

Glasllwch Primary School

Our Vision & Values

Our vision is for this school to be... a centre of excellence at the heart of the wider community; where the natural curiosity and voice of each individual is valued, nurtured and encouraged to flourish in a safe, secure, happy and stimulating environment enabling everyone to develop high self-esteem and to reach their full potential.



'Today's Learning for Tomorrow's Stars'



Belief
Opportunity
Expectations

Four Purposes Characters



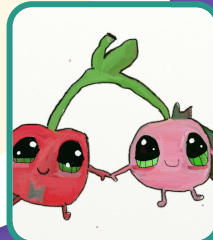
Creative Crew



Ambitious Ace



Ethical Earth



Healthy Heroes

Pupil Enquiry & Influence
Metacognition Growth Mindset
Experiential & Authentic Learning
Creativity & Innovation Community Engagement
Cluster Collaboration Welsh Culture & Heritage
Growing Leadership Evidence Informed Practice
Enabling Environment



Designing our Curriculum

Curriculum Principles & Practices

We agreed Curriculum Principles & Practices which underpin our approach to curriculum design.

Pedagogy & Provision

Professional learning enabled all staff and learners to engage in research and enquiry to develop aspects of pedagogy and provision.

Enquiry Approach

Professional learning has supported development of a whole school enquiry approach, supported by essential questions and enquiry cycles.

Phase 1

Vision & Values

In consultation with all stakeholders we reviewed our vision and values to align with the Four Purposes.

Phase 2

Phase 3

Curriculum Planning

We developed curriculum planning to ensure it is driven by the four purposes, aligns to CfW, enables authentic contexts for learning and pupil influence.

Phase 4

Phase 5

Progression & Assessment

Collaboration and professional learning has supported our development of a whole school approach to progression and assessment.

Phase 6

Creating a Shared Vision & Values

'Today's Learning for Tomorrow's Stars'

Our motto, '**Today's learning for Tomorrow's Stars**' is underpinned by having '**Belief**', providing '**Opportunity**' for all and having high '**Expectations**'. These, together with our aims, were drawn up in consultation with pupils, staff, parents and governors and are regularly reviewed to ensure they are appropriate and relevant. They unite us and help us to strive to be a centre of excellence where learners are ambitious, independent, creative, innovative, healthy and ethical.

Belief ~ Opportunity ~ Expectations

Our vision is for this school to be...

.....a centre of excellence at the heart of the wider community; where the natural curiosity and voice of each individual is valued, nurtured and encouraged to flourish in a safe, secure, happy and stimulating environment enabling everyone to develop high self esteem and to reach their full potential.

The wellbeing of all children and staff at Glasllwch is paramount. We promote and support high levels of wellbeing through our vision and values as well as through our school curriculum.

Our Overarching Aims - The Four Purposes

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

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

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

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

Enterprising, creative contributors who are ready to play a full part in life and work:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit

Four Purposes language is used by all members of our school community. Involving stakeholders, we have devised our own progressive four purposes language and characters.



Establishing Curriculum Principles

At Glasllwch Primary School our curriculum design will / will be:

Driven by the Four Purposes

- Ensure learner progression towards the Four Purposes
- Reflect expectations outlined in the What Matters Statements, Descriptions of Learning and Cross-curricular Skills
- Recognise the importance in equal proportions to each AoLE
- Incorporate opportunities for learning and consideration of cross-cutting elements
- Combine discrete, inter & multidisciplinary approaches - enabling learners to make connections

Align to our vision and values

- Believe in all learners and staff to be the best they can be
- Providing all learners with a range of purposeful, meaningful, engaging opportunities
- Have high expectations in learning and wellbeing
- Enhanced through family and community engagement

Relevant and authentic

- Provide purposeful, engaging and exciting learning opportunities
- Relevant and linked to current local, national and world events
- Support the development of learners' sense of identity in Wales

Enable and support progression in learning

- Ensure a clear relationship between curriculum, pedagogy and assessment
- Ensure learning is appropriate with regards to age, ability and aptitude
- Recognise progression is along a continuum of learning and is not linear (spiral)
- Celebrate learners' different strengths and challenges on their individual learning journey

Foster the natural curiosity and voice of each learner

- Flexible, connected and responsive to learners' individual needs, ideas, interests and contributions
- Enable learners to influence the strategic direction of our school

Collaborative and evidence informed

- Research informed and as a result of effective professional learning
- Support effective collaboration at all levels

Incorporate appropriate and effective pedagogical practices

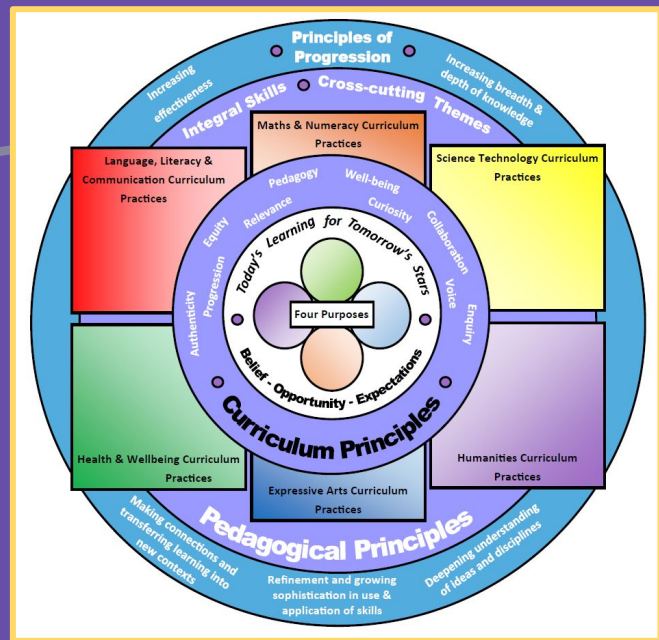
- Support acquisition of integral skills - creativity & innovation, critical thinking & problem solving, personal effectiveness, planning & organising
- Allow for innovation, creativity and being brave
- Enable purpose-led, process-orientated learning through an enquiry approach

Promote Equity, Diversity & Wellbeing

- Ensure equity and promote high self-esteem and wellbeing
- Celebrate diversity and create a sense of belonging for all learners
- Support and enable all learners, including identified vulnerable learners
- Encourage empathy, respect and understanding towards others within our community

Initial thoughts from staff meeting 29.9.21
Reviewed with staff 22.10.21
Updated April '23 following consultation with parents
Updated Spring '26 following consultation with parents and staff

Our curriculum principles have been developed to ensure a consistent approach to curriculum design across all Areas of Learning and Experience.



Our Curriculum Model

Learners are at the heart of all that we do with the four purposes as the driver for all learning and teaching. The four purposes are our overarching aims underpinned by our vision and values.

Our curriculum principles guide our approach to curriculum design and our practices for each Area of learning and Experience (AoLE) identify our non-negotiables and effective pedagogical approaches. Within each AoLE, statements of What Matters identify the knowledge, skills and experiences explored within our curriculum.

Cross-curricular Skills and Integral Skills are built into our curriculum ensuring progression. The Principles of Progression underpin progression across all Area of learning. Cross-cutting Themes are woven throughout our curriculum.

What do we mean by curriculum?

Our curriculum is everything a learner experiences throughout their learning journey. It is rooted in authentic contexts which are relevant, purposeful, appropriate and meaningful for our school community. Our curriculum is developed collaboratively with stakeholders through consultation activities.

Our AoLE Practices - The Non-negotiables

Our AoLE Practices have been developed collaboratively to ensure consistency and best practice within each AoLE.

Expressive Arts Curriculum Practices

Expressive Arts - Rich Tasks
Use a cross curricular approach and skills
Develop authentic contexts for learning
Use a variety of mediums and roles
Develop own identity, ambition and emotional understanding

Progress in Expressive Arts
Developing independence in creative work
Greater confidence
Understanding process
Responding and acting upon feedback
Growing diversity
Greater authenticity and enjoyment

Valuing the Process of Learning
Growth Mindset
Recognise opportunities
Process to outcome
Transform ideas safely and ethically

Belief Opportunity Expectations

"Today's Learning for Tomorrow's Stars"

Art

Responding and reflecting, both as an artist and audience, is a fundamental part of learning in the expressive arts.

Characteristics of Learning
Practical skills within each discipline
Build confidence and express themselves freely to develop artistic mind-set
Opportunities to engage imagination and challenge perceptions
Exploring genres and appreciation of cultures in each discipline

Creative Learning
Materials
Resources
Times
Cultures
Societies
Authentic experiences

Music

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

Drama

Dance

Digital Media

Health & Wellbeing Curriculum Practices

Health & Well-being — Rich Tasks
Cross-curricular
Four purpose driven Lead by communication
Develop empathy Mental Health & Wellbeing
DCF and LNF rich
Creative Innovative Critical

Health & Well-being
How we process and respond to our experiences affects our mental health and emotional well-being.

Physical
How we engage with social influences shapes who we are and affects our health and well-being.

Valuing the Process of Learning
Growth Mindset Using metacognition
Encompasses a range of strategies
Making meaningful connections

Progress in Health & Well-being
Greater Knowledge
Deeper Understanding
Increased knowledge
independence

Relationships
Healthy relationships are fundamental to our well-being.

Characteristics of Learning
Holistic EQUITY OF DISCIPLINES
Created by Authentic Contexts
Motivating Resilience
Empathy Decision making
Good Health and Well-Being is

Social influences
Our decision making impacts on the quality of our lives and the lives of others.

High Levels of Well-being
Safe confident
Learning with enthusiasm
Enjoy coming to school
Applying themselves

Belief Opportunity Expectations
Mental

Decision Making

"Today's Learning for Tomorrow's Stars"

A Project Approach - Curriculum Planning

Our project approach to curriculum planning reflects our principles and practices.

- All projects start with tuning in experiences linked to a key question, to engage learners in a theme and stimulate enquiry, interest and enthusiasm
- Each project finishes with children making conclusions and taking action based on their findings to provide purpose and create authenticity
- Throughout projects learners engage with and reflect on the four purposes, influencing their learning
- Our enquiry approach enables learners and practitioners to be creative, innovative and solve problems both within and across AoLEs
- Project themes are created to ensure they are current and relevant to all learners



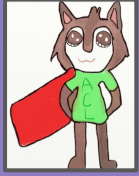
Project Enquiry Question:
Cynefin - How have our homes, school and toys changed?

Year Group: 1	Progression Step: 2
Term: Autumn	Academic Year: 2026-2027

Our curriculum is organic in nature. It is pupil influenced and reflects what our children want to learn, how they want to learn and how they want to record their findings.

Learning is enhanced by exploring the thoughts and feelings of the children; we believe listening to learners is fundamental to their wellbeing and achievement.

Our Project Approach Enquiry Cycle



Enquiry Question, Desired Outcomes,
Big Ideas, Essential Questions
Hook/Launch, Activate Prior
Knowledge, Wonderings

**Framing the
Enquiry
&
Tuning In**

Finding Out

Gathering Information,
Essential Questions,
Research Skills, Engaging
in Shared Experiences,
Stimulating Curiosity

**Reflection
on Learning**

Sorting Out

Making Meaning,
Synthesising, Revealing
New thinking, Building
Deeper Understanding

Going Further

Opportunities to engage further,
Dive deeper in a supported
manner, Pursue questions and
interests arising so far, More
independent investigations

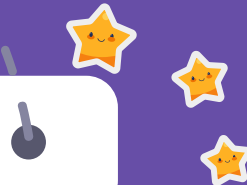
**Making
Conclusions**

Time and space to
draw conclusions,
Make connections
between ideas and
contexts

Taking Action

Apply learning to
something new / another
context, explain what
they've done, justify
thinking, authentic and
relevant contexts.





Statements of What Matters

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

Curriculum Planning

Cross-curricular Skills

Cross-curricular skills of literacy, numeracy and digital competence are essential for children to be able to access the breadth of our school curriculum and the wealth of opportunities it offers, equipping them with the lifelong skills to realise the four purposes.

Our curriculum enables learners to develop competence and capability in these skills, and to extend and apply them across all areas.

Integral Skills

The four purposes are also underpinned by 'integral skills' which children develop across the curriculum through a wide range of learning experiences. These integral skills include:

- Creativity and innovation
- Critical thinking and problem-solving
- Personal effectiveness
- Planning and organising

Cross-cutting Themes

Our curriculum incorporates five Cross-cutting Themes which are embedded throughout our curriculum projects and across all AoLEs, these are:

- Relationships and Sexuality Education (RSE)
- Human Rights
- Diversity
- Careers and Work-related Experiences
- Local, National & International Contexts

Cross-curricular Skills and Integral Skills are built into our curriculum ensuring progression. Cross-cutting Themes are woven throughout our curriculum.



Pedagogy - Effective Learning & Teaching

At Glasllwch we believe pedagogy is at the heart of curriculum, learning and teaching. When designing the curriculum, all staff consider the pedagogical approaches they will need to employ to support the children in realising the four purposes - our overarching aims.

Both children and staff are encouraged to be creative and innovative in their learning, thinking and practice, allowing them to take risks in a supportive learning community within a climate of trust and mutual respect.

Our whole school approach to learning and teaching is underpinned by 12 pedagogical principles. These principles are used day-to-day across the curriculum to ensure that good learning and teaching:

1. maintains a consistent focus on the overall purposes of the curriculum
2. challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
3. means employing a blend of approaches including direct teaching
4. means employing a blend of approaches including those that promote problem-solving, creative and critical thinking
5. sets tasks and selects resources that build on previous knowledge and experience and engage interest
6. creates authentic contexts for learning
7. means employing assessment for learning principles
8. ranges within and across Areas
9. regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them
10. encourages learners to take increasing responsibility for their own learning
11. supports social and emotional development and positive relationships
12. encourages collaboration

As a school we use an evidence informed approach to ensure that all staff have a deep and thorough understanding of the pedagogical principles and the research on which they are based.

All staff engage in reading, research and enquiry, exploring and reflecting on which teaching strategies will best support learning in a given context.



Provision - Enabling Learner Effectiveness

Outdoor / Indoors

Nurturing

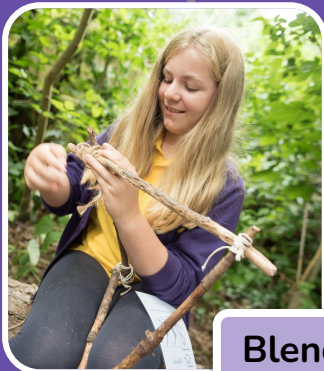
As a school we recognise the integral role the learning environment plays in supporting effective learning; we encourage learners to be independent, to have a say in their own learning and to take increasing responsibility for it.



Stimulating



Experiential



Blended



Enabling



Progressive

Pupil Voice is high on our agenda enabling and empowering children to; have a say in what they want to learn, how they want to learn and how they want to record their findings. Through Senedd Glasllwch, learners have a say in all aspects of school life influencing the strategic direction of our school. This has a significantly positive impact on their self-esteem and on ensuring high levels of wellbeing.

Progression & Assessment

Our school curriculum is designed to support progression in learning. We use five principles of progression to inform our approach to progression within and across each AoLE. When designing learning experiences within a specific context or topic, teachers use these principles of progression to consider how children should progress with greater sophistication or depth. Learning opportunities provided build on prior learning and achievement to ensure continuity and progression in each child's learning and development.

Progression Steps

Progression
Step 1

Progression
Step 2

Progression
Step 3

Progression
Step 4

Progression
Step 5

Continuum of Learning - Age 3yrs to 16yrs

Principles of Progression

The principles of progression which underpin progression across all Areas are as follows:

- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within the Areas
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts
- Increasing effectiveness

Supporting Progression 3-16yrs

The John Frost Cluster Vision

The John Frost Cluster have developed a shared Curriculum Vision to ensure all schools across the cluster are committed to realising the four purposes for all learners through an agreed set of aims. These shared aims underpin progression for all learners on their 3-16 learning journey.



OUR CLUSTER CURRICULUM VISION

The John Frost Cluster
is committed to realising the four
purposes of the curriculum through:

Promoting wellbeing and shaping positive futures	Seeking excellence with ambition
Nuturing success and building confidence	Provoking curiosity and igniting a love of learning
Celebrating diversity and promoting equity	Enabling achievement and progress for all
Opening up a world of opportunities for our learners	Instilling pride in our young people, of themselves and their communities



Progression & Assessment

Assessment is key to supporting progression, for the purpose of identifying children's strengths, achievements and areas for improvement, and identifying next steps; it is integral to learning and teaching.

Assessment plays a fundamental role in enabling each individual child to make progress at an appropriate pace, ensuring they are supported and challenged accordingly.

Active engagement between the child and practitioner on a regular basis is at the heart of supporting learner progression

All those involved with a child's journey need to collaborate and work together by establishing:

- Where children are in their learning
- Where they need to go in their learning
- What needs to be done for them to get there, taking account of any barriers to their learning.

As a school we have an Assessment Overview which identifies a range of assessment approaches to be used throughout the school year. Detailed records are kept so that we can ensure consistency across the school and identify standards of learning and achievement. Systems and processes within school enable staff to identify learner progression on a regular basis and to inform learning and teaching.

We encourage our children to be independent and to develop and grow in confidence as they approach their learning and new challenges. We support them in being resilient and reflective learners and encourage them to demonstrate persistence and high levels of engagement as they learn.



Our Assessment Strategy

Why do we assess?

- To ensure learner progression in skills concepts and knowledge
- So learners, practitioners, parents/carers understand what learners know, how they need to improve and how to get there
- To guide and focus learning and teaching for individual and groups of learners
- To identify support and challenge to develop learners skills, knowledge and experiences
- To inform planning for learning and teaching, ensuring it is effective & purposeful
- So learners achieve full potential
- To support, scaffold and develop a learner's progression on their learning journey

How do we assess?

- Providing feedback that moves learning forward- verbal / written
- Creating opportunities to ask differentiated questions effectively
- Observing learners in the process of learning
- Using peer-assessment and self-assessment to learn from each other
- Using clear learning intentions and success criteria
- Enabling learners to activate prior knowledge and make links with their learning
- Creating opportunities for learners to reflect on and explain their learning
- Ensuring planned opportunities that enable application of skills, concepts and knowledge to elicit learners understanding

What is assessment?

- The ongoing process of capturing what learners know, understand and are able to do.
- Understanding learner progress, identifying next steps in learning, providing support and challenge to ensure progression
- Recognising a learner's achievements and involving learners and parents/carers in their learning journey.
- Is central to learners and intrinsic to teaching and learning - informing planning and learning opportunities

Learners, practitioners, parents/carers and Governors are all involved in assessment processes to support learner progression.



This model illustrates the assessment arrangements which take place on an annual basis to support learner progression.



Learner Progression Model

Learners are at the heart of this process and are supported in becoming active participants in the learning process.



Back to Basics Fortnight - initial assessments for all learners.

Progress Reviews - SLT meet with class teachers to discuss learner progress.

A shared understanding of progression underpins our curriculum design and supports teaching and learning.

Online Personalised Assessments - Reading and Numeracy assessments Y2- Y6 learners.

Transition Progress Reviews - current and future class teachers meet to discuss learner progress.

Early Years Profile—initial assessments for Nursery learners.

THRIVE Assessments—learners self-assess their well-being.

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Progress Reviews - SLT meet with class teachers to discuss learner progress.

THRIVE Assessments—learners self-assess their well-being.

Autumn Term

Spring Term

Summer Term

Learner Progression

Ongoing Assessment for Learning intrinsic to teaching and learning.

Ongoing PM Benchmarking.

Ongoing sharing of learner progress via Seesaw.

Learner Reviews - learners meet with class teachers to celebrate progress and identify next steps.

Parent/Carer Consultations - class teachers meet with parent/ carers to review progress and identify next steps.

Foundation Phase On-entry Assessments—Nursery & Reception learners.

Learner Reviews - learners meet with class teachers to celebrate progress and identify next steps.

Parent/Carer Consultations - class teachers meet with parent/carers to review progress and identify next steps.

Learner Reviews - learners meet with class teachers to celebrate progress and identify next steps.

Annual School Report - class teachers and learners celebrate progress and share next steps through written report.

Single Word Spelling Tests— Y1- Y6 learners.

Assessment is an ongoing process which is indistinguishable from learning and teaching.



Engagement between learners, parents/ carers, and practitioners is essential for learner progression and well-being.



A holistic picture of each learner's development draws on a wide range of assessment approaches, across the breadth of the curriculum.

Keeping our Curriculum Under Review

Listening to Learners

We continue to encourage pupil participation in shaping our curriculum in a number of ways:

- pupils are involved in generating ideas for learning opportunities and regularly reflect on how they are developing as learners,
- pupil consultation activities are used to seek learners' views on all aspects of their school experience,
- Senedd Glasllwch enables a wide range of pupil groups to contribute to our School Development Plan and make positive changes within school.

Working with all Stakeholders

Glasllwch Governing Body

Curriculum development and review through:
AoLE Teams, School Development Planning, Governor visits.

John Frost Schools Cluster

Realising our shared vision, curriculum action plan, cluster curriculum development networks, shared professional learning.

Professional Learning

Staff engagement in school-based, regional and national professional learning, supporting continuous improvement.

Involving Parents & Carers

We place enormous value on the partnership between home and school in order to ensure every child achieves their full potential.

Parents and carers will continue to be involved in developing and reviewing our curriculum through:

- Parent/carers surveys
- Community Forum
- Curriculum Sharing Events
- Curriculum information leaflets
- Parental Consultations
- Curriculum Celebrations
- Learning Conversations
- Contributing to project ideas

