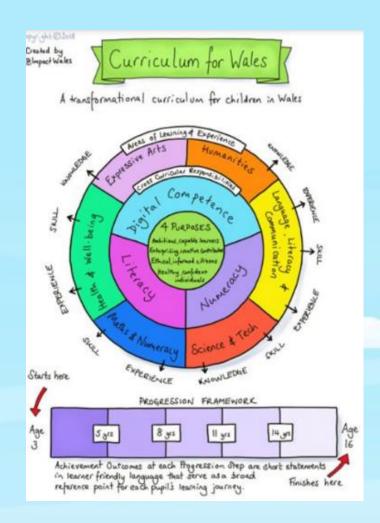


## Welcome to Ysgol Rhosddu

Rhosddu Primary School is in the Rhosddu area of Wrexham and first opened in 1878, moving to its current location, close to the city centre, in 1915. The school benefits from spacious grounds, including a school field, an outdoor classroom and forest school area.

We are very proud of our school, where each child is nurtured individually to reach their full potential and be the best version of themselves that they can be. We take the schools vision 'caring – inspiring – achieving' very seriously and this vision permeates our ethos throughout the school.

As a school we have designed our own curriculum based on the Curriculum for Wales Framework which was published in January 2020. Our curriculum will enable our learners to develop towards the 'Four Purposes' which are the aspiration for every child and young person in Wales.



# Our Vision and Values

At Rhosddu School our school vision is:

- Caring
- Inspiring
- Achieving

During the planning process these were the words that described what was important to us and the values that underpin our vision.



# Healthy Huw

# The four purposes

**Enterprising Eleri** 

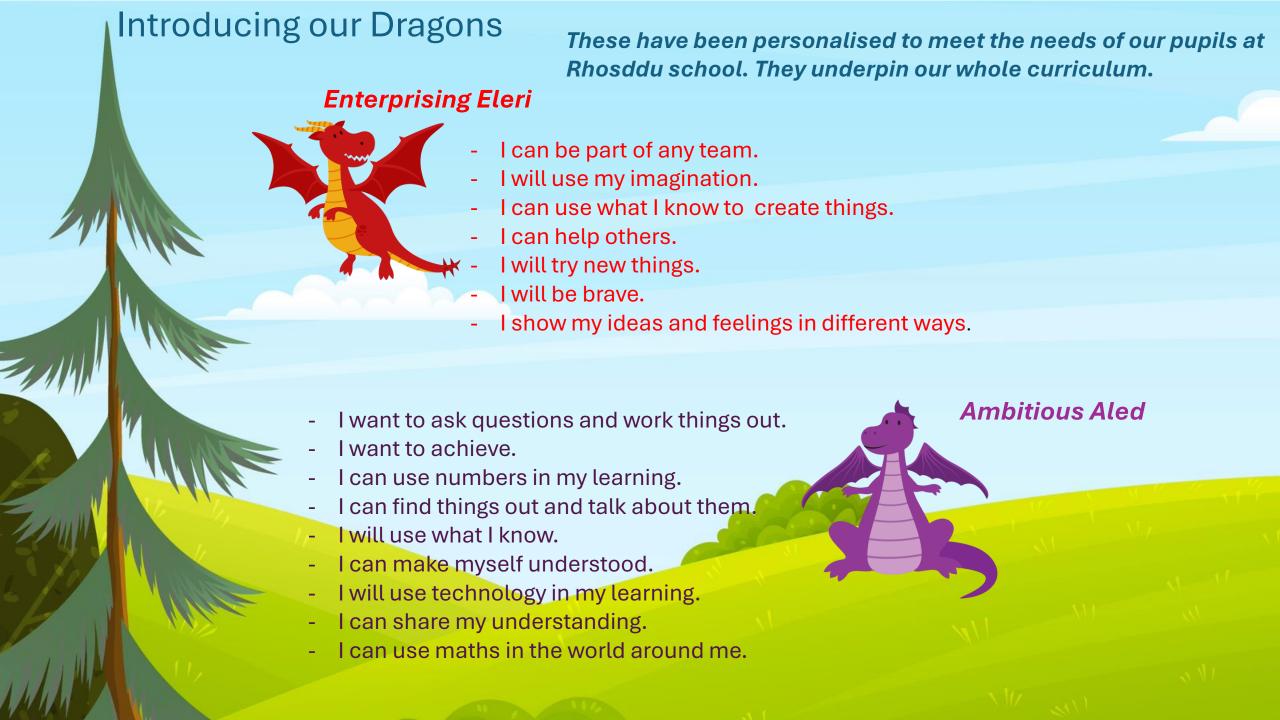


The Welsh government has introduced the four purposes of the curriculum for Wales. These enable all children and young people to become:

- Ambitious, capable learners.
- Enterprising, creative contributors.
  - Ethical, informed citizens.
- Healthy, confident individuals.



**Ambitious Aled** 





























# Keeping the Four purposes relevant for our pupils at Rhosddu School

It is important that all the children at Rhosddu School are encouraged and supported to be involved and invested in their learning. In order to maximise engagement, we have created symbols to represent and provide visual 'hooks' to help our pupils see how they are making progress towards achieving the Four purposes. They are referred to throughout learning experiences during lessons and are also used to celebrate pupils' progress. Here are some examples of the images used and how these are displayed in classes



### Our Curriculum



#### Rhosddu School

#### Thematic Cycle



V/T	A	Carian	C
Year/Term	Autumn	Spring	Summer
Nursery & Reception Cycle 1	Baseline	Transport	Under the Sea
	Authentic Context Project:	Authentic Context Project:	Authentic Context Project:
Nursery & Reception Cycle 2	Baseline / All About Me	Winter Wonderland - Africa	In the Garden?
	Authentic Context Project:	Authentic Context Project:	Authentic Context Project:
Year 1 and 2 Cycle 1	Castles & Dragons	Explorers	Danger at Sea
	Authentic Context Project:	Authentic Context Project:	Authentic Context Project:
Year 1 and 2 Cycle 2	Home and Away	Inside Out	Can You Dig It?
	Authentic Context Project: Harvest and Food Bank Festival	Authentic Context Project:	Authentic Context Project:
Year 3 and 4 Cycle 1	Once Upon a Time	Feel the Force	Killer Cats and Habitats
	Authentic Context Project: Art Gallery (Tudor Portraits)	Authentic Context Project: Teach the Parents (Animation)	Authentic Context Project: Classification Minibeast Hunt (Bird Boxes)
Year 3 and 4 Cycle 2	Marvellous Me	The Iron Age	Wish You Were Here
	Authentic Context Project: Healthy Smoothies Cafe	Authentic Context Project: The Celt and Roman Show	Authentic Context Project: Batik Sale
Year 5 and 6 Cycle 1	Welcome to Wrexham!	Heroes and Villains	Once upon a time (Cluster Transition Project)
	Authentic Context Project: Art Exhibition inspired by local artist (Ty Pawb)	Authentic Context Project: VE day celebration	Authentic Context Project: Create a library / publish book??
Year 5 and 6 Cycle 2	What's in the News?	Victorians: How times have changed	The Land of Never Believe (Cluster Transition Project)
	Authentic Context Project: Newspaper launch	Authentic Context Project: Museum (experts) / café	Authentic Context Project: Travel agents

The curriculum for Wales has six areas of learning and experiences (These are called AoLEs), which we deliver through a cross curricular, thematic approach to provide interlinked experiences which we provide our pupils with 'hooks' on which to hang their learning.

In addition to these, literacy, numeracy and digital skills are embedded throughout all curriculum areas to ensure that pupils are able to apply their skills in a variety of contexts.



To ensure pupils experience a broad and balanced curriculum we have mapped out a two-year cycle.



# Six areas of learning (AoLE's)

# Languages, Literacy and Communication –

Includes Welsh and English, literature and French. Welsh is taught as an additional language for children who don't use Welsh as their first language.



#### Humanities –

Includes the subjects of geography, history, R.E, business studies and social studies. This area of learning is based on human experiences and covers the Welsh culture.



#### **Mathematics and Numeracy -**

Will involve learning through play and exploration in the lower phases and applying their knowledge to independent learning experiences as they progress.



#### Expressive Arts -

Incorporates art, dance, drama, film and digital media, and music. It will encourage creativity and critical thinking and include performance.



#### Science and Technology -

Incorporates biology, chemistry, physics, computer science, and design and technology.



#### Health and Wellbeing -

Covers the physical, psychological, emotional and social aspects of life, helping pupils make informed decisions about their health and wellbeing and learn how to manage social influences. It will include P.E and RSE (Relationship and Sex Education).

## Our Curriculum Rationale

Our aim is to create a learning environment which is:

- ✓ Inclusive
- ✓ Nurturing
- ✓ Child centred
- √ Inspires confidence
- ✓ Collaborative
- ✓ Accessible
- ✓ Challenging

At Rhosddu school we are passionate about creating a curriculum that enables all our pupils to embark upon a learning journey that meets their individual needs and enable them to realise the four purposes. All are encouraged to develop core skills across the six areas of learning through meaningful authentic tasks that both challenge and create excitement in learning. We aim to engage pupils in creating experiences that reflect their interests, talents and goals, where they are able to contribute to planning what and how they learn.

# Our Curriculum

What does learning look like in Rhosddu Primary School?

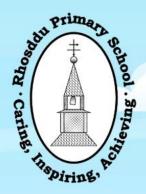
#### The curriculum offers:

✓ A wide range of topic-based learning opportunities;

A new topic is covered each Autumn, Spring and Summer Term which rotate over a two-year cycle to ensure that pupils cover a broad range of subjects during their time in Rhosddu School;

- ✓ A skills-based curriculum which focuses on developing a breadth of skills, step by step through each Area of Learning (AoLE);
- ✓ A balanced curriculum. This is facilitated through a structured planning format to ensure curriculum coverage.
- ✓ A cross-curricular approach to Digital Compency, Literacy and Numeracy. Many AoLEs are taught in blocks, which we believe enables our pupils to make links in learning more readily.
- ✓ Rich, authentic learning experiences to make learning fun and anchor theory in practice.
- ✓ The development of life skills, which are taught through authentic context for learning.
- ✓ And celebrates creativity and innovation.

Our curriculum is the vehicle by which we enable our learners to become ambitious, enterprising, ethical and healthy citizens.

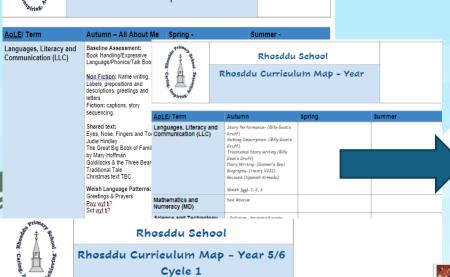


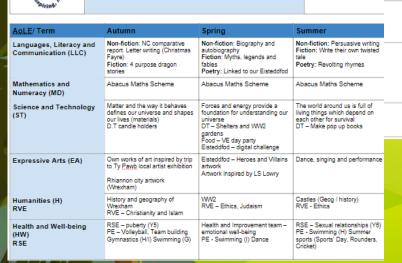
#### Curriculum Maps are developed, to ensure good breadth, balance and coverage across each area of learning.



Rhosddu School

Rhosddu Curriculum Map - Nursery and Reception





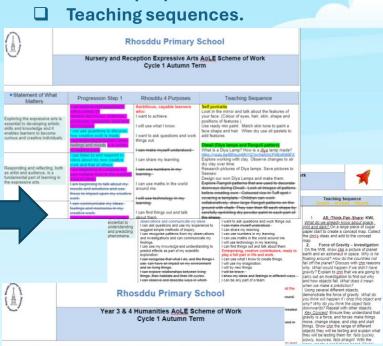
#### Our Curriculum



Teaching staff from each department then use this to create a topic mind map which provides an outline to the terms learning.

A scheme of work for each AoLE is then created. ensuring coverage, which include:

- ☐ Statements of what matters
  - **Progression steps** ■ Four purposes



Matters		Purposes		
siry, exploration and stigation inspire sity about the world, ast, present and e.	I have been curious and made suggestions for possible enquiries and have asked and responded to a range of questions during an enquiry.	Ambitious, capable learners who: I want to achieve.	Tudor Period KWHL What do the children already know? What would they like to find out? How are they going to	11 33
	I have experienced a range of stimuli, and had opportunities to participate in enquiries, both collaboratively and with growing independence.  I can collect and record information and data from given sources. I can then sort and group my	I want to ask questions and work things out. I can make myself understood.	find out? Discuss the above questions in order to give the children an opportunity to say what they would like to learn.	chool ation AoLE Scheme of Worl
	findings using different creeria- I can recognise the difference between facts and beliefs.	I can share my learning. I can use numbers in my learning.	Timeline Can the children understand the timeline of the Tudor period? Introduce timelines and their features. Introduce key Tudor	s: NC Report (comparative) / Instructions
	I can present what I have discovered in a variety	I can use maths in the	events for the children to order	s. NC Report (comparative) / instructions















Teaching Sequence

	Progression Steps 2 & 3	Rnosaau 4 i
us.	I can recognise that there is a relationship between languages,	Ambitious, capal who:
	culture and my own sense of Welsh	I want to achieve.

I can understand that people use I will use what I know.

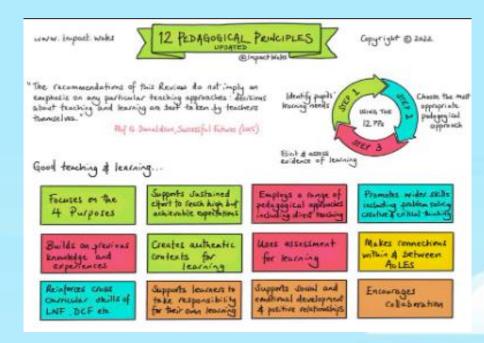
Baseline oracy presentation: 'City Circ recount' or 'My Favourite Place'. Use to od presentation look like? Self and

# Our Curriculum and the 12 Pedagogical Principles.

Our curriculum is led through the 6 Areas of Learning and Experience; encompassing the Statements of What matters and reflects the principles of Progression. It includes the required curriculum elements and teaches cross-curricular skills through the 12 Pedagogical Principles.

We are on a journey at Rhosddu School to ensure that the good teaching and learning principles identified by Doaldson are represented well in our school. Subsequently it is our aim that the new curriculum:

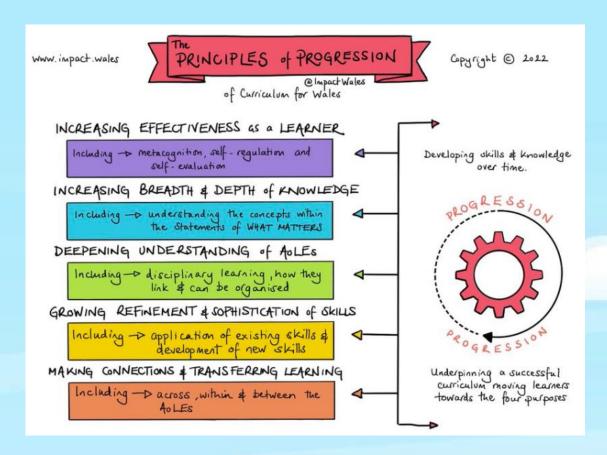
- ✓ Focusses on the four purposes.
- ✓ Challenges pupils to sustain their efforts to reach high but achievable targets.
- ✓ Employs a broad repertoire of teaching approaches.
- ✓ Promotes problem solving, creative and critical thinking.
- ✓ Builds of previous knowledge and experience and engages pupils' interest.
- ✓ Creates authentic contexts for learning.
- Employs assessment for learning principles.
- ✓ Makes connections within and across Areas of learning and experience.
- ✓ Reinforces Cross-Curriculum responsibilities including literacy, numeracy and digital competence.
- Encourages pupils to take ownership of their own learning.
- ✓ Supports social and emotional development and positive relationships.
- ✓ Encourages collaboration.



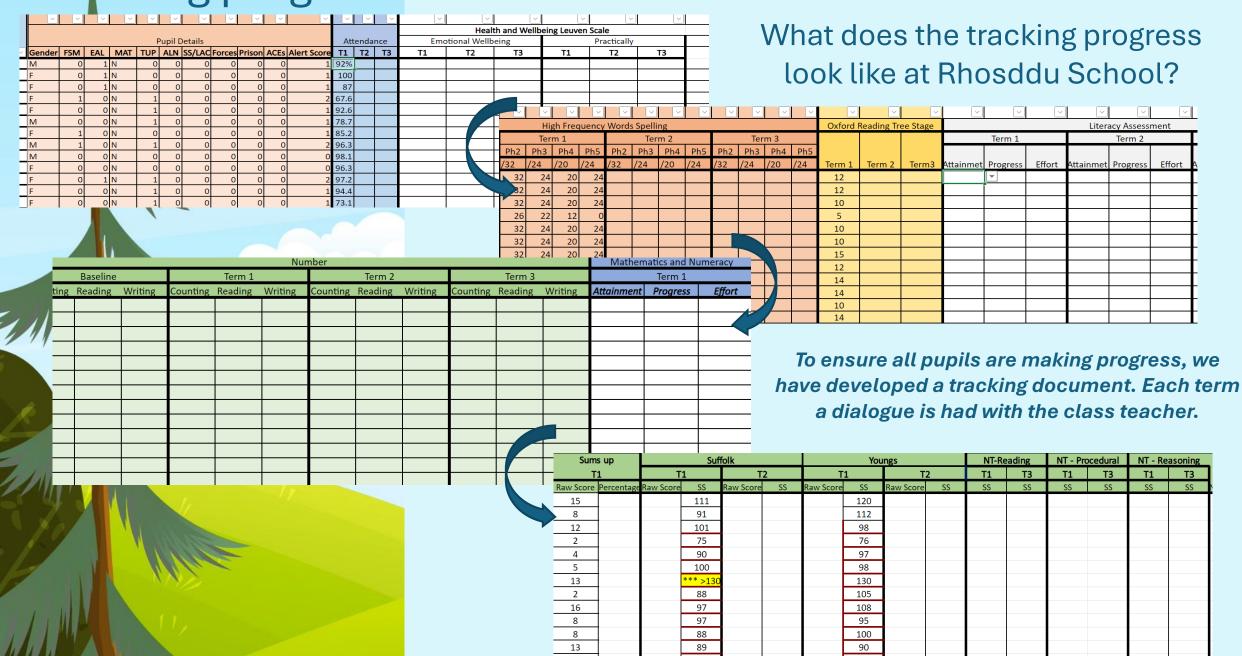
The 12 Pedagogical Principles of the new curriculum were created by Professor Graham Donaldson as part of his Review of Curriculum and Assessment Arrangements commissioned by Welsh Government. They provide the basis of our teaching and are used to identify pupils learning needs, match these to appropriate pedagogical approaches through our pupil progress monitoring. The process is then repeated termly to move children's learning forward.

# The principles of progression

The Curriculum for Wales gives us the opportunity to ensure that learners' progress is the primary purpose of Assessment. We at Rhosddu school place an emphasis on creating 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 value the importance of ensuring a shared understanding of progress across the school and engage with parents and carers to discuss their child's progress.



# Tracking progress

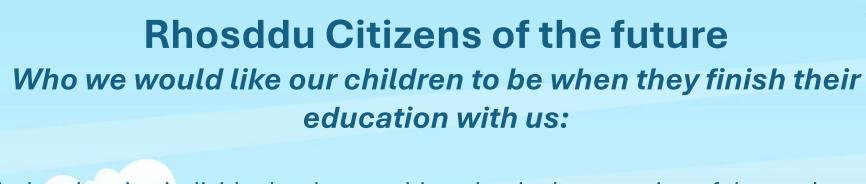


# Tracking progress continued ....





Progress S	cale					
1	Frequent, rapid, significant and sustained					
2	Beyond expected progress and is sustained		Pupils making beyind the expected progression, showing greater depth of understanding and application.			
3	Expected progress usually sustained		OR Pupils are making the expected progress showing secure understanding and application of skills.			
4	Below expected progress often insecure	Pupils making appropriate progress, however have yet to independently secure all understanding and skills				
5	Well below expected progress very limited retention - needs targeted support to further their understanding and skills.	Pupils making progress with targeted support and interventions and are on track to further their understanding and s		ng and skills.		
Effort						
<b>A</b>	Very high commitment especially with challenging themes		Approaches all experiences with a positive mindset and self directs their learning.			
В	Good effort is very frequently apparent with all aspects		Very positive towards their learning and always willing to improve their work .			
C	Appropriate effort is usually apparent	OR	Demonstrates the ability to focus on their learning			
D	Variable effort is shown, especially in challenging areas or non-stimulating ones.					
E	Effort is very often limited, and if at all, only in preferred areas.					
Attainmen	t _					
+	Above expected level					
=	At the expected level					
<b>j</b> -	Below the expected level					
				\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		
Leuven Sc	ale_					
	1 Extremely Low					
	2Low					
1	3 Moderate					
	4 High			1		
	5 Extremely Low					
),						



- Kind and caring individuals who are able to be the best version of themselves.
   Confident to find their place in the world as a valued member of the community.
   Independent individuals who know who they are, have self-awareness and who relate well to others.
- Tolerant, flexible and open-minded team players who are inclusive of all.
  - brave and resilient and have stamina in approaching life's challenges.
  - Grateful and appreciative of life and value our earth, nature and environment.
  - Excellent knowledge and the skills needed to continue learning for life.