
Ysgol Y Faenol

Our Curriculum Design

- We considered the unique features of our setting. The contributions of our stakeholders helped develop our vision and helped us to identify the values and behaviours which are important to us. Our vision, values and behaviours are underpinned by the 4 Purposes
- We integrated the national framework with our local context, to create a curriculum for OUR learners. The contributions of our stakeholders helped us to determine what we already do well at Ysgol Y Faenol. We used our self-evaluation to help us formulate a model for curriculum planning.







Ysgol Y Faenol

Giving Our Best, Creating Our Future

Our Unique Context

Ysgol Y Faenol is situated in the heart of the village of Bodelwyddan in North Wales. The village is 5 miles south of the seaside town of Rhyl.





The village is home to historic buildings, including St Margaret's Church and Bodelwyddan Castle. Bodelwyddan was the site of several important military training exercises during the two World Wars.

The area immediately surrounding the village is rural, with many small farms. There is an industrial business park and a major hospital within walking distance of the school. There are a small number of shops, including general stores and a chemist.







We will use the context of our setting (local, national and international) to broaden the horizons of our learners and help them appreciate the diversity and wonder of the world and their place as individuals in it. This work will support our learners to make sense of their relationship with their community, their national identity and the wider world.

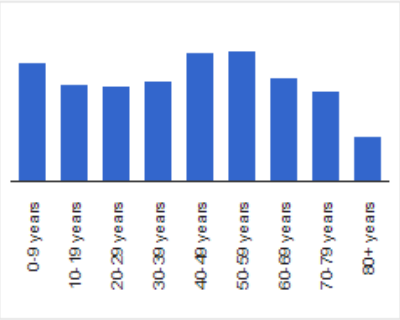
Our Unique context

Name	Status	Population Census 2001-04-29	Population Census 2011-03-27	Population Estimate 2020-06-30
Bodelwyddan	Community	2,106	2,147	2,189

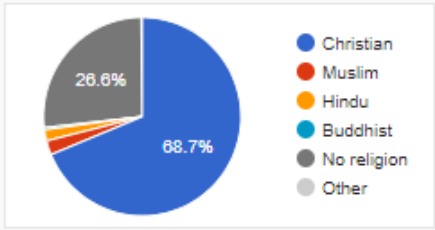
There is very limited provision for young people to access enrichment activities within the village of Bodelwyddan itself. There is a children's park and community field at the village hall. Community events e.g. Halloween and Christmas parties are organized by the Town Council.

All childcare provision within the village of Bodelwyddan is currently based at Ysgol Y Faenol. This includes:

- Faenol playgroup which offers care for children from 2 ½ to the time they enter full-time school. Faenol Playgroup is run as a Community Interest Company to ensure affordable childcare is available.
- Little Lambs Fun Club offers after-school and school holiday provision.
- Breakfast club, which is run by the school. There is no charge for this service.

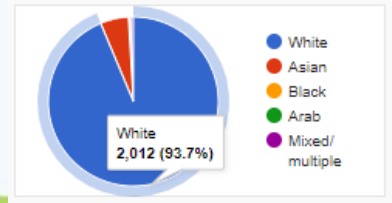


Age Distribution (E 2020)	
0-9 years	284
10-19 years	234
20-29 years	229
30-39 years	241
40-49 years	307
50-59 years	314
60-69 years	247
70-79 years	217
80+ years	107



Religion (C 2011)	
Christian	1,366
Muslim	46
Hindu	36
Sikh	2
Buddhist	7
Other religion	2
No religion	528

Can understand spoken Welsh only	8.1395%
Can speak Welsh	17.8779%
Can speak, read and write Welsh	11.6279%
Can speak Welsh: Age 3 to 15	5.0388%
Can speak Welsh: Age 16 to 64	10.2229%
Can speak Welsh: Age 65 and over	2.6163%



Ethnic Group (C 2011)	
White	2,012
Asian	115
Black	3
Arab	5
Mixed/multiple	12

Public transport links are limited, with bus being the main form of public transport.

There is a community police officer who serves the communities of Rhuddlan & Bodelwyddan

We are proud of our friendly and happy school

Our school is enjoyed by 137 children and 20 staff. We cater for learners aged 3 –11. Most of our pupils live in the village of Bodelwyddan, but we also have pupils from the outlying areas. The school has been oversubscribed for a number of years.





Ysgol Y Faenol is predominantly English medium, with Welsh being taught as a second language. At 10% the school has a larger than national average number of learners for whom English is an additional language.

Currently 28 % of our learners are entitled to free school meals; this is higher than the Local Authority and Welsh averages.

The number of pupils identified as having Additional Learning Needs is in line with national average.

The transitional nature of employment opportunities in the immediate area and the amount of social housing within the village results in a high level of pupil transience.

Our stakeholders tell us Ysgol Y Faenol is









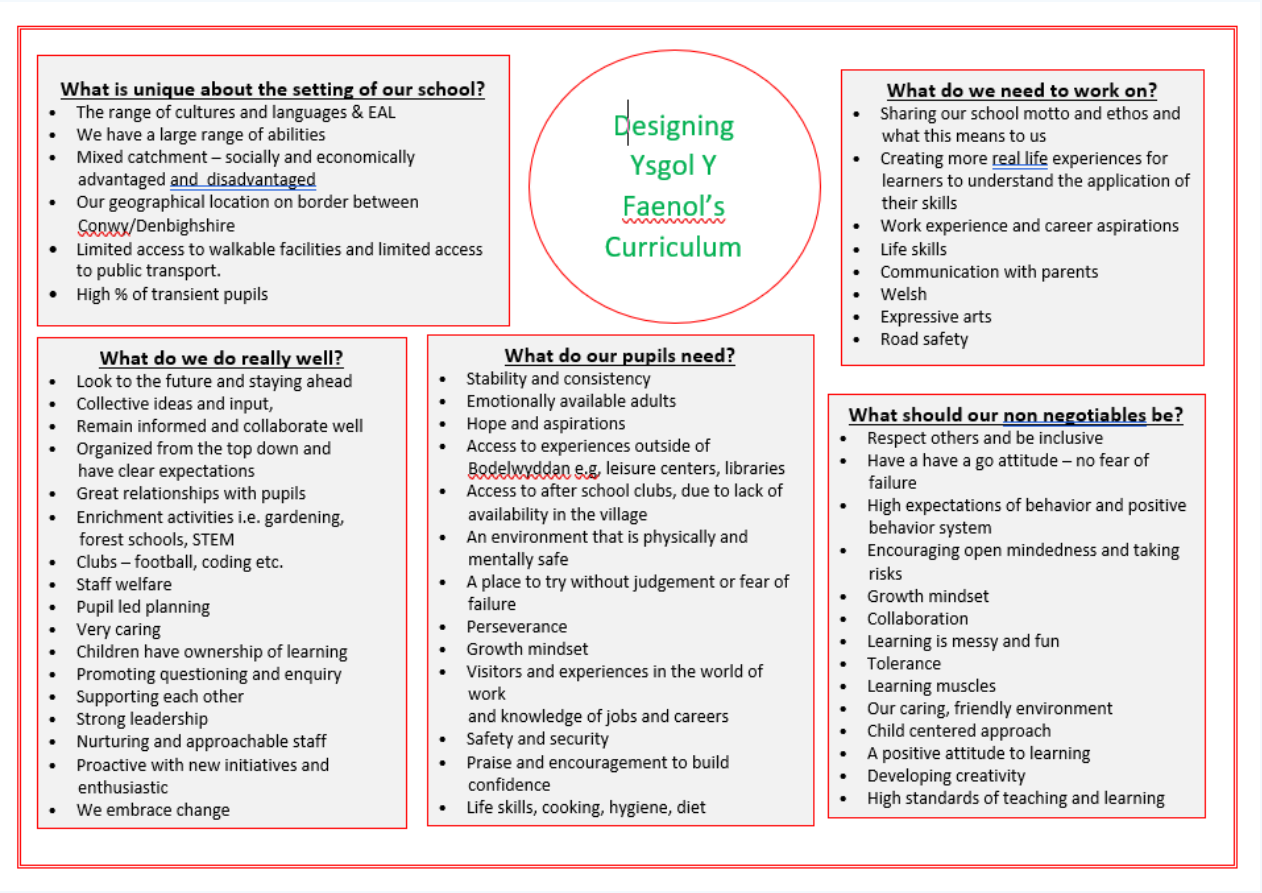




Creating a Vision: We asked our adult stakeholders...

What should our core values be?

learning excellence
discipline
consideration
empathy
understanding
curiosity
work hard, dream big
forward thinking
creative learning
encouraging
approachable
respectful
collaboration
community
encourage best effort
resilience
inclusivity



What should our school be like?

Inclusive
visionary
adaptive
creative
imaginative
child centred
Innovative
supportive
authentic,
adventurous
empowering,
diverse
fun

Creating a Vision: We asked our pupil stakeholders...

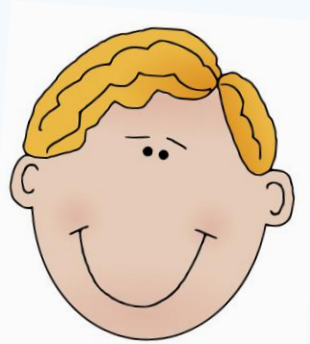


What are our non-negotiables?

That learners and staff are kind, friendly and pupils have good behavior, sharing, helping others and being respectful.

Good work ethics, effort and be disciplined.

Be positive



What do we do really well?

Teaching friendly.

Art

keeping healthy

PE

Learning

welcoming to visitors

Helping the enviroment

good lesson Schedule

Helping People

Health and safety

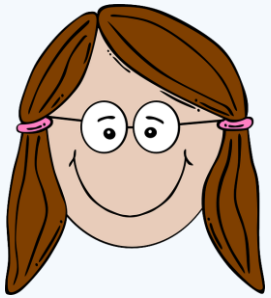
STEM Science

nice good meals

well Planned activities

the way were taught

good resourses



What do our pupils need?

- More resources to make to make things.
- Learn how to help people.
- More Ipads.
- More sports equipment, like football nets.
- More after school clubs
- Workshops, Pitch markings, reading zone, Specialist People to talk about careers, Cooking lessons
- More resources for creative activities.

Our vision has been built after listening to pupils, parents, staff, governors and the wider community

Belonging

- Feeling cared for, valued and supported
- Inclusive and a strong community
- Celebrating cultural identity

Creativity

- Being inquisitive
- Being persistent
- Working collaboratively
- Being disciplined
- Using Imagination

Engagement

- Encouraging curiosity, optimism and a passion for learning
- Providing rich, meaningful and interesting learning experiences
- A purposeful and fun learning environment







Giving Our Best, Creating Our Future

These elements of learning are important to us:

Outdoor Learning

At Ysgol Y Faenol we pride ourselves on utilizing outdoor learning to teach all aspects of the curriculum. Our goal is to connect children with the environment, while they play, explore, discover and have fun.

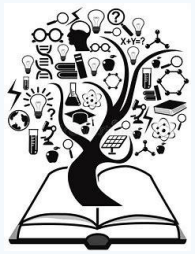
Cymraeg

As well as learning the Welsh language we put a strong focus upon our learners exploring Welsh culture and heritage.

Cross Curricular Skills

We place a strong emphasis upon developing learners' skills of literacy, numeracy and digital competency. These are the essential building blocks for accessing broader and lifelong learning.















Health & Wellbeing

Health and wellbeing are prioritized at Ysgol Y Faenol. We want our learners to develop strong social, emotional, mental and physical skills in a calm and healthy learning environment.

Enrichment

We strive to make learning meaningful and rewarding, We want our learners to have expansive, rich and fun learning experiences.

Pupil Agency

At Ysgol Y Faenol we believe in giving learners a voice. We have active pupil voice groups and learners have a meaningful say in planning their work.

Habits of Mind

At Ysgol Y Faenol we believe developing positive mindsets and creative habits of mind are essential to support our learners to become confident, fulfilled and successful.

The Curriculum for Wales 4 purposes are at the heart of Ysgol Y Faenol's curriculum. The 4 purposes are underpinned by the United Nation Convention on the Rights of the Child.

Ambitious, capable learners ... who are ready to learn throughout their lives, and who:	**Enterprising, creative contributors ... who willing to play a full part in life and work and who:**	**Ethical, informed citizens ... who are ready to be citizens of Wales and the world, and who:**	**Healthy, confident individuals ... willing to lead fulfilling lives as valued members of society, and who develop:**
•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	•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	•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 ensure the planet's sustainability	•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

The 4 Purposes underpin all aspects of our curriculum design, planning and teaching. Our vision and values as a school support the 4 purposes.

Our vision and values at Ysgol Y Faenol support the 4 purposes which are fundamental to our learning. Our pupils have collaborated to create characters and have produced digital animations to represent each of the 4 Purposes.



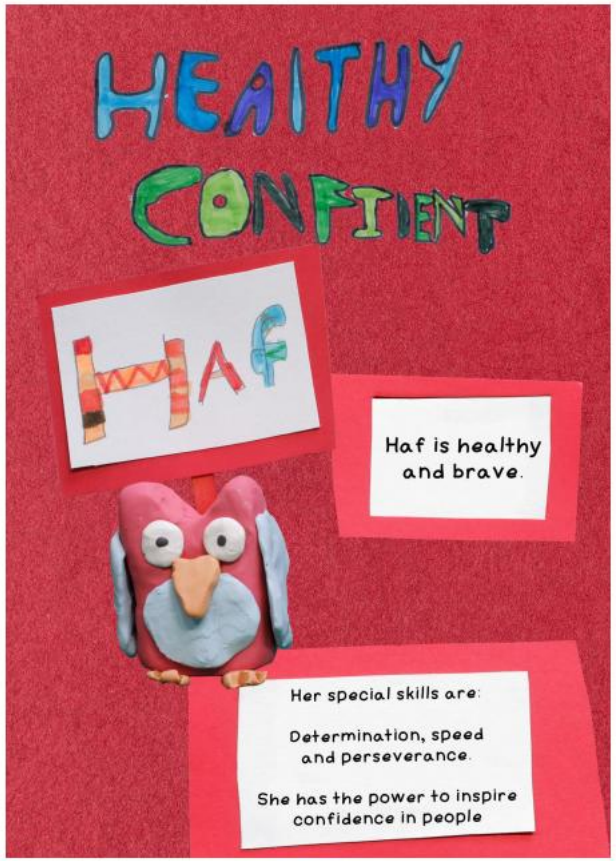
Ambitious Capable Learners



Ethical Informed Citizens



Enterprising Creative Contributors



Healthy Confident Individuals

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

The 6 Areas of Learning and Experience					
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-cutting themes *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	

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.

Curriculum for Wales: Mandatory Elements

Relationships & Sexuality Education: RSE will be developed in line with the broad and interlinked learning strands as identified in the RSE mandatory code:

- relationships and identity
- sexual health and well-being
- empowerment, safety and respect

We will provide RSE which will be developmentally appropriate, taking into account factors including the learner's age; knowledge and maturity; any additional learning needs and their physiological and emotional development.

Diversity is a cross-cutting theme in the CfW. Ysgol Y Faenol has a diversity school community. Our philosophy is based upon 3 elements:1) equity - freedoms, rights and self identity 2) promoting and celebrating diversity 3) addressing prejudice to prevent bias/inequality

Human Rights Education: The 4 purposes are underpinned by the United Nation Convention on the Rights of the Child. Our setting recognises the importance of communicating and promoting the Rights of the Child.

Welsh: Our learners come from a cross section of bilingual communities here in Denbighshire and we will nurture our learners to contribute confidently to the life of their local community. We take pride in our knowledge of the linguistic background and ability of each of our learners and develop their skills to use the Welsh language and other languages in their learning and daily lives. Learners at Ysgol Y Faenol are aware of their local history and the history of Wales, appreciating Welsh culture, to equip them as citizens of Wales and the world.

Religion, Values & Ethics: Religion, Values and Ethics is a mandatory part of our Humanities curriculum and is built upon a series of concepts and big ideas. Our curriculum provides a range of disciplinary approaches to support learners to engage critically with a broad range of religious and non-religious philosophical convictions. Religion, Values and Ethics in our school has been designed having regards to the Agreed Syllabus.

Careers & Work-Related Education is a cross-cutting theme in the Curriculum for Wales, designed to prepare learners for further education and the world of work. It's integrated, where possible, across all Areas of Learning and Experience (AoLE).

Our Model for Curriculum Design

The PEDAGOGICAL PRINCIPLES, HABITS OF MIND and GROWTH MINDSET underpin our whole school curriculum.

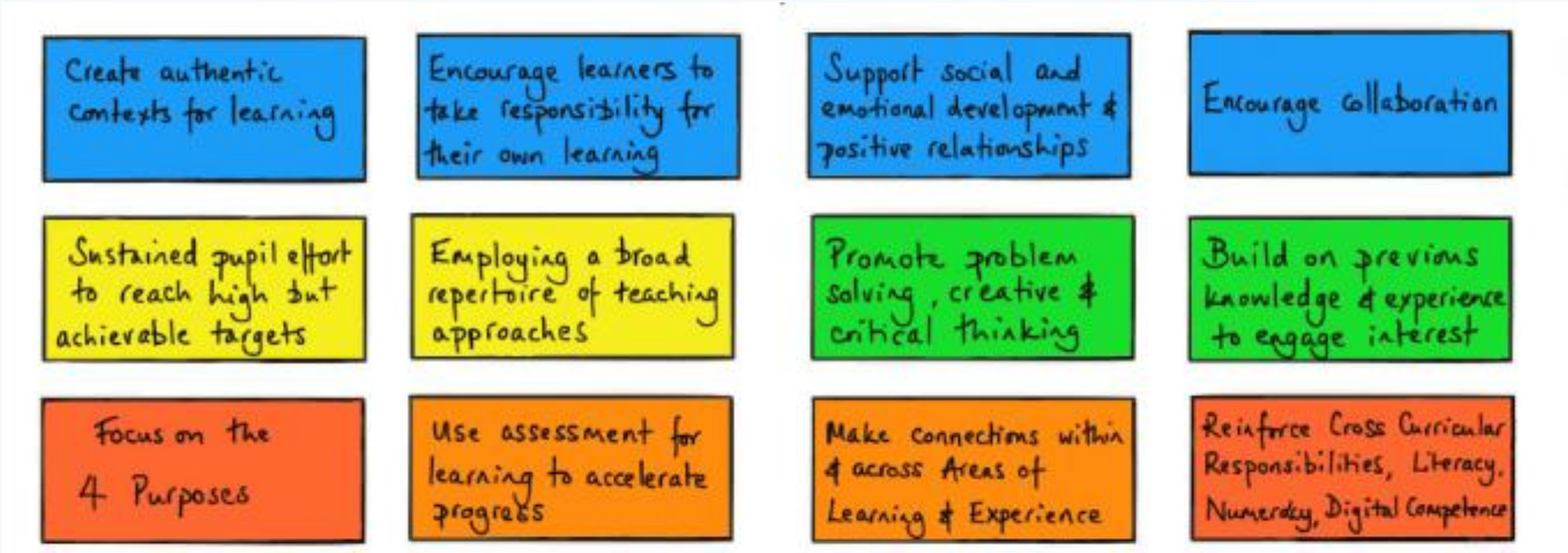
DIRECT TEACHING is used to teach specific cross curricular skills, for example literacy and numeracy and digital competency. These specific skills are then practised within inquiries and thematic learning. High standards of professional knowledge will be ensured through high quality professional learning.

To support breath and progression in learning and experiences we have produced models and roadmaps to show how each AoLE is integrated into the life of the school.
Thematic learning sessions, which comprise of sessions, days or weeks with a specific focus, support this whole school integration.

We use an INTEGRATED MODEL for teaching and learning throughout the school. Pupil agency is a key feature in developing the 'Big Questions' which are answered through a topic inquiry-based approach.

Pedagogical Principles

The 12 pedagogical principles underpin the planned learning experiences at Ysgol Y Faenol

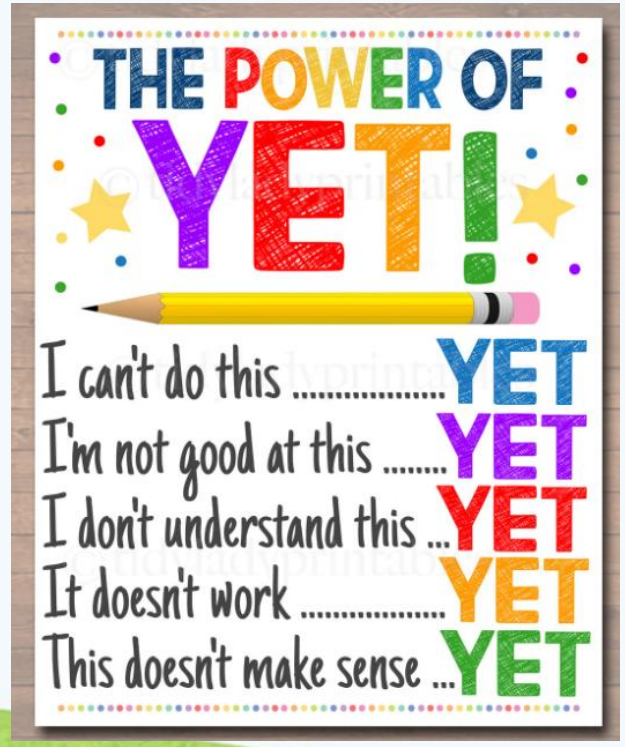


Growth Mindset

We encourage a growth mindset and use of learning muscles at Ysgol Y Faenol. These

- Help young people to become better learners
- Developing positive learning habits
- Prepare young people for a lifetime of learning





Our Learning Muscles

Concentration

Co-operation

Curiosity

Perseverance

Engagement

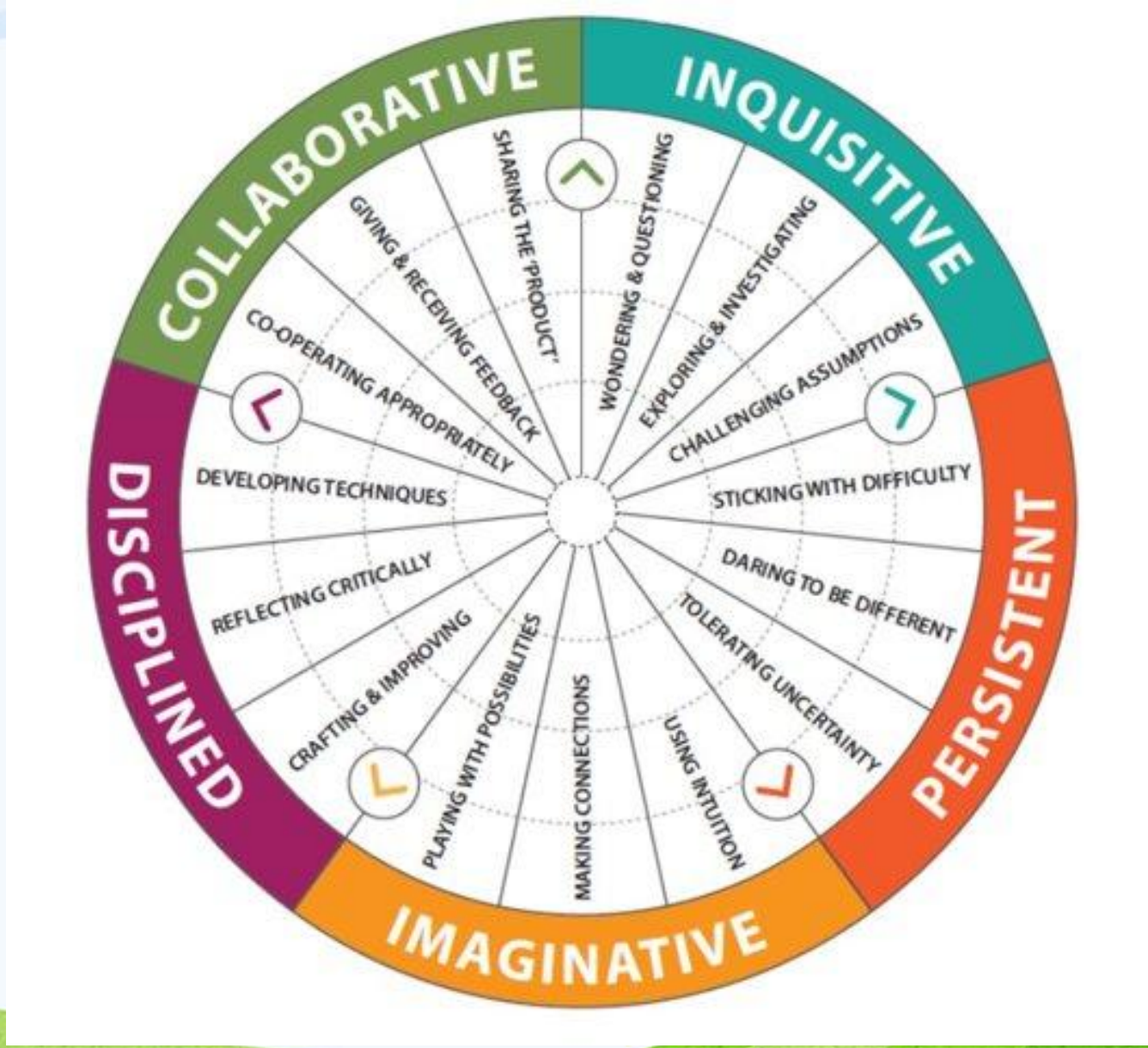
Having a Go

Keep Improving

Imaginative

Habits of Mind

- Opportunities and experiences to develop the Creative Habits of Mind are incorporated into daily learning.
- Learners are made aware of the Creative Habits of Mind and of the characteristics of 'What a good ..... (collaborator etc.) looks like. The creative habits of mind wheel and this criteria are visible around the school.



Creative Habits of Mind

Inquisitive	Persistent	Imaginative	Disciplined	Collaborative
I am curious. I ask lots of questions of myself and others. I explore and investigate to find answers. I try to find things out for myself. I use the resources around me. I use what I have already learned to think of new questions.	I don't give up, even if things are difficult. I like to challenge myself. I don't let myself get distracted. I get absorbed in my play /learning and concentrate well. I can be flexible and change plans if needed.	I make connections in my learning I use logic and reasoning to work things out. I use trial and error to help me find solutions. I generate and refine ideas. I am open minded and willing to try new things.	I have a 'can do' attitude. I give my best I am reflective and I think careful about my learning. I can talk about my learning. I learn from my mistakes. I review and redo in order to improve my learning.	I can work independently, but am also good team player. I am a good listener. I can confidently and clearly communicate my thoughts and ideas. I can provide constructive comments to help others improve. I can take on board feedback from others to help me improve.

To help children develop Creative Habits of Mind please:

Encourage them to be curious and to look at, explore and reflect upon the world, through both first hand experience and through looking at books and reading and other secondary sources.

Encourage children to ask lots of 'deep' questions. Deep questions -- demand more than a yes or no answer -- they need to make you think and they do not have an immediate answer. They require some deeper thought, research or investigation

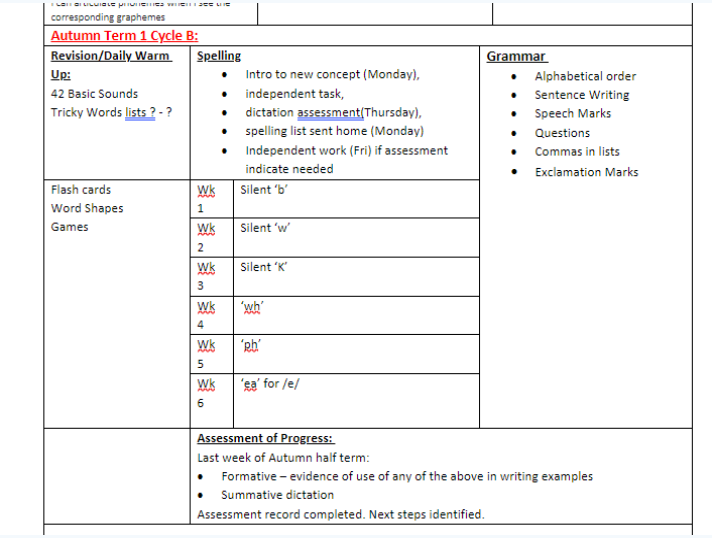
Support children to answer their questions themselves through research, experimentation and through using through trial and error, if appropriate.

Ask questions about children's learning or play. Help them reflect on what they have done and think of new questions/possibilities: What would happen if…..? Tell me about it…. Why do you think…? What can you do about it? How do you know? Why did ……. happen?

Help children to learn to use resources such as reference books, dictionaries, the internet. (All children have access to Encyclopaedia Britannica on hwb)

Direct Teaching: Cross Curricular Skills – Literacy

Synthetic Phonics: We will continue using Joly Phonics as our spine for teaching synthetic phonics. Jolly Grammar will be introduced from Yr 1 to 6 to ensure spelling is taught systematically. The Jolly programmes allow for phonics and spelling to be taught in a multisensory, active and progressive manner. We will use the Natural Curriculum scheme for some aspects of grammar.



corresponding graphemes

Autumn Term 1 Cycle B:

Revision/Daily Warm Up:	**Spelling**		**Grammar**
42 Basic Sounds Tricky Words lists ? - ?	• Intro to new concept (Monday), • independent task, • dictation assessment(Thursday), • spelling list sent home (Monday) • Independent work (Fri) if assessment indicate needed		• Alphabetical order • Sentence Writing • Speech Marks • Questions • Commas in lists • Exclamation Marks
Flash cards Word Shapes Games	Wk 1	Silent 'b'	
	Wk 2	Silent 'w'	
	Wk 3	Silent 'K'	
	Wk 4	'wh'	
	Wk 5	'ph'	
	Wk 6	'ea' for /e/	
	Assessment of Progress: Last week of Autumn half term: • Formative – evidence of use of any of the above in writing examples • Summative dictation Assessment record completed. Next steps identified.		

	Moel Siabod		Cadair Idris		Tryfan	
	Grammar	Spelling	Grammar	Spelling	Grammar	Spelling
	Cycle A 2022/2023	Book 1		Book 2		Book 4
umn 1	Rainbow capitals Sentence sticking Sentences Capital letters Proper nouns Common nouns	Week 1 - <sh> Week 2 - <ch> Week 3 - <th> Week 4 - <ng> Week 5 - <qu> Week 6 - <ar>	Alphabetical order (1) Sentence writing Speech marks Questions Commas in lists Exclamation marks	Week 1 - Silennt <b> Week 2 - Silent <w> Week 3 - Silent <k> Week 4 - <wh> Week 5 - <ph> Week 6 - <ea> for /e/	Verb tenses Identifying verb tenses The subject and object of a sentence Homophones: 'your' and 'you're' Antonyms Grammatical agreement (1): Plural nouns	Week 1 - <ch>, <sh>, <th> Week 2 - Homophones Week 3 - <nch> Week 4 - <se> for /s/ Week 5 - <ve> for /v/ Week 6 - Plurals: <ves>
umn 2	Alphabetical order 'a' or 'an' Plurals Pronouns Initial blends wheel Initial blends	Week 7 - Short vowels Week 8 - <ff> Week 9 - <ll> Week 10 - <ss> / <zz> Week 11 - <ck> Week 12<y> at end	Alphabetical order (2) Proper nouns Adjectives Plurals: <-s> and <-es> Possessive adjectives Homophone mix-ups	Week 7 - Soft <c> Week 8 - Soft <g> Week 9 - <wa> for /wo/ Week 10 - <ou> for /u/ Week 11 - <air> Week 12 - <ch> for /k/	Synonyms Concrete nouns Abstract nouns Possessive nouns: Singular Present participles as adjectives Comparatives and superlatives: 'more', 'less'	Week 7 - Schwa: <a> Week 8 - Schwa: <o> Week 9 - Schwa: <u> Week 10 - Schwa: <ar> Week 11 - Schwa: <or> Week 12 - Schwa: <er>
ing 1	Alphabetical order Verbs Conjugating verbs Past tense Doubling rule Future	Week 13 - Vowels Week 14 - <a_e> Week 15 - <i_e> Week 16 - <o_e> Week 17 - <u_e> Week 18 - <wh>	Alphabetical order (3) Sentences and verbs Adverbs Verb 'to be' (present) Regular past tense Irregular past tense	Week 13 -/ai/ Week 14 - /ee/ Week 15 - /ie/ Week 16 - /oa/ Week 17 - /ue/ Week 18 - /k/	Changing verb tenses (1) Homophones: 'its' and 'it's' Grammatical agreement (2): subject and verb Comparatives and superlatives: 'good', 'bad'	Week 14 - <ear> for /er/ Week 15 - <u> for long /o Week 16 - <gh>, <ough>, <augh> Week 17 - <ive> for /iv/ Week 18 - Suffix: <-ic>

We will teach learners to write cursively using Collins Handwriting Scheme.

Direct Teaching: Cross Curricular Skills – Literacy

Guided Reading: We will continue direct teaching reading using guided reading which establishes the fundamental skills necessary for proficient reading.

- identify weaknesses and strengthen specific skills.
- improve attention to detail.
- build fluency.
- expand vocabulary knowledge.
- develop reading comprehension skills.

We will develop a love of reading by studying a class text. We believe that studying a whole text improves motivation and engagement and develops deeper understanding, improved comprehension and critical thinking skills. Some of our favourite texts:

Direct Teaching Cross Curricular Skills: Mathematics & Numeracy

Teaching Structure

National Centre for the Excellence in Teaching of Mathematics
Supports lesson planning – materials & resources to stimulate thinking about learning activities
Supports a rich curriculum to develop a deep body of knowledge
All pupils taught together with carefully constructed and scaffolded lessons.

Daily Warm Ups

Revision and reinforcing number sense and connections

(All engaged)

Direct Teaching

Coherent teaching sequence of concepts based on 3 spines:

- 1. Number, Addition & Subtraction
- 2. Multiplication & Division
- 3. Fractions

Integration of three other areas of the curriculum throughout:

- Measures
- Geometry
- Statistics

There is a specific teaching order for segments across the three spines.

Reinforcement & Extension

I See Mathematics (Problem Solving & Reasoning)

Nrich Enhanced Provison

J2 Blast

MangaHigh SAFMEDs

CfW: The structure and sequence of mathematics and numeracy topics should be informed by the hierarchical and connected nature of mathematical concepts, in order to ensure foundations are built upon and experiences are connected.

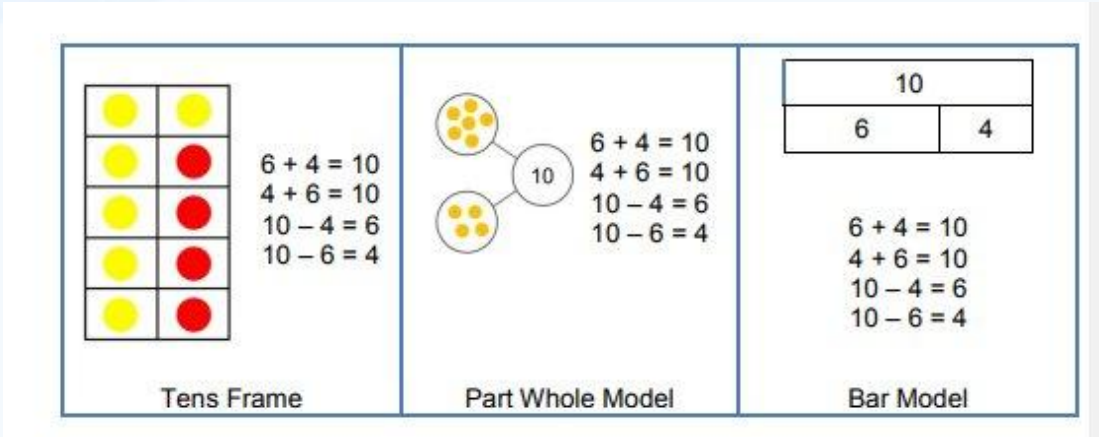
Application of Skills

Across all areas of curriculum

CfW: Learners should be given opportunities to explore mathematically rich environments both indoors and outdoors. The environment will be developmentally appropriate and facilitate first-hand experiences with mathematical concepts and a range of resources.

Learners should engage in meaningful and substantial tasks such as: modelling real-life numerical problems, financial calculations such as creating and evaluating budgets for events and analysing risks, developing mathematical sequences through patterns in nature and using the sequential data-handling cycle to pose and investigate their own research questions.

Direct Teaching Cross Curricular Skills: Mathematics & Numeracy – NCETM Spine

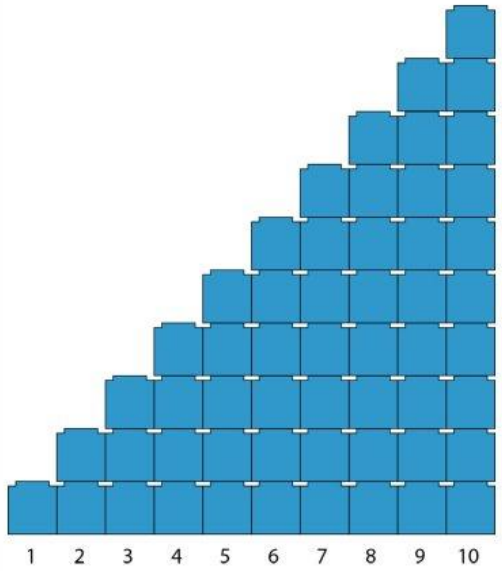


A high level of subject knowledge amongst all practitioners is the key

to successful teaching in mathematics, as well a clear understanding of the learning steps required, and the order of those steps.

Children's chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts.

We believe the NCETM spine provides for this depth.

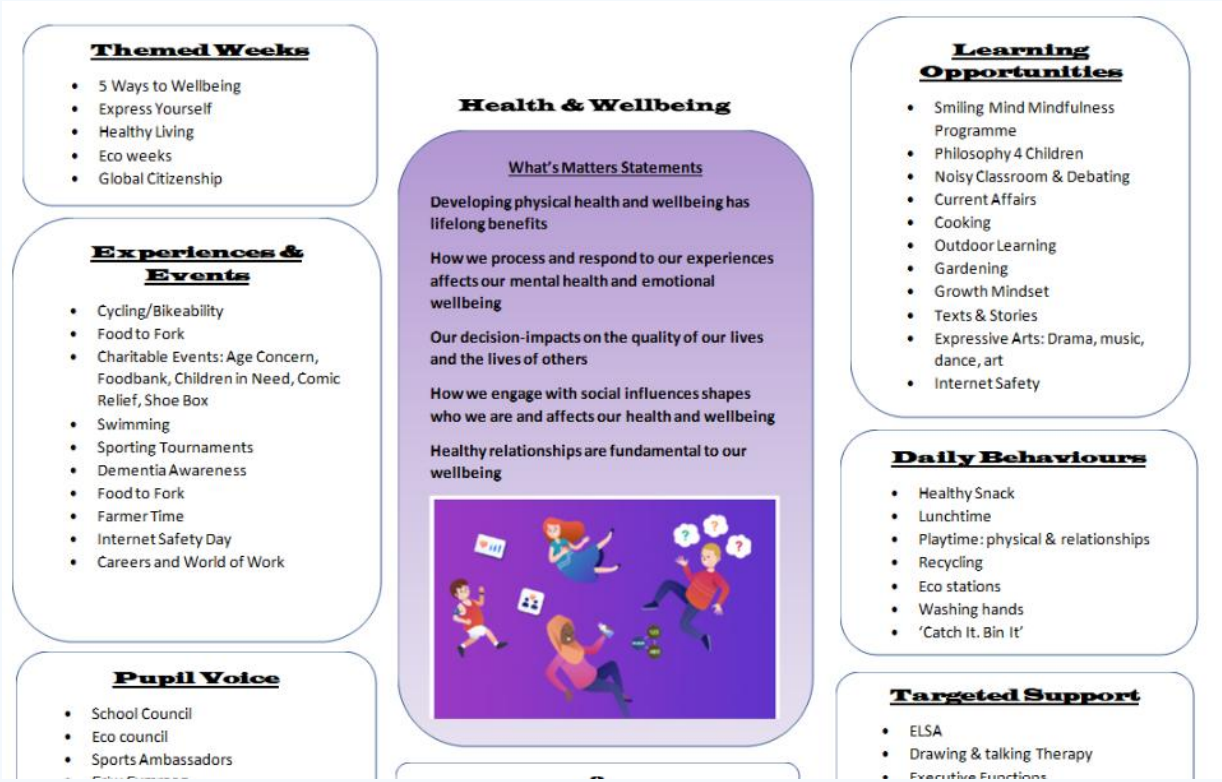
	Guidance	Representations
1:1	The purpose of this teaching point is for children to develop complete fluency in both counting and subitising (see step *1:4*) within five. Before beginning detailed work on the numbers 0–5, review counting to ten. Provide children with frequent opportunities to chant/sing number-based rhymes and songs, as well as count forwards and backwards, to build a sense of sequence and synchronicity. This will allow you to see whether any children have not secured the stable-order principle (knowing that the list of words used to count must be in a specific, repeatable order). When using counting rhymes and songs, make sure you link the following four aspects of number: • names (for example, 'four') • numerals (for example, 4) • quantity or cardinal value (a set of four objects) • place in the linear number system (seeing that the number four 'sits' between three and five) Chanting or singing *'one, two, three…'* develops fluency with the counting sequence. However simultaneously counting and pointing to: • objects, such as the Numberblocks images or sets of items, will help children to make links between the number name and quantity value of each number • a number line or number track will help children to make links between	Numberblock (1-10):  1 2 3 4 5 6 7 8 9 10 © 2017 Alphablocks Ltd. All Rights Reserved. Multilink 'staircase':  1 2 3 4 5 6 7 8 9 10
	the number name, numeral, and 'location' of each number. You can find more detail on important counting principles in segment *1.1 Comparison of quantities and measures.*	Number track: 1 2 3 4 5 6 7 8 9 10 one two three four five six seven eight nine ten

Direct Teaching Cross Curricular Skills: Digital Competency

Digital Competency		
PS1: Refer to the Digital Competency Framework for achievement outcomes	PS2: Refer to the Digital Competency Framework for achievement outcomes	PS3: Refer to the Digital Competency Framework for achievement outcomes
Cycle A		
Autumn Term:	Spring Term:	Summer Term:
- Data and information literacy - Communication	- Creating digital content - Evaluating and improving digital content	- Identity, image and reputation - Health and wellbeing
Cycle B		
Autumn Term:	Spring Term:	Summer Term:
- Storing and sharing - Problem solving and modelling	- Online behaviour and online bullying - Collaboration	- Sourcing, searching and planning digital content - Digital rights, licensing and ownership
Assessment of Progress		
Last week of each half term: - Formative assessment – evidence of required digital skills found in classwork (Seesaw, workbooks, digital folders via Hwb, etc.) - Summative assessment – digital competency assessment record updated ✓ beginning ✓✓ developing ✓✓✓ achieved		

Breadth & Coverage

To support breath and progression in learning and experiences working groups are producing models, roadmaps and progression maps to show how progress is planned for and how each AoLE is integrated into school life.



Ysgol Y Faenol Expressive Arts (Explorers)

Progression - 'The process of increasing depth, sophistication, engagement and learner control over time rather than covering a body of content'

Basic, Deepen, Apply, Embed

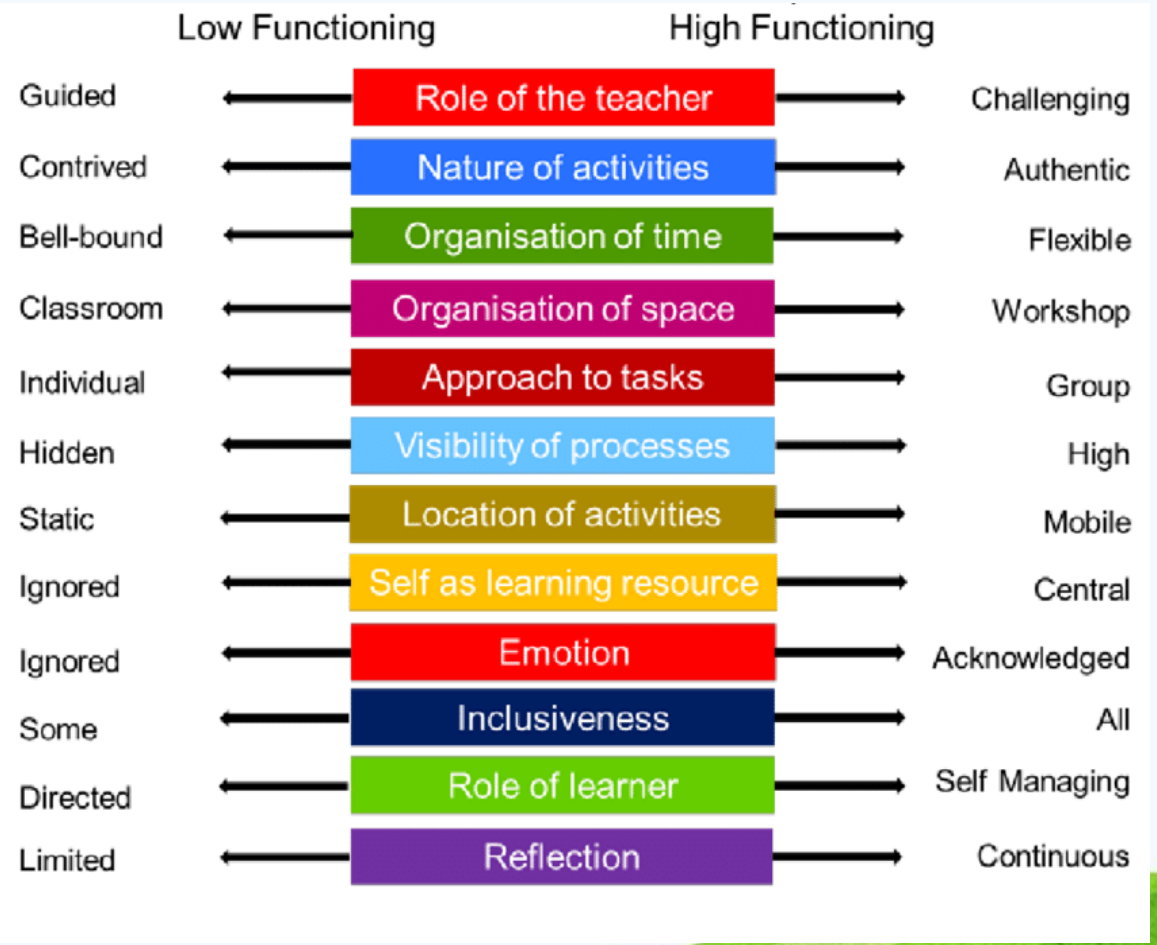
What are you learning? How are you doing? How do you know? How can you improve? Where can you go for help?

Discipline of Dance

	Direct Teaching Introduce	Experimenting & Exploration Opportunities to
Energy	• To how movements show contrast, tension, weight, and flow.	• Perform basic movements in a short sequence, using shapes e.g. star, ball and contrasting movements e.g. slow/fast
Time	• Steady beat/rhythm.	• Keep time when moving e.g. clapping, stamping, tapping, bouncing etc
Space	• An awareness of space and height	• Be aware of personal space -together / apart. • Change direction and travel in a **pathway.** • Use high and low **levels**
Action	• Sound technique for basic actions • Simple repetition sequences • Facial movement and **gestures.**	• Imitate and improvise simple **actions e.g.** travelling, jumping, turning. • Perform moves together or after each other. • Perform basic movements in a simple sequence using **repetition** *e.g. jump, spin, jump, spin.* • Imitate and improvise simple **actions.** • Express a simple idea / object / emotion using

Inquiry Based Learning: Big Questions

Asking questions is at the heart of inquiry-based learning. The goal is not to ask just any questions, but ones that learners honestly care about. This brings an enthusiasm, a passion for learning and authentic pupil agency. The role of the practitioner is one of a facilitator, guiding the learners through the process to find answers for themselves and encouraging them to ask new questions along the way. Inquiry-based learning projects are not unstructured; they are just differently structured to a traditional method of teaching. The high functioning classroom model supports *the inquiry based approach.*



Inquiry Based Learning: Big Questions

Broad whole school topic titles are agreed among practitioners. The essence of inquiry-based learning is that children participate in the planning, development and evaluation of projects and activities. A range of immersion activities based on the titles are planned by the teachers - this may include sharing pictures, objects, presentations, stories/poems, video clips, visits. These are used as multisensory stimuli to prompt discussion and engage learners in the planning process and help them generate their "real" deep inquiry questions. Learning may consist of exploring just one inquiry question in depth over a short period or a few inquiry questions simultaneously over a longer period. It may involve using approaches such as Mantle of the Expert. Inquiry questions have non negotiable elements of the AoLEs as identified as identified by practitioner voice.

Capturing Progress

At Y Faenol various methods are used to capture information about pupil progress, including direct observations, conversations, project work, peer and self-assessment and self-reflection. Inquiry based learning is focused in favour of assessment *for* learning, which aids deepening of understanding and encourages learner agency in the process. It also provides a basis for dialogue between learner and teacher and for professional dialogue between practitioners.

Inquiry Based Learning: Big Questions

The stage between the asking of the deep question and the finding of an answer is the ***process***. At Ysgol Y Faenol the emphasis is on the learning process, rather than the end product. In order to make the learning process meaningful, pupils are involved in identifying sources of information, available resources within the local context/community and any resources which will support investigative learning. Discussing these with the learners deepens the pupil agency and begins the process of assembling and then assessing evidence to ultimately help answer the inquiry.

Noisy Classroom Tasks, Collaborative Learning Projects, Philosophy for Children (P4C) and research play a key role in inquiries.

Formative Assessment

- Ongoing day-to-day (formative) assessment is the most important method of assessment at Y Faenol. It is used to identify the learner's current achievements and plan the direction for their next stage of learning.
- Timely feedback to pupils is based on learning intentions, clear success criteria and effective questioning.
- Opportunities are provided for self-assessment and peer assessment
- Learning pitstops are utilised

Pupils will be encourage to respond positively to feedback

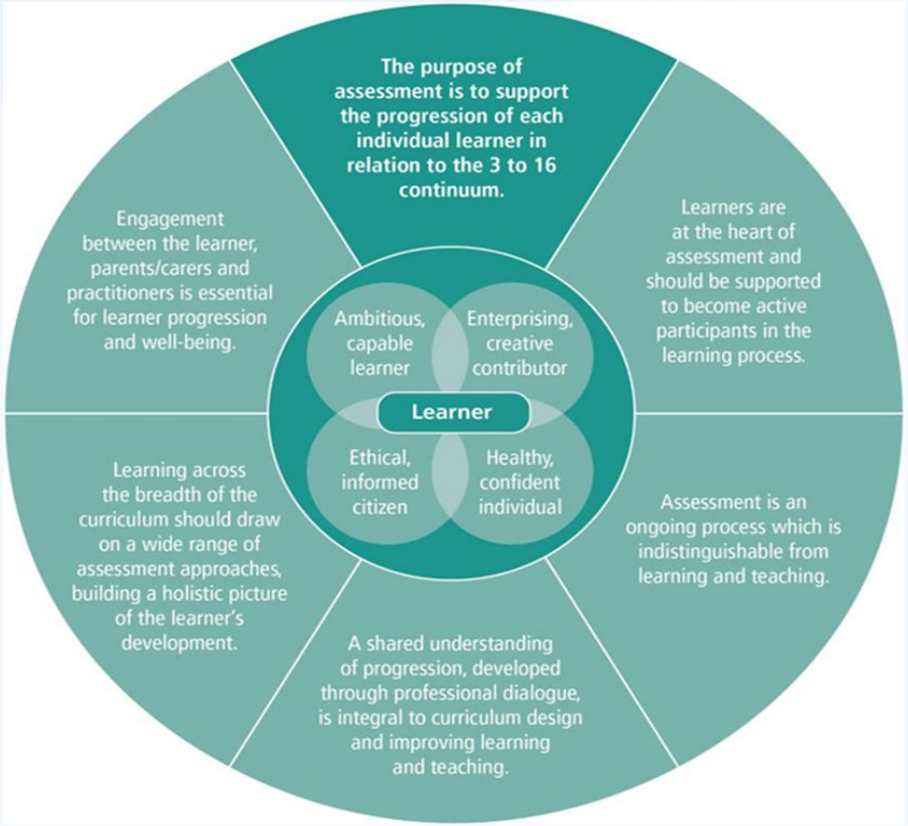
Learning intentions are shared with pupils. Top Tips (Success criteria) are co-constructed with learners when possible.

Clear models of excellence are shown to the learners. This may include pupils own work. They will be on display on the working wall so that they can be referred to when providing feedback

In the moment feedback is powerful. 'VF' in books indicates a learning dialogue has happened

Visual Stops (VS) are used when needed and a child's work is chosen to be discussed against the top tips.

Assessment



Aligning Assessment to Learning Objectives

Practitioners identify appropriate learning outcomes based on next step in learning process.

Learning Intentions, which contain active verbs (identified from SWM & PoP), are clearly communicated.

Success criteria (Top Tips) are co-constructed with learners

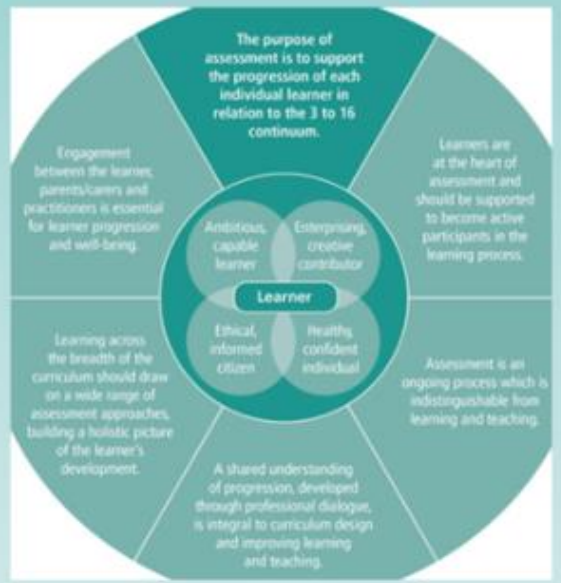
Appropriate learning and teaching activities are facilitated which support learners to meet learning intentions

Formative assessment is used, allowing learners to become active participants in the learning processes

At Ysgol Y Faenol we place The 5 Purposes of Assessment at the heart of our practice. Assessment happens in an ongoing, authentic way. During the learning process, pupils develop different skills and exhibit a range of dispositions. Learners can demonstrate their thinking, their learning, their attitudes and their ability to transfer skills. These all contribute to their development.

Assessing Learner Progress

Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly. This enables practitioners to plan effectively for learner progression.



Assessment has three main roles in the process of enabling learner progression:

1. supporting individual learners on an ongoing, day-to-day basis
2. identifying, capturing and reflecting on individual learner progress over time
3. understanding group progress in order to reflect on practice.

Welsh National Testy

Online personalised assessments provide a supporting tool that provides useful feedback on individual and group reading and numeracy skills. With the feedback, learners, teachers, parents/carers understand an individual's strengths and where further support may be needed to plan next steps and support learner progress. Assessments are undertaken twice annually with pupils in Year 2 – 6. Data is robustly analysed to reflect on individual learner and group progress over time and to target individuals and groups for intervention and to inform practice. Tracking progress and correlating against CATs (Yr4) is capturing on Tracking Record Sheet

School Based Assessments (Universal)

- On entry profile for Explorers Phase
- On entry Yr 1 – Yr 6
- Wellcomm
- Youngs Spelling
- Cognitive Ability Tests (Yr4)
- Pupils Attitude to School & Self (PASS)
- Annual teacher assessment of Creative Habits of Mind

Data is robustly analysed to reflect on individual learner and group progress over time and to target individuals and groups for intervention.

Listening to Learners

- 5 Questions (Reflection Time & Peer Evaluation)
- Typical Learners (being developed)

Information gathered is utilised to understand progress of typical learners and support understanding of group progress in order to reflect on and inform practice.

Creative Habits of Mind (link to CfW Integral Skills) & 4Ps

Strong focus in all learning experiences. Professional dialogue to discuss progress and identify areas for development. Capturing holistic picture. Information shared with parents/carers in Annual Report.

Learning Muscles (link to CfW Integral Skills) & 4Ps

High profile within and across all learning experiences. Learners having weekly opportunities for self- reflection and sharing self-reflection with parents/carers via Seesaw (ongoing) and self-assessment of Learning Muscles in Annual Reports.

'Giving Our Best' Code of Conduct (Positive Bubbles)

High profile within all school experiences. Information captured to inform professional dialogue, identify achievements and celebrate

Formative Assessment

'Basic, deeper, apply, embed' principles used universally across learning to capture principle of progression.
Learning Intentions for lessons or units of work utilise sentence stems which are constructed using 'active' vocabulary from AoLEs (Explorers, Discoverers Adventurers, Phases) to provide progression. Progression Maps created for Mathematics, Literacy Genres, Expressive Arts and progression 'big questions' identified in S&T.
Timely feedback provided based upon Learning Intentions, Success Criteria (Top Tips) and responses to questioning. Scaffolding/ modelling and learning pitstops are utilised to support feedback and support progress.
5 Questions are used to understand learners' responses to learning experiences and to support self and per assessment.

Capturing & Tracking Progress

Activity:	*Frequency:*	*Information / Description:*	*Focus:*
On-entry assessment *Collating information from a range of sources*	First half term of Nursery / Reception When a new pupil starts at school	Build an initial holistic picture and identify health, social, emotional and academic needs from: •Previous Setting / Schools •Parents •Health workers •Other agencies as appropriate – ESW etc. •Classroom observations •Co-construct profile about the child	•General health and wellbeing, •Medical needs incl. toileting etc •Specific learning needs, e.g. SALT •Strengths •Areas for development – both academic and extra-curricular
Supporting the progression of individual learners	On-going basis – reviews for pupils	•Pupils put into support intervention groups if required and external support sought when necessary.	•General health and wellbeing, •Medical needs incl. toileting etc •Specific learning needs, e.g. SALT •Strengths •Areas for development
On-going day to day assessment	Minute by minute, hour by hour, day by day etc…..	•Ongoing day-to-day assessment to identify the learner's current achievements and plan the direction for their next stages of learning •Timely feedback to pupils based on learning outcomes, clear success criteria and effective questioning	•Effective response to feedback from learner and practitioner •Opportunities for self-assessment and peer assessment (including 'learning pitstops')
Professional dialogue within school to develop a shared understanding of progression	On-going dialogue at least once every half term - focus on progress and well-being	•Teachers share and discuss pupils' progress •Focus on how to move the learning forward and identifying next steps and/or support for the learners	•Examples of school curriculum •Examples of learning and teaching activities •Examples of learning – both processes and outcomes •Examples of additional support provided

Capturing & Tracking Progress

Activity:	*Frequency:*	*Information / Description:*	*Focus:*
Pupil progress meetings *between class teacher and SLT / peer*	Twice annually	•Meetings to discuss learners' progress and next steps in their development between teachers and SLT •Qualitative information •Quantitative data •Recorded in an on-going format	•Health and wellbeing •Attitude to learning incl. attendance •Strengths, •Areas for development – both academic and extra-curricular •Additional Support Needed
Professional dialogue between schools	Annually	•SLT meet termly to developing a shared understanding of progression •Teachers meet on an at least annual basis to developing a shared understanding of progression •Discussions on how to move the learning forward –planning, expectations teaching and learning	•Examples of school curriculum •Examples of classroom planning •Examples of learning and teaching activities •Examples of learning – both processes and outcomes •Examples of additional support provided
Transition	Termly / Annually	•Professional Dialogue activities termly developing shared understanding of progression •Annual transition sessions for Year 6 pupils, •Cross phase visits	•Supporting learner progression •Supporting the overall needs and well-being of the learner.
Learner involvement	Regularly	•Learners should have regular input into the process – peer and self-assessment	•Providing evidence of their progression and opportunities for self-reflection.