

# Ysgol Borthyn VC Church in Wales

## Curriculum for Wales Rationale



**Believe, Aspire, Try, Succeed.**

## OUR VISION



**Our vision for the future is to ensure that every pupil reaches their full potential and develops into ambitious lifelong learners, who are ready to be valued citizens of Wales and the world.**

**Through engaging learning experiences, we nurture confidence, curiosity and creativity as we promote bilingualism, wellbeing, sustainability and aspiration, in an inclusive Christian environment.**



# EIN GWELEDIGAETH



Ein gweledigaeth ar gyfer y dyfodol yw sicrhau bod pob disgybl yn cyrraedd eu llawn botensial ac yn datblygu'n ddysgwyr gydol oes uchelgeisiol, sy'n barod i fod yn ddinasyddion gwerthfawr o Gymru a'r byd.

Trwy brofiadau dysgu difyr, rydym yn meithrin hyder, chwilfrydedd a chreadigrwydd wrth hyrwyddo dwyieithrwydd, lles, cynaliadwyedd a dyhead, mewn amgylchedd Gristnogol gynhwysol.

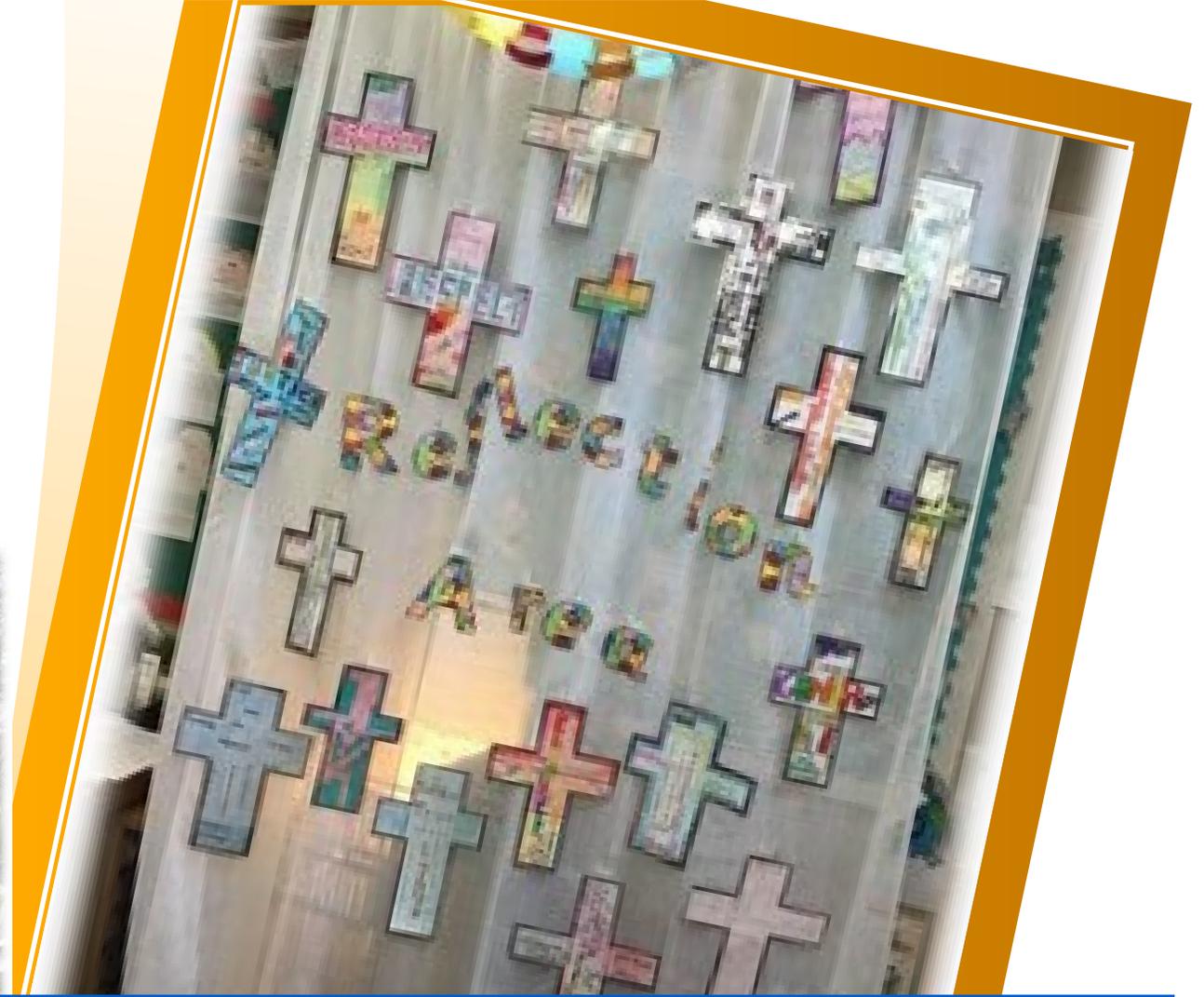




# Our Values

Our Christian Values are:

- Generosity
- Compassion
- Courage
- Respect
- Forgiveness
- Friendship
- Thankfulness
- Trust
- Service
- Perseverance
- Justice
- Truthfulness



**We constantly strive to create a school environment which is caring and inclusive. Our school is known within Ruthin for its warm, friendly, family atmosphere and Christian ethos where children feel valued and secure. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experience we offer to all of our pupils.**



YR EGLWYS THE CHURCH  
YNG NGHYMURU IN WALES

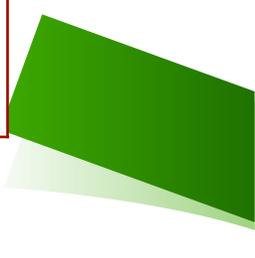
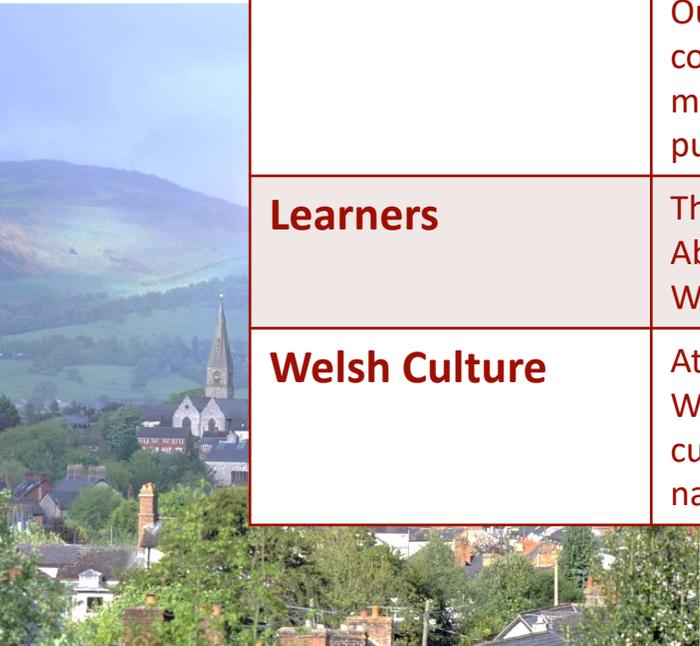


## OUR SCHOOL CONTEXT



### Ysgol Borthyn Voluntary Controlled, Church in Wales

<b>Community</b>	<p>Our school is in the town of Ruthin, Denbighshire. The majority of pupils come from the local area. We provide education for approximately 100 pupils aged from three to eleven. We offer nursery provision for the morning sessions.</p> <p>We have a good relationship with Borthyn Bunnies and the Afterschool Club, therefore, we can offer wrap around care for all our pupils.</p>
<b>Christian Ethos</b>	<p>Recognising its historical foundation, the school will preserve and develop its religious character in accordance with the principles of the Church in Wales and in partnership with the Church at parish and diocesan levels.</p> <p>Our school aims to serve the community by providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.</p>
<b>Learners</b>	<p>The number of pupils eligible for free school meals is 34%.</p> <p>About 5% of pupils have English as an additional language.</p> <p>We have identified 48% of pupils as having additional learning needs (including monitoring).</p>
<b>Welsh Culture</b>	<p>At Ysgol Borthyn, we predominantly teach through the medium of English but with significant use of the Welsh Language. The home language of nearly all pupils is English. Learner celebrate the Welsh language, culture and heritage throughout their work. We have a strong focus on Cymraeg Campus, participate in national celebrations and offer residential trips to Pentrellyncymer, Glan Llyn and Cardiff</p>



# OUR PARENTS

We asked our parents to describe our school in three words. This WordCloud encompasses the main words fed back to us. We are often praised for our family, inclusive and supportive approach. Parental engagement is important to us. Throughout the year we hold various parent workshops, provide clear communication via Seesaw and offer support to parents with help and advice when supporting their child at home.



Our Twitter feed, Borthyn App and Pupil Press keeps parents updated regularly.





# OUR CURRICULUM

## What do we mean by 'Curriculum'?

A school curriculum is everything a learner experiences in school. When designing Ysgol Borthyn's curriculum we have the needs of learners at the forefront of our mind. We carefully consider **WHAT** we teach, **HOW** we teach it and **WHY** we teach it.

Through a engaging topics and incorporating Pupil Voice, our curriculum design provides high quality teaching experiences which ignites learning and creates excitement amongst our children in the classroom and beyond.





# DESIGNING OUR CURRICULUM



## 1: Principles & Purpose

Determining the intent of our curriculum

## 2: Entitlement & Enhancement

Determining our learner offer

## 3: Breadth & Balance

Determining the content of our curriculum

## 4: Pedagogy

Planning the delivery of our curriculum

## 5: Progression & Assessment

Planning to ensure progression

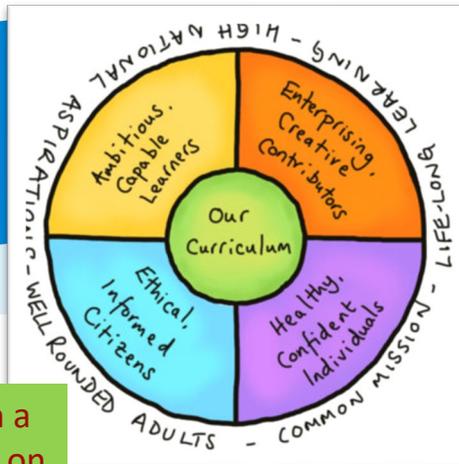
## 6: Review & Evaluate

Decide what works well and what areas need improvement

# PRINCIPLES & PURPOSE

## WHY – The Four Purposes

The Four Purposes are at the heart and core of Ysgol Borthyn's curriculum.



@impact.wales

Every topic begins with a 'Big Task' which focuses on each of the four purposes.

Ysgol Borthyn New Curriculum Planning	
Four Purposes	Big Task
Ambitious, Capable Learners	Explore Earth's extreme weather phenomena.
Enterprising, Creative Contributors	Create a visual poem performance based on natural disasters.
Ethically Informed Citizens	Identify the aftermath of natural disasters and how these have had an effect on people and landscapes.
Healthy, Confident Individuals	Raise awareness on the personal actions we can take to reduce carbon footprint.

FOUR PURPOSES	
Ambitious, Capable Learners	Enterprising, Creative Contributors
<p>Involve themselves in high standards and seek and enjoy challenge. Build up a body of knowledge and have the skills to connect that knowledge in different contexts. Question and enjoy solving problems. Communicate effectively in different forms and settings, using Welsh and English. Explain the ideas and concepts they are learning about. Use numbers effectively in different contexts. Understand how to interpret data and apply mathematical concepts. Use digital technologies creatively to communicate, find and analyse information. Make research and evaluate critically what they find.</p>	<ul style="list-style-type: none"> <li>Connect and apply their knowledge and skills to create ideas and products</li> <li>Think creatively to reframe and solve problems</li> <li>Identify and grasp opportunities</li> <li>Take measured risks</li> <li>Lead and play different roles in teams effectively and responsibly</li> <li>Express ideas and emotions through different media</li> <li>Give off their energy and skills so that other people will benefit</li> </ul>
Healthy, confident individuals	Ethical, informed citizens
<p>Secure values and are establishing their spiritual and ethical beliefs. Develop their mental and emotional well-being by developing resilience, resilience and empathy. Gain knowledge about the impact of diet and exercise on physical and mental health in their daily lives. Know how to find the information and support to keep safe and well. Engage in physical activity. Make measured decisions about lifestyle and manage risk. Gain the confidence to participate in performance. Build positive relationships based upon trust and mutual respect. Use their skills and knowledge to manage everyday life as independently as they can.</p>	<ul style="list-style-type: none"> <li>Find, evaluate and use evidence in forming views</li> <li>Engage with contemporary issues based upon their knowledge and values</li> <li>Understand and exercise their human and democratic responsibilities and rights</li> <li>Understand and consider the impact of their actions when making choices and acting</li> <li>Are knowledgeable about their culture, community, society and the world, now and in the past</li> <li>Respect the needs and rights of others, as a member of a diverse society</li> <li>Show their commitment to the sustainability of the planet</li> </ul>

The Power of Nature

In our school, all our children will be supported into:

ambitious capable learners – and are willing to learn throughout their lives;

enterprising, creative contributors – and are ready to play a full part in life and work;

ethically, informed citizens – and are ready to be citizens of Wales and the wider world

healthy, confident individuals - and are ready to lead fulfilling lives as valued members of our

society.

# PRINCIPLES & PURPOSE



## WHY – The Four Purposes

### Meet our Curriculum Crew!

To make the Four Purposes more child-friendly, we have created our own Four Purpose characters.

Here they are - you can see them in all of our classrooms and around the school.

#### Ambitious Anwen & Capable Caio

Are always ready to learn



and are ready to learn throughout their lives

PIC-COLLAGE

#### Enterprising Elis & Creative Ceri

Always try their very best



and are ready to play a full part in life and work

PIC-COLLAGE

#### Healthy Haf & Confident Cynan

Have the confidence to take part



and are ready to lead fulfilling lives as valued members of society

PIC-COLLAGE

#### Ethical Eila & Informed Ianto

Follow the Christian Values



and are ready to be citizens of Wales and the world

PIC-COLLAGE



# ENTITLEMENT & ENHANCEMENT

## WHAT – AREAS OF LEARNING EXPERIENCE

Our curriculum is divided into six Areas of Learning Experiences (AOLE's). The AOLE's are:



Expressive Arts



Health and Well-being



Humanities



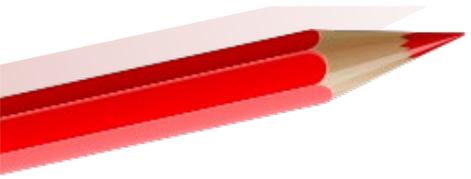
Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology



# ENTITLEMENT & ENHANCEMENT

## WHAT – WHAT MATTERS STATEMENTS

The Curriculum for Wales gives us the freedom to design our own content based on the 27 **What Matters Statements** in each **Area of Learning Experience (AOLE's)**. We develop pupil's skills and content to extend and deepen their understanding to ensure progression in learning appropriate to each pupils' developmental stage.

What Matters Statements for the 6 Areas of Learning and Experience

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

# ENTITLEMENT & ENHANCEMENT



## WHAT – CURRICULAR RESPONSIBILITIES

Our Ysgol Borthyn curriculum embeds the **mandatory cross-curricular skills**, **integral skills** and **cross-cutting themes**, which underpin the Four Purposes of the Curriculum and important life skills.



### 3 Cross Curricular Skills

#### Literacy

- Develop listening, reading, speaking and writing skills

#### Numeracy

- Be able to use numbers and solve problems in real-life situations.

#### Digital Competency

- Be confident users of a range of technologies to help them function and communicate effectively and make sense of the world.



### Integral Skills

Creativity & Innovation

Critical Thinking & Problem Solving

Planning & Organising

Personal Effectiveness



### 5 Cross Cutting Themes

Local, national and international context

Careers and work related experience

Diversity

Human Rights and the United Nations Conventions on the Rights of the Child (UNCRC)

Relationships and sexuality education

# ENTITLEMENT & ENHANCEMENT



## WHAT – Religion, Values and Ethics (RVE)

Throughout its history Wales has welcomed people of different faiths and from different cultures, and via its teaching of the subject of religion, values and ethics, the Church in Wales supports an approach which promotes the understanding of and respect for all religions, beliefs and non-religious world views, thus reflecting the diversity that exists in our forward-looking Welsh society (Church in Wales)



## Sub Lenses

SEARCH FOR MEANING AND PURPOSE

THE NATURAL WORLD AND LIVING THINGS

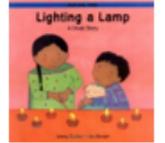
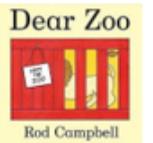
VALUES AND ETHICS

IDENTITY AND BELONGING

AUTHORITY AND INFLUENCE

RELATIONSHIP AND RESPONSIBILITY

THE JOURNEY OF LIFE

<u>Healthy, Happy, Me!</u>	<u>Light Up the Night</u>	<u>Fun When It's Freezing</u>	<u>Whizz Around Ruthin!</u>	<u>In the Garden</u>	<u>Into the Wild/The Gingerbread Man</u>
<p><u>Story focus</u> <u>The Colour Monster</u></p> 	<p><u>Story focus</u> <u>Ten Little Lights</u></p>  <p><u>Lighting a Lamp</u></p> 	<p><u>Story focus</u> <u>Jack Frost</u></p> 	<p><u>Story Focus</u> <u>The Runaway Pancake/Dosbarth Pili Pala and the Runaway Pancake</u></p> 	<p><u>Story focus</u> <u>The Very Hungry Caterpillar</u></p> 	<p><u>Story Focus</u> <u>Dear Zoo</u></p>  <p><u>The Gingerbread Man</u></p> 
<u>Visits/Experiences and Community Links</u>	<u>Visits/Experiences and Community Links</u>	<u>Visits/Experiences and Community Links</u>	<u>Visits/Experiences and Community Links</u>	<u>Visits/Experiences and Community Links</u>	<u>Visits/Experiences and Community Links</u>
Making soap	Diwali Party		Visit to some of the places on the class story map – Ruthin Gaol/Nant Clwyd y Dre	Insect Lore – Caterpillar to butterfly life cycle Planting fruit/veg	Zoo trip – Welsh Mountain Zoo Trip to <u>Cae Ddol</u> – crossing the river Bakery visit
<u>Identity and belonging</u>	<u>Values and Ethics Relationships &amp; Responsibility</u>	<u>Search for meaning and purpose</u>	<u>Authority and Influence</u>	<u>The Natural World and Living Things</u>	<u>The Natural World and Living Things</u>



YR EGLWYS YNG NGHYMRU THE CHURCH IN WALES



# WHAT - OUR YSGOL BORTHYN NON-NEGOTIABLES

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

## Readiness for Learning

As part of the Readiness for Learning initiative, we have developed the Borthyn BATS - BELIEVE, ASPIRE, TRY and SUCCEED (BATS). We strive to believe in ourselves, as God believes in us; aspire to be amazing in everything we do; try our very best, without giving up and keep our mindset growing in order to succeed. Our pupils are proud of our Borthyn BATS song.

## Health & Wellbeing

On **Well-being Wednesdays** our pupils have one session to focus on the Five Ways to Wellbeing. There are various areas in the school that pupils can take care of their wellbeing including **Reflection Areas**, a **Prayer Garden** and **Sensory Room**. Every other Wednesday we have a class visiting Reverend Stuart at church to participate in Wellbeing activities. **Growth Mindset** has a strong focus in every class.

## Ysgol Borthyn Senedd

The Ysgol Borthyn Senedd runs every week in school. All pupils are given the chance to use their voice and share their ideas. The Senedd committee groups are:

- **School Council** - Raise money and awareness for different causes and charities.
- **Christian Values** - Sustain the Christian ethos in school and promote our half-termly Christian value.
- **Pupil Press** - Share and communicate school news with our families and the community.
- **Cymraeg Campus** - Promote the Welsh language and promote a sense of belonging.
- **Healthy Bodies** - Inspire others to have an active lifestyle and eat healthy food.
- **Healthy Minds** - Encourage wellbeing and sustainability across the school.

## Immersion Weeks

We have stand-alone topic weeks called 'Immersion Weeks'. These include 'Cynefin', 'Proud to be Welsh', 'Fairtrade Fortnight' and 'eSafety'.



# ENHANCEMENT & ENTITLEMENT



WHAT – READINESS FOR LEARNING (NON-NEGOTIABLE)

## Believe, Aspire, Try, Succeed.

We set high expectation for all of our pupils to encourage vital engagement in learning, promote individual and collective well-being and embrace diversity through our school motto - 'Borthyn

BATS'.

**B**ELIEVE in yourself;  
as God believes in you,  
**A**SPIRE to be amazing  
in everything you do,  
**T**RY your very best,  
just keep on going,  
to **S**UCCCEED in life you've got  
to keep your mindset growing.



We have our very own Borthyn BATS song to help remind us to believe, aspire, try and succeed. We have created BATS stories to help pupils connect with their learning powers. The pupils earn tokens when they demonstrate these in the classroom and in other areas around school. They use these tokens to vote for rewards set by our School Council.

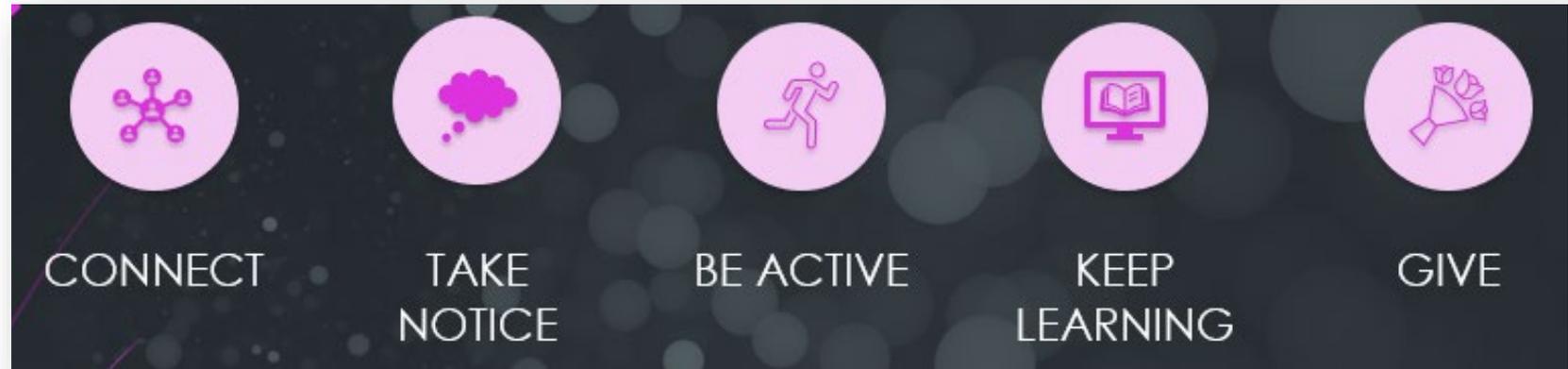


# ENHANCEMENT & ENTITLEMENT



## WHAT – HEALTH & WELLBEING (NON-NEGOTIABLE)

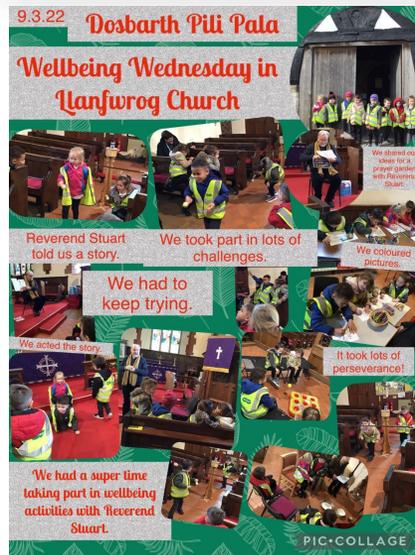
Every Wednesday, each class participates in Wellbeing Wednesday. Activities focus on the Five Ways to Wellbeing:



### CLOUD GAZING

We lay looking at the clouds, listening to the relaxing music. We talked about the different shapes and images that we could see in the clouds. We talked about how we felt after this activity. Lots of us said that we felt calm and relaxed!

PIC-COLLAGE



We link in with Llanfwrog Church regularly to participate in activities that are linked to our half-termly Christian Values.



# ENHANCEMENT & ENTITLEMENT



## WHAT – YSGOL BORTHYN SENEDD (NON-NEGOTIABLE)

All of our pupils are involved heavily with the Ysgol Borthyn Senedd. Each committee focuses on a participate aspect of the school. The Senedd ensures Pupil Voice an engaging in the wider aspects of school life .

### Ysgol Borthyn Senedd

- School Council
- Christian Values
- Cymraeg Campus
- Healthy Minds
- Healthy Bodies
- Pupil Press



Senedd	Aims
School Council	Raise money and awareness for different causes and charities.
Christian Values	Sustain the Christian ethos in school and promote our half-termly Christian value.
Cymraeg Campus	Promote the Welsh language and promote a sense of belonging.
Healthy Minds	Encourage wellbeing and sustainability across the school.
Healthy Bodies	Inspire others to have an active lifestyle and eat healthy food.
Pupil Press	Share and communicate school news with our families and the community.

# BREATH & BALANCE



## WHAT – PLANNING

At Ysgol Borthyn, our planning focuses on four 'Big Tasks' each linked to the Four Purposes. Every activity is carefully devised to match the 'Big Tasks' and incorporate the Literacy, Numeracy and Digital Competency skills from the Whole School Curriculum Map and the six AOLE's, which ensures breath and balance. We provide a thematic approach to our learning in creating an imaginative, innovative and flexible curriculum which inspires and motivates our pupils through various topics.

Our Whole School Curriculum Map outlines the 3 Cross Curricular skills to cover for each term.

New Curriculum Map - LNF/DCF Skills Coverage				
AUTUMN TERM				
Block	LNF/DCF Strand	Progression Step 1	Progression Step 2	Progression Step 3
National Coding Week: 14 <sup>th</sup> Sept - 2021	Data and Computational Thinking	1 can identify, create and follow algorithms and patterns in simple situations. 1 can recognise and follow instructions in the appropriate order to perform a task. 1 can express, define and use simple language to give instructions to others. 1 can create simple logic instructions. 1 can identify errors in simple algorithms (algorithms).	1 can break down a problem to produce its solution. 1 can design and create solutions which reuse instructions (or solutions) for (sub)tasks. 1 can create and record, verbal, written and symbolic instructions to test ideas, e.g. the order of sorting up through a display or board. 1 can change instructions to solve a different outcome. 1 can identify, explain or improve a sequence, e.g. identify when to abort a set of instructions by repeating steps, for instance when learning to use code.	1 can create simple code or self-written algorithms to solve problems, writing test of program work on simple hardware and software. 1 can identify repeating patterns within algorithms and describe their purpose. 1 can identify repeating patterns within algorithms and use functions to make the algorithms more efficient. 1 can design and control simple algorithms.
	Listening	1 can listen to, understand and use basic concepts in language e.g. patterns and comparisons.	1 can listen to, understand and refer to the gist of what I have heard.	1 can listen to, understand, refer, interpret and read the general meaning of what I have heard.
	Reading	1 can show an interest in books and other reading materials and enjoy sharing and handling them as a reader e.g. handle books correctly and use them safely.	1 can select my own reading material according to interest or purpose.	1 can read complex texts independently for sustained periods.
	Writing	1 can communicate by reading, writing, drawing symbols or using letters and sounds in a range of contexts. 1 can make connections to their basic mathematical concepts can be transferred during play and classroom activities. 1 can read, write and interpret numbers using figures and words up to at least 1000.	1 can write legibly.	1 can write legibly and fluently.
1	Numeracy	1 can make connections to their basic mathematical concepts can be transferred during play and classroom activities. 1 can read, write and interpret numbers using figures and words up to at least 1000.	1 can make connections to their basic mathematical concepts can be built on and deepened. 1 can show an understanding of the basic structure of mathematics and use symbols in different contexts. 1 can explain and express concepts and find examples (or use analogies). 1 can read and write numbers to 1 million and numbers up to 9 decimal places.	1 can make connections to their basic mathematical concepts can be built on and deepened. 1 can show an understanding of the basic structure of mathematics and use symbols in different contexts. 1 can explain and express concepts and find examples (or use analogies). 1 can read and write numbers of any size. 1 can present numbers in a given number of decimal places or significant figures.
	Speaking	1 can begin to understand and use basic concepts in language e.g. patterns and comparisons. 1 can show an interest in books and other reading materials and enjoy sharing and handling them as a reader e.g. handle books correctly and use them safely.	1 can explain, discuss, give reasons and provide appropriate answers to questions.	1 can explain, discuss, give reasons and provide appropriate answers to questions. 1 can read and write numbers from different texts using a range of strategies for reading meaning: • knowledge of context • word roots • word families • spelling • text organisation • own knowledge of content
	Reading	1 can show an interest in books and other reading materials and enjoy sharing and handling them as a reader e.g. handle books correctly and use them safely.	1 can select my own reading material according to interest or purpose.	1 can read complex texts independently for sustained periods.
	Writing	1 can communicate by reading, writing, drawing symbols or using letters and sounds in a range of contexts. 1 can make connections to their basic mathematical concepts can be transferred during play and classroom activities. 1 can read, write and interpret numbers using figures and words up to at least 1000.	1 can write legibly.	1 can write legibly and fluently.
2	Numeracy	1 can make connections to their basic mathematical concepts can be transferred during play and classroom activities. 1 can read, write and interpret numbers using figures and words up to at least 1000.	1 can make connections to their basic mathematical concepts can be built on and deepened. 1 can show an understanding of the basic structure of mathematics and use symbols in different contexts. 1 can explain and express concepts and find examples (or use analogies). 1 can read and write numbers of any size. 1 can present numbers in a given number of decimal places or significant figures.	1 can make connections to their basic mathematical concepts can be built on and deepened. 1 can show an understanding of the basic structure of mathematics and use symbols in different contexts. 1 can explain and express concepts and find examples (or use analogies). 1 can read and write numbers of any size. 1 can present numbers in a given number of decimal places or significant figures.
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Four Purposes	Big Task	Language, Literacy & Communication	Mathematics & Numeracy	Humanities	Expressive Arts	Health & Wellbeing	Science & Technology
Ambitious Capable Learners	Explore Earth's extreme weather phenomena	Extreme Weather Explanation Text <b>W: Plan, edit, improve, vocab, spell, grammar, handwriting, connectives</b>	Climate Graph Comparisons <b>N: Representing &amp; Interpreting data</b>	World Climate/Biomes Zones Map <b>L: Develop vocabulary W: Vocabulary</b>	The Great Wave Printing <b>L: Listening for meaning</b>		
The Power of Nature	Create a visual poem performance based on natural disasters	Perform poem <b>S: Clarity, vocab, collaborative talk L: Listen as part of collab S: Purpose W: Plan, edit</b>		Write 'The Power of Nature' Poem <b>S: Clarity &amp; Vocab, Collaborative Talk W: Vocabulary</b>			Produce 'The Power of Nature' Visual Video  <b>DCF: Project</b>
	Identify the aftermath of natural disasters and how these have had an effect people and landscapes			World Map of Natural Disasters <b>R: Reading strategies</b>	Survivor Interview Drama <b>R: Understand, response, &amp; analysis L: Listen to understand, questioning S: Collaborative talk</b>	What can we do to help others? <b>L: Listening to understand</b>	Design an Earthquake Proof Tiny House <b>N: Area and Perimeter S: Clarity &amp; Purpose</b>
	Ethically Informed Citizens						
	Healthy, Confident Individuals	Raise awareness on the personal actions we can take to reduce carbon footprint	Climate Change Comprehension <b>R: Reading strategies Understanding, response and analysis</b>		Leaflet to parents on reducing carbon footprint <b>L: Listening for meaning R: Understand, response, analysis W: Plan, edit, improve</b>	For and Against Debate <b>S: Questioning L: Listening for meaning/understanding</b>	Global Warming Diagram Memory Game <b>L: Listening for meaning S: Collaborative</b>

We also participate in Immersion Weeks including 'Cynefin', 'Proud to be Welsh Week', 'National Coding Week' and 'Fairtrade Fortnight'.





# PEDAGOGY

## HOW – Pupil Voice

At Ysgol Borthyn, we use Pupil Voice to influence lesson ideas and challenge/mission areas.

To develop pupil independence, every class has Rainbow Challenges (Foundation Phase) or Missions (Key Stage 2) to enhance or consolidate learning.

Pupil Voice is heavily incorporated into topic, challenge or mission ideas.



# PEDAGOGY



## HOW – 12 PEDAGOGICAL PRINCIPLES

<b>Create authentic contexts for learning</b>	<b>Encourage learners to take responsibility for their own learning</b>	<b>Support social and emotional development and positive relationships</b>	<b>Encourage collaboration</b>
<b>Sustained pupil effort to reach high but achievable targets</b>	<b>Employing a broad repertoire of teaching approaches</b>	<b>Promote problem solving, creative &amp; critical thinking</b>	<b>Build on previous knowledge &amp; experience to engage interest</b>
<b>Focus on the 4 purposes</b>	<b>Use assessment for learning to accelerate progress</b>	<b>Make connections within and across Areas of Learning and Experience</b>	<b>Reinforce Cross Curricular Responsibilities, Literacy, Numeracy and Digital Competence</b>



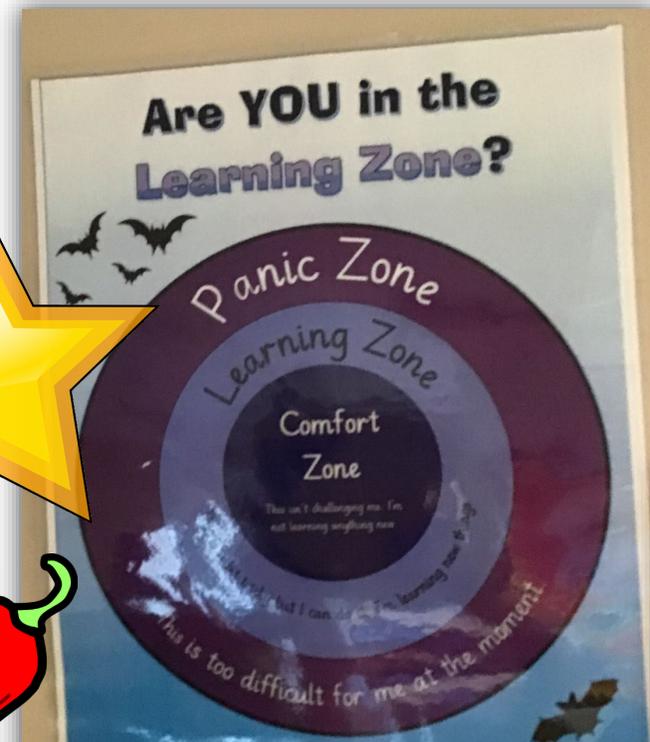
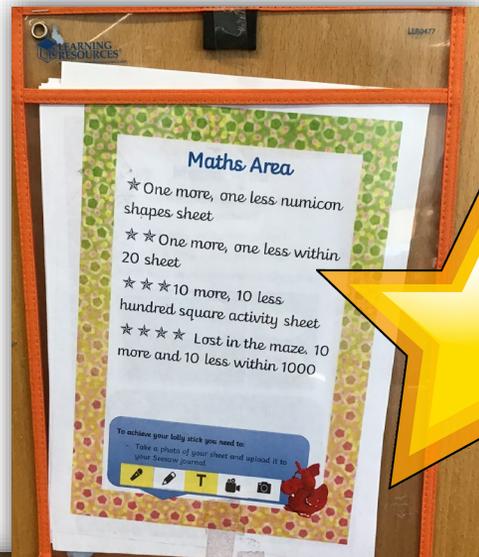
What a 'perfect' lesson looks like



# PEDAGOGY



HOW – SHIRLEY CLARKE



To encourage collaboration, the pupils change **Talking Partners** every week.



			
Q1	$154 \div 3 =$	$2478 \div 6 =$	$37,844 \div 4 =$
Q2	$248 \div 4 =$	$6348 \div 4 =$	$12,456 \div 3 =$
Q3	$637 \div 6 =$	$3478 \div 8 =$	$15,432 \div 5 =$
Q4	$379 \div 9 =$	$1475 \div 6 =$	$15,432 \div 5 =$
Q5	$3784 \div 4 =$	$3478 \div 5 =$	$3784 \div 21 =$
Q6	$7654 \div 5 =$	$3478 \div 12 =$	$9612 \div 25 =$
Q7	$8471 \div 6 =$	$4758 \div 15 =$	$14,248 \div 14 =$

We **eliminated ability groups** so pupils choose their own level of challenge



**Growth Mindset, The Learning Pit analogy and Borthyn BATS stories** supports resilience and development

# PROGRESSION & ASSESSMENT



## WHAT – PHASES

At Ysgol Borthyn we have arranged the Progression Steps into 'phases' linked to our Borthyn BATS. The LNF & DCF Coordinators ensure continuity and progression across the whole school.

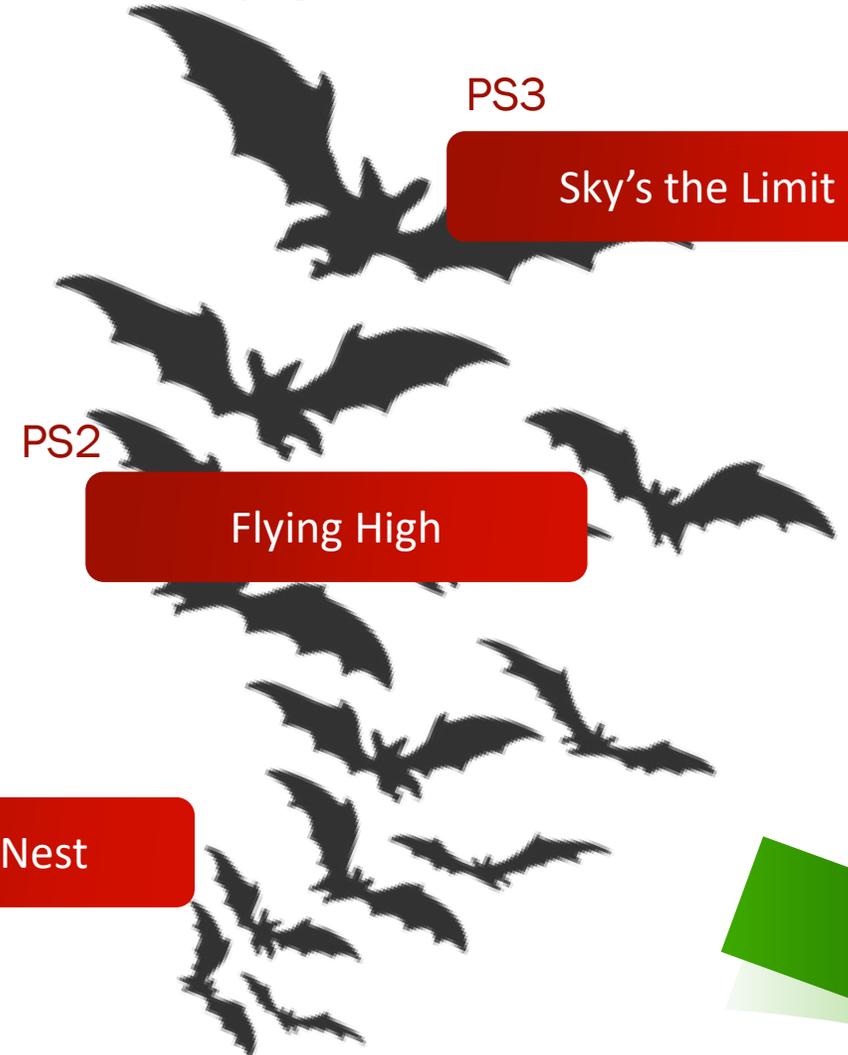
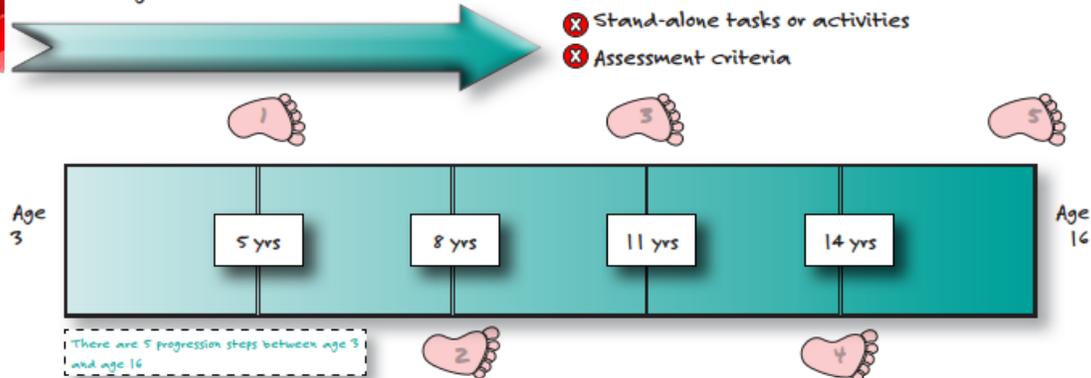
The Progression Steps are a continuum of learning from age 3 to 16. This allows space for a variety of diversion, repetition and reflection as learners' thinking develops over time to new levels of sophistication. We monitor learner progress being made on a daily basis and over a period of time, then use this to reflect on our practice.

## Principles of Progression

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

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

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



PS1

Flying the Nest

PS2

Flying High

PS3

Sky's the Limit

# PROGRESSION & ASSESSMENT



## WHAT – PURPOSES OF ASSESSMENT

Our three main assessment focuses are:

1. To support individual learners on an ongoing, day-to-day basis.
2. To identify, capture and reflect on individual learner progress over time.
3. To understand group progress in order to reflect on practice.

We assess and monitor our learners literacy and numeracy skills, as well as their wellbeing and attitude towards learning.

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

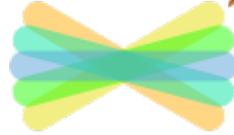
Regular professional dialogues between colleagues enable us to have a shared understanding of progression and supporting learners along the learning continuum.

# WALT WILF





# PROGRESSION & ASSESSMENT



# Seesaw

## WHAT – PURPOSES OF ASSESSMENT

Our three main assessment focuses are:

1. To support individual learners on an ongoing, day-to-day basis.
2. To identify, capture and reflect on individual learner progress over time.
3. To understand group progress in order to reflect on practice.

## Setting individual targets

### My Targets

- I am learning to write my name, forming all letters correctly. achieved spring 1
- I am learning to read phase 3 sentences.
- I am learning to write numbers to 10 correctly (focus on 5, 6, 8, 9). achieved spring 1
- I can count back from 20.

### My Literacy Target

To show improvements in my handwriting.

### My Numeracy Target

Know my division facts of the 7 and 8 timestables.

Remember to upload videos or pictures, into the Target folder, showing that you have achieved your targets.

## Editing & Improving Work

**My Evacuation story**

Worried? →  
gas mask →  
animals →  
host family →  
E... →  
...

Video player icon

## Peer and Self Assessment

I can do this all by myself! I feel confident.

I could do this with a little bit of help. I'm getting there.

I feel unsure about this. I need more practice.

Miss Vardy "It makes a good sound". "more gold paint" Olivia



# PROGRESSION & ASSESSMENT



## WHAT – PURPOSES OF ASSESSMENT

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2. To identify, capture and reflect on individual learner progress over time.
3. To understand group progress in order to reflect on practice.



### Analysing Pupil Progress

Date: March 2022

Year Group:

#### National Tests

	Procedural	Reasoning	Reading
116+			
85 - 115			
<85			

#### English Attainment Brick-wall

Below Expectation			Expected			Above Expectation		

#### Mathematics Attainment Brick-wall

Below Expectation			Expected			Above Expectation		

#### Supported Pupils

Names	Action

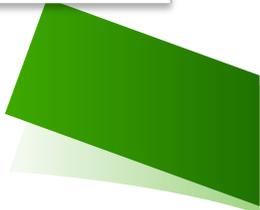
#### Stretching MAT

Names	Action

#### Discussion Points (to be completed at meeting)




During the meetings, we use the Brick-Wall attainment to monitor progress in literacy and numeracy for every individual. This is a holistic view of the child at that moment in time. We identify supported pupils and those needing to be stretched further (MAT). The ALNCO is involved in all meetings to devise a whole-school interventions map based on the needs of learners.



# PROGRESSION & ASSESSMENT



## WHAT – PURPOSES OF ASSESSMENT

Our three main assessment focuses are:

1. To support individual learners on an ongoing, day-to-day basis.
2. To identify, capture and reflect on individual learner progress over time.
3. **To understand group progress in order to reflect on practice.**



National Tests

Reading									
Procedural									
1									
0.9									
0.8									
0.7									
0.6									
0.5									
0.4									
0.3									
0.2									
0.1									
0									
	Autumn 2020	Summer 21	Autumn 2020	Summer 21	Autumn 2020	Summer 21			
	<85		85-115		115+				

Reasoning									
1									
0.9									
0.8									
0.7									
0.6									
0.5									
0.4									
0.3									
0.2									
0.1									
0									
	Autumn 2020	Summer 21	Autumn 2020	Summer 21	Autumn 2020	Summer 21			
	<85		85-115		115+				

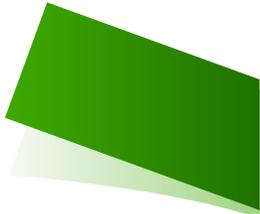
Reading									
1									
0.9									
0.8									
0.7									
0.6									
0.5									
0.4									
0.3									
0.2									
0.1									
0									
	Autumn 2020	Summer 21	Autumn 2020	Summer 21	Autumn 2020	Summer 21			
	<85		85-115		115+				

	Procedural		Reasoning		Reading	
115+						
85 - 115						
<85						

National test data is tracked from Year 2 to Year 6. This is maintained within one Excel document. Cohort data is grouped for pupils attaining standardised scores of below 85, pupils attaining between 85 and 115 and then pupils achieving above 115. We also monitor groups between 96-115.

This allows the school to focus on year groups requiring additional need and also allows staff the opportunity to support and stretch groups of children depending on their progress.

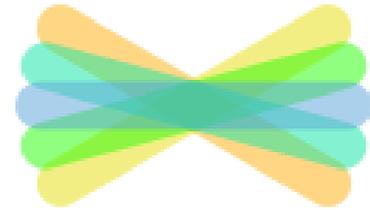
**Booster Groups and Interventions**



# PROGRESSION & ASSESSMENT



## WHAT – COMMUNICATING WITH PARENTS



# Seesaw

End of Year Reports

Parent Workshops

Parents Evenings

Personal/Head Teacher:  
Mrs Yvonne Iwan Jones

Ysgol Gwynedd, Stryd y Castell, Llanfair-yng-nghorffwrda, LL55 2BT  
Tel: 01248 362444 | Email: info@ysgol-gwynedd.gov.uk

Dear \_\_\_\_\_

Miss Widdows

### The Four Purposes


Here is a snapshot of your performance this year:

Motivation	90.00%	Working as a group	
Punctuality		Following instructions	
Attendance		Participation	
Effort		Presentation of work	
Reading at home		Writing independently	
Health & Well-being		Progress this year	

Remember to show your parents your Seesaw journal of how hard you have been working this year.