

Ysgol Betws yn Rhos



Succeeding together!

What's important to Ysgol Betws yn Rhos?

What can Ysgol Betws yn Rhos offer me?

What is it like to be child at Ysgol Betws yn Rhos?

Our vision

At Ysgol Betws yn Rhos, our aim is to create a happy and friendly atmosphere within the school, foster honesty, sincerity, respect and self-respect, where everyone will work together confidently and show care towards each other. We believe in giving praise and merit where it is deserved and we value the contribution of every individual. Equal support is given to each individual. By doing this, we will promote each child's personal and social development.

Our vision at Ysgol Betws yn Rhos aligns with our motto, 'Succeeding together', to realize the four purposes of the Curriculum for Wales. We have simplified the statements so that our pupils can use them and understand how to succeed to the best of their ability, whatever their aspirations and strengths, in a safe environment where everyone is respected

Each individual's voice and well-being is vitally important and is a prominent part of the school's ethos. We develop the skills that each learner needs to be able to look after themselves, stay safe, face and overcome life's challenges and enjoy learning.

Betws yn Rhos is a village in a naturally Welsh-speaking rural area that's full of history and we strive to celebrate this in every aspect of our work. As well as this, we will further each learner's horizons to be able to appreciate the diversity and wonders of the world and their place as individuals through our vision and our Cristian values for a Welsh Church School.

What does 'Curriculum' mean at Ysgol Betws yn Rhos?

The school curriculum is everything a learner experiences at the school. When we design the curriculum in Ysgol Betws yn Rhos our learner's needs are paramount. We give careful consideration to **What** we teach, **How** we teach and **Why** we teach.

Our values	Our behaviour
Respect and Trust	Everyone in the school is unique – learners and families, staff and stakeholders. We are honest and open in our work and respect everyone’s opinions and feelings.
Well-being and Care	We show empathy, care and concern for everyone’s well-being. We listen and act to ensure that everyone in the school feels safe and that everyone has a voice that 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 when learning.
Resilience and Confidence	We support each other at the school, both learners and staff, to be confident and proud of ourselves, welcome challenges and persevere to reach our goal.
Cymru and Welshness	We celebrate the Welsh language and culture in all parts of our work.
Community and Locality	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.
Venture and Innovation	We support each other in the school, both 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	Within our classes, our school and across our school cluster, we collaborate and support each other to develop and learn continuously.

We have 12 Christian values:



Generosity



Compassion



Bravery



Forgiveness



Kindness



Gratitude



Respect



Perseverance



Trust



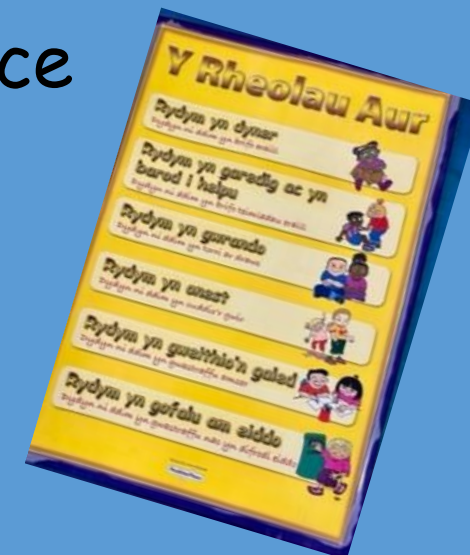
Service



Justice







Honesty

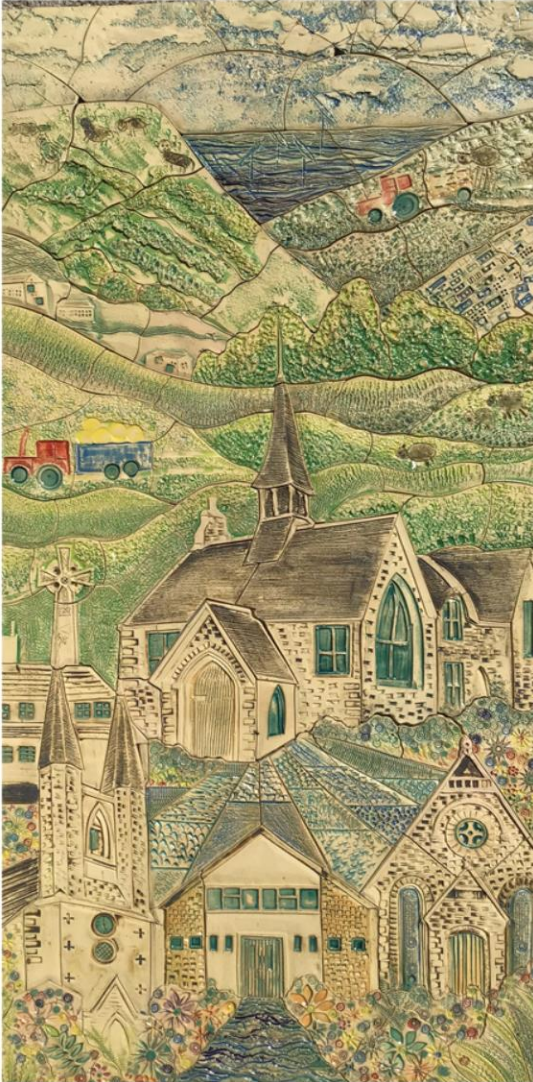


The 4 Purposes of the Curriculum for Wales are at the heart of the curriculum at Ysgol Betws yn Rhos.

They're the basis for every aspect of our curriculum design, our planning and teaching. Our vision and values as a school support the 4 purposes and below is a summary of what they mean to us. Our learning experiences and teaching methods aim to achieve the following at all times.

Ambitious, capable learners... who are ready to learn throughout their lives, and:	Enterprising, creative contributors... who are ready to play a full part in life and work, and:	Ethical, informed citizens... who are ready to be citizens of Wales and the world, and:	Healthy, confident individuals... who are ready to lead fulfilling lives as valued members of society, and who develop:
<ul style="list-style-type: none"> • set high standards for themselves • enjoy challenges and solving problems • develop information and skills and apply them in different contexts • are able to confidently discuss their learning • are able to communicate in Welsh and English • are able to use mathematics, numeracy and digital technologies effectively 	<ul style="list-style-type: none"> • think creatively • connect and apply their knowledge and skills to create, to adapt and to solve problems. • recognise opportunities and take advantage of them • have the confidence to be enterprising • lead and collaborate in a team • express their ideas and emotions in different ways • use their energy and skills for the benefit of others 	<ul style="list-style-type: none"> • form an opinion and discuss matters based on their knowledge and values • understand and exercise their responsibilities and human rights • understand and consider the impact of their actions • know about their culture and community • know about society and the world in the past and present • respect the needs and rights of others as a member of a diverse society • see that they have a role to play in ensuring the sustainability of the planet 	<ul style="list-style-type: none"> • physical and mental health and safety • relationships based on respect and trust • personal values • skills and independence to deal with everyday life • the ability to face and overcome challenges
			

Ysgol Betws yn Rhos Curriculum



When we design the curriculum for Ysgol Betws yn Rhos our learners' needs are paramount. We give careful consideration to **What** we teach, **How** we teach and **Why** we teach.

Our curriculum will encompass the four purposes, where the learning experiences help our learners to develop the skills and knowledge that they need to learn successfully across the AoLE that include the cross-curricular and integral skills for the new curriculum.

Religion, Values and Ethics has been designed in our school in accordance to the school's values. Religion, Values and Ethics is based on the Religion, Values and Ethics Guidance from the Church in Wales and gives consideration to the Agreed Syllabus.



The elements Ysgol Betws yn Rhos will not give up on

At Ysgol Betws yn Rhos our aim is to enrich and expand our curriculum through learning opportunities and experiences in the local area and beyond. Our learners are entitled to a range of elements enriching their personal development that we will not forego.

Community and Whole School Projects – Crafts for the Church, competing in Betws Flower Show, Betws yn Rhos Eisteddfod, supporting national days.

Health and Wellbeing – Learning outdoors, A mile a day, Five ways to Wellbeing, preferred play times with a range of play equipment (Active Play)

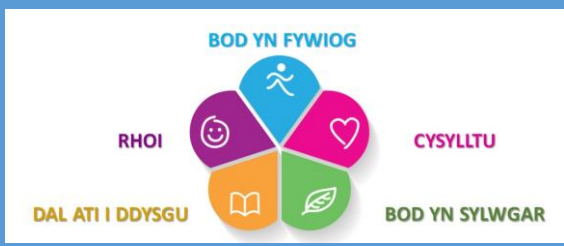
A Healthy School – We are proud that we have received the Healthy Schools National Quality Award.

An Eco School – The Eco Council is active throughout the school to maintain our Platinum Award status.

Welshness – Maintain our Language Charter Gold Award and support the Urdd’s activities.

A School that’s becoming more trauma informed – Staff have been trained for this and follow Growing through the Seasons, ELSA and Mental Health First Aid projects.

A growth mindset - The learning powers created by the pupils is a powerful weapon for learners to acknowledge their successes



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 for learners and practitioners is crucial to us at Ysgol Betws yn Rhos. A consistent ethos in every class across the school is of utmost importance to ensure a safe and stimulating environment so that our learners can 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 continuously, based on our understanding of the **12 pedagogical principles** set out in the Curriculum Framework and on the methods we have found to be successful at this school.



The 12 Pedagogical Principles

1. Focusing on realising the 4 purposes.	2. Challenging learners and identifying the importance of striving continuously. Establishing high, but attainable, expectations.	3. Using a mixture of teaching methods.	4. Developing problem solving skills, creative skills and the ability to think critically.
5. Build on previous knowledge and experience. Engaging interest.	6. Creating genuine contexts.	7. Implementing formative assessment principles.	8. Expanding within and across the Areas of Learning.
9. Reinforce and practise cross-curricular skills - literacy, numeracy and digital competency.	10. Develop learners to take increasing responsibility for their own learning and to develop as independent learners.	11. Promote social and emotional development and positive relationships.	12. Promote collaboration.

As the Curriculum for Wales evolves at Ysgol Betws yn Rhos experimenting and innovating confidently as practitioners is extremely important to us, and we will work together closely within the school and across the cluster to create learning experiences and the best teaching that we can offer to our learners.

The school is a learning establishment. This means that we continuously research and learn about effective teaching and place great importance on professional learning and practice based on research to develop and improve our teaching skills.

Planning

When planning at Ysgol Betws yn Rhos emphasis is placed on offering our learners **enriching, wide ranging and deep learning experiences** of a high standard appropriate for their age and stage of development.

This means giving learners plenty of time to build, practise and apply information and skills in order to embed their learning rather than rushing through their work to 'achieve content'.

This sets firm foundations for the next steps of learning ensuring that they build on their learning and progress throughout their time here.

We also plan to ensure our learning experiences and teaching develop the following **holistic skills** that our learners need to achieve the 4 purposes.

Creativity and innovation	<ul style="list-style-type: none"> Enquiring, exploring, being inquisitive, creating and sharing ideas Connecting experiences, information and skills
Critical thinking and problem solving	<ul style="list-style-type: none"> Questioning and evaluating information and situations Identifying problems and offering different solutions Making objective decisions
Personal effectiveness	<ul style="list-style-type: none"> Developing emotional intelligence, confidence and independence Evaluating and discussing their current learning and their next steps Seeing the value of mistakes and celebrating them Discussing and considering their opinions and values and their ethical, social and cultural implications
Planning and organising	<ul style="list-style-type: none"> Setting aims for their learning and discussing and reflecting on their progress



Concepts and mandatory elements of the Curriculum

The school will give detailed attention to the compulsory elements of the curriculum when planning. The school's policies for these areas detail our intentions.

- The cross curricular development of literacy and numeracy skills and digital competence
- Education, relationships and sexuality
- Religion, values and ethics
- Welsh
- English

The school's day to day language will be Welsh. The principles of the Welsh Language Charter are embedded in the whole curriculum and in every aspect of our work.

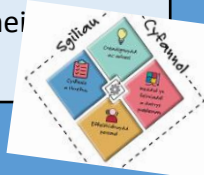
Teaching is entirely through the medium of Welsh up to 7 years old. English is introduced to learners from the age of 7 onwards. 50-70% of the teaching is in Welsh from 8-11 years old. Our aim is to ensure that every learner is confidently bilingual leaving the school.



Statutory Aspects

In designing our curriculum, the school has given consideration to the following statutory aspects within the Framework of the Curriculum for Wales.

- Careers and experiences associated with the world of work
- The Well-being of Future Generations (Wales) Act 2015
- The UN Convention on the Rights of the Child (UNCRC)
- The UN Convention on the Rights of People with Disabilities (UNCRPD)
- The Additional Learning Needs and Education Tribunal (Wales) Act 2018



Planning

We use a combination of methods to plan the curriculum in this school in accordance with the learners' ages and the learning context.

There will be elements of planning for direct, disciplinary and multidisciplinary learning in order to learn and practice specific skills *e.g. mathematics, phonics*.

Interdisciplinary and integrated elements are used to practice skills further and to apply them in various cross-curricular contexts. *E.g. drawing elements of Mathematics, Language, Digital Competence and the Humanities together while researching and writing a report comparing the weather in different countries.*

The majority of this school's learning experiences is planned based on a **Big Question** (*e.g. How is the land used in our immediate locality?*) or a **specific theme** (*e.g. Farming, Wales*). The child's voice, their families and the community are important to us and there is flexibility in our planning to follow different/local/global trails so that the opportunity arises to make our learning experiences relevant, interesting and timely. The below are crucial elements that we will continuously embed in our plans.

Health and Wellbeing

In this school we strongly believe that ensuring and maintaining learners' willingness to learn is essential. To this end we welcome the equal emphasis placed on all Areas of Learning and Experience and that they include Health and Wellbeing.

The school will continue to develop its expertise in this Area - such as 'An Encouraging School' and a 'Trauma Informed School' and the use of programmes such as 'Elsa' 'Growing through the Seasons'. We are also continuously evolving classroom climates, a Growth Mindset and Learning Powers continuously. The school's work with families and external agencies will also

Families and the Community

Collaborating with parents/carers and the community is very important to us here at Ysgol Betws yn Rhos and local farmers and the local vet are invited to the school. The school will continue to develop the strong relationship with the Church to support various festivals throughout the year.



Cross-curricular Skills

There is a statutory responsibility for Literacy, Numeracy and Digital Competence across each Area of Learning and Experience. We are fully aware of the importance of ensuring our learners' digital competence to prepare them for life and work in the future.

We therefore pay detailed attention to this in planning learning experiences and planning for the progress of learners.

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

Enjoy learning


What is most important for us as we plan is ensuring that the learners are enjoying themselves and having fun as they learn.

We therefore work hard to ensure:

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

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

- The 6 Areas of Learning and Experience and their Statements of What Matters.
- Developing Cross Curricular Skills
- 5 Cross-cutting Themes

6 Area of Learning and Experience					
Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Languages, Literacy and Communication	Science and Technology
<p><i>The disciplines developed in this school:</i></p> <p>Art, Music, Dance, Drama, Film and Digital Media.</p>	<p><i>The disciplines developed in this school:</i></p> <p>Health and the development of the body Mental health Emotional and social wellbeing</p>	<p><i>The disciplines developed in this school:</i></p> <p>Geography, History, Religion, Values and Ethics Also elements of: Business Studies, Social Studies, Economics, Philosophy</p>	<p><i>Including the 5 interdependent proficiencies:</i></p> <ol style="list-style-type: none"> 1. Conceptual understanding 2. Communicating using symbols 3. Fluency 4. Logical reasoning 5. Strategic competence 	<p><i>The disciplines developed in this school:</i></p> <p>Welsh, English, International Languages, Literature</p>	<p><i>The disciplines developed in this school:</i></p> <p>Biology, Chemistry, Physics, Computer Science, Design and Technology</p>
Cross Curricular Skills					
<p><i>planning to develop the cross curricular skills below within and across the Areas of Learning and Experience making use of the national amended frameworks for them</i></p>					
 <p>Literacy</p>		<p>Numeracy</p>		<p>Digital Competence</p>	
Cross-cutting Themes					
<p><i>We will include and expand the themes below across the curriculum</i></p>					
Relationships and sexuality education	Educating on Human Rights and the United Nation's Convention on the Rights of the Child	Diversity	Careers and experiences associated with the world of work	Local, national and international contexts	

The **Declaration of What Matters** for each Area of Learning and Experience will form the basis of our planning for the progression, depth and breadth of skills and knowledge and for learners' progress.

Declarations of What Matters for the 6 Area of Learning and Experience

Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Languages, Literacy and Communication	Science and Technology
Exploring the expressive arts is essential to intensify skills and knowledge relating to the arts, and it enables learners to become inquisitive and creative individuals	Developing the health and wellbeing of the body leads to lifelong benefits	Enquiring, exploring and researching inspires inquisitiveness about the world, it's past, it's present and it's future	The number system is used to represent and compare relationships between numbers and quantities	Languages connect us	Being curious and looking for answers is essential to understanding and predicting phenomena
Responding and reflecting, both as an artist and as an audience, is a fundamental part of learning in the creative arts	The way we process our experiences and respond to them impacts our mental health and our emotional wellbeing	Human events and experiences are complicated and they 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 wishes
Creating combines skills and knowledge, using the senses, inspiration and the imagination	The way we make decisions has an impact on the quality of our lives and the lives of others	Our natural world is diverse and dynamic, influenced by human processes and 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 that depend on each other to survive
	How we engage with social influences shapes who we are and effects 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 informative conclusions and decisions	Literature ignites the imagination and inspires creativity	Matter and how it behaves defines our universe and shapes our lives
	Healthy relationships are fundamental to our wellbeing	Informed, self-aware citizens address the challenges and opportunities that face humanity, and are able to take meaningful and principled action			Forces and energy provide a foundation to understand our universe Information technology forms a basis for our digital world
					Information technology is the foundation for our digital world

Assessment and Progress

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

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

Additionally there are **principles of progress** that form the basis for our planning for learners' progress across the areas over time.



The Principles of Progress				
Increasing breadth and depth of knowledge	Deepening understanding of the ideas and disciplines within the Areas	Refinement and increasing sophistication in the use and application of skills	Making connections and transferring learning to contexts	Increasing effectiveness



The Curriculum for Wales gives us the opportunity to ensure that learners' progress is the main purpose for Assessing rather than practicing accountability. To this end, at Ysgol Betws yn Rhos we emphasise developing a full picture of every learner's development, including their wellbeing, their willingness and desire to learn as well as the development of their skills, knowledge and understanding. We emphasise the importance of ensuring mutual understanding of progress amongst practitioners at the school and the cluster and of regular discussions with parents and carers to discuss their children's progress.

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

Continually support individual learners from day to day

Formative assessment of consistently high quality in the classroom on a daily basis gives a clear picture of attainment and the next steps for learners and practitioners.

2. Identifying, capturing and reflecting on individual learners' progress over time.

3. Understanding the progress of groups in order to reflect on practice

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

Formative use is made of national and standardised tests e.g. PASS and CAT4 as necessary during these discussions.

Regular discussions are held with the learners and their parents/carers to discuss progress including external agencies where necessary.