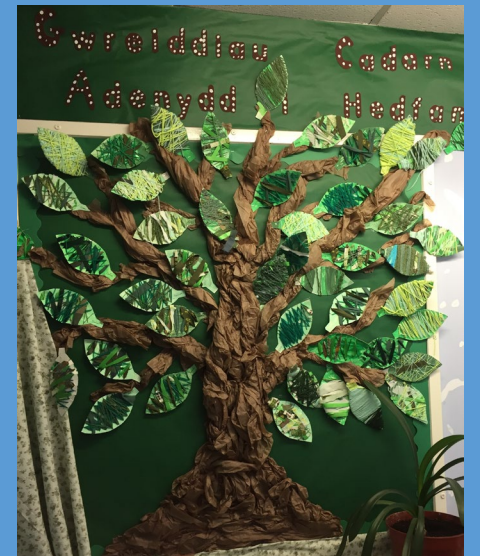


# Ysgol Sarn Bach



Gwreiddiau Cadarn,  
Adenydd i Hedfan....”

*(“Firm roots,  
Wings to fly...”*



**What is important to Ysgol Sarn Bach?**

**What can Ysgol Sarn Bach offer to me?**

**What is it like to be a child at ysgol Sarn Bach?**

## **Our vision**

In Ysgol Sarn Bach, and like the cluster of schools in the area, we are passionate about endorsing and supporting our learners to succeed to the best of their abilities whatever their aspirations and strengths, and within a safe environment that respects everyone.

We hope that every learner here will develop the knowledge and skills they require for the next step of their lives and education. We will do everything within our abilities to ensure that our individuals leave as enterprising, creative learners, as able, ambitious individuals, as principled, knowledgeable citizens and as healthy and confident individuals.

The voice and well-being of each individual is essentially important here and is a prominent part of the school's ethos. We develop the skills required by every learner to be able to look after themselves, to stay safe, to face and overcome life's challenges and to enjoy learning.

We strongly believe in giving our children an opportunity to grow as full members of local society and, therefore, provide them with firm roots to grow and develop to be able to meet their aspirations in future.

## **What is 'Curriculum' in Ysgol Sarn Bach?**

The school curriculum is everything a learner experiences at the school. When designing the curriculum of Ysgol Sarn Bach, the needs of our learners are at the forefront of our minds. We give detailed consideration to **What** we teach, **How** we teach and also **Why** we teach it.

Our values	Our behaviour
<b>Respect and trust</b>	Everyone in the school is unique – learners and families, staff and stakeholders. We are honest and open as we work and we respect everyone's opinions and feelings.
<b>Well-being and Care</b>	We show empathy, care and concern for everyone's well-being. We listen and take action to ensure that everyone in the school feels safe and that everyone's voice is heard.
<b>Happiness and enjoyment</b>	The ethos of each class and learning experiences inspire our learners. We ensure that learners enjoy experiences and develop motivation as they learn.
<b>Resilience and confidence</b>	We support each other in the school as learners and staff to be confident and proud of ourselves, to welcome challenges and to persevere to reach our goals.
<b>Wales and Welshness</b>	We celebrate the Welsh language and culture in every part of our work.
<b>Community and Area</b>	We play a full part in our community life and the community plays a full part in school life. We celebrate and protect our area.
<b>Enterprise and Innovation</b>	We support each other at the school, as learners and staff, to venture confidently, to think creatively and break new ground and to learn from our successes and failures.
<b>Support and Collaboration</b>	Within our classes, our school and across our cluster of schools, we collaborate and support each other to develop and learn continuously.

## The 4 Purposes of the Curriculum for Wales are at the heart of Ysgol Sarn Bach's Curriculum

They are the basis of all aspects of our design, our planning and our teaching. Our vision and our values as a school support the four purposes and we summarise what they mean to us below. Our learning experiences and our teaching methods aim to realise the following at all times.

<b>Ambitious, capable learners...who are ready to learn throughout their lives, and who:</b>	<b>Enterprising, creative contributors... who are ready to play a full part in life and work, and who:</b>	<b>Ethical, informed citizens...who are ready to be citizens of Wales and the world, and who:</b>	<b>Healthy, confident individuals...who are ready to lead fulfilling lives as valued members of society, and who develop:</b>
<ul style="list-style-type: none"> <li>• set themselves high standards</li> <li>• enjoy a challenge and problem-solving</li> <li>• develop information and skills and apply them in different contexts</li> <li>• can discuss their learning confidently</li> <li>• can communicate in Welsh and English</li> <li>• can use mathematics and numeracy and digital technologies effectively</li> </ul>	<ul style="list-style-type: none"> <li>• think creatively</li> <li>• connect and apply their knowledge and skills to create, to adapt and to solve problems</li> <li>• identify and grasp opportunities</li> <li>• are confident to venture</li> <li>• lead and collaborate in teams</li> <li>• express their ideas and emotions in different ways</li> <li>• use their energy and skills for the benefit of others</li> </ul>	<ul style="list-style-type: none"> <li>• form views and discuss matters based on their knowledge and values</li> <li>• understand and exercise their human rights</li> <li>• understand and consider the impact of their actions</li> <li>• are knowledgeable about their culture and community</li> <li>• are knowledgeable about 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>• know that they have a role to play to ensure the sustainability of the planet</li> </ul>	<ul style="list-style-type: none"> <li>• physical and mental health and safety</li> <li>• relationships based upon trust and mutual respect</li> <li>• personal values</li> <li>• skills and independence to deal with day to day life</li> <li>• the ability to face and overcome challenges</li> </ul>





## Learning

**Excellent teaching** is essential if we are to realise the 4 purposes, our vision as a school and the requirements of the Curriculum Framework. Ensuring a first-class teaching environment is core to us at Ysgol Sarn Bach, for learners and practitioners. A consistent ethos in every classroom across the school is essential to us to ensure a safe and stimulating environment for our learners to venture, make mistakes confidently and learn in an environment of mutual respect and appreciation of everyone's efforts.

We consider, share and develop our teaching methods continually, that are based on our understanding of the 12 pedagogical principles noted in the Curriculum Framework and on the methods we find successful in this school.



The 12 Pedagogical Principles			
1. Focuses on realising the four purposes.	2. Challenges learners and notes the importance of continuous effort. Conveys high but achievable expectations.	3. Employs a mixture of teaching approaches.	4. Promotes problem solving, creative and critical thinking.
5. Builds on previous knowledge and experience. Engages interest.	6. Creates authentic contexts.	7. Employs formative assessment principles.	8. Makes connections within and across Areas of Learning.
9. Reinforces and exercises cross-curriculum skills - literacy, numeracy and digital competency.	10. Develops learners to take increasing responsibility of their own learning and to develop as independent learners.	11. Promotes social and emotional development and positive relationships.	12. Promotes collaboration.

When evolving the Curriculum for Wales at Ysgol Sarn Bach, experimenting and innovating confidently as practitioners is very important and we will collaborate closely within the school and across the cluster in order to ensure the best possible learning experiences and education that we can offer our learners.

The school is a learning establishment. This means that we research and learn about effective teaching on a continuous basis and we recognise professional research-based teaching and practice in order to develop and improve our teaching skills.

## Teaching

**Formative assessment** is core to our teaching in Ysgol Sarn Bach. By implementing its principles and strategies in full and consistently throughout the school, we achieve many aspects of the 4 purposes, the integral skills and the 12 pedagogical principles. The following outlines how different formative assessment strategies/principles contribute towards their realisation.

Formative assessment strategy / principle	4 purposes	Integral skills	12 pedagogical principles
<b>Class climate and culture</b> Growth Mindset, Learning powers, Celebrating mistakes learning zones, welcoming challenges	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Creativity and innovation Personal Effectiveness Planning and Organising Critical thinking and problem-solving	1,2,3 7, 10,11, 12
Include learners in the planning	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Creativity and innovation Personal Effectiveness Planning and Organising Critical thinking and problem-solving	1,2,3 7, 10,11, 12
Discussion partners, <i>with practitioners observing and assessing understanding and knowledge</i>	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Personal Effectiveness Planning and Organising Critical thinking and problem-solving	1,2,3,4 7, 10,11, 12
Learning Outcomes and Success Criteria	Ambitious, capable learners	Personal Effectiveness Planning and Organising	2,3,4,5,7,10, 11,12
Feedback - Verbal, Peers and Written	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Personal Effectiveness Planning and Organising Critical thinking and problem-solving	1,2,3,4, 7, 10,11, 12
Questioning to find previous / current information	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Personal Effectiveness Planning and Organising Critical thinking and problem-solving	1,2,3,4,5,7,10 11, 12
Differentiated challenges	Ambitious, capable learners Healthy, confident individuals	Personal Effectiveness Planning and Organising Critical thinking and problem-solving	1,2,3,5,7,10 11, 12

Formative assessment strategies will also substantially contribute towards our broader assessment practices.

## Planning

When planning in Ysgol Sarn Bach, emphasis is placed on offering **rich, broad and deep learning experiences** of high quality to our learners that are suitable for their age and development. This means providing sufficient time for learners to nurture, practice and apply information and skills to root their learning and not rush through work in order to 'deliver content'. This lays firm foundations for the next steps of their learning and means that we build on their learning and progress throughout their time here.

We also plan to ensure that our learning experiences and teaching develop the following **integral skills** that our learners require to achieve the four purposes.

Creativity and innovation	<ul style="list-style-type: none"><li>• Inquire, explore, be curious, create and share ideas</li><li>• Connect experiences, knowledge and skills</li></ul>
Critical thinking and problem-solving	<ul style="list-style-type: none"><li>• Question and evaluate knowledge and situations</li><li>• Identify problems and offer different solutions</li><li>• Make objective decisions</li></ul>
Personal Effectiveness	<ul style="list-style-type: none"><li>• Develop emotional intelligence, confidence and independence</li><li>• Evaluate and discuss their current learning and their next steps</li><li>• See the value in mistakes and celebrate them</li><li>• Discuss and consider their opinions and their principled, social and cultural values and implications</li></ul>
Planning and Organising	<ul style="list-style-type: none"><li>• Set goals for their learning and discuss and reflect on their progress</li></ul>



### Mandatory elements of the Curriculum

The school will give considerable attention to the curriculum's mandatory elements when planning:

- Religion, value and ethics
- Relationships and sexuality education
- Welsh
- English

# Mandatory Elements of the Curriculum

<b>Relationships and Sexuality Education</b>	We are planning Relationships and Sexuality Education in order to support learners to develop knowledge, the skills and the values to understand how relationships and sexuality steers their lives and others. Learners are prepared and empowered to ask for help on matters relating to Relationships and Sexuality Education and to advocate for themselves and others.
Religion, Values and Ethics	Religion, Values and Ethics are a statutory part of the Humanities Curriculum and are based on a series of concepts and big ideas. Our curriculum provides a range of disciplinary methods to support learners as they critically address a wide range of religious and irreligious philosophical beliefs. Religion, Values and Ethics were designed in our school to address the Agreed Syllabus.
Welsh English	Early education is presented through the medium of Welsh in order to provide a firm foundation for pupils early on in their lives. This Area has been planned to ensure that learners, as <i>bilingual</i> Welsh citizens, can use Welsh, English and other languages in a <i>multi-lingual</i> context.



## Planning

A combination of methods are used to plan the curriculum in this school in accordance with the requirement according to learners' age and learning context. Elements of planning for direct, disciplinary and multi-disciplinary learning will take place in order to learn and practise specific skills *e.g. mathematics, phonics skill*

Multi-disciplinary and integrated elements are used in order to practise and apply skills further in different cross-curricular contexts. *E.g. Gathering elements of Mathematics, Language, Digital Competency and Humanities when researching and writing a report comparing the weather in Wales and Italy.*

The majority of this school's learning experiences are planned based on a **Big Question** (*e.g. What was it like being a child in Caernarfon during the Second World War?*) or a **Specific theme** (*e.g. Three Little Pigs, Castles*). The voice of the child, their families and the community is important to us and there is flexibility in our planning to follow a different/local/global path as the opportunity arises in order to make our learning experiences relevant, interesting and timely. The following are essentially important elements that we will incorporate continuously in our plans.

### Health and Well-being

We strongly believe in this school that ensuring and supporting the willingness of learners to learn is crucial. To this end, we welcome the equal emphasis on each Area of Learning and Experience and that they include Health and Well-being.

The school will continue to develop its expertise in this Area and continue to support pupils by using programmes such as 'Seasons for Growth' and 'Mindfulness'. We are also evolving the climate of classes, Growth Mindset and Learning Powers on a continuous basis. The school's work with families and external agencies will also support this.



### Families and Community

Collaborating with parents/guardians and the community is very important to us here at Ysgol Sarn Bach.

The school will continue to develop this relationship by means of our parent support programmes and our contacts with local businesses.

### Cross-curricular Skills

Literacy, Numeracy and Digital Competency are a statutory responsibility across all Areas of Learning and Experience. We fully realise the importance of ensuring the digital competency of our learners in order to prepare them for life and employment in the future.

Therefore, we give considerable attention to this as we plan learning experiences and when planning for learners' progress.

We will plan sufficient opportunities for them to acquire, practise and apply these important skills so that they are enrooted by them.

### Enjoy learning

The most important thing for us as we plan is to ensure that the learners enjoy and have fun as they learn.

Therefore, we work hard here to ensure that:

- the learning experiences are interesting and motivating
- our teaching and working relationship with our learners fuels their enthusiasm and enjoyment.

The Curriculum for Wales allows us freedom to plan our own content based on:

- 6 Areas of Learning and Experience and their 'What Matters' Declarations
- Developing Cross-curricular Skills
- 5 Cross-cutting Themes

<b>The Six Areas of Learning and Experience</b>					
<b>The Expressive Arts</b>	<b>Health and Well-being</b>	<b>Humanities</b>	<b>Mathematics and Numeracy</b>	<b>Languages, Literacy and Communication</b>	<b>Science and Technology</b>
<i>The disciplines developed in this school are:</i>  <i>Art, Music, Dance, Drama, Film and Digital Media</i>	<i>The disciplines developed in this school are:</i>  <i>Physical health and development Mental health Emotional and social health</i>	<i>The disciplines developed in this school are:</i>  <i>Geography, History, Religion, Values and Ethics. Also elements of: Business Studies, Social Studies, Economics, Philosophy</i>	<i>Includes 5 interdependence skills:</i>  <i>1. Conceptual understanding 2. Communication using symbols 3. Fluency 4. Logical reasoning 5. Strategic competence</i>	<i>The disciplines developed in this school are:</i>  <i>Welsh, English, International Languages, Literature</i>	<i>The disciplines developed in this school are:</i>  <i>Biology, Chemistry, Physics, Computer Science, Design and Technology</i>
<b>Cross-curricular Skills</b>					
<i>We will plan to develop the following cross-curricular skills, within and across the Areas of Learning and Experience, making use of the reformed national frameworks provided for them.</i>					
Literacy		Numeracy		Digital Competency	
<b>Cross-cutting Themes</b>					
<i>We will include and extend the following themes across the curriculum:</i>					
Relationships and sexuality education	Human Rights and the United Nations Convention on the Rights of the Child Education	Diversity	Careers and experiences associated with the world of work	Local, national and international contexts	

The **What Matters' Declarations** for each Area are the basis for our planning for progress, depth and extent of skills and information and for the progress of learners.

## The Six Areas of Learning and Experience - 'What Matters' Declarations

The Expressive Arts	Health and Well-being	Humanities	Mathematics and Numeracy	Languages, Literacy and Communication	Science and Technology
Exploring the expressive arts is essential in order to deepen skills and knowledge of the arts, and it enables learners to become curious and creative individuals.	The development of the body's health and well-being leads to 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, as an artist and as an audience, is an essential part of learning in the expressive arts.	The way we process our experiences and respond to them has an impact on 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.	The way we make decisions affects the quality of our 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.
	The way we engage with social influences shapes who we are and 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.	Literacy 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.
					Computation is the foundation for our digital world.

## Assessment and Progress

We use the **Descriptions of Learning** for every **What Matters Declaration** to assess and plan for learners' progress. These **roughly** correspond to expectations for ages 5, 8, 11, 14 and 16 and offers guidance on how learners should show progress within each Declaration.

These are not used as a list of tick-boxes, but rather as tools to consider when planning for our learners' progress.

In addition to this, there are **principles of progression**, which form the basis of our planning for learners' progress across the areas over time.



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



The Curriculum for Wales provides us with an opportunity to ensure that learners' progress is the primary purpose of Assessment and not to practice accountability. To this end, in Ysgol Sarn Bach we celebrate developing a complete picture of every learner's development, including their well-being, their willingness and eagerness to learn as well as the development of their skills, their knowledge and understanding. We emphasise the importance of ensuring a common understanding of progress across the school's practitioners and the cluster and on regular discussions with parents and guardians to discuss their children's progress.

The school will achieve the **Curriculum's Assessment Purposes** as follows:

### 1. Continuously supporting individual learners from day to day

Formative assessment of a high, regular standard in the classroom from day to day gives a clear image of the learners and practitioners attainment and next steps.

### 2. Identify, capture and reflect on individual learners progress over time and 3. Understand group progress in order to reflect on practice

Specific and regular periods are assigned for practitioners to discuss the progress and needs of learners and specific groups of learners through a professional dialogue in order to plan for further progress. Such discussions will also facilitate and promote any transfer and bridging between classes and schools.

Formative use is made of national tests and standardised tests e.g. PASS as required in these discussions.

Regular discussions are held with learners and their parents/guardians to discuss progress including external agencies when required.