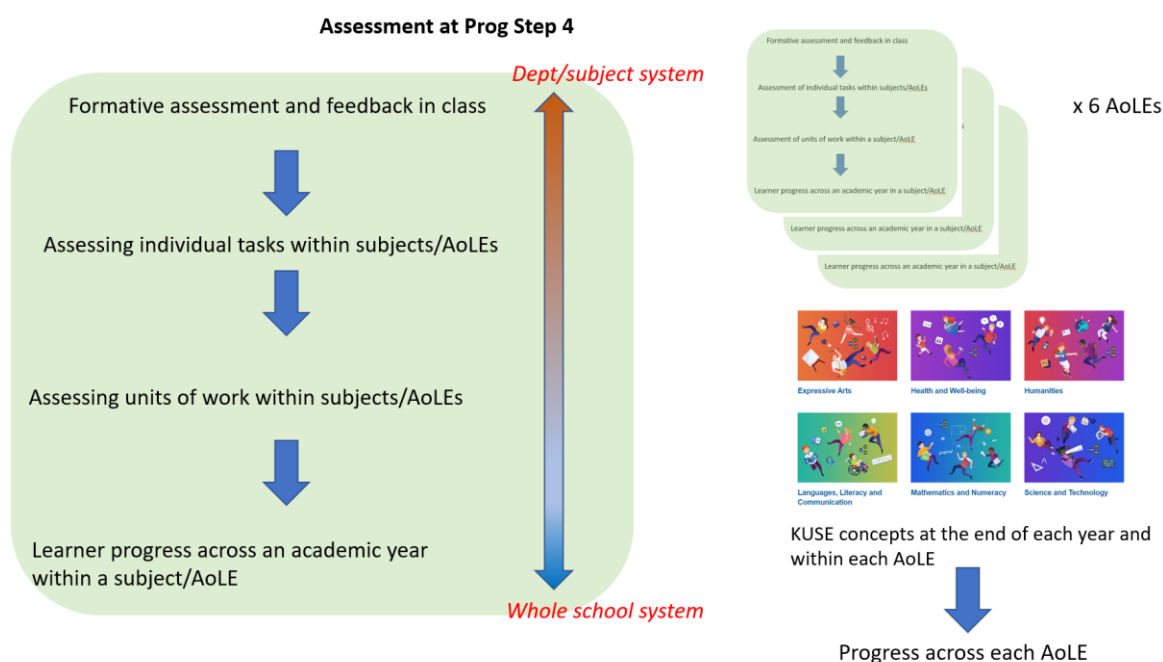
### Continuously supporting our individual learners on a day-to-day basis

In order to continuously support our individual learners on a day-to-day basis, continuous assessment is an integral part of daily classroom practice in a way that supports learning and is no different from learning. Our assessment practices will identify each individual learner's strengths, achievements, areas for development and, where applicable, barriers to learning. Practitioners should use this understanding, in discussion with the learner, to determine the next steps needed to move in order to develop the learning, including any additional challenges and support needed.

### Determine progress, individual learners over time, draw a picture of it and reflect on it

Our practitioners will determine the progress made by our learners, and record this, where appropriate, in order to understand the learner's journey over different periods and in a variety of ways. This includes gaining an understanding of how a learner has learned, as well as what they have learned and can demonstrate. Reflecting on a learner's progress over time will enable our practitioners to provide feedback and help plan their future learning, including any interventions, additional support or challenge that may be required. This should include the immediate next steps and the longer-term objectives and goals that the learner should work towards to help them continue to progress in their learning. This can also be used as a basis for communication and engagement with our parents and carers.

### Methods that support us to determine progress, individual learners over time, draw a picture of it and reflect on it



### Communicating with parents and carers

In communicating and engaging with parents and carers, we share information about:

- the progress their child is making
- their needs for future progress
- how needs can be met to make future progress at home
- their overall well-being at school

### **Reading and numeracy assessments**

Statutory online personal assessments are part of the wider assessment arrangements and are designed to help the practitioner and learner understand how a learner's reading skills and numeracy develop, and what the next steps should be.

## **Pedagogy**

Our teaching will follow the 12 principles set out below. For more information see our teaching and learning policy.

### Pedagogical principles

The process of designing a curriculum for all learners is underpinned by twelve pedagogical principles, which state that good learning and teaching are:

- Constantly focus on the general purposes of the curriculum
- Provide a challenge to all learners by encouraging them to recognise the importance of constantly striving to meet expectations that are high but within their reach
- Use a blend of methods that include direct teaching
- Use a blend of methods including those that promote problem solving skills, creative skills and the ability to think critically
- Edit setting tasks and selecting resources that build on and engage previous knowledge and experience
- Creating authentic contexts for learning
- Following assessment for learning principles
- Extending within and across the fields
- Regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities for practice
- Encouraging learners to take increasing responsibility for their own learning
- Promoting social and emotional development and positive relationships
- Promoting collaboration

## **Outline of what is done with the cluster**

Ysgol Gymraeg Gwynllyw has worked closely with its cluster to agree a set of experiences for pupils. In addition, discussions have started on trying to harmonise assessment systems across.

## **Next steps**

Our curriculum and assessment systems will evolve over time with management evaluation and response.