



Ysgol Bryn Deva Curriculum Rationale

Our Vision & Values

Our vision, values and aims have been developed through collaboration with learners across the school and have been agreed by Parents, Governors and Staff.

“At Ysgol Bryn Deva we develop hearts and minds to learn together forever.”



Inclusive, Inspire, Diverse, Community, Nurture, Communicate, Safe, Respect Supportive and Happy.

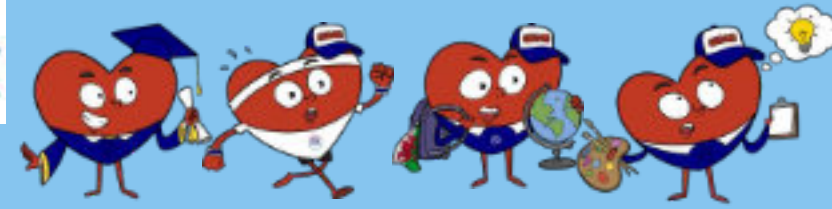


SCAN ME

Learners celebrate the Welsh language, culture and heritage throughout their work.



Bryn Deva Hearts



As well as reflecting the school’s unique context in Connah’s Quay, we have been informed by the guiding principles of Curriculum for Wales and the views of all stakeholders.

Every child is at the heart of our curriculum, the vision of developing hearts and minds to learn together forever, encompasses our nurturing and inclusive ethos, whilst having high expectations in what all our learners are able to achieve.

Aiming to provide a deeper, broader curriculum with experiences that engage, enrich and inspire our children to broaden their horizons. Enrichment of their skills, needs to be developed in a safe secure environment, through working closely with local industries, for our learners to be prepared for the ever-changing world of work, locally, nationally and globally.

We aim to do this through a multi-disciplinary approach, focusing on developing skills, alongside knowledge using big questions to stimulate pupil voice to enhance engagement and improve pupil participation in the planning of the themes.

Our Mathematical and Language skills will take the form of a more disciplinary approach, using a spiral approach to enable a consolidated understanding of the skills and concepts needed to allow them to be applied through the thematic areas of learning.



Ysgol Bryn Deva- Designing our Curriculum

Phase 1: Principles and Purpose – Determining the intent of our curriculum

We began by establishing the curriculum principles that reflect Ysgol Bryn Deva’s values, context, pedagogical approaches and needs. We discussed and defined our curriculum principles, vision and intentions with all stakeholders.

Phase 2: Entitlement and Enhancement – Developing our learner offer

After clarifying our principles and purpose, we set out our learner offer. We considered our Ysgol Bryn Deva’s non negotiables and how we intend to broaden our curriculum with educational visits, extracurricular activities and other curriculum enhancement experiences. We considered what learners will experience as they move through school and thought of ways to capture this.

Phase 3: Breadth and Balance – Determining the content of our curriculum

We use the descriptions of learning to collate a broad range of experiences, knowledge and skills. They are explored through a range of contexts, topics and activities selected in the process of curriculum design. We also make links across Areas as appropriate. We also support learners to engage with descriptions of learning in increasing depth and sophistication over a period of time. We assist learners to apply the descriptions of learning in increasingly challenging contexts and allow for diversion, reinforcement and reflection as their understanding and application of the key learning develops and becomes more sophisticated over time, provoking deepthinking, discussion and inquiry.

Phase 4: Pedagogy – Planning the delivery of our curriculum

We have sought to develop a strong vision of learning and teaching which considers the ‘why’- our curriculum rationale, the ‘what’- our curriculum design as well as the ‘how’- our curriculum planning. Our vision will recognise the integral role of the learning environment in supporting effective learning

Phase 5: Progression and Assessment – Planning for Progression

Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. We will utilise various assessment strategies which will enable each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly.

Phase 6: Review and Evaluate – Decide what works well and what areas need development

Now that we have established our Ysgol Bryn Deva’s curriculum an important step is to regularly review its impact on teaching and learning, making any adaptations or changes you need to improve it further. We will consider further professional learning opportunities for staff e.g. further developing the knowledge and understanding of AoLE team leaders, opportunities to work with HEI on teacher action research.

Phase 1: Principles and Purpose

Ysgol Bryn Deva– Our Vision and Values



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Our Vision and Values

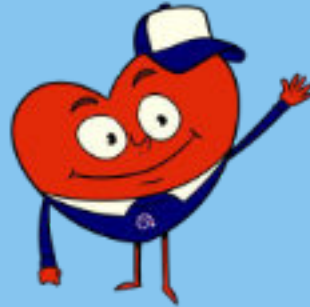
Incorporating the four purposes and aims of curriculum development;

Believe in ourselves and others

Responsible for our community and care about the world

Yourself and having a healthy mind and body

New ideas through enterprising and creative activities



Our curriculum provides;

Deeper learning experiences through broad and balanced planning

Engaging, enriching and inspiring experiences and activities

Value for local, national and global world of work

Aspirational and celebrates diversity in a modern world

Our Core Values

At Ysgol Bryn Deva, we believe in equality and equity for all. Both staff and learners pride themselves on our 4 core values;

T – Teaching ourselves and other

E – Embracing change

A- Ambitious for all

M- Making a difference



Phase 1: Principles and Purpose

Ysgol Bryn Deva– Context

Ysgol Bryn Deva is a primary school in the heart of Connah's Quay in the county of Flintshire. We provide education for approximately 300 learners from three to eleven years old, we offer nursery provision during the afternoon sessions. There is an on-site morning playgroup, Jigsaw and wrap around care is offered for all our learners.

We have a specialist on-site Nurture facility for learners across the school to support children with social, emotional and behavioural difficulties. Pupil wellbeing is at the heart of everything we do at Ysgol Bryn Deva.



Outdoor Learning is a central part of our Bryn Deva's ethos. We endeavour to give our learners opportunities to develop their skills through experiences within their local environment.

At Ysgol Bryn Deva we teach predominantly through the medium of English but with significant use of the Welsh language. The home language of nearly all pupils is English. Learners celebrate the Welsh language, culture and heritage throughout their work. We ensure we incorporate the principles of the Siarter Iaith into all aspects of our curriculum.



Phase 2 - Entitlement and Enhancement

What do we mean by 'Curriculum'?

Over the next seven years, I will be at Ysgol Bryn Deva more than anywhere else... What will I learn?

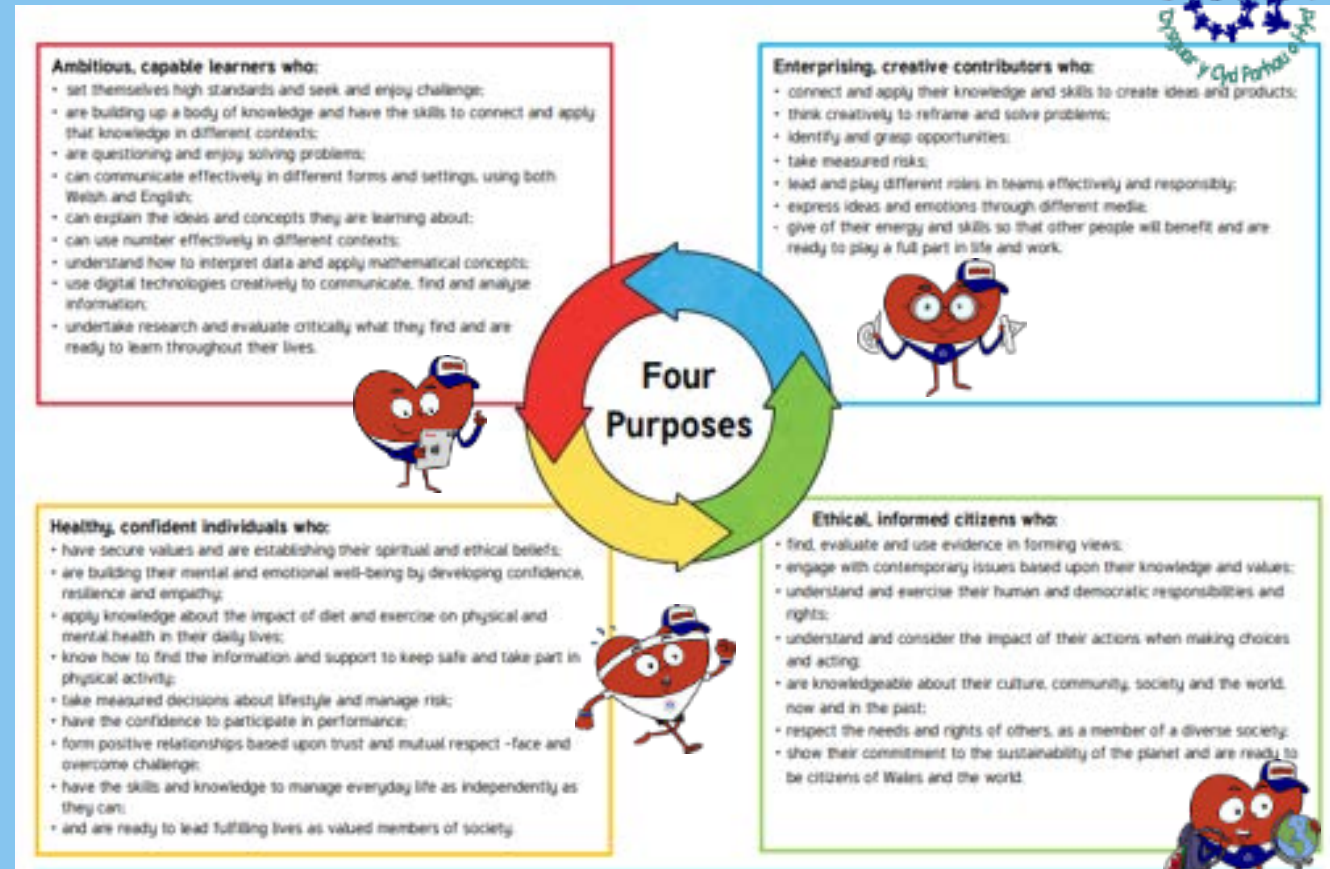
What do we mean by 'Curriculum'?

A curriculum should be considered at the 'heart' of any school. Our curriculum is a joined-up way of thinking to realise our vision to ensure our learners are ambitious, enterprising, ethical and healthy citizens.

Every aspect of our curriculum has been developed to enable our learners to achieve the four core purposes set out in the curriculum for Wales guidance. The four purposes are the shared vision and aspiration for every child and young person here at Bryn Deva. The knowledge, skills and experiences that our learners will acquire in our school have been planned out with our learner needs and the four purposes at the heart of each decision made.

Our curriculum is built on the guiding principles of Curriculum for Wales, but takes account of our children, families and the communities they live in. Each of our curriculum themes will have one of the four purposes as a focus to ensure each of the purposes are developed thoroughly each year. This doesn't mean they will be viewed in isolation as all of the purposes will be developed throughout each theme. This will ensure we develop healthy confident individuals, ambitious, capable learners, ethical informed citizens and enterprising, creative contributors.

Four Purposes



Our Bryn Deva Curriculum contains the 6 Areas of Learning and Experience, it encompasses the Statements of What Matters and reflects the Principles of Progression. It includes the required curriculum elements and embeds the mandatory cross-curricular skills and the integral skills which underpin the four purposes of the curriculum.

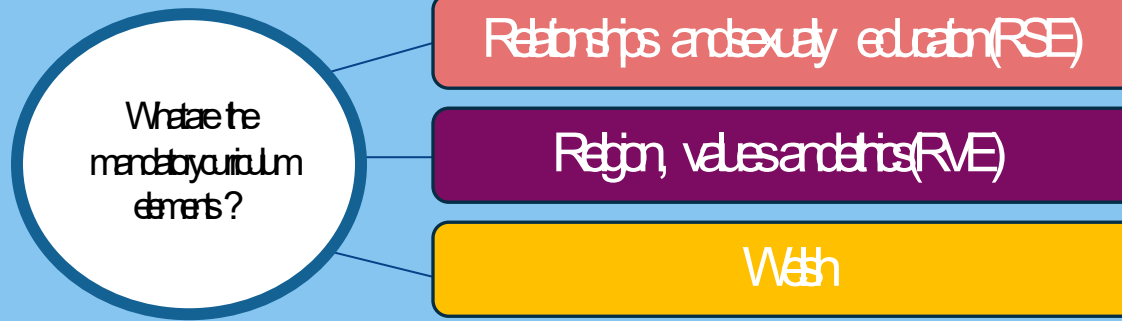
Phase 2 - Entitlement and Enhancement Curricular Responsibilities

Our Bryn Deva curriculum embeds the mandatory cross-curricular skills and the integral skills which underpin the four purposes of the curriculum. Literacy, numeracy and digital competence are mandatory cross-curricular skills within Curriculum for Wales. It is the responsibility of all practitioners, across all curriculum areas, to develop and ensure progression in these skills.

At Ysgol Bryn Deva we recognise that these skills are essential for learners to be able to access knowledge. They enable learners to access the breadth of a school's curriculum and the wealth of opportunities. We recognise that they are lifelong skills that are transferred into the world or work and are essential for our learners to thrive in the modern world.

Our learners are given opportunities across the curriculum to:

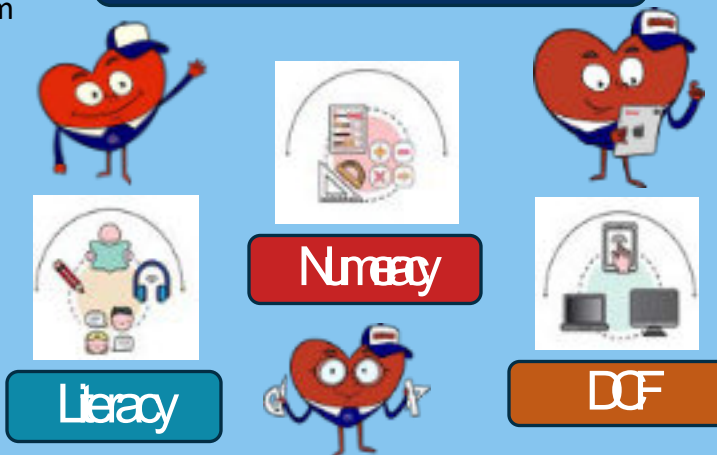
- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world



Our aim is to develop a whole school approach to embed these skills within our curriculum. We will provide opportunities for all learners to develop competence in these skills and apply them across the curriculum areas in meaningful contexts.

At Ysgol Bryn Deva we understand the importance of providing learners opportunities and creative space to be curious and inquisitive and to generate their own ideas. Our learners should be able to set goals and make decisions. We want our learners to become successful communicators and we will provide authentic learning contexts that inspire. We will encourage learners to ask meaningful questions, and to evaluate information, evidence and situations to become critical thinkers and problem solvers. We will support our learners to develop emotional intelligence and awareness, becoming confident and independent.

Crosscurricular skills



Phase 2 - Entitlement and Enhancement Curricular Responsibilities

Religion, Values and Ethics (RVE)

Our school is situated in a predominantly Christian catchment. We have close links with the local church and the majority of our children come from Christian backgrounds. We embrace diversity through our inclusive and nurturing environment and celebrate different beliefs throughout the school. Our RVE curriculum will be developed through;

Developing an understanding of what it is to be a human, focusing on Christianity, a non-religious philosophical conviction and other principal religions.

This will predominantly be taught through big questions, encouraging learners to understand the diverse culture and the world we live in. To enable our learners to be tolerant and understanding of opinions and ideals of others.



Bryn Deva Curriculum



Relationships and Sexual Education (RSE)

From September 2022, Relationships and Sexuality Education will be compulsory for all pupils receiving primary education in Wales. We believe that the RSE Code will allow an education that provides support, respect, understanding, and equitable treatment for all, regardless of sex, gender, sexuality, faith, or belief.

The Code and Statutory Guidance makes direct references to violence against women and girls as education is identified as key to changing attitudes and behaviour to make our society safer for everyone.



Phase 2 - Entitlement and Enhancement

Curricular Responsibilities



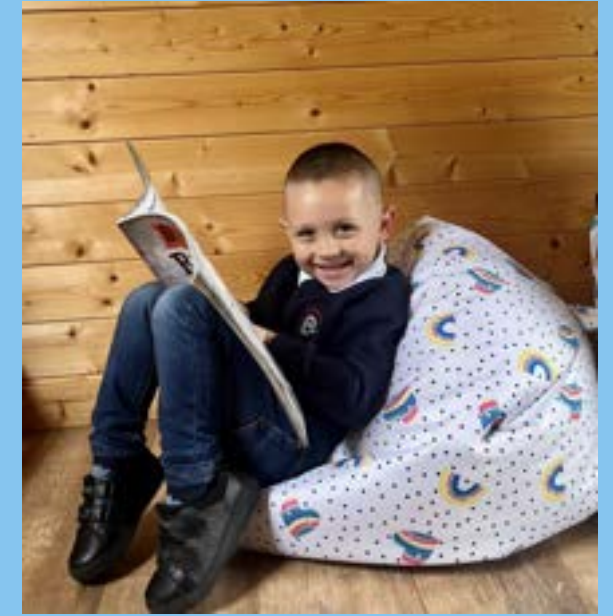
Languages at Ysgol Bryn Deva

At Bryn Deva, our aim is to encourage learners to engage critically with languages and literature in order to help them develop not only their own sense of identity, but also an understanding of the relationship between their own cultures and communities and those of other people.

We are predominantly an English medium school, where Welsh and French are taught as additional languages.

At Bryn Deva, we will provide opportunities for learners to **listen, read, speak and write** in English, Welsh & French. As an English medium setting, our main focus will be on developing the four skills through English and Welsh as a second language.

French will be developed through the listening and speaking of the language, with the added challenge of converting into the written format, when the language is suitably developed. Opportunities are available for all learners to have access to literature which interests them and excites them.



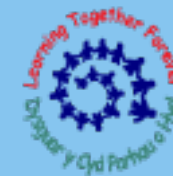
Phase 2: Entitlement and Enhancement

Our Bryn Deva 'Non Negotiables'



Community and beyond

Our themes and contexts explore and link learning with our local community and businesses. We encourage professional development for all staff and work collaboratively with other schools both in Wales and internationally, also supporting and connecting with our link school in Lesotho.



At Ysgol Bryn Deva we deliver a broad and balanced curriculum, which is developed through experiential, authentic learning based within our locality and beyond. Our children are entitled to a variety of elements, which enrich their development. The following elements are embedded features of our school.



Literacy, Numeracy, Welsh and Digital Skills - These core elements underpin all learning.



Outdoor Learning

Our curriculum provides opportunities for children to learn beyond the classroom. Residential and day visits to places of interest which support and enrich learning experiences and bring authenticity to context. Our forest school provision and outdoor resources support this.



Enrichment

In addition to trips and visits beyond school, we provide a wide range of after school activities for children. We also provide extensions to the learning experiences of pupils by celebrating local, national and international events.



Cymraeg y Wythnos

Our Criw Cymraeg lead weekly assemblies that celebrates the Welsh language and culture. Assemblies include singing the Welsh national anthem and presenting Siaradwr y Wythnos certificates.

Health and Wellbeing

At Ysgol Bryn Deva we follow the 5 Ways to Wellbeing and outdoor learning is planned into our themes. As a part of the Touching the Sky project all children engage in completing their daily mile.



Narrative Curriculum

Whole school themes are introduced and developed using a 'hook' to inspire and engage learners. Through narrative contexts teaching genres are explored using drama and creative thinking.

Phase 3: Breadth and Balance

AoLEs - Statements of What Matters

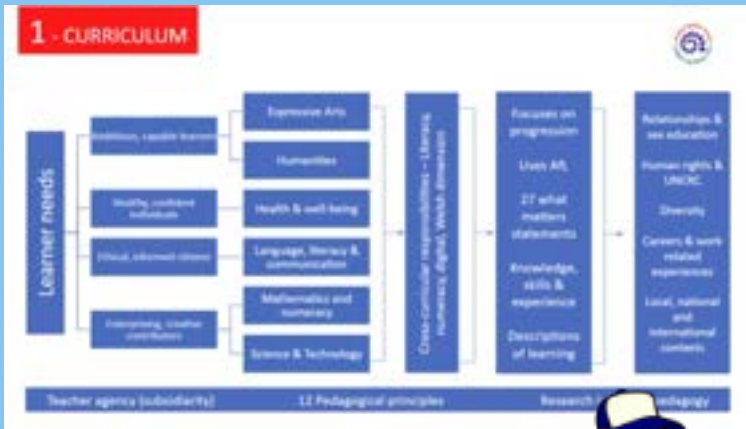
We have collated a broad range of experiences, knowledge and skills that are explored through a range of contexts, topics and activities selected in the process of curriculum design.

To ensure progression and understanding, all staff have collaborated to unpack the 27 Statements of What Matters to make links across all Areas of Learning and Experience as appropriate.

We assist learners to apply their learning in increasingly challenging contexts and allow for diversion. They reflect and consider their next steps to improve. Over time understanding develops and becomes refined, provoking deep thinking, discussion and inquiry.

Yseol Bryn Deva - What matters statements

Expressive Arts	Humanities	Health & Well-being	Language, Literacy & Communication	Mathematics and Numeracy	Science & Technology
1) Expressing the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	1) Empathy, exploration and investigation inspire curiosity about the world, its past, present and future.	1) Developing physical health and well-being has lifelong benefits.	1) Languages connect us.	1) The number system is used to represent and compare relationships between numbers and quantities.	1) Being curious and searching for answers is essential to understanding and predicting phenomena.
2) Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	2) Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	2) How we progress and respond to our experiences affects our mental health and emotional well-being.	2) Understanding languages is key to understanding the world around us.	2) Negative uses of cyber systems to explore the structure of mathematical relationships.	2) Design thinking and engineering offer technical and creative ways to meet society's needs and wants.
3) Creating combines skills and knowledge (drawing on the senses, inspiration and imagination).	3) Our natural world is diverse and dynamic, influenced by physical processes and human actions.	3) Our decision-making impacts on the quality of our lives and the lives of others.	3) Expressing ourselves through language is key to communication.	3) Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	3) The world around us is full of living things which depend on each other to flourish.
4) Human societies are complex and diverse, and shaped by human actions and beliefs.	4) Human societies are complex and diverse, and shaped by human actions and beliefs.	4) How we engage with social influences shapes who we are and affects our health and well-being.	4) Literature fires imagination and inspires creativity.	4) Statistics represent data, probability, median, charts, and both support informed inferences and decisions.	4) Matter and the way it behaves defines our universe and shapes our lives.
5) Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.	5) Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.	5) Healthy relationships are fundamental to our well-being.			5) Forces and energy provide a foundation for understanding our universe.
					6) Computation is the foundation for our digital world.



Phase 4: Pedagogy

Planning the delivery of our curriculum

In order to realise the four purposes and achieve the intended aims of our curriculum, we use research-informed pedagogy to ensure our learners receive the highest standards of teaching. The 12 pedagogical principles set out in the curriculum for Wales framework provide the focus of the pedagogy in each class. We want to ensure that all learners receive the same high quality teaching throughout their journey at Ysgol Bryn Deva. Each theme starts with an authentic hook and the learners are involved in setting the direction.

Pupil Voice

The curriculum and learning experience is organic and where possible, pupils lead the learning. Our 'themes' are broad and open to interpretation to allow pupils to explore a wider range of experiences. Pupils' ideas and intentions are collated at the start of each theme then adapted to include a wide range of skills by teachers. It creates an inclusive and dynamic learning experience.



Cross-curricular

Responsibility

Making connections

Collaboration

Authentic contexts



Knowledge and experience



Phase 4: Pedagogy

Inclusiveness

Additional Learning Needs

As a school we ensure the needs of our learners is met through high quality teaching and provision. Our Whole School Provision Map details the wide range of support available to learners throughout the school including whole class teaching, effective differentiation, guided group work, small group and individual interventions. The use of Personal Provision Maps enables us to identify learning needs, monitor interventions and strategies, track progress and support learners through a person-centered approach. Facilities such as our Foundation Phase Nurture Group 'Calon Cwtch', our Key Stage 2 'Ystafell Galon' and our Forest School area allow us to support learners' various academic, behavioral, social and emotional needs.

Ysgol Bryn Deva has clear systems in place to support learners progress, including pupils accessing support at Universal Provision level and Targeted Universal Provision level. For those learners who require further support we aim follow a person-centered approach to plan relevant and purposeful Additional Learning Provisions helping all learners reach their full potential.



Nurture Group : 'Calon Cwtch'

Bryn Deva's Nurture Group 'Calon Cwtch' supports pupils with their emotional and academic learning. The group has achieved the Marjory Boxall National Accreditation twice, awarded in 2015 and 2019 and is the only accredited school in North Wales, it is also recognized by Estyn.

"Provision in the innovative Calon Cwtch is of a very high standard, which enables pupils in these settings to make good or very good progress. Other teachers visit the school regularly to learn about the highly effective provision for pupils with additional learning needs in the nurture class."
Estyn 2016

Staff are fully trained by the Nurture Group Network, planning meaningful and engaging nurture-based activities to support the needs of the learners in attendance. Boxall assessments are used as an entry and exit criteria to the group, the information gathered from the Boxall assessments are also used to inform activity planning to support learners' specific needs.

Phase 5: Progression and Assessment

Steps of Progression

Leaders of Learning are responsible for supporting Curriculum Design within their phase including ensuring appropriate coverage of the AoLEs and appropriate continuity and progression within their phase.



Calon yn Tyfu



Progression step 1
Nursery- Reception

Curo Calon



Progression step 1-2
Year 1, 2 & 3

Calon Lan



Progression step 2-3
Year 4, 5, & 6

Our role in the transition along the 3 to 16 continuum

Our learners are at the centre of the transition process. We support all learners along the learning continuum, as they move between different groups, different classes, different years and different settings. We ensure that the well-being of all learners is an important and integral part of our processes, recognising the needs of individuals, while also supporting both continuity and progression in their learning. The understanding of each individual learner gained from our assessment strategies is crucial in supporting this process.

We anticipate our youngest learners in Nursery and Reception to be working around Progression Step 1. Our Year 1, 2 & 3 pupils would work around Progression Steps 1 to 2. Our older children in 4, 5 & 6 working around Progression Steps 2 to 3. However, this is only a general guide as pupils will progress through the steps at their own pace.



Phase 5: Progression and Assessment

Assessment



Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. We will utilise various assessment strategies, which will enable each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly. Initially we will be using Taith 360 as an assessment and tracking tool.

Purpose of Assessment

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

In addition to this, 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.

Our assessments support individual learner progression on an ongoing, day-to-day basis (AFL); identifying, capturing and reflecting on individual learner progress over time; and understanding group progress in order to reflect on practice.

We also assess and monitor each learner's well-being (PASS) and cognitive development (CAT4). These assessments are used to formulate an accurate snapshot which provide attainment,

Communicating and engaging with parents/carers

We communicate effectively with parents/carers on an ongoing basis to foster positive relationships in order to engage them in purposeful and meaningful dialogue. When undertaken well, this can help aid learner progression by helping parents/carers to understand how they can support learning within and outside the school environment.

We have developed and implemented processes which support effective two-way communication and engagement with parents/carers. When developing these processes, consideration has been given to using a wide variety of different communication means, e.g. face-to-face, digital through Seesaw and email.



At Ysgol Bryn Deva our assessment forms around, our teaching value of *'Know me well.... Teach me well'*

Kinaesthetic- Response cards, Gallery walk, Hot seat, I have the answer who has the question, 3 before me, Simulation.

Needs- individual approaches to learning. Differentiated challenges to eliminate ability grouping.

Ownership- activating pupils as owners of their own learning.

Working together- using pupil voice to guide purposeful planning and learning opportunities.

Mindset, Learning powers, Learning Zones, Celebrating mistakes and Embracing challenge.

Effective questioning techniques and to elicit evidence of learning.

What next? Provide Feedback that moves learning forward.

Engineering effective classroom discussions that include all learners.

Learning intentions: show me, tell me and let me explore.

Learning from Peers: activating pupils as learning resources for their peers.



Phase 6: Review and Evaluate

Decide what works well and what areas need development

A range of formative assessment strategies—using our KNOW MEWELL, to assess children's current ongoing knowledge and areas of development. This information is fed into termly progress charts, which are discussed with senior leadership on a termly basis. Pupils' strengths and areas of development are identified both individually and in groups.

Provision maps are used to develop a greater understanding of the impact of targeted intervention and to track the progress of learning. Within each individual area.

Data is used from CATS (Cognitive assessment tests), standardised scores in both reading and spelling, alongside Numeracy and Math skills. We use the IDL programme to track and monitor these scores. All Wales National Tests are used to determine pupil progress on a termly basis.

Pupil voice and parent views are essential in everything we do. We listen through informal meetings, questionnaires, moderation, regular correspondence on Seesaw and through our open-door policy.

Moderation occurs on a termly basis, where we moderate learners' books, talk to learners, view teacher's planning and talk to the teaching staff. Learning walks are also a large part of the moderation process, focusing on the areas of development from the school improvement plan.

Re-assessment of IDL scores and the All-Wales National Tests and the data is analysed to ascertain impact of our school improvement plan strategies.

Regular professional dialogues, what works well? What could we do better? These are questions we ask of all our stakeholders but with particular focus on Teaching and support staff, learners and parents.

A school improvement plan is created based upon the needs for development as shown in our assessment procedures.

Senior leadership team are given teams of staff to lead within one area of the school improvement plan and action plans are created.

Governors are made aware of the assessment findings and plans are discussed in regular Governor meetings. Governors are invited to participate in further plan and review sections over the academic year.

In the Autumn term a school council is nominated to enable a structured pupil voice with whom the school improvement plan is shared.

We seek peer support by viewing good practice within our areas of development and set up working relationships with these schools to support our individual progress.



TEACHMEWELL are our key guides to our Do part of the cycle, ensuring that all we introduce and share, link to our vision and values.

Our areas of development are shared with all stakeholders, alongside the action plans created in moving us forward.

Internally groups of teachers create, support and improve whole school consistency, supporting and challenging colleagues in a non-judgmental format to ensure an open and honest environment in which new practices can be trialed and embedded.

Staff development is identified through performance management and INSET training, alongside visiting other settings. Staff development is prioritised within the school improvement plan alongside individual roles within the school.

We are proud of the relationship we have with other schools in the Connah's Quay consortia, and we use these relationships to support and develop good practice across all the settings, alongside sharing good practice.

Working with other school links/CCGL, we are always aiming to find new schools to work with, where we share our good practice and seek theirs. These are schools within both England and Wales.

Parent and pupils' involvement is paramount in the Do part of the cycle. We endeavour to involve parents in each step and gain their opinions and ideas. Alongside this, pupil voice is considered at each stage, as we introduce and challenge, how is it impacting on their learning?

