



Our Curriculum

Framework and Progression





Explore Together, Learn Forever

Imagine

Share

Problem Solve

Communi-
cate

Collabo-
rate

Achieve

Celebrate

Explore

Question

Our Vision

Together we create a happy, safe community, where each child is valued and our language and cultures are cherished.



Our Values
High Expectations
Wales and Welshness
Supportive Inclusive
Enterprising
Welcoming & Modern Community
Collaborative
Happiness
Creative
Respect



Our Family

Parents

Visitors

Charities

Clubs

PTA

Staff

School Council
Eco Council

Community







Urdd



Our Curriculum's Values?

Our Curriculum is everything a learner experiences while pursuing the four purposes. Not only what we learn, but how we learn and why we learn it.



<p>Welsh and Welshness</p> 	<p>Venturing and high expectations</p> 	<p>Supporting, inclusive and modern society</p> 	<p>Researching and questioning, solving problems</p> 	<p>Respect</p> 	<p>Imagination and creativity</p> 
<p>We celebrate the Welsh language and culture in every aspect of our work.</p> <p>We speak Welsh while working and playing in the school.</p> <p>We give pupils the chance to use Welsh inside and outside the school.</p>	<p>Through venturing, confidence grows and we learn. The ethos of venturing and creativity while we try and try again is a foundation for our children and educators.</p> <p>We support each other in the school, both learners and staff, to venture with confidence, to think creatively and break new ground and to learn from our successes and failures.</p>	<p>We play a full part in the life of our community and the community plays a full part in the life of Ysgol Bodhyfryd.</p> <p>We celebrate and protect our locality.</p> <p>Working with the community, we will create a bright future for our pupils.</p>	<p>The curriculum is a unique learning journey for everyone. Within our classes, our school and across our cluster of schools.</p> <p>We collaborate and support each other to develop our teaching methods to enable opportunities for everyone to research, discover, adapt and learn continuously.</p> <p>Our children take increasing responsibility for their own learning and themselves.</p> <p>Develop as independent learners.</p>	<p>As a school we respect everybody's opinions and feelings.</p> <p>Everyone in the school is unique – learners and families, staff and stakeholders.</p> <p>The voice of the pupil is key. We will use our pupils' voice and respond to their needs, their experiences and input to learn.</p> <p>We promote social and emotional development and positive relationships.</p>	<p>With the pupils we will design a creative, contemporary, interesting, challenging and varied curriculum that follows the pupils' interests and offers new experiences to them inside and outside the classroom.</p> <p>Through opportunities to create and perform and consider new ideas, our children will gain confidence to respond to challenges in a positive way.</p> <p>Communicating our ideas and looking at the world through the eyes of others is an essential part of our Curriculum.</p>



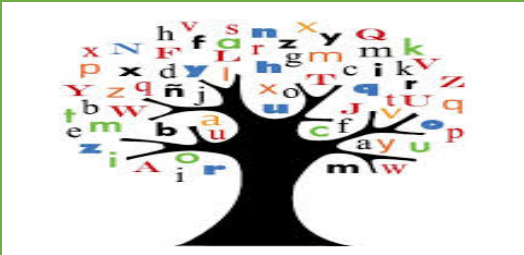


Our Curriculum Journey?

How did we in Bodhyfryd adapt our teaching practices and connect with networks to respond to the requirements of the Curriculum for Wales?

<p>Understanding and use of the four purposes.</p> 	<p>Analyse and self-evaluation</p> 	<p>Working with schools and partners</p> 	<p>The feeling and look of our school – Trauma Informed School</p> 	<p>Understanding by Design</p> 	<p>Curriculum for Wales Policy Group</p> 	<p>Actions for the Future</p> 
<p>Using our characters to highlight the importance of the four purposes to our children.</p> <p>The Curriculum is a Curriculum with a purpose.</p> <p>Audit and plan according to the four purposes – focus on one purpose each term to establish the understanding of the whole school.</p>	<p>Use our class assessments and test analysis to plan for progress.</p> <p>Learning journeys to monitor our school priorities.</p> <p>Teaching Continua – opportunity to reflect on our teaching practices.</p> <p>Consult with all of our stakeholders to identify weaknesses and drive improvement. All staff, parents, children and governors.</p>	<p>Writing Squad – Develop language skills across the cluster.</p> <p>Mathematics Cluster – all Mathematics leads.</p> <p>GwE partnership – visit the cluster’s schools to support teaching practices.</p> <p>Scrutinise books across the cluster.</p> <p>Cynefin – art project to connect our community.</p>	<p>Jenny Mosley – whole school training.</p> <p>Gold rules, 5 key skills.</p> <p>Play time practices.</p> <p>Training – Outdoor learning across the school.</p> <p>Elizabeth Jarman – Creating areas that communicate – link the pedagogy with the environment.</p> <p>Sian Jones – Senior Trauma Practitioner – sharing practices and research with the school.</p>	<p>Lisa and Catrin took part in a 12 month pilot scheme.</p> <p>This was an online self-referring learning pilot scheme, based on the ‘Understanding by Design’ (UbD) curriculum design model that was devised by Jay McTighe.</p>	<p>Catrin – attends monthly meetings with the Welsh Government, alongside colleagues from every region in Wales and every sector of 3-16 education.</p> <p>Current Curriculum for Wales guidelines are being reviewed / updated, various educational groups are asking for advice and best practice is being shared.</p>	<p>Rhiannon Williams – part of a project with Glasgow University to examine how to plan purposely, focussing on the ‘value’ of learning experiences and concepts.</p>
<p>result</p>	<p>result</p>	<p>result</p>	<p>result</p>	<p>result</p>	<p>result</p>	<p>result</p>
<p>Children are more aware of the meaning and importance of our 4 purposes.</p> <p>Use of walls and planning templates to map our learning journeys according to the 4 purposes.</p>	<p>Celebrate our successes and feeding our priorities this year.</p>	<p>Agree on continuity of 3-11 Numeracy skills of YMLI cluster.</p> <p>Achieving Cynefin national award.</p>	<p>Ethos of sympathy and understanding that the atmosphere and experiences beyond the classroom influence on the health, wellbeing and education of our children and adults.</p>	<p>Develop the use of theme, open-ended questions and bespoke learning performances that connect with the world around us.</p>	<p>Intention of developing a “Storyboards” method to simplify and share learning journeys through the school.</p>	<p>Use of ideas to adapt planning in 1 and 2 and to adapt in response to children’s needs.</p> <p>Intention of sharing practices throughout the school.</p>

Skills Framework








<p>Literacy Rhiannon</p> 	<p>Numeracy Catrin</p> 	<p>Digital Lisa</p> 
<p>This is a series of guidelines that help teachers to integrate literacy skills into every area of your child's learning, not within Language lessons only. Literacy skills are essential for success in every subject, as they enable students to understand, communicate and analyse information effectively. They also contribute substantially to developing independent learning skills.</p>	<p>This is a series of guidelines that have been designed to help teachers incorporate numeracy skills into every area of learners' education, developing and applying skills beyond Mathematics lessons. Numeracy skills are essential for success in different AoLEs and in everyday life. Again, this is an important aspect to enable pupils to be lifelong learners that can adapt to different situations and circumstances.</p>	<p>A series of guidelines designed to help teachers integrate digital skills in every area of your child's learning, which are always set within a valid, intentional context. Digital competency is increasingly essential nowadays, and this framework ensures that every learner develops the necessary skills to navigate and thrive in a digital society, including the skills need to ensure their digital health and wellbeing.</p>
<p>What is the content?</p>	<p>What is the content?</p>	<p>What is the content?</p>
<p>The framework addresses reading, writing, talking and listening activities across the curriculum, fostering learners' ability to interpret, communicate and evaluate information critically effectively. The framework aims to develop learners' literacy skills alongside their knowledge of the subject, helping them to become confident readers, authors and communicators across every area of learning.</p>	<p>Integrating numeracy skills into every AoLE emphasises their essential nature. Numeracy skills, such as problem solving, data analysis, and mathematical reasoning across the curriculum are being developed, using meaningful contexts to build a learner's confidence and proficiency when using numbers effectively in real life contexts. This develops their independence as a learner and prepares them for academic success and in everyday life.</p>	<p>Integrating digital skills across every area of learning, rather than treating them as independent lessons, is the most effective way of developing these skills. It targets the development of digital skills, such as information literacy, digital communication, collaboration, creativity, and responsible use of technology. E-safety and appropriate online behaviour as essential elements of this framework, as well as applying digital skills critically.</p>

Our Curriculum's Six Areas of Learning and Experience (AoLE)

<p>Language</p> 	<p>Numeracy</p> 	<p>Health and wellbeing</p> 	<p>Humanities</p> 	<p>Science and Technology</p> 	<p>Arts</p> 
<p>WM1 – Languages connect us.</p> <p>WM2 – Understanding languages is essential to understand the world around us.</p> <p>WM3 – Expressing ourselves through languages is essential to communicate.</p> <p>WM4 – Literature ignites the imagination and inspires creativity.</p>	<p>WM1 – The number system is used to represent and compare relationships between numbers and quantities.</p> <p>WM2 – Algebra uses symbol systems to express the structure of mathematical relationships.</p> <p>WM3 – Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.</p> <p>WM4 – Statistics represent data, probability models chance and both support informative conclusions and decisions.</p>	<p>WM1 – Developing the health and wellbeing of the body leads to lifelong benefits.</p> <p>WM2 – The way we process our experiences and respond to them impacts our mental health and our emotional wellbeing.</p> <p>WM3 – The way we make decisions has an impact on the quality of our lives and the lives of others.</p> <p>WM4 – The way we engage with social influences shapes who we are and affects our health and wellbeing.</p>	<p>WM1 – Enquiring, exploring and researching inspires inquisitiveness about the world, its past, its present and its future.</p> <p>WM2 – Human events and experiences are complex and they are perceived, interpreted and represented in different ways.</p> <p>WM3 – Our natural world is diverse and dynamic, influenced by human processes and actions.</p> <p>WM4 – Human societies are complex and diverse and are shaped by human actions and beliefs.</p> <p>WM5 – Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take meaningful and ethical actions.</p>	<p>WM1 – Being curious and searching for answers is essential to understanding and predicting phenomena.</p> <p>WM2 – Design thinking and engineering offer technical and creative ways to meet society's needs and wishes.</p> <p>WM3 – The world around us is full of living things that depend on each other to survive.</p> <p>WM4 – Matter and the way it behaves defines our universe and shapes our lives.</p> <p>WM5 – Forces and energy provide a foundation for understanding our universe.</p> <p>WM6 – Computation is the foundation for our digital world.</p>	<p>WM1 – Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</p> <p>WM2 – Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.</p> <p>WM3 – Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p>

Our Curriculum planning process

Our Curriculum is everything a learner experiences while pursuing the four purposes. Not only what we learn, but how we learn and why we learn it.

<p>Exploratory process</p> 	<p>Mental Models</p> 	<p>Plan for progress, reflection and stepping forward</p> 	<p>Continuity over the 6 Areas of Learning and Experience</p> 	<p>Valid context, learning performances</p> 
<p>Exploratory Learning By asking big, open-ended questions in a simple manner. 1 – Grab attention / kindle an interest 2 – Research with purpose – apply skills, create, connect... 3 – Act / perform communication to a purpose. Create bespoke role and context for our learners.</p>	<p>Model different types and techniques to use when responding to a problem or a challenge.</p>	<p>Identify every child's abilities. Progress meetings Assessment methods and constructive feedback across the school. Camu 'Mlaen books.</p>	<p>Planning for continuity. Familiarise with What Matters statements and what this looks like in our school. https://hwb.gov.wales/api/storage/b0e91f7c-0050-47b6-9b23-0273d39df9f3/canllawiau-cwricwlwm-i-gymru-070220.pdf</p>	<p>Set our learning within bespoke real life situations. Use of digital skills and Seesaw to produce learning performances and record learning experiences beyond the classroom.</p>
<p>Feed the language and skills needed to support valid learning performance and investigation.</p>	<p>5 models to use across the school.</p>	<p>Use of language, number and digital walls, to exemplify continuity and progress.</p>	<p>What do WM statements look like in Bodhyfryd? What is the continuity of learning?</p>	<p>Transferring our learning to new situations to deepen and broaden understanding.</p>

Integral Skills

What are the integral skills and what are the examples of how we develop these in Ysgol Bodhyfryd?



Creativity and innovation



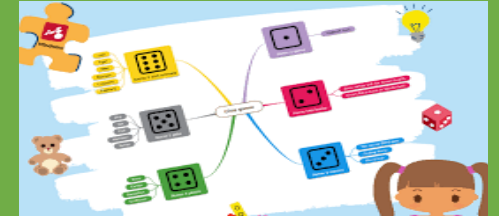
Problem solving and critical thinking



Personal Efficiency



Arranging and planning



Meaning?

Should children have the freedom to ask questions and explore ideas? They should be encouraged to link different experiences and skills, consider different answers, and explain their choices. This helps us find opportunities and share their plans, allowing them to create different types of value.

Meaning?

Children should be encouraged to ask important questions and think critically about information and situations. They should analyse possible answers, consider possible problems, and make objective decisions. They should also learn to develop strong arguments and suggest answers that create different types of value.

Meaning?

Children should foster emotional intelligence and independence, while building confidence. They should lead discussions, while considering social, cultural, ethical and legal aspects. They should assess their learning and their mistakes, aiming for improvement. Whilst they become responsible, they learn to recognise different types of value and use them effectively.

Meaning?

Children, as they grow up, should learn to set aims, make decisions, and adapt their plans. They will also learn to manage time, people and resources effectively. Checking for accuracy and creating value are important skills that they will develop. These abilities enable our children to work across different subjects, fostering creativity and critical thinking. Creating links between different areas offer opportunities for innovation.

Integral Skills

What are the integral skills and what are the examples of how we develop these in Ysgol Bodhyfryd?



Creativity and innovation



How does this look in Bodhyfryd?

Use of creative Cai to highlight the importance of discussing and developing ideas, planning, adapting, collaboration and evaluating our work.

Emphasising the importance of learning from the things that didn't succeed to improve our understanding of what we can achieve.

Working with external experts to enrich our work.

Problem solving and critical thinking



How does this look in Bodhyfryd?

Modelling Language patterns – use of Tower Hamlets scheme. More time for oral work when planning learning assessments.

Siwan McKnight – working with pupils to improve language skills – conduct an INSET session to share resources.

Ensure opportunities for children to discuss and communicate their ideas by planning learning performances to a purpose.

More time to collaborate in the classroom, focus on the I – We – You model, ensuring that there is plenty of time and pit stops within lessons.

Personal Efficiency



How does this look in Bodhyfryd?

Time to reflect, compare, evaluate and redrafting.

Use of KWL grids.

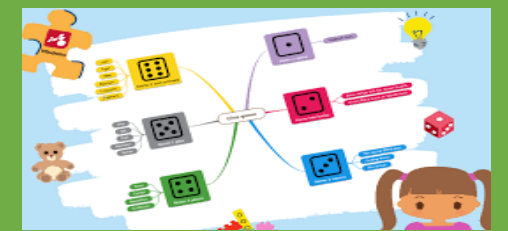
Developing the use of mental models.

Developing emotional intelligence, SAP groups to discuss feelings.

Use of PASS to target and support specific groups.

Cynefin work – developing awareness of cultural diversity in our area.

Arranging and planning



How does this look in Bodhyfryd?

Ensuring an atmosphere, timetable and resources inside and outside that allow children to develop their ideas. Developing outdoor learning methods with training and Resources.

Awareness of the importance of the 12 principles to plan a variety of teaching methods and a focus on exploratory learning.

The teacher's role is to develop opportunities for children to communicate effectively by developing and modelling listening key skills.






Focus on reading together to foster an enjoyment of reading, and to read a variety of texts.

Planning a creative production that uses digital resources to enrich it.

Continuity and Progress

How do we ensure that our learners develop their skills and knowledge effectively over time?



<p>Increasing effectiveness</p> 	<p>Increasing breadth and depth of knowledge</p> 	<p>Deepening understanding of ideas within AoLE</p> 	<p>Increasing sophistication while using and applying skills</p> 	<p>Making connections and transferring learning to new contexts</p> 
<p>Meaning?</p>	<p>Meaning?</p>	<p>Meaning?</p>	<p>Meaning?</p>	<p>Meaning?</p>
<p>As children grow, they improve how they learn with others in real work life situations. They learn where and how to ask for help. They start to ask wiser questions and find answers from different places. They also improve their self-evaluation and what the next steps are in their learning, while managing their own learning.</p>	<p>As children learn more, they need to know many things and understand these things in more depth. As they learn, they improve their intelligence of how different ideas coincide with each other and use that intelligence to make sense of new information. This helps them to really understand what they're learning and why it's important and appropriate.</p>	<p>It's important that children see how everything fits together in the world through all their learning. They should understand how different ideas and ways of doing things make sense together. As they grow, they will learn more about different subjects and how they engage with the bigger picture of what they learn and why it's important.</p>	<p>Children need to learn a variety of skills, such as communication, thinking and reflecting, and skills for specific subjects. They also learn how to understand and use information that they have learned. As they grow, they improve as they use the skills they already have, and they get the opportunity to learn new skills that are more complex. All of the learning builds on their previous learning experiences.</p>	<p>As children learn, they should improve their skills of connecting ideas within the subjects, between subjects and with things they know from outside the school. As they grow, they will improve their skills of explaining and showing why the connections are important. They will also be able to use what they have learned in new situations.</p>

Continuity and Progress

How do we ensure that our learners develop their skills and knowledge effectively over time?



Increasing effectiveness



How does this look in Bodhyfryd?

- Teachers use continuous assessment practices, including observing, oral / written feedback, self-evaluation and peer feedback to personalise the learning journey.
- Opportunities have been planned for children to build their learning activities together and agree on objectives.
- Literacy, numeracy and digital skills are being developed constantly to support independent learning.
- Progress meetings every term to discuss progress across the school.
- Camu 'Mlaen books are being used every term to track numeracy and written progress.

Increasing breadth and depth of knowledge



How does this look in Bodhyfryd?

- Thematic planning records note every unit's learning journey, empowering teachers to build on previous learning.
- Learning objectives are always shared clearly with the children to explain the purpose of the learning and to support progress assessment.
- Metacognition (learning how to learn) is a part of our daily dialogue in the classroom.
- There is a learning journey wall in every department as well as a 4 purposes wall showing progress across the school.

Deepening understanding of ideas within AoLE



How does this look in Bodhyfryd?

- The Curriculum for Wales is not about addressing broad content; instead, teachers lead learners to explore themes in depth across AoLEs.
- Theme books and planning a learning story establish and display connections between different AoLEs.
- Termly learning is called 'Learning story of ...' and it explains the learning's purpose and the way it connects subjects and skills.

Increasing sophistication while using and applying skills



How does this look in Bodhyfryd?

- The learners are part of any assessments made (stickers, orally in focus groups, mental models), including responding to everyday tasks through oral and written feedback intended to support individuals to refine their skills, from their starting point.
- The contexts for learning are becoming increasingly complex as the children progress through the school, and they need to be able to use and link different skills.

Making connections and transferring learning to new contexts



How does this look in Bodhyfryd?

- We use a 'design backwards' approach regarding our curriculum, whereby teachers start with a 'performance / celebration' aim in mind in relation to information, skills and understanding; creating a 'performance / celebration' to display understanding and what they have learned.
- Our curriculum also enables children to show their understanding in many ways, according to their requirements / abilities.

Cross-cutting Theme

What are the broader themes we must intertwine along the whole 3-16 learning journey, and how to achieve this in Ysgol Bodhyfryd?



<p>Relationships and Sexuality Education</p> 	<p>Diversity</p> 	<p>Children's Rights</p> 	<p>Careers and work experiences</p> 	<p>Religion, Values and Ethics</p> 
<p>Meaning?</p>	<p>Meaning?</p>	<p>Meaning?</p>	<p>Meaning?</p>	<p>Meaning?</p>
<p>Relationships and Sexuality Education (RSE) teaches children about healthy relationships, sexuality and personal rights. Through RSE we can create safe spaces for reflection. The curriculum focuses on three main areas: fostering healthy relationships, understanding sexual health, and promoting empowering, safety and respect.</p> <p>https://hwb.gov.wales/repository/resource/9852517a-4257-4fce-9e68-35b737e09c7d</p>	<p>Diversity means acknowledging and appreciating the differences between people and ensuring that the curriculum reflects those differences. We create opportunities for children to understand and celebrate diversity, challenge stereotypes, and see themselves being represented in the curriculum.</p>	<p>The children come to learn the importance of fairness, respect and safety in various relationships. Specific rights are explored, such as not discriminating, freedom to express themselves and their right to be protected from harm. In addition, we are in contact with United Nations Convention on the Rights of the Child and are teaching them about legal protections relating to their wellbeing.</p> <p>https://www.unicef.org.uk/what-we-do/un-convention-child-rights/</p>	<p>Careers and experiences relating to work help children prepare for learning and work in the future by developing their skills and understanding. This aims to help develop the aspects needed for success. It also encourages them to consider the importance of Welsh language skills in the workplace and to explore various learning opportunities for their future.</p>	<p>Within our Christian ethos, our values are at the heart of our curriculum and the running of the school from day to day. We focus on our local area and Welsh context as well as exploring the wider world. We celebrate the individuality and diversity that are within our school and communities, and we develop an understanding and empathy towards different religions.</p>

Cross-cutting Theme

What are the broader themes we must intertwine along the whole 3-16 learning journey, and how to achieve this in Ysgol Bodhyfryd?



Relationships and Sexuality Education



Diversity



Children's Rights



Careers and work experiences



Religion, Values and Ethics



How does this look in Bodhyfryd?

Year 6 – Sex education

Hygiene – practice brushing teeth from Reception to Year 1 and 2. Year 6 children supporting this.

Use of Growing Up tools. Cluster Training – Helen Jones.

Changing Vocabulary – LGBTQ.

Respect – The ethos of the whole school is based on developing healthy and safe positive relationships with each other.

Use of NSPCC Resources – Pantosaurus – a book for young children.

Ensuring the use of correct vocabulary when referring to body parts.

How does this look in Bodhyfryd?

Focus on events around the world.

Use news / newspapers to discuss real life.

Ensuring opportunities to discuss and consider a variety of points of view.

PAOCWR – Voice of the child – Considering others' opinion and expressing an opinion.

Working with the local community to connect and celebrate diversity in our community.

Winners of Cynefin Community Project – working with a local Portuguese group.

How does this look in Bodhyfryd?

Using our children to develop their voice and ideas.

School Council Committees, Eco Council, Healthy School, Digital Ambassadors, Language Charter, to represent every aspect of school life and work to improve our school.

Emphasis on individual choice, electing, voting, are practices throughout the school.

How does this look in Bodhyfryd?

Careers “speed dating”.

People who help – looking at various careers.

Visiting the Library, Hillbury Care Home.

Use of indoors and outdoors to offer various opportunities. Gardening, building, shop.

Referring to careers through investigative teaching. Using real life context to celebrate / present our work.

Inviting experts to work with the children: authors, sports clubs, community groups.

How does this look in Bodhyfryd?

Harvest celebrations, Christmas, Easter, weddings (year 1 and 2).

Weekly assembly, praying and singing together.

Discussing values and ethics by reading together, practice questioning and reading between the lines.

Open the Book – drama service every half term – the school children performing and sharing stories from the Bible in a whole school assembly.

Supporting others – older children helping the younger children by working on planting projects, reading and art.