

YSGOL GYMRAEG TRELYN

Cymraeg yw Iaith ein Taith



Ysgol Gymraeg Trelyn

Curriculum Summary



Ysgol Gymraeg Trelyn

Our Community



Our Country



Our World



Ysgol Gymraeg Trelyn was established in September 1991. There was already a Welsh Unit on the site in Pengam. The Unit was located in the old buildings of the village Primary School in 1977 when a new site was given for the village school. The Unit in Pengam grew with the growth of Welsh medium education in the Blackwood area, and after the school was established there was further growth, and today around 200 children attend the school. The school's catchment area covers parts of Pontllanfraith, Penllwyn, Fair View, parts of the town of Coed-duon, and the villages of Pengam and Fleur de Lis. At the age of eleven the children will transfer to the Secondary sector at Ysgol Gyfun Cwm Rhymni, near the village of Fleur de Lis. All classes incorporate walks in our local environment as an essential part of our curriculum. We want to give our pupils opportunities and experiences that exceed their expectations. We want to help our pupils to realize that there is a world of opportunities available to them. Infusing our learners with passion and pride in themselves, their community, their country and their world is central to the design of our curriculum.

Ysgol Gymraeg Trelyn Curriculum Rationale

The learners of Ysgol Gymraeg Trelyn celebrate the Welsh language, their culture and their heritage throughout their work .



Welshness

Effort

Respect

What's important to us at Ysgol Gymraeg Trelyn:

Our Vision

Our school's aim and vision is to ensure that our learners are adventurous and curious. We want to provide opportunities for the learners to be conscientious and confident learners who reach their full potential.

Here, at Ysgol Trelyn, we set high expectations and varied opportunities, so that our learners become ambitious, informed and principled learners who have the necessary skills and knowledge to develop into lifelong learners.

We will work together in order to give our children the best education and to ensure that they develop into conscientious, responsible, kind learners who receive the support to succeed for the future of Wales.

Our Values

We listened to the learners, parents, staff and governors of the school and the 9 key words that came up most often when discussing our values were:

Perseverance

Respect

Kindness

Courtesy

Gratitude

Effort

Pride

Resilience

Generosity

The welfare of our pupils is central to our curriculum at Ysgol Trelyn. In order to commit and thrive with their education, it is very important that the social, emotional and physical well-being of our pupils is sound. We promote an atmosphere where all the school's pupils have a voice and input into the decisions and choices that affect their education and well-being. Our aim is to foster strong relationships with parents/carers and the community in order to support learning to the maximum.

The Four Purposes Characters



Our Journey



2018 - 2019

- Change our way of planning so that it includes the 6 Areas of Learning
- PL works with the schools in the cluster
- Presentation and planning for the Four Purposes as part of the Stirling project
- INSET to present the Curriculum & 12 pedagogical principles

2019 - 2020

- Piloting the agreed themes of the cluster.
- Launch the Four Purposes to the school community and place them at the center of all learning and teaching.
- Staff working within the Areas of Learning.
- Deliver a creative approach to planning

2020 - 2021

- Create mid-term plans with mapped CfW Learning Outcomes to ensure progress and progression.
- Inset in order to evaluate themes, carry out a staff skills audit and map the Four Purposes across the Progression Stages.
- Mapping important experiences.
- Planning within the Progression Steps

2021-2022

- Gather information from the school's stakeholders through the use of questionnaires.
- Holding a '4 Purpose' week in order to promote the Four Purposes of the CfW.
- Cluster inset day in our Learning Areas.
- Mathematics & Numeracy training across the school.
- Hold meetings in Area of Learning teams in order to evaluate the current situation and identify the way forward.
- Planning our assessment using various strategies that will enable each individual learner to make progress at an appropriate pace.

2022- 2023

- Implementation of the Health & Wellbeing Curriculum and Sex and Relationships Education.
- Ensuring Professional Learning opportunities in order to further develop the knowledge and understanding of AOLE team leaders.

To be continued

Principles and Purpose

Learning together at Ysgol Trelyn to motivate and inspire our pupils to be the best they can be and to live happily and be confident in a world that changes all the time!

We listened to learners, parents, staff and governors and the 6 key words that came up most often when discussing what is important to the learners in our school were that they are:

Confident
Happy
Curious
Friendly
Safe
Comfortable

Inclusion is at the heart of our educational philosophy. Our school provides an exciting and happy environment where children are encouraged to become independent learners. Each child is valued as an individual and receives a broad and balanced education so that they become mature, responsible and happy learners, who contribute to the culture and ethos of the school and the wider community. According to our stakeholders, the important experiences for our children during their time in Trelyn are:

Cooking
Gardening
Grow food
Life skills
Authentic experiences
Sports
Educational visits
Eisteddfodau

What is a Curriculum?



The curriculum should be at the 'heart' of any school. Our curriculum is a coherent way of thinking in order to realize our vision to ensure that our learners are ambitious, enterprising, principled and healthy citizens. Our curriculum is broad, balanced and suitable for learners of different ages and abilities. It provides for appropriate progress for learners and includes a range of provision to ensure this.

Why do we teach this?

To provide high quality learning experiences, which excite and motivate the children in the classroom and beyond.

How do we teach?

Teachers will be facilitators of learning. Considering the learners' needs, opinions and learning stages, they will plan fun, challenging and progressive experiences. Learners will have a strong voice to influence their learning. As the experts, the teaching staff will direct the learning in an appropriate direction taking into account the views and ideas of the learners. Learners will influence the design of their learning environment. They will have opportunities to work in ways that enrich their learning and also to present their work in their own unique personal way.



Our Themes

Cluster Themes

School Sub-themes

Progression Step 1

	Term 1	Term 2	Term 3	
Year A 2023-24	The Time Machine The 2 nd World War / The Future	Above My Head and Beneath My Feet Egypt	To Venture	Who are the Champions?
	This is Me	The Magic Carpet	Waves	
Year B 2020-21	Behind the Door Inventors and Decades	Our Wales, Our Country ½ term A World Without Light	Our Amazing World	Summer Fitness
	This is Me	Building Blocks	Woodland Wonders	
Year C 2021-22	The Time Machine Life in a Roundhouse	Above My Head and Beneath My Feet My Square Mile	Waves	To Venture
	This is Me	The Magic Carpet	Waves	
Year Ch 2022-23	Our Wales, Our Country	Behind the Door	Our Amazing World	
	This is Me	Building Blocks	Woodland Wonders	

The Four Purposes

Ambitious, capable learners

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

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**



Healthy, confident individuals

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



Ethical, informed citizens

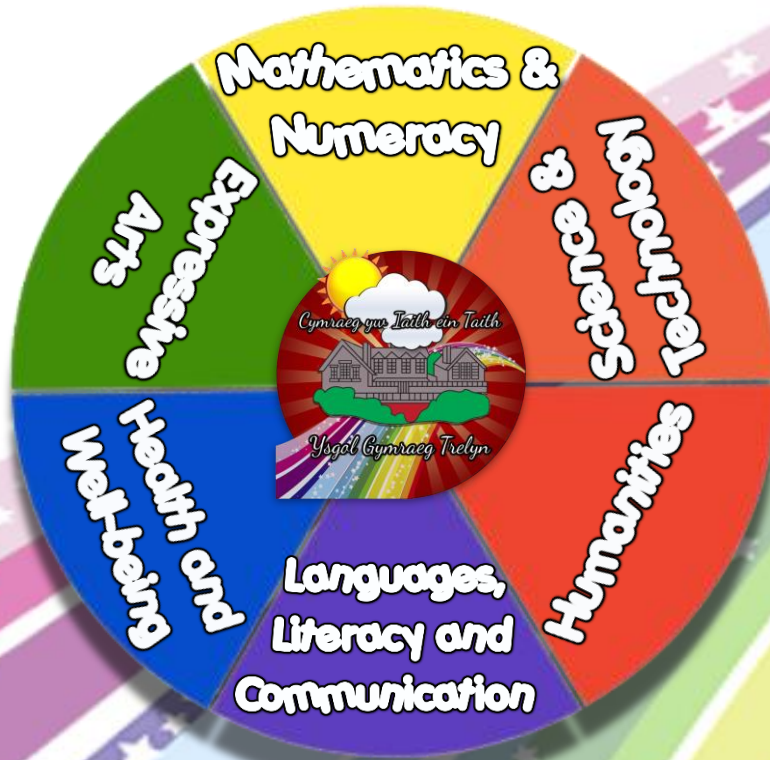
ethical, informed citizens who:

- 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**



The curriculum at Ysgol Trelyn includes the 6 Areas of Learning and Experience, it covers the Statements of What is Important and reflects the Principles of Progression.

It includes the required curriculum elements and covers the required cross-curricular skills.



Click the AoLE to see the Curriculum for Wales guidance

We have gathered together a wide range of experiences, knowledge and skills which are explored through a variety of contexts, subjects and activities which are chosen in the curriculum design process.

We have AOLE that eams who have worked together to unlock the 27 Statements of What is Important to create connections across all the Learning and Experience Areas as appropriate.

We support learners to devote themselves to their learning in increasing depth and sophistication over a period of time. We help learners to apply their learning in increasingly challenging contexts and allow for diversion, reinforcement and reflection as their understanding and use of the key learning develops and becomes more sophisticated over time, stimulating deep thought, discussion and inquiry.

12 pedagogical principles

Planning the work of presenting our curriculum

At Ysgol Trelyn we provide knowledge and discipline-specific skills to our learners.

We teach them directly at the beginning of each day in order to develop a mastery of language and mathematics in classes and groups that are in accordance with age. For the rest of the day learners will choose and pursue a termly 'Big Question'.

The Power of the Pupil's Voice

Learners play a central role in planning the 'Big Question' each term. 'Children's Voice' sessions are regularly held in the class to ensure that learners are included in the planning work.

Health and Wellbeing

Everyone's Health and Wellbeing is a focus and a high priority across everything we do at Ysgol Trelyn. Children have reflection time together with outdoor learning opportunities to enhance their learning.



Beth ydyn ni'n gwneud?
Sut ydyn ni'n ei gwneud?
Pam ydyn ni'n ei gwneud?

Mae dysgu ac addysgu da yn:

focus consistently on the general purposes of the curriculum

challenge all learners by encouraging them to recognize the importance of continually striving to meet expectations that are high, but within their reach

use a mix of methods that include direct teaching

use a mix of methods including those that promote problem solving skills, creative skills and the ability to think critically

means setting tasks and choosing resources that build on previous knowledge and experience and generate interest

create authentic contexts for learning

follow the principles of assessment for learning

extending within and across the areas of learning

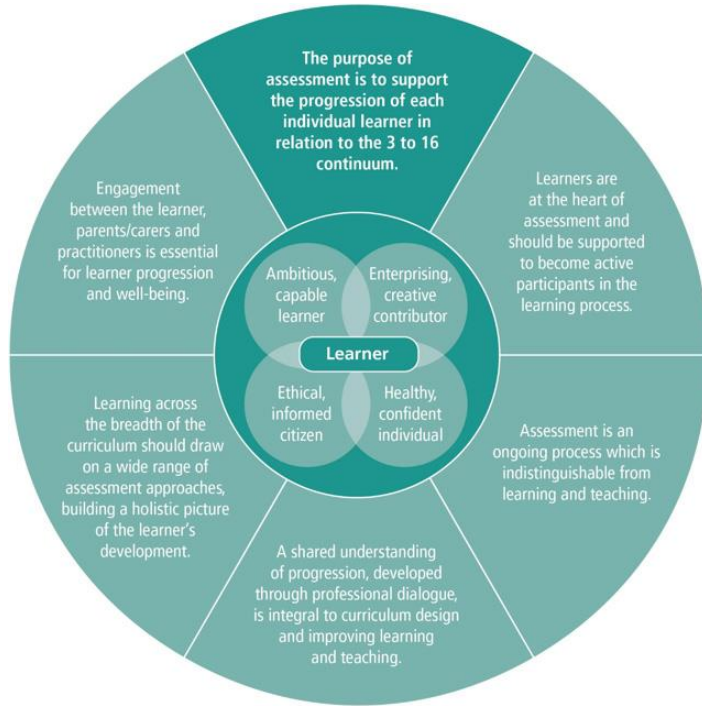
regularly reinforce the cross-curricular skills, namely literacy, numeracy and digital competence, and provide opportunities to practice them

encourage learners to take increasing responsibility for their own learning

promoting social and emotional development and positive relationships

promote collaboration

Progression and Assessment



Our role in the transition along the 3 to 16 continuum

Our learners are at the heart of the transition process. We support all learners along the learning continuum, as they move between different groups, different classes, different years and different settings. We ensure that the welfare of all learners is an important and integral part of our processes, recognizing the needs of individuals, at the same time as supporting progression and progress in their learning. Our understanding of each individual learner, gained through our assessment strategies, is essential to support this process.

Progress Steps

Learning Leads are responsible for helping to design the Curriculum, including ensuring appropriate attention to the Areas of Learning and Experience and appropriate progression and progression within their stage. The Learning Leads work with the Senior Leadership Team to contribute to the 'wider picture', ensuring progression and progress throughout the whole school.

Progression Step 1	Nursery and Reception
Progression Step 2	Year 1, 2 and 3
Progression Step 3	Year 4, 5 and 6

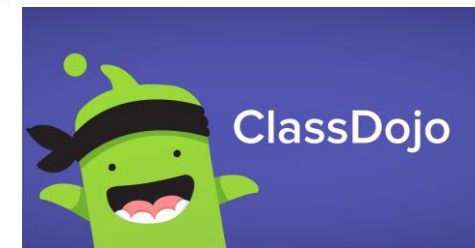
Assessment

The progression of learners along a learning continuum between the ages of 3 and 16 is central to the Curriculum for Wales. We will use various assessment strategies that will enable each individual learner to progress at an appropriate pace, ensuring that they are supported and challenged accordingly. We use various assessment strategies as a general purpose in the curriculum to support all learners to make progress. In addition to this, assessment plays a fundamental role in ensuring that each individual learner is supported and challenged appropriately and we use the strategies to contribute to developing a complete picture of the learner - their strengths, the ways in which they learn, and areas to develop - in order to guide the next steps in terms of learning and teaching.

Our assessments continuously support the progress of individual learners on a day-to-day basis (AfL); notes, records and reflects on the progress of individual learners over time; and understand the progress of groups in order to reflect on our practice.

Communication and engagement with parents/carers

We communicate effectively with parents/carers continuously to foster positive relationships in order to include them in purposeful and meaningful dialogue. If done well, this can help learners' progress by helping parents/carers understand how they can support learning inside and outside the school environment. We have developed and implemented processes that support effective two-way communication and engagement with parents/carers. When developing these processes, consideration was given to using a wide variety of different communication methods, e.g. face to face, digital through Class Dojo and email. Information about any support, interventions or additional needs required for the learner's development is shared with parents and carers





Cwm Rhymni

The Cwm Rhymni cluster is committed to realising the four purposes of the curriculum through:

- Instilling pride in our learners, of their communities and identity
- Placing wellbeing at the heart of our schools, in order to shape positive futures
- Nurturing success in order to open a world of opportunities
- Promoting equity and equality whilst celebrating diversity
- Inspiring curiosity and igniting a love of lifelong learning
- Empowering learners to build connections across their learning