

# Ysgol Sarn Bach



Gwreiddiau Cadarn,  
Adenydd i Hedfan....”



What matters to  
Ysgol Sarn Bach?

What does Ysgol  
Sarn Bach have  
to offer me?

What's it like to  
be a child at Ysgol  
Sarn Bach

## Our vision

At Ysgol Sarn Bach, and as the area's school cluster, we are passionate about supporting and sustaining our learners to succeed to the best of their ability regardless of their aspirations and strengths in a safe environment that shows respect to all.

Our hope is that every learner develops the skills and the knowledge they need for the next steps in their lives and education. We will do everything we can to ensure that they will leave us as bold, creative contributors, capable, ambitious individuals, principled, informed citizens and healthy and confident individuals.

The voice and well-being of each individual is very important here and is a leading part of the school's ethos. We develop the skills needed by every learner to look after/care for themselves, to keep safe, to face and overcome life's challenges, and to enjoy

We strongly believe in giving our children every opportunity to grow up to be full members of the local society and therefore giving them solid roots to grow and develop to be able to meet their future aspirations.

## What is the 'Curriculum' at Ysgol Sarn Bach?

A school curriculum is everything that a learner experiences in the school. In 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 it and also **Why** we teach it.

Our values	Our behaviour
Respect and Trust	Everyone in the school is unique- learners and families, staff and stakeholders. We are honest and open about our work, and we respect everyone's opinions and feelings.
Well-being and Care	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.
Happiness and Enjoyment	The ethos of each class and learning experiences inspire our learners. We ensure that learners enjoy experiences and develop motivation while learning.
Resilience and Confidence	We support each other in school as learners and staff to be confident and proud of ourselves, to welcome challenges and to persevere to reach our goals.
Wales and Welshness	We celebrate the language and culture of Wales in all aspects of our work.
Community and Habitat	We play a full part in the life of our community and the community plays a full part in the life of the school. We celebrate and protect our habitat.
Enterprise and Innovation	We support each other in school, as learners and staff, to take risks with confidence, to think creatively and break new ground and to learn from our successes and failures.
Support and Collaboration	We collaborate and support each other within our classes, our school and across our cluster of schools, and support each other to continuously develop and learn.

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## The Four Purposes of the Curriculum for Wales lie at the heart and soul of the curriculum of Ysgol Sarn Bach.

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

**Ambitious, capable learners... who are willing to learn throughout their lives, and:**

- set themselves high standards
- enjoy challenge and problem solving
- develop knowledge and skills and apply them in different contexts
- can discuss their learning confidently
- can communicate using both Welsh and English,
- can use mathematics and number and digital technologies effectively.

**Enterprising, creative contributors... who are ready to play a full part in life and work and:**

- creative thinking
- connect and apply their knowledge and skills to create, adapt and solve problems
- identify and grasp opportunities
- have confidence to take risks.
- lead and collaborate in teams
- express their ideas and emotions in different ways
- use their energy and skills so that other people will benefit.

**Principled, informed citizens ... who are prepared to be citizens of Wales and the world, and:**

- form opinions and discuss issues based upon their knowledge and values
- understand and exercise their human rights and responsibilities
- understand and consider the impact of their actions
- are knowledgeable about their culture and community
- are knowledgeable about society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- understand that they have a role to play in ensuring the sustainability of the planet

**Healthy, confident individuals... ready to lead fulfilling lives as valued members of society, who develop:**

- physical and mental health and safety,
- relationships based upon trust and respect
- personal values
- skills and independence to manage everyday life
- ability to face and overcome challenges





## Teaching

**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 learning environment is integral to us at Ysgol Sarn Bach, for both 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 continually consider, share and develop our teaching methods, based on our understanding of the **12 pedagogical principles** noted in the Curriculum Framework and on the methods we find successful in this school.



**When the roots are  
deep down there is no  
reason to fear the wind**

The 12 Pedagogical Principles			
1. Focusing on realising the 4 purposes.	2. Challenge learners and note the importance of sustained effort. Convey high but achievable expectations.	3. Use a blend of teaching approaches.	4. Develop problem-solving, creative skills and critical thinking skills.
5. Building on knowledge and previous experience.  Engage interest.	6. Create authentic contexts.	7. Employ the principles of formative assessment.	8. Make connections within and across the Areas of Learning.
9. Reinforce and practise cross-curricular skills - literacy, numeracy and digital competence.	10. Develop learners to take increasing responsibility for their own learning and develop as independent learners.	11. Encourage social and emotional development and positive relationships.	12. Encourage collaboration.

In evolving Curriculum for Wales at Ysgol Sarn Bach, experimenting and innovating confidently as practitioners is very important to us and we will work closely together within the school and across the cluster to ensure learning experiences and the best teaching we can for our learners.

The school is a learning organisation. This means that we will continuously investigate and learn about effective teaching and value professional learning and practice based on research to develop and improve our teaching skills.

## Teaching

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

Formative assessment strategy/principle	Four purposes	Integral skills	12 pedagogical principles.
<b>Climate and culture of the classroom,</b> Growth Mindset, Learning powers, Learning zones, celebrating mistakes, embracing challenge	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
Talk 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 Organisation	2,3,4,5,7,10, 11,12
Feedback - Verbal, Peer 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 contribute significantly to our wider assessment practices .

## Planning

When planning at 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 giving learners enough time to nurture, practice and apply knowledge and skills to embed their learning and not rush through work in order to 'deliver content'. This lays solid foundations for the next stages of their learning and means that they 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** which our learners need to achieve the 4 purposes.

Creativity and innovation	<ul style="list-style-type: none"><li>• Enquire, explore, be curious, create and share ideas Connect</li><li>• experiences, knowledge and skills</li></ul>
Critical thinking and problem solving	<ul style="list-style-type: none"><li>• Question and evaluate information and situations</li><li>• Identify problems and offer different solutions</li><li>• Making decisions objectively</li></ul>
Effectiveness	<ul style="list-style-type: none"><li>• Develop personal emotional intelligence, confidence and independence</li><li>• Evaluate and discuss their current learning and their next steps</li><li>• See value and celebrate mistakes</li><li>• Discuss and consider their opinions and values and ethical, social and cultural 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>



### Compulsory Elements of the Curriculum

The school will pay detailed attention to the mandatory elements of the curriculum when planning:

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



# Mandatory Elements of the Curriculum

<b>Relationships and Sexuality Education</b>	We design Relationship and Sexuality Education to support learners to develop the knowledge, skills and values to understand how relationships and sexuality shape their own lives and the lives of others. Learners are prepared and empowered to seek support on issues relating to Relationship and Sexuality Education and to advocate for themselves and others.
Religion, Values and Ethics	Religion, Values and Ethics is a statutory part of the Humanities Curriculum and is based on a series of concepts and big ideas. Our curriculum provides a range of disciplinary approaches to support learners as they critically address a wide range of religious and non-religious philosophical beliefs. Religion, Values and Ethics in our school are designed to address the Agreed Syllabus.
Cymraeg Saesneg	Early education is delivered through the medium of Welsh to give pupils a solid foundation in early life. This Area is designed to ensure that learners, as citizens of a bilingual Wales in a multi-lingual world, can use Welsh, English and other languages in a <i>plurilingual</i> context.

## Planning

At this school, combined methods are used to plan the curriculum according to the age of the learners and the context of the learning.

Elements of planning for direct, disciplinary and multidisciplinary teaching will take place in order to learn and practise specific skills *e.g. mathematics, phonics skills*.

Interdisciplinary and integrated elements will be used to further practise skills and apply them in various cross-curricular contexts. E.g. pulling together elements of Maths, Language, Digital Competence and Humanities when researching and writing a report comparing weather in Wales and Italy.

Most of this school's learning experiences are planned based on **The Big Question** ( *e.g. What was it like to be a child in Caernarfon during the Second World War?*) or a **Specific theme** (e.g. The 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 route as the opportunity arises so as to make our learning experiences relevant, interesting and timely. The following are vital elements that we will continuously incorporate into our plans.

### Health and Well-being

We strongly believe at this school that ensuring and maintaining learners' willingness to learn is crucial. To this end, we welcome the equal emphasis on every 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 using programmes such as 'Seasons for Growth' and 'Mindfulness'. We also constantly evolve the classroom climate, Growth Mindset and Learning Powers. The school's work with families and external agencies will also support this.

### Families and Community

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

The school will continue to develop these relationships through our parent support programmes and through our links with local businesses.



### Cross-curricular Skills

Literacy, Numeracy and Digital Competence are a statutory responsibility across all Areas of Learning and Experience. We fully realise the importance of ensuring the digital competence of our learners to prepare them for future life and work.

We therefore pay close attention to this when planning learning experiences and in planning for learners' progress.

We will plan plenty of opportunities for them to acquire, practise and apply these important skills so that they embed them.

### Enjoying learning

The most important thing for us when planning is to ensure that the learners enjoy and have fun while learning. We therefore work hard here to ensure:

- that the learning experiences are interesting and stimulating
- that our teaching and our working relationship with our learners encourages enthusiasm and enjoyment.

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

- Six Areas of Learning and Experience and their Statements of What Matters
- Developing Cross-curricular Skills
- Five Cross-cutting Themes

The Six Areas of Learning and Experience					
The Expressive Arts	Health and Well-being	Humanities	Mathematics and Numeracy	Languages, Literacy and Communication	Science and Technology
<i>The disciplines being 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>Health and the body's development and Mental health Emotional and Social Well-being</i>	<i>The disciplines being 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 five interdependent proficiencies:</i> <i>1. Conceptual understanding</i> <i>2. Communication using symbols</i> <i>3. Fluency</i> <i>4. Logical reasoning</i> <i>5. Strategic competence</i>	<i>The disciplines being developed in this school are:</i>  <i>Welsh, English, International Languages, Literature</i>	<i>The disciplines being developed at this school are:</i>  <i>Biology, Chemistry, Physics, Computer Science, Design and Technology</i>
Cross-curricular Skills					
<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	
Cross-cutting Themes					
<i>We will include and extend the themes below across the curriculum</i>					
Relationships and sexuality education	Human rights education and the United Nations convention on the rights of the child;	Diversity	Careers and experiences associated with the world of work	Local, national and international contexts	

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

## What Matters Statements for the Six Areas of Learning and Experience

The Expressive Arts	Health and Well-being	Humanities	Mathematics and Numeracy	Languages, Literacy and 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.	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 with each other	Being curious and searching for answers is essential to understand and predict phenomena.
Responding and reflecting, both as artist and audience, is a fundamental 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.
	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 conclusions 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.
					Computation is the foundation for our digital world.

## Assessment and Progression

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

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

In addition to this, there are the **principles of progression** which underpin our planning for learner progress across the areas over time.

	Principles of Progression					
	Increasing breadth and depth of knowledge	Deepening the understanding of the ideas and the disciplines within Areas	Refining and sophistication increasingly when using and applying skills	Make connections and transfer learning to contexts	Increase effectiveness	

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

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

- 1. Support individual learners on an ongoing, day-to-day basis**  
Formative assessment of a consistently high standard in the classroom from day-to-day gives a clear image of attainment and of the next steps for learners and practitioners.
- 2. Identify, capture and reflect on individual learner progress over time and 3. Understand group progress in order to reflect on practices**  
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 transition and bridging between classes and schools.  
Formative use is made of national and standardised tests as required in these discussions.  
Regular discussions are held with learners and their parents/carers to discuss progress including with external agencies when required.