



**Cwricwlwm  
i Gymru /  
Curriculum  
for Wales  
2022  
at Ysgol  
Emmanuel**



Ysgol Emmanuel is an English Medium Community Primary School catering for children aged 3-11. We have 480 pupils on roll including two Nursery classes (morning and afternoon), approximately 60% of our pupils are eligible for Free school meals. 5% of our pupils have English as an additional language (languages include Turkish, Tagalog, Romanian, Hungarian, Chinese, Kurdish, Vietnamese, Ukrainian, Russian, Sinhala and Mandarin). 3% of our pupils are Looked After Children. We also have a Resource provision for ALN pupils.

The school has well equipped classrooms, an Apple media suite and stimulating outdoor environments. Ysgol Emmanuel is over 100 years old and are are proud to be a multi-generational school with families returning to the school.

Ysgol Emmanuel is located in the seaside resort of Rhyl and is in the county of Denbighshire. We are proud to be a part of the Rhyl Learning Community.

**Positive outcomes for children are at the heart of everything we do.**

## Our vision

As a community we want our pupils to



together

Our vision is based on the local context of our school, feedback from pupils, staff, governors and our families, to implement the Four purposes of the Curriculum for Wales

# Our values

At Ysgol Emmanuel we aim to provide a happy, caring and secure environment in which each child will develop their skills and talents to the full.

We provide a nurturing environment for our pupils and recognise that every child is special and unique.

The new curriculum will allow us to deliver broad, balanced and relevant learning. We will aim to ensure that all aspects of a child's development are encouraged and stimulated, providing not only for intellectual development but also for social, emotional and physical growth.



# Our journey to implementing the Curriculum for Wales



- September 2018 - Early introductions to the new curriculum began at Ysgol Emmanuel. Staff awareness sessions take place.
- Summer 2019 - The Rhyl Learning Community agreed a common way to evaluate what had been trialled using 'placemats'.
- September 2019 - Teaching and Learning using the Four Purposes and AOLEs was underway. Enterprise projects were created for each year group.
- January 2020 - change of Headteacher. Staff asked to do a full self evaluation what was working and what could be removed (this included Enterprise as it was too time consuming).
- March 2020 - school closures due to the Covid 19 pandemic - this time allowed us to keep evaluating what our strengths were.
- September 2020 - trialling of planning using the Four purposes (Healthy, confident individuals was the main driver to ensure the focus was on health and well being). Reading was a priority and became the second focus.
- July 2020 - full evaluation of all AOLEs and the curriculum so far, this had included trialling of themes and novels to raise standards of reading.
- September 2021 - continuation of embedded practice using AOLEs and 4 Purposes in fully mapped out planning using What Matters statements and the Progression steps.
- March 2022 - High level curriculum model created to clarify what we wanted to achieve through our curriculum offer.
- June 2022 - full evaluation of strengths and areas for development ready for September. Purchase of Cwriclwm Maestro to help with resourcing and planning.

# How have we planned our new curriculum?

The starting point for the new curriculum came from the following questions:

- *What should we teach and why?*
- *How should we teach it?*
- *How will this support our pupils to realise the four purposes?*

The What Matters statements and Progression steps are the basis for the teaching elements of the new Curriculum and we have applied these to *our* school and *our* pupils. The What Matters statements are the mandatory elements that must be taught across the Areas of learning and experience. Progression steps set out the content to be covered at each stage of the continuum according to a pupil's ability.

We considered the context of our school, examined the needs of the local community that we serve and what was important to us. We consulted with staff, parents/carers, governors and pupils to understand what our curriculum should include. From this we were able to plan according to the needs of our pupils.





## We want our pupils to

**LEARN** through exciting, relevant content and learning experiences that foster creativity, critical thought and key skills

**GROW** their emotional, physical and mental wellbeing to become healthy citizens of the future

**ACHIEVE** by being part of a community that is inclusive and has high aspirations for all

Our school rules are:

- Be kind
- Be honest
- Show respect



## An inclusive curriculum

- Our curriculum takes into accounts that every child is unique.
- Teaching and learning is planned and delivered to maximise opportunities for all pupils including those with Additional learning needs, physical or medical needs and English as an additional language.
- Our curriculum reflects the diversity of modern Wales whilst retaining the importance of *Cynefin*.



# Essential parts of who we are and what we do:



We are a school in Wales



We are part of the Rhyl Learning Community and an Erasmus school.

We are part of the Lifesavers financial education partnership.

Achievements:

Bronze Cymraeg campus

Bronze Rights Respecting school

Level 5 Healthy Schools award

NACE award

GL centre for excellence







Humanities

We are very excited to be planning and preparing for the changes to Welsh Curriculum.



Science and Technology

The new curriculum is made up of :  
Four core purposes  
Six Areas of Learning and Experiences  
Cross curricular skills (Literacy/Numeracy/Digital)  
Cross cutting skills  
Integral skills



Mathematics and Numeracy



Expressive Arts



Languages, Literacy and Communication



Health and Well-being

### **Ambitious, capable learners who:**

- 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 and are ready to learn throughout their lives.

### **Enterprising, creative contributors who:**

- 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 and are ready to play a full part in life and work.



## **Four Purposes**

### **Healthy, confident individuals who:**

- 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 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;
- and are ready to lead fulfilling lives as valued members of society.

### **Ethical, informed citizens who:**

- 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 and are ready to be citizens of Wales and the world.

Our pupils have been actively involved in the development of characters who show the type of learners we want them to be.

Together we have developed 'Team Four Purposes' who are characters that represent the values of the Four Core purposes of the new curriculum for Wales.

For each of the Four purposes we have developed child friendly descriptions what we want them to achieve.



## Skills integral to the four purposes

The four purposes are also underpinned by integral skills which should be developed within a wide range of learning and teaching. At the heart of these skills is the importance of learners recognising, using and creating different types of value. In this context, value means worth and importance in a range contexts, including financial, cultural, social and learning value.

**Creativity and innovation**

**Critical thinking and problem-solving**

**Personal effectiveness**

**Planning and organising**



At Ysgol Emmanuel we want to

be:

*Problem solvers*

*Digital whizz kids*

*Explorers*



*Curious*

*Communicators*

*Mathematicians*

Ambitious, capable

learners like Ambitious Aled!

At Ysgol Emmanuel we want to

be:

**Active**

**Happy**

**Safe**

**Kind**

**Resilient**

**Positive**



Healthy, confident

individuals like Healthy Hâf!

At Ysgol Emmanuel we want to

be:

**Respectful**

**Knowledgeable**

**Honest**

**Fair**



**Eco-aware**

**Rights aware**

**Ethical, informed**

**citizens like Ethical Eddie!**

At Ysgol Emmanuel we want to  
be:

**Leaders**

**Creators**

**Achievers**

**Inventors**

**Risk takers**

**Adventurers**



Enterprising, creative  
contributors like Creative Cara!

# Cross curricular skills

Literacy, numeracy and digital competence are **mandatory cross-curricular skills** within Curriculum for Wales.

**Language, Literacy and Communication** covers all elements of reading, writing, speaking and listening across English, Welsh and other languages.

**Mathematics and Numeracy** involves both procedural and reasoning skills. These include learning about the number system which helps pupils to represent and compare relationships between numbers and quantities. It also includes learning about geometry to help pupils understand shape, space and position, and learning about measurement. Pupils also learn that statistics represent data and that probability can be used in real life to understand chance.

**Digital competency** covers elements of citizenship and how to be aware in the digital world; how to use digital skills to communicate; how to use IT to produce of text, graphics, audio and video creatively and to improve computational thinking using algorithms (coding). All of this will help our pupils in the future digital world.

These skills will be embedded across all curriculum areas, to develop and ensure progression.

## Cross-cutting themes

These are an important part of the new curriculum, they allow pupils to:

- consider local, national and international contexts
- develop understanding of relationships and sexuality education,
- develop understanding of human rights education and diversity,
- develop understanding of careers and work-related experiences



# Principles of progression across the AOLEs

Our curriculum, supported by excellent teaching and learning will enable pupils to make meaningful progress. This means:

- Increasing their independence and attainment
- Increasing breadth and depth of knowledge
- Deepening their understanding of the ideas and content within the Areas
- Developing and applying skills
- Making connections and transferring learning into new contexts



# Assessment



In the new curriculum for Wales children progress along a continuum from 3 to 16. We use assessments to understand if our children are making the required level of progress from their starting point. We use a range of assessment methods to monitor progress and to inform future learning and teaching. This involves:

- Teacher feedback in lessons
- Peer assessment
- Self assessment
- GL assessment – we are a GL centre of excellence
- IDL assessments for Spelling, Reading and Maths
- PASS and Happen surveys twice a year
- From June 2022 Welsh government online assessments
- Tracking document for each pupil
- Termly teacher progress meeting with SLT to identify interventions



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## How will we know our curriculum is right for our pupils?

- Quality assurance process (pupil voice, learning walks, book looks, stakeholder feedback)
- A whole school self evaluation cycle
- Levels of engagement and enjoyment from pupils
- Progress across the continuum for all pupils
- Enthusiasm and satisfaction from teachers and support staff
- Evidence that demonstrates our pupils have been supported to realise the Four Purposes.

