

Curriculum offer [after review in 2024-25] 25-26 and 26-27

Vision

‘Cyflawni gyda’n gilydd’ ‘Together we achieve’

At Ysgol Frongoch, set in the beautiful medieval town of Denbigh, our aim is to ensure all learners become:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world, ready to be citizens of Wales and the world
- Healthy, confident individuals. Ready to lead fulfilling lives as valued members of the community.

Ethos and values

To allow all learners to achieve to the best of their ability, we strive to:

- Create a happy, caring and supporting environment where every learner feels secure and valued
- Provide quality opportunities and experiences which allows each learner to fulfil their potential
- Enable a broad , balanced and relevant curriculum which prepares each learner for their life journey
- Promote positive relationships to encourage everyone to care and respect one another in the community

Expectations

We have 3 simple school rules and expectations:

- Ready- everyone should arrive at school on time with the appropriate attitude, equipment and appearance which prepares them for success
- Respect- our school appreciates the dignity of each member of our local community, possessions and property. Everyone should show respect towards themselves and all members of the local school community, possessions and property
- Safe and Responsible- everyone has a collective and individual responsibility to ensure our behaviour promotes effective learning and the safety of the school community. Everyone needs to take responsibility for their own actions.

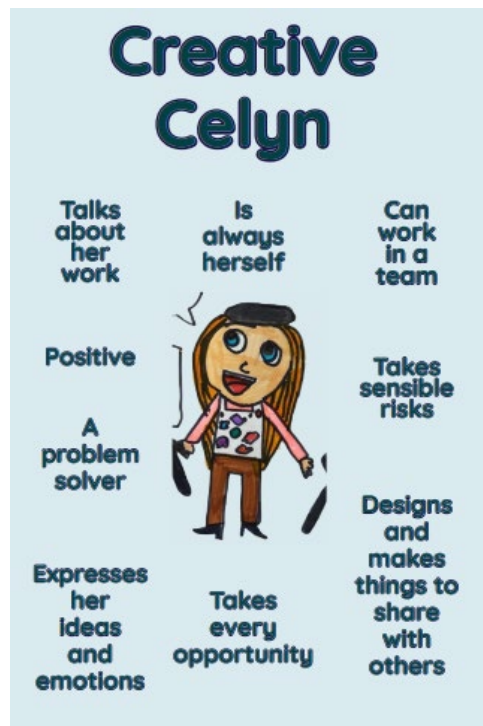
Pupil and stakeholder values

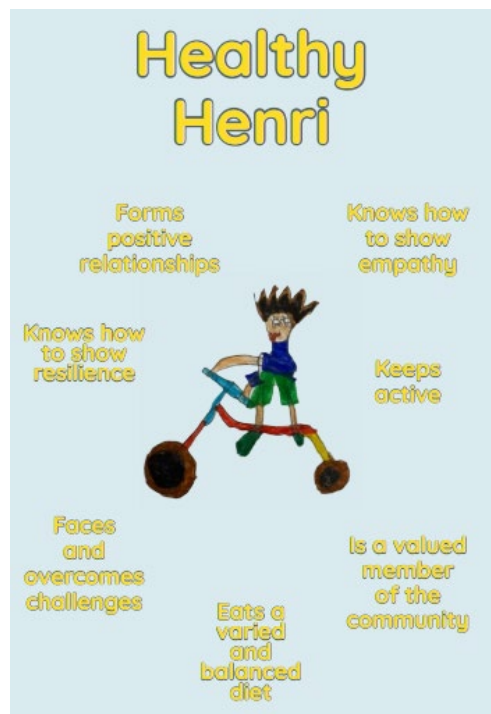
ensure a relevant Curriculum which allows our learners to be ready for Modern Wales, and in turn the Modern World:

- Core Purpose- maintain a consistent focus on the overall purpose of the curriculum in terms of What, How and Why we teach it
- Growth mindset- positive mindset and encourages everyone to recognise the importance of sustained effort in meeting high but achievable expectations
- Blended teaching- means a blend of approaches including direct teaching
- Deepening thinking- means a blend of approaches including those that promote problem solving, creative and critical thinking
- Building on prior knowledge- set tasks and selects resources that build on previous knowledge, experience and engage interest
- Meaningful and authentic- create authentic context for learning
- Assessment For Learning [AFL]- employing assessment for learning principles
- Making powerful connections- connections within and across Areas of Learning and Experiences [AOLE]
- Cross Curricular- regularly reinforces cross- curricular skills of literacy, numeracy, digital competency and provide opportunities to practise them
- Learning to learn- encourage learners to take increasing responsibility for their own learning
- Positive relationships- support social, emotional development and positive relationships
- Collaboration- encourage collaboration within school, cluster and further afield

The four purposes

The 4 purposes underpin all aspects of our Curriculum and our teaching and learning experiences aim to allow our learners to become:





Areas of Learning Experiences [AOLE's] and What Matters Statements

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.

The Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Language, 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 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 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

Planning

We plan for the development of the Literacy, Numeracy, Digital Competency skills within the 6 AOLE's and we will also include and extend the following themes across the Curriculum:

Relationships and Sexuality Education [RSE]

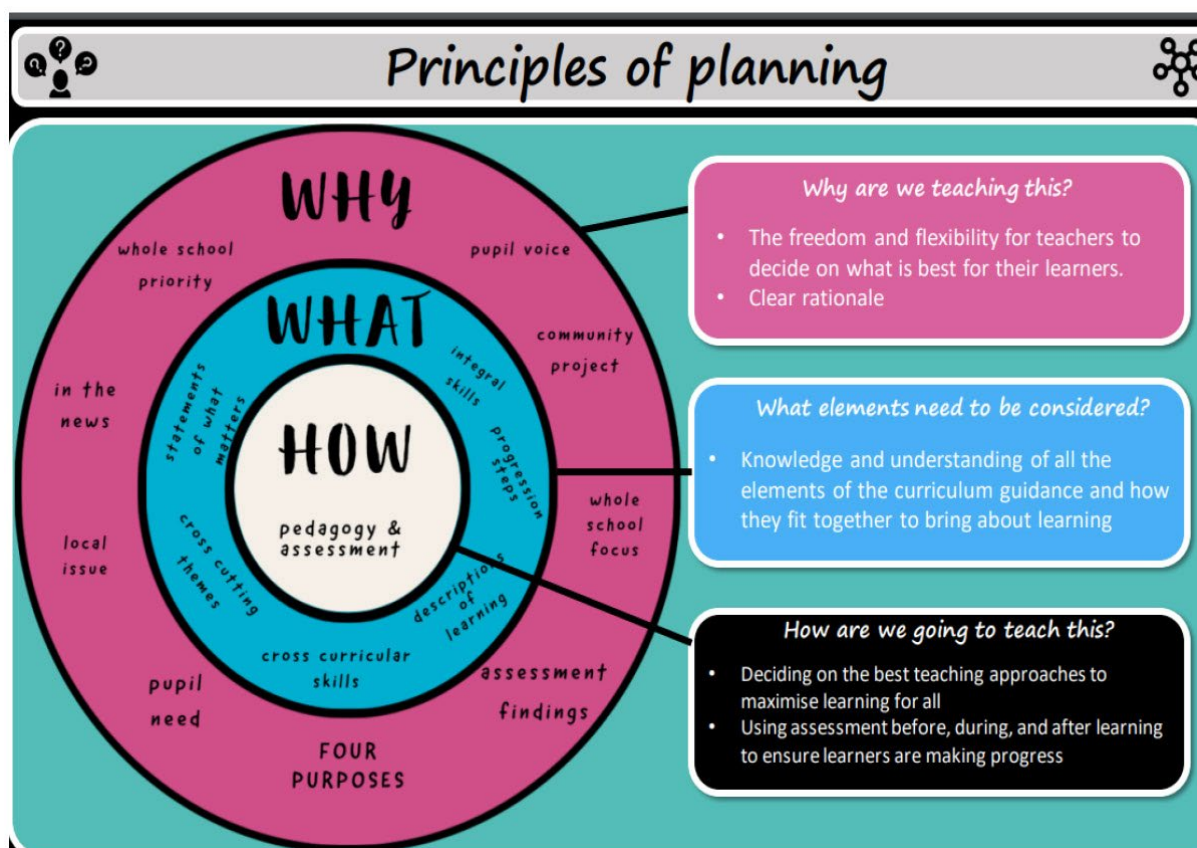
Human rights, education and the United Nations Convention on the rights of the Child [UNRC]

Diversity

Careers and related experiences

Local, National and International context

Below are the Principles of Planning which underpin What, How and Why we plan.



What it looks like

Core experiences	Independent learning	Immersion weeks
Organised whole class learning experiences including focused tasks	Independent learning opportunities	Responsive and flexible
	Learner led with teacher input	Learner led with teacher input

Teacher planning adapted to reflect pupil voice	Learning experiences planned by learners and teachers around the main theme. They decide which they would like to do and when	Deep dives that are responsive to the needs of our learners and reflective of events in wider society
Learning experiences mapped across 4 Purposes and What Matters Statements	Learners to independently choose how to solve problems and how to present their work	Reflective of the 4 Purposes and AOLE's
Learning experiences mapped to ensure progression		
Mid term plans	Weekly plans	Mid term [or when needed]

Topic overview

Year	Term		
	Autumn	Spring	Summer
1	Express Yourself	Carnival	Adventure Awaits
2	Global Explorers	Pioneers and Innovators	Game on
3	Wild about learning	Time Travel	Live together, play together
4	Around the World	Cynefin and Belonging	Elevate

Each term has a driving AOLE with 2 sub-AOLEs to consider

Autumn		Spring		Summer	
Humanities (Geographical)		Science and Technology		Expressive Arts	
Science and Technology	Health & Wellbeing	Humanities (Historical)	Expressive Arts	Science and Technology	Health & Wellbeing

Literacy Genres

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School	Creative story writing	Letter/Email	Poetry	Diary	Creative story writing	Instructional Writing
+ Choice of year group depending on pupil voice and topic direction	<i>e.g. Argument/Discussion Fact File</i>	<i>e.g. Report</i>	<i>e.g. Recount</i>	<i>e.g. Persuasion</i>	<i>e.g. Discussion</i>	<i>e.g. Explanation</i>

Maths Area of Study

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Number	Number	Number	Number	Number	Number
	Place Value	Measure (length)	Time	Measure (Mass)	Fractions	Measure (Volume)
	2 Operations (+/-)	2 Operations (x/÷)	Shape	Data Handling	Money	Geometry/Algebra

Science Areas of Study

	AUTUMN	SPRING	SUMMER
SKILL	Predicting Investigating	Question Evaluating	Modelling concepts Conclusions
AREA OF STUDY	Biology Being Curious	Physics Design and Engineering	Chemistry Computer Science

Universal Provision

At Frongoch we ensure all learners have the potential to reach their full potential. We aim to support and challenge all learners in all aspects of the Curriculum.

We offer the following interventions to help support learners with:

- Literacy and Numeracy skills
- Speech and Language skills
- Behaviour, Emotional and Social development
- Transition
- Fine and Gross motor skills

Assessment and Progression

Formative Assessment strategy and principles	Summative Assessment	Progression
Class climate and culture Growth Mindset, celebrating mistakes and embracing challenge <u>Learner involvement</u> Pupil voice in the planning process and School Improvement process <u>Learning partners</u> Learning partners, group work, collaborative learning <u>Learning Objective and Success Criteria</u>	<u>Baseline and end of year</u> WG Hwb electronic tests in Autumn and Summer terms NFER written tests Autumn and Summer term Phonics screening [incomers] PASS survey Autumn and Summer <u>Professional Judgement</u> Continuous assessment and recording of progress using internal Individual Pupil Progress Tracker Quizzes and tests	<u>Professional Judgement</u> Regular dialogue – internal, across cluster and LA <u>Planning meetings</u> Forward planning meetings within year groups and across whole school <u>Individual Pupil Progress Tracker</u> Individual progress tracker for each learner <u>Transition</u>

<p>Pupil voice in the planning process, clear LO and pupil led SC</p> <p><u>Prior. Current knowledge questioning</u></p> <p>Effective questioning and quizzes</p> <p><u>Feedback</u></p> <p>Self/ peer feedback, Verbal and written feedback, Time given to act on feedback</p> <p><u>Adaptive teaching and challenges</u></p> <p>Eliminating ability groups</p> <p><u>Readiness to learn</u></p> <p>Learner expectations</p>	<p><u>Hot tasks</u></p> <p>End of unit/ concept piece of work</p> <p><u>Self, peer and staff assessments</u></p> <p>End of unit/ concept assessment against SC</p> <p><u>Pupil Progress meeting</u></p> <p>Professional dialogue, formal PP meetings</p> <p><u>ALN and inclusion meetings</u></p> <p>School, cluster and LA based</p> <p><u>Moderation</u></p> <p>Internal moderation and cluster based [including infant/ secondary feeder schools]</p>	<p>Transition events between infant, secondary feeder schools</p> <p>Shared CPD/ planning sessions.</p>
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Extra- curricular opportunities

At Frongoch we offer several extra- curricular activities throughout the course of the year. These activities are to enrich and develop skills, including social and real life skills and to also provide learners with an opportunity to try new skills whilst experiencing new activities. Examples are:

- URDD sports
- URDD art and craft
- Kick it sports club
- Gardening club
- Homework club