



Ysgol Terrig



'Dysgu Doniau i'r Dyfodol'



What's important to Ysgol Terrig?

What has Ysgol Terrig got to offer me?

What it is like to be a pupil at Ysgol Terrig?

Our Vision

In Ysgol Terrig, we are passionate about supporting our learners to achieve their full potential whatever their aspirations and strengths in a safe environment which respects everybody. We hope that all learners here will develop the knowledge and skills they will need for the next stage of their lives and education. 'Dysgu Doniau i'r Dyfodol/Teaching Skills for the Future'. We will do everything we can to ensure that they leave us as happy, proud, confident and independent individuals who have enjoyed their learning and their learning experience here.

Our school is in a rural area and we proud of the environment surrounding us. The history of the Urdd is very important to the area and we want to celebrate that throughout our work. We also want to broaden the horizons of all learners to be able to appreciate the diversity and wonder of the world and their place as individuals in it.

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What is 'curriculum' in Ysgol Terrig?

A school curriculum is everything a learner experiences in school. When designing Ysgol Terrig's Curriculum we have the needs of our learners at the forefront of our minds. We carefully consider what we teach? how we teach and why do we teach it. This is our vision of 'Teaching Skills' to each and every pupil here at Ysgol Terrig.

Our Values	Our Behaviour
Respect and Trust	Everyone at the school is unique - learners and families, staff and stakeholders. We are honest and open in our work and respect the views and feelings of everyone
Happiness and Enjoyment	We ensure that the ethos of each class and learning experiences inspire our learners. We ensure that learners enjoy, experience pleasure and develop motivation while learning.
Wales and Welshness	We celebrate Welsh language and culture throughout our work.
Support and Collaboration	Within our classes, our school and across our cluster of schools, we work together and support each other for continuous development and learning
Welfare and Care	We show empathy, care and concern for the welfare of all. We listen and take action to ensure that everyone in the school feels safe and has a voice that is heard.
Resilience and Confidence	We support each other as learners and staff to be confident and proud of ourselves, to embrace challenge and to persevere to achieve our goals
Community and Habitat	We play a full and active part in the life of our community and the community plays an active part in the life of the school. We celebrate and protect our habitat.

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

- set high standards for themselves
- enjoy challenge and solve problems
- develop knowledge and skills and apply them in different contexts
- are able to discuss their learning confidently
- Are able to communicate effectively in English and Welsh
- use mathematics and numeracy and digital technologies effectively

The 4 Core Purposes

The Curriculum for Wales 4 purposes is the heart and core of Ysgol Terrig's curriculum. They underpin all aspects of our curriculum design, planning and teaching. Our vision and values as a school support the 4 purposes and we summarize below what they mean for us. Our learning experiences and teaching methods will always aim for this.

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

- think creatively
- apply their knowledge and skills to create, adapt and to solve problems
- identify and grasp opportunities
- Are confident to take risks
- lead and work together in teams
- express ideas and emotions in different ways
- use their energy and skills for the benefit of others

Y 4 DIBEN / THE 4 CORE PURPOSES



Ethical, informed citizens ... who are ready to be citizens of Wales and the world, and who:

- make judgments and discuss issues based on their knowledge and values
- understand and exercise their responsibilities human rights
 - understand and consider the impact of their actions
 - know about their culture and community,
 - know about society and the world in the present and past
 - respect the needs and rights of others, as a member of a diverse society
 - see that they have a role to play to

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

- 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

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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 high- quality learning environment is vitally important to us at Ysgol Terrig, for both learners and practitioners. Consistency of ethos in every class across the school is of paramount importance for us to ensure a safe and inspiring learning environment so that our learners can take risks, make mistakes confidently and work in an atmosphere of mutual respect and appreciation of everyone's efforts.

We constantly reflect upon, share and develop our teaching practices, based on our understanding of the 12 pedagogical principles set out in the Curriculum Framework and the practices we find to be successful in our school.

1. The 4 Core Purposes

2. Continuous Effort

3. A Range of Teaching Methods

4. Creative Thinking

5. Building on Prior Knowledge

6. Creating Authentic Contexts

7. Assessment for learning

8. Extend within and across the Areas of Learning

9. Teaching for Learning

10. Cross-Curricular

11. Positive Relationships

12. Team Work

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Teaching

Formative assessment is central to our teaching in Ysgol Terrig. By implementing its principles and strategies fully and consistently throughout the school, we will achieve many aspects of the 4 purposes, the integral skills and the 12 pedagogical principles. The following outlines how the different formative assessment strategies/principles contribute to their realization.

Formative Assessment	The 4 Purposes	Integral Skills	12 Pedagogy
Class climate and culture, 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 organization Critical thinking and problem solving	1,2,3,7,10,11,12
Involvement of learners in the planning	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Creativity and innovation Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,7,10,11,12
Talking Partners	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Personal Effectiveness Planning and organization 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 organization	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 organization Critical thinking and problem solving	1,2,3,4,5,7,10,11,12
Prior / Current knowledge questioning	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,4,7,10,11,12
Differentiated challenges / eliminating ability grouping	Ambitious, capable learners Healthy, confident individuals	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,5,7,10,11,12

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Planning

When planning at Ysgol Terrig emphasis is placed on offering our learners high quality rich, broad and deep learning experiences. This means giving learners the time to acquire, practice and apply knowledge and skills to embed their learning and not to rush through work to 'achieve content'. This lays a solid foundation 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 provision and teaching develops the integral skills below which are essential for our learners to achieve the 4 purposes.

Creativity and innovation	• Inquire, explore, be curious, create and share ideas • Link experiences, knowledge and skills
Critical thinking and problem solving	• Question and evaluate information and situations • Identify problems and suggest different solutions • Make decisions objectively
Personal Effectiveness	• Develop emotional intelligence, confidence and independence • Evaluate and discuss their current learning and next steps • appreciate the value of and celebrate mistakes • discuss and consider their views and values, and their ethical, social, cultural implications
Planning and organization	• Set goals for their learning and discuss and reflect on their progress

The mandatory elements of the curriculum The school will also plan to secure the mandatory elements of the curriculum when planning:

- Religion, values and ethics
- Education, Relationships and Sexuality,
- Welsh
- English

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Planning

A combination of approaches to curriculum design is used in this school according to learner age and learning context.

Most of the learning experiences in this school are designed around Mantle of the Expert, Big Question (e.g. What was it like to be a child during the Second World War?) Or a Specific Theme (e.g. Three Little Pigs, Castles). Pupil voice and that of their families and the community are important to us and also being flexible to follow different learning opportunities as they arise to make learning experiences relevant, interesting and timely. The elements below are extremely important to us and will be constantly implemented in our planning

Health and Wellbeing

We firmly believe in this school that ensuring and maintaining learners' willingness to learn is key. To this end we welcome the equal emphasis on all Areas of Learning and Experience and that this includes Health and Wellbeing. The school will continue to develop its expertise in this area as a 'Nurture School' and a Trauma Informed school' and use of programs such as 'Elsa' 'Seasons for Growth' and 'Mind Mechanics'. We also constantly evolve classroom climate, Growth Mindset and Learning Powers. The school's work with families and outside agencies will also support this

Families and Community

Working with parents/carers and the community is very important to us here at Ysgol Terrig. The school will continue to develop this relationship through our parenting support programs and through our links with local businesses.

Cross-Curricular Skills

Literacy, Numeracy and Digital Competence is a statutory responsibility across all Areas of Learning and Experience. We fully realize the importance of ensuring our learners digital competence in order to prepare them for future life and work. We therefore pay close attention to this when planning learning experiences and when planning for learners' progress. We will plan plenty of opportunities for them to acquire, practice and apply these important skills and to embed them.

Enjoying learning

The most important thing for us in planning is to ensure that learners enjoy in their learning and have fun. So, we work hard to ensure that:

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

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

- 6 Areas of Learning and Experience and their What Matters Statements
- Cross Curricular Skills Development
- 5 Cross-Cutting Themes

Y 6 Maes Dysgu a Phrofiad					
The Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Languages, Literacy and Communication	Science and Technology
Disciplines developed in this school : Art, Music, Dance Drama Film and Digital Media	Disciplines developed in this school : Physical Health and development, mental health, emotional and social wellbeing	Disciplines developed in this school : Geography, History, Religion , Values and Ethics, Business Studies, Social Studies, Economics, Philosophy	Includes 5 interdisciplinary competences: 1.Conceptual Understanding 2.Communication using symbols 3.Fluency 4.Logical reasoning 5.Strategic competence	Disciplines developed in this school : Welsh,English, International Languages, Literature	Disciplines developed in this school : Biology, Chemistry, Computer Science, Design and Technology, Physics
Cross Curricular Skills					
We will plan for the development of the following cross-curricular skills within and across the Areas of Learning and Experience using the revised national frameworks					
Literacy		Numeracy		Digital Competence	
Cross-Curricular Skills					
We shall include and extend the themes below across the curriculum					
Relationships and sexuality education	Human Rights education and the United Nations Convention on the Rights of the Child UNCRC	Diversity		Careers and work-related experience	Local, National and International Context

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The What Matters Statements for each Area will be the basis of our planning for progression, depth and breadth of skills and knowledge and for learner progress.

What Matters Statements for the 6 Areas 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 developing artistic skills and knowledge and it enables learners to become curious and creative individuals	Developing physical health and well-being has lifelong benefits	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	The number system is used to represent and compare relationships between numbers and quantities	Languages connect us	Being curious and searching for answers is essential to understanding and predicting phenomena
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts	How we process and respond to our experiences affects our mental health and emotional well-being	Events and human experiences are complex, and are perceived, interpreted and represented in different ways	Algebra uses symbol systems to express the structure of mathematical relationships	Understanding languages is key to understanding the world around us	Design thinking and engineering offer technical and creative ways to meet society's needs and wants
Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	Our decision-making impacts on the quality of our own lives and the lives of others	Our natural world is diverse and dynamic, influenced by processes and human actions	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying	Expressing ourselves through languages is key to communication	The world around us is full of living things which depend on each other for survival

‘Dysgu Doniau i’r Dyfodol’



			phenomena in the physical world		
	How we engage with social influences shapes who we are, and affects our health and well-being	Human societies are complex and diverse, and shaped by human actions and beliefs	Statistics represent data, probability models chance, and both support informed inferences and decisions	Literature fires imagination and inspires creativity	Matter and the way it behaves defines our universe and shapes our lives
	Healthy relationships are fundamental to our well-being	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action			Forces and energy provide a foundation for understanding our universe
					Computation is the foundation for our digital world

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Assessment and Progression

We use the **Descriptions of Learning** for each **What Matters Statement** to assess and plan for learners' progress. These broadly correspond to expectations for ages 5, 8, 11, 14 and 16 and offer guidance on how learners should demonstrate progress within each Statement. These are not used as a list of tick boxes, but as tools to consider when planning for our learners' progress. In addition, there are **Principles of Progression** that underpin our planning for learners' progress across the fields over time

Principles of Progression				
Increasing breadth and depth of knowledge	Deepening understanding of the ideas and disciplines in the Areas	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 gives us the opportunity to ensure that learners' progress is the primary purpose of Assessment and not an accountability exercise. To this end, we at Ysgol Terrig place a premium on developing a holistic picture of each learner's development, including their well-being, readiness and desire to learn as well as the development of their skills, knowledge and understanding. We emphasize the importance of ensuring a shared understanding of progress across the school and cluster and on regular discussions with parents and carers to discuss their child's progress.

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

1.Support individual learners on a daily basis

Formative assessment of consistently high quality in the day-to-day classroom provides learners and practitioners with a clear picture of attainment and next steps.

2. Identifying, capturing and reflecting on individual learner progress over time and 3. Understanding group progress in order to reflect on practice

Practitioners are given specific and regular periods 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 facilitate any transfer and transition between classes and schools. Formative use is made of national and standardized tests e.g. CAT4 as required in these discussions.

Regular discussions are held with learners and their parents / carers to discuss progress involving external agencies when necessary

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