

Hafod y Wern Community Primary School Curriculum Rationale

Dream Believe Achieve

Context,
Vision and
Values

Six Areas of
Learning

Planning

Curriculum

What Matters
Statements

Teaching

Four Purposes

Progression
Steps

Assessment



Hafod y Wern Community Primary School

Context:

Hafod y Wern Community Primary School was established in 2007 when the Hafod y Wern Infant and Hafod y Wern Junior Schools amalgamated. The school is located in a new building, opened in May 2017 and serves the Caia Park estate. The Caia Park estate is part of the Queensway and Caia Park wards. A Welsh Index of Multiple Deprivation (WIMD) report has found that Queensway, Caia Park is the ninth most deprived area in Wales. WIMD is made up of eight separate types of deprivation- these include income, employment, health, education, access to services, housing, community safety and physical environment. Very few pupils, mainly within the resourced provision attend from outside the immediate catchment area. There is close liaison with many outside agencies to tackle issues of social disadvantage.



Our Vision:

Where we
VALUE & INSPIRE ALL LEARNERS
TO BECOME
successful global citizens

Our Values:

Our values	Our behaviours
To be a good listener	We listen to each other
To be happy	We help each other to be helpful
To be respectful	We treat each other fairly
To be resilient	We never give up
To be a lifelong learner	We take responsibility for our own learning
To be healthy	We look after our physical and mental wellbeing
To be responsible	We understand what is right and wrong - ethically aware
To be creative	We enjoy learning in different ways
To be a Welsh citizen	We have an understanding of Welsh language, culture and history

Curriculum

What do we mean by 'Curriculum'?

Our school curriculum is at the heart of everything we do. 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.

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

- 4 Purposes
- Six Areas of Learning and Experience
- What Matters Statements
- Progression Steps
- Cross Curricular Skills
- 5 Cross-Cutting Themes



Four Purposes



Four Purposes

Ambitious, Capable Learners

I set myself targets and challenge myself to achieve.
I am always learning and can apply my skills.
I spend time reflecting on my learning.
I can question and solve problems.
I can communicate in different ways and in different languages.
I can explain my work.
I can use my knowledge of number in different areas.
I can apply my Mathematical skills.
I can use digital devices.
I can research and evaluate.

I am ready to be a lifelong learner



Ethical, Informed Citizens

I will listen carefully and will ask for further information to form my own views.
I can talk about current events.
I know my rights as a child.
I know my actions have consequences.
I know about my culture - past, present and future.
I understand that different people have different challenges.
I care for the environment and look after it.

I am ready to be a citizen of Wales and the world



Enterprising, Creative Contributors

I can apply my knowledge.
I can solve problems in different ways.
I grasp opportunities.
I take risks and don't mind getting things wrong.
I can work with others successfully.
I use my literacy, numeracy and digital skills in my learning to express my ideas and emotions.
I share my ideas with others and use theirs.

I am ready to play a full part in life and work



Healthy, Confident Individuals

I have values and think about my spiritual and ethical beliefs.
I am confident, resilient and empathetic.
I know the importance of a healthy, balanced diet and exercise.
I can who to talk to and where to find information about staying safe.
I take part in physical activity.
I make good lifestyle choices.
I can confidently take part in a performance.
I form positive relationships based upon trust and mutual respect.
I face and overcome challenges
I use my skills and knowledge to manage my everyday life

I am ready to lead a fulfilling life as a valued member of society



Four Purpose Characters



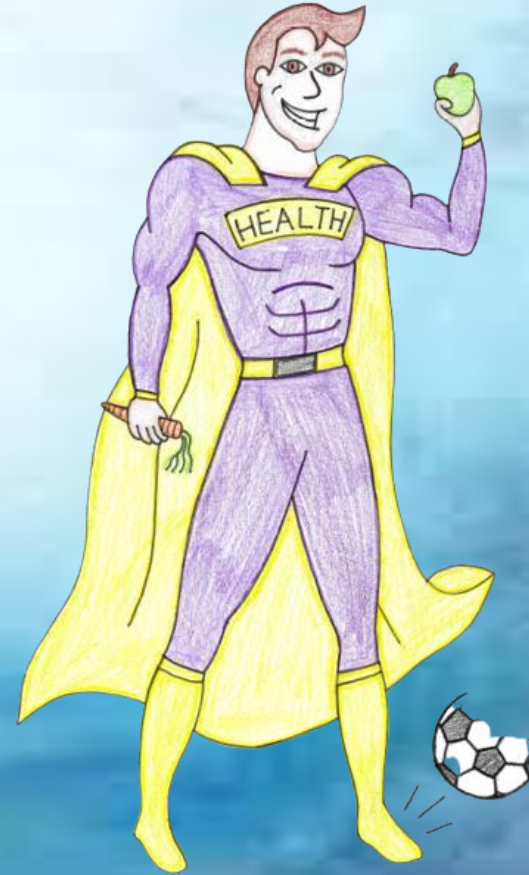
Ambitious Anwen



Ethical Elis



Creative Carys



Healthy Huw

The Six Areas of Learning

Languages, Literacy and Communication	Mathematics and Numeracy	Science and Technology	Health and Wellbeing	Humanities	Expressive Arts
<p>Disciplines developed in this school:</p> <p>Welsh, English, Literature</p>	<p>Includes 5 interdisciplinary competences:</p> <ol style="list-style-type: none"> 1. Conceptual Understanding 2. Communication using symbols 3. Fluency 4. Strategic Competence 5. Logical Reasoning 	<p>Disciplines developed in this school:</p> <p>Biology, Chemistry, Physics, Design and Technology, Computer Science, Information and Technology</p>	<p>Disciplines developed in this school:</p> <p>Physical Education, Mental Health, Emotional and Social Wellbeing</p>	<p>Disciplines developed in this school:</p> <p>Geography, History and Religious Education</p>	<p>Disciplines developed in this school:</p> <p>Art, Music, Dance, Drama,</p>

Cross Curricular Skills

We will plan for the development of the following cross-curricular skills within and across the Areas of Learning and Experience using the revised national frameworks

Literacy

Numeracy

Digital Competence

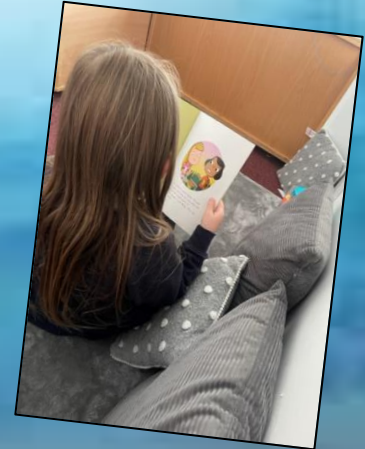
Cross-Cutting Themes

Relationships and Sexuality Education	Human Rights Education and the United Nations Convention on the Rights of the Child (UNCRC)	Diversity	Careers and work- related experience	Local, National and International Context
---------------------------------------	---	-----------	--------------------------------------	---

The **What Matters Statements** for each Area will be the basis of our planning for progression, depth and breadth of skills and knowledge and for learner progress.

The Pedagogical Principles

1. Maintain a consistent focus on the overall purposes of the curriculum.
2. Challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.
3. Means employing a blend of approaches including direct teaching.
4. Means employing a blend of approaches including those that promote problem-solving, creative and critical thinking.
5. Sets tasks and selects resources that build on previous knowledge and experience and engage interest.
6. Creates authentic contexts for learning.
7. Means employing assessment for learning principles.
8. Making connections within and across AOLEs.
9. Cross-curricular responsibilities.
10. Encourages learners to take increasing responsibility.
11. Supports social and emotional development and positive relationships
12. Encourages collaboration



Inclusiveness

ALN

As a school we ensure the needs of all learners are met 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 Hafod y Wern, 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 of all stakeholders is a focus and a high priority across everything we do at Hafod y Wern.

Growth mindset is an important key element of our curriculum. We promote a positive approach to behaviour management. Emotional wellbeing is key to success.. Pupils engage in mindfulness activities and have the opportunity for brain breaks throughout the day.

During the educational year every opportunity is taken to raise awareness of special occasions that promote Health and Well-being.

• A wide variety of after-school clubs are provided to reinforce the elements of Health and Well-being and ensure support for vulnerable children e.g. dance, drama and creative clubs, gardening, Urdd, performing arts activities, and a digital club.

The school provides excellent provision for health, care and wellbeing.'

Estyn 2015

Inclusiveness

We pride ourselves on inclusiveness at Hafod y Wern.

'Staff work together very efficiently to promote a positive, inclusive and caring environment, which permeates throughout the school.'

Estyn 2015

Our school continues to develop strong relationships with our families and community.



Provision Offered

Cognition and Learning

Differentiated curriculum
Differentiated delivery
Differentiated outcome
Increased visual aids
Visual timetables
Use of writing frames
ICT/tablet devices
Coloured overlays
Phonics Games
Dynamo Maths (Individually tailored dyslexia intervention program)
IDL (Spelling and reading program)
Catch up Literacy (phonics, reading sentence support)
RWI (Read Write Inc Phonics intervention) Groups / 1:1 sessions

Communication and Interaction

Flexible teaching arrangements
Structured school and class routines
Differentiated curriculum delivery
Differentiated outcomes
Increased visual aids
Visual timetables/calendars
Use of symbols
Give information in small chunks
Now and next board
Pre teach vocabulary
Makaton (Communication aid)
Social stories
Lego Therapy (Supports Communication)
SALT (Speech and Language therapy)
Literacy Support (outside agency supporting literacy)
Language outreach (outside agency supporting language development)

Behavioural, Emotional and Social development

Whole school and class reward system
Whole school/class rules
Whole school Policy for behaviour
Circle time as part of citizenship
Fidget toys/sensory items
ABC chart
General guidance from ANEW (Behaviour support from LA)
Calm down box/area
Break tasks down
Wellbeing sessions – Meditations
Gardening mentoring
School counselling 1:1
ELSA (Emotional literacy support Assistant) 1:1
Fishing mentoring group
Alex Kelly (social communication support)
Referrals to Behaviour Support
Referrals to neuro development team

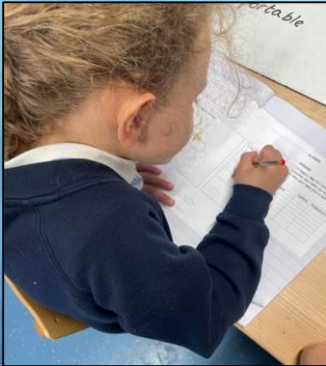
Physical and medical

Accessibility to move around the classroom
Classroom resources – Sloping board, adapted chairs, scissor, and pencil grip.
Use technology to support learning
Suitable materials (books, paper)
Therapy Putty
Fine Motor Group
Physio exercises
School nurse support
Referrals to Occupational Therapy

Statutory Elements

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

- Careers & work related experiences
- Well-being of Future Generations (Wales) Act 2015
- United Nations Convention on the Rights of the Child (UNCRC)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Relationships and Sexuality Education Code – We follow the code set out by the Welsh Government



Assessment



We use the continuum of learning from ages 3 to 16 to assess our pupils. We utilise various assessment strategies, which enable each individual learner to make progress at an appropriate pace.

The purpose of assessment

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.

This includes:

- Assessment for Learning (AFL) Supporting individual learner progression on an ongoing, day-to-day basis; identifying, capturing and reflecting on individual learner progress over time
- Progress monitored termly
- Pupil progress meetings held termly
- Taith 360, an online resource used as an assessment and tracking tool
- Parents' Evenings termly
- PASS, (Pupil attitude to self and school) to assess learner wellbeing
- CATS, (Cognitive Ability Tests)
- Person centred profiles

Communication with Parents / Carers

We communicate effectively with parents/carers on a regular basis e.g. weekly newsletters

Parents / carers are informed how to support their children's learning

at:

- Parents' Evenings
- Homework tasks
- Online activities

We have effective two-way communication and engagement with parents/carers through the following methods:

- Face-to-face conversations / meetings
- SeeSaw
- Emails
- Telephone calls

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

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 an 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.

Assessment

Formative assessment is central to our teaching in our school. The following outlines the main strategies and principles that we use.

Formative Assessment Strategy / Principle	12 Pedagogical Principles <i>*Key to the right</i>
Class climate and culture - Growth Mindset, Learning powers, Learning zones, celebrating mistakes, embracing challenge	1, 2, 3, 7, 10, 11, 12
Involvement of learners in the planning	1, 2, 3, 7, 10, 11, 12
Talking Partners	1, 2, 3, 4, 7, 10, 11, 12
Learning outcomes and Success Criteria	2, 3, 4, 5, 7, 10, 11, 12
Feedback - Verbal, Peer and Written	1, 2, 3, 4, 7, 10, 11, 12
Prior / Current knowledge and questioning	1, 2, 3, 4, 5, 7, 10, 11, 12
Differentiated challenges / eliminating ability grouping	1, 2, 3, 5, 7, 10, 11, 12

	Pedagogical Principles
1	Maintain a consistent focus on the overall purposes of the curriculum.
2	Challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.
3	Means employing a blend of approaches including direct teaching
4	Means employing a blend of approaches including those that promote problem-solving, creative and critical thinking.
5	Sets tasks and selects resources that build on previous knowledge and experience and engage interest.
6	Creates authentic contexts for learning.
7	Means employing assessment for learning principles.
8	Making connections within and across AOLES.
9	Cross-curricular responsibilities.
10	Encourages learners to take increasing responsibility.
11	Supports social and emotional development and positive relationships.
12	Encourages collaboration.

Learning and teaching styles we use at Hafod y Wern

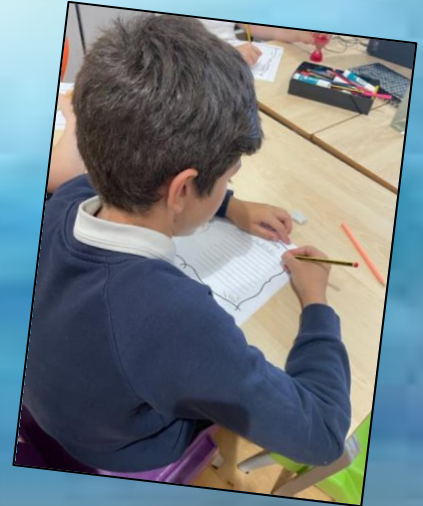
Disciplinary	<ul style="list-style-type: none"> Specialist teaching within disciplines or subjects. 	<ul style="list-style-type: none"> Subjects provide guarantees, through their links with disciplines and the production of new knowledge, that students have access to the most reliable knowledge that is available in different fields. Subjects provide breadth and depth. Teachers can use their expertise and passion most effectively.
Multidisciplinary	<ul style="list-style-type: none"> A multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline 	<ul style="list-style-type: none"> This retains the advantages and challenges of a disciplinary approach Moves towards enabling the learners to connect the learning more effectively and supports the development of transferable skills Learners gain a more holistic understanding of the world
Interdisciplinary	<ul style="list-style-type: none"> Combines several school subjects into one active project or is organised to cut across subject-matter lines, bringing together various aspects of the curriculum into meaningful association Addresses a complex problem or focus question that cannot be resolved by using a single disciplinary approach 	<ul style="list-style-type: none"> This approach allows the students to learn by making connections between ideas and concepts across different disciplinary boundaries Students learning in this way are able to apply the knowledge gained in one discipline to another different discipline as a way to deepen the learning experience It enables students to produce an interdisciplinary understanding of the problem or question (looking through a variety of lenses)
Integrated	<ul style="list-style-type: none"> An interdisciplinary organisational approach, which breaks down traditional subject boundaries 	<ul style="list-style-type: none"> Broad, balanced and authentic curriculum <p>Where well-planned this approach can:</p> <ul style="list-style-type: none"> Reduce the duplication of skills and concepts in different subject areas. Increase relevance for the learner through real-life context. Allow the learner to see the big picture, and not just the fragmented parts. Develops the skills that can be transferred to other disciplines, connects and to life

Parents



As a parent / carer I will do my best to:

- Ensure my child attends school regularly.
- Bring my child to school on time.
- Keep the school informed if my child is not able to attend school.
- Provide and dress my child in the correct school uniform.
- Ensure my child has the correct P.E. kit and wears it for P.E. sessions.
- Engage with my child about their learning including homework and reading activities.
- Attend Parents' Evenings.
- Respond to all communications.
- Provide up to date contact information.
- Provide my child with a healthy snack / snack money.
- Show respect to all stakeholders.





Comisiynydd
Plant Cymru
Children's
Commissioner
for Wales

Listens. Supports. Speaks up.

Hello, my name is Rocio Cifuentes and I'll be the Children's Commissioner for Wales from April 2022 until April 2029

It's my job to:

Support you to find out about your rights.

Listen to what's important to you.

Advise you, and those who care for you, if you think you've been treated unfairly.

Influence others to make sure all children get their rights.

Speak up for you on important issues.



Learning more about rights

Whether you're a young person, or an adult working with young people, we've got lots of resources on our website to help you learn more about rights. You can also join one of our ambassador schemes, which hundreds of schools and clubs across Wales are already a part of.



KNOW YOUR RIGHTS

The United Nations Convention on the Rights of the Child, or the UNCRC, is a list of rights that all children and young people in Wales and across the world have.

Article 1:
Everyone under 18 has these rights.

Article 2:
All children have these rights no matter what. All children should be treated equally.

Article 3:
Adults should always do what is best for you.

Article 4:
The Government should make sure that all children and young people get these rights.

Article 5:
The Government should respect the right of your family to help you know about your rights.

Article 6:
You have the right to life, to grow up and reach your full potential.

Article 7:
You have the right to a name and a nationality.

Article 8:
You have the right to an identity.

Article 9:
You have the right to live with your parents, if this is what's best for you.

Article 10:
You have the right to see your family even if they live in a different country.

Article 11:
You have the right not to be kidnapped or taken out of the country illegally.

Article 12:
You have the right to be listened to and taken seriously.

Article 13:
You have the right to find out and share information, and say what you think.

Article 14:
You have the right to practise your own religion, as long as you're not stopping people from enjoying their rights.

Article 15:
You have the right to meet with friends and join groups.

Article 16:
You have the right to privacy.

Article 17:
You have the right to honest information from the media that you can understand, as long as it's safe.

Article 18:
You have the right to be brought up by both parents, if possible.

Article 19:
You have the right to be protected from being hurt or badly treated.

Article 20:
You have the right to be looked after properly if you can't live with your own family.

Article 21:
If you can't live with your parents, you have the right to live in the best place for you.

Article 22:
If you are a refugee, you have the same rights as any other child in the country.

Article 23:
If you are disabled, you have the right to special care and support so that you can lead a full and independent life.

Article 24:
You have the right to clean water, healthy food, a clean environment and good healthcare.

Article 25:
If you're not living with your family, you have the right to a regular check on how you're being cared for.

Article 26:
You have the right to support from the Government if your family hasn't got enough money to live on.

Article 27:
You have the right to a proper house, food and clothing. Governments must help families who cannot afford to provide this.

Article 28:
You have the right to an education.

Article 29:
You have the right to be the best you can be. Education must help you develop your skills and talents to the full.

Article 30:
You have the right to speak your own language and follow your family's way of life.

Article 31:
You have the right to relax and play.

Article 32:
You have the right to be protected from doing dangerous work.

Article 33:
You have the right to be protected from dangerous drugs.

Article 34:
Nobody should touch you in ways that make you feel uncomfortable, unsafe or sad.

Article 35:
You have the right not to be abducted, sold or trafficked.

Article 36:
You have the right to be kept safe from things that could harm your development.

Article 37:
You have the right not to be punished in a cruel or hurtful way.

Article 38:
You have the right to be protected during a war and not to fight in the army if you're under 15.

Article 39:
You have the right to special help if you've been hurt or badly treated.

Article 40:
You have the right to legal help and to be treated fairly if you've been accused of breaking the law.

Article 41:
If the laws in your country protect you better than the rights in this list, those laws should stay in place.

Article 42:
The Government must let children and families know about children's rights.

Articles 43-54:
These articles are about how adults and the Government must work together to make sure all children get their rights.

Do you need to talk to us about a problem?

Our Investigations and Advice service is free and confidential. It's there to help and support children and their families. Get in touch to find out how we can help:
Phone: 0808 801 1000 Email: advice@childrenscommissioner.wales

Get in touch

Website: www.childrenscommissioner.wales
Email: post@childrenscommissioner.wales
@ [childcomwales](https://www.facebook.com/childcomwales)

Teachers

As a teacher I am expected to:

- Have knowledge, understanding and implement all school policies.
- Be a part of whole school and community projects.
- Challenge all learners appropriately.
- Continue as a learner in my adulthood.
- Provide appropriate support to all learners.
- Use the outdoor environment to aid learning.
- Ensure activities are accessible to all pupils needs and capabilities.
- Ensure resources will be stimulating and engaging.
- Ensure the learning environment will be organised, purposeful, relevant and aids learning.
- Develop the pupils' personal key skills e.g. tying shoe laces, using cutlery correctly.
- Ensure pupils' well-being is prioritised.
- Ensure pupils' knowledge, understanding and skills is assessed regularly.
- Ensure pupils will be taught about their local area, Wales and the wider world.
- Ensure pupils know and understand their rights as a child.
- Provide feedback to all pupils on what they have done well, and what they can do to improve.
- Organise trips throughout the year.



Areas of Responsibilities		
Headteacher Mr S Edwards		
Deputy Head Teacher Mrs N Hughes	Key Stage 2 Leader Mrs L Evans	Foundation Phase Leader Mrs J Foxley
Headteacher: Mr S Edwards Deputy Headteacher: Mrs N Hughes Foundation Phase Leader: Mrs J Foxley Key Stage 2 Leader: Mrs L Evans Additional Learning Needs Coordinator (ALNCo): Mrs K Goodall Resource Provision Teacher: Miss A Russell	<u>Pastoral Support Team</u> Wellbeing and Attendance Manager: Mrs R Morris Miss C Ffoulkes Ms S Groom	<u>Intervention Team</u> Mrs J Welch Mrs N Ioannidis Ms S Groom Mr B Kinloch
School Council: Mrs N Hughes Educations for Sustainable Development and Global Citizenship (ESDGC) / Eco Council: Mrs L Evans Sports Council: Miss A Sousa Criw Cymraeg: Mrs J Foxley Digital leaders: Mrs K Goodall Healthy Schools: Mrs A Donohr Trips / visits / Evolve: Mrs A Bagot Sports Day: Miss R Jones / Miss A Sousa Charities: Mrs A Hughes / Mrs H Thomas Communication PE Officers: Miss A Sousa Investors in Families: Miss A Sousa P.C.S.O.: Miss A Hughes Collective Worship: Mrs M Edwards	ALNCo: Mrs K Goddall Liaise with: SALT (Speech and Language Outreach Support) PASS (Pupil attitude to self and school) School Councillor 1:1 Nightingale House – bereavement counselling Caia Park Mentoring CLAY (Children Looked After) ANEW (Behaviour Support Team) Education Psychologists Inclusion Officer	