

Aspire. Believe. Challenge. Anelu. Credo. Herio.



Bryn Primary School Curriculum Offer

Creative, Consistent, Collaborative

What Matters?

to our pupils...

- ✓ To feel confident and happy
- ✓ Life skills
- ✓ Health and Sports
- ✓ Wellbeing and Kindness
- ✓ Diversity
- ✓ Creativity
- ✓ Caring about our environment
- ✓ Friendships

to our staff...

- ✓ Wellbeing
- ✓ Belonging
- ✓ Creativity
- ✓ Life skills
- ✓ Mindfulness
- ✓ Passion for learning
- ✓ Every child matters
- ✓ Celebrating difference
- ✓ Respect

FOCUS

ON

WHAT

REALLY



What Matters?

to our parents...

- ✓ Harnessing ambition
- ✓ Communication
- ✓ Reward and Recognition
- ✓ Digital Wellbeing
- ✓ Understanding and appreciating differences
- ✓ Health and wellbeing
- ✓ Children's Rights
- ✓ Creative thinking
- ✓ Financial Management

to our Governors...

- ✓ Empowering pupils
- ✓ Celebrating achievement
- ✓ Free thinking
- ✓ Teamwork
- ✓ A healthy mindset - Wellbeing
- ✓ Confidence and self assurance
- ✓ Equity and Excellence for all learners
- ✓ Preparing for the ever changing world
- ✓ A well balanced curriculum
- ✓ Life Skills

FOCUS

ON

WHAT

REALLY





Our Shared Vision

*Bryn Primary School strives to deliver a bespoke curriculum which **nurtures, inspires and ignites** a passion for lifelong learning.*

*Our **Creative, Consistent and Collaborative** approach promotes a culture of **belonging** and celebrates a **sense of self!***



Our curriculum has proudly been designed and developed by all stakeholders, it has the Four Core Purposes at the heart.

To **FOSTER**
Healthy, Confident
Individuals, ready
to lead fulfilling
lives as valued
members of
society.

To **EMPOWER**
Ambitious, Capable
Learners, ready to
learn throughout
their lives.

To **SHAPE** **Ethical**
Informed Citizens
of Wales and the
world.

To **CREATE**
Enterprising,
Creative
Contributors ready
to play a full part in
life and work

Our curriculum represents the unique identity of our school and it's community.

At Bryn Primary School we are....

READY

Our pupils are ready to learn, ready to actively participate, ready to seek challenges and ask questions.




Respectful

Our pupils show respect and integrity towards others, they respect themselves. They respect our school environment and belongings. They explore values and beliefs.

Responsible

Our pupils understand and consider the impact of their actions when making choices. They steer their own learning, they are determined in their efforts to succeed.



At Bryn Primary School, our curriculum is unique to our school and places pupil voice at the heart of all learning and experience.

Through creative and meaningful activities, pupils experience a thematic approach to learning that helps them create connections and learn through memorable experiences



Bryn Primary School Curriculum



LEAD CREATIVE SCHOOL

Our Journey to a Successful Future

STAFF INSET

All staff introduced to the New Curriculum for Wales.

PUPIL LED LEARNING

Pupils used the 4 purposes and contributed to designing authentic, rich experiential learning opportunities, guided by staff.

RE-THINK CURRICULUM & TIMETABLES

Planning formats changed to focus on the 4 purposes and teaching timetables altered to allow for more creative learning experiences.

STAFF DEVELOPMENT

All teachers achieved Google Certified Educator Level 1, and adopted the app Seesaw to document children's learning.

EXTRA-CURRICULAR ACTIVITIES

Clubs were created to help develop skills for beyond the classroom, such as sign language, latin dance, running and rock steady club.



RE-VISIT CURRICULUM PLAN

AoLEs teams begin to map Progression Steps in Curriculum Planning.

SCHOOL ENVIRONMENT

Classrooms were re-designed to reflect the 4 purposes, and areas developed to support the New Curriculum for Wales.

PUPIL INVOLVEMENT

The 'School Senedd' was created to give pupils a strong voice in their own education experiences.

PROFESSIONAL LEARNING

Funding was dedicated to staff training, including the development of digital skills to inspire confidence when delivering the DCF.

LEAD CREATIVE SCHOOL

Mini Projects created as part of the Lead Creative School initiative were published.

WELLBEING

A Mindfulness Club was formed and staff were trained in E.L.S.A. In addition, a 'Sensory Room' was created for pupils.

WIDER COMMUNITY

Pupils engaged the wider community by presenting to Governors, producing leaflets, leading parental workshops and uploading vlogs to YouTube.

REFLECT ON S.D.P.

The S.D.P. is consistently re-visited and AoLEs Action Plans were further developed.

DRAFT CURRICULUM PUBLISHED

The S.E.R. was re-visited and updated to include progression towards the New Curriculum.

2018 -19

2019 -20

2020 -21

2021 -22

2022 -23

Principles, Purpose & Pedagogy

Entitlement and Enhancement

Breadth and Balance

Review & Evaluate

Progression and Assessment

INSET/staff training – Pedagogy

AoLE Teams established based on staff skillset and expertise

Timetables adjusted to ‘make way’ for creativity and freedom – WHAT AND WHY.

The School Senedd was established – pupil responsibilities for key roles linked to AoLEs

Learning Environments were reconsidered & revisited to reflect the 6 AoLEs and 4 Purposes

Further staff – 2 x TA were trained in ELSA

A ‘Mindfulness Club’ was formed and Mindful Moments began in the classroom

Communication was KEY

Non Negotiables – revisited and revised.

Extra Curricular Club - consideration of enhancing pupil opportunity in wider skills

LOCKDOWN

BLENDED LEARNING

Pupil Inspired learning – adapted and revisited to ensure pupil voice was enriched with language of new curriculum

A re-visit of key ‘themes’ Curriculum Mapping – Review of ‘topics’

Professional Learning- improving skills set for staff and enhancing understanding of AoLEs

A focus on Action Research shifted accountability putting staff in control of their skill development with a clear enquiry approach

Engagement/viewpoints Parents & Governing Body

A Conceptual Curriculum - A Cluster Approach - A Cluster Vision

A revisit of key ‘themes’

Trial and Refine – what is working?

A revisit – Curriculum Overviews

Assessment ‘assidere’ - with the learner – not to! Consideration of who assessment is for?

Keeps and Changes

Development of Learner Profiles

Providing learners with a clear list of expectations for the successful completion of a task.

CHILD FRIENDLY and PROGRESSIVE

Pitstops

Effective and purposeful feedback –

Effective Questioning

Improving the quality of Peer and Self Assessment



Our Conceptual Curriculum

- ✓ All AoLE Leads have worked with cluster colleagues to develop and agree **key concepts** for each AoLE.
- ✓ These key concepts provide **purpose** for thematic planning and opportunity for **deeper learning**.
- ✓ The agreed key concepts inform **progression** overviews and ensure appropriate **coverage** of AoLEs.

[Click here to view completed concept maps](#)



Our Thematic Approach

Our thematic approach begins with a **pupil influenced** topic/project title led by a whole school **'umbrella theme'**.

The topic/project has a clear purpose with consideration for the identified **CONCEPTS**.

Immersion opportunities are provided as an engagement 'hook' to introduce pupils to a topic or to be experienced in the middle or end of the learning journey. These planned opportunities are **memorable, fun and inspiring**.

Lead AoLES drive the theme with a planned opportunity for experiences in purposeful planning. Supporting AoLES make a valid contribution to **support the theme**.

To ensure all AoLES have timely and sufficient focus, **discrete AoLE** planning is also evidenced.



Our Thematic Approach

Is it **purposeful**?

Is it **authentic**?

Is it **fun**?

Over a two year cycle, the topics ensure **full coverage** of the curriculum and evidence activities relevant to the age group/progression step.

The topic incorporates learning about the **wider community** and encourages pupils to become **inquisitive** about the **wider world** - linked to the Four Purposes and our school aims.





HOW SPIRAL CURRICULUM

HELPS MINIMIZE GAPS IN LEARNING



What Is The Spiral Curriculum?

The spiral curriculum is defined as a curriculum that returns to the same topics over time. It is juxtaposed to methods that involve learning something then moving on, perhaps never to engage with it again.

(Bruner's Curriculum 1960)

3 Key Principles Of The Spiral Curriculum

The spiral approach to curriculum has three key principles that sum up the approach nicely. The three principles are:

Cyclical: Students should return to the same topic several times throughout their school career;

Increasing Depth: Each time a student returns to the topic it should be learned at a deeper level and explore more complexity;

Prior Knowledge: A student's prior knowledge should be utilized when a topic is returned to so that they build from their foundations rather than starting anew.



Mastery

Revision

New Content

Difficulty



Year 5 & 6 Y Byd a Fi
My World

Year 4 & 5 Cenedl a Fi
My Four Nations

Year 2 & 3 Cymru a Fi
My Wales

Year 1 & 2 Cymuned a Fi
My Community

Nursery, Reception & Year 1 Dyma Fi!
Here I am!



Mastery

Revision

New Content

Difficulty



Year 5 & 6 - Dathlu Amrhywiaeth!
Diversity and Discrimination

Year 4 & 5 - Dathlu Herio
Authority and Influence

Year 2 & 3 - Da a Drwg
Good Vs Evil

Year 1 & 2 - Dw i'n credu!
Values and Beliefs

Nursery, Reception & Year 1 Edrych o
Gwmpas
Awe & Wonder



Mastery

Revision

New Content

Difficulty

**Summer Term
Full STEAM ahead!**

**Year 5 & 6 - Y Dyfodol
Sustainability**

**Year 4 & 5 - Diwydiant!
The Industrial Revolution**

**Year 2 & 3 - Amaeth!
Agriculture**

**Year 1 & 2 - Syniad Da!
Ideas & Inventions**

**Nursery, Reception & Year 1 - Wyt ti'n
gwybod?
*How things work***



Topic Overview

	Autumn	Spring	Summer
Nursery & Reception	Dyma Fi! Here I am!	Edrych o Gwmpas Awe & Wonder	Wyt ti'n Gwybod? How Things Work
Year 1 & 2	Cymuned a Fi My Community	Dw i'n Credu Values & Beliefs	Syniad Da! Ideas & Inventions
Year 2 & 3	Cymru a Fi My Wales	Da a Drwg Good Vs Evil	Amaeth Agriculture
Year 4 & 5	Cenedl a Fi My Four Nations	Dathlu Herio Authority & Influence	Diwydiant! The Industrial Revolution
Year 6	Y Byd a Fi My World	Dathlu Amrhywiaeth Diversity & Discrimination	Y Dyfodol Sustainability

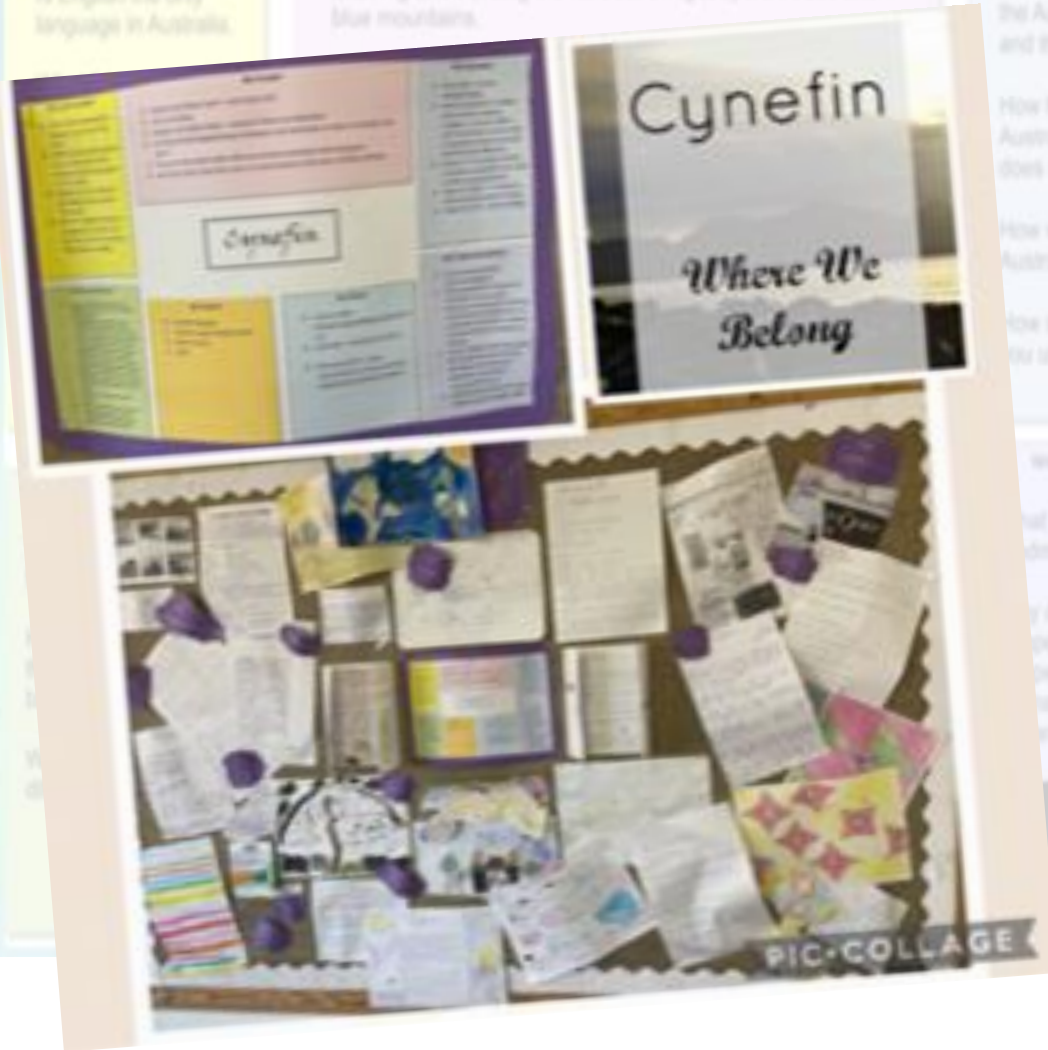
Principles of Progression

The Welsh Government 'Principles of Progression' are evident throughout our CfW planning. Our decision to adopt whole school themes enables our learners to revisit 'big ideas' or 'key concepts' building on their prior learning and developing their skills across all Areas of Learning and Experience.

As our curriculum is implemented, our assessment approaches will support us in monitoring learning progression and allow us to identify ways in which we can further develop knowledge, skills and understanding in our learners.



Pupil Inspired Planning



At the beginning of each term pupils are introduced to the umbrella theme and plan against the 6 AoLEs.

Pupils' ideas and questions are put both on display and in topic books to be referred to throughout the term.

Assessment and Progression

In building our curriculum, we have explored which specific experiences, knowledge and skills will support our learners in realising the Four Purposes.

Moving forward, judgements will not be made on the overall attainment of a learner at a specific point in time. The descriptions of learning will support teachers in determining next steps for pupils - driven by key concepts for each AoLE.

There will be an emphasis on building knowledge and experience over a **continuum of learning**.

ASKING THE RIGHT QUESTIONS

The development of Learner Profiles

Monitoring, Evaluating, Reviewing and Refining



Authentic learning with **clear learning objectives** provides meaningful learning content.



Teaching and Learning in Bryn Primary

Collaboration develops higher-level thinking skills, boosting confidence and self-esteem.



Pupil voice: child-led and child-initiated learning leads to more participation and greater motivation.



Appropriate **pitch, pace** and **progression** ensures consistent **high quality teaching** and **expectations**.



Metacognition skills empowers learners to take ownership of their own learning, leading to improved learning outcomes.



Learners are **actively engaged**, developing as **independent, creative** thinkers.



Building **perseverance** and **resilience** to face challenges effectively.

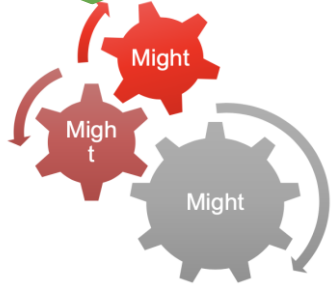


Differentiated learning meets the social, emotional and academic needs of pupils.



Teaching Toolkit

What might...?



Tell your neighbour



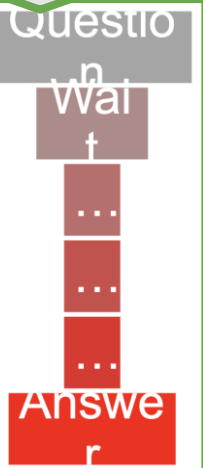
Success criteria



What is good..?



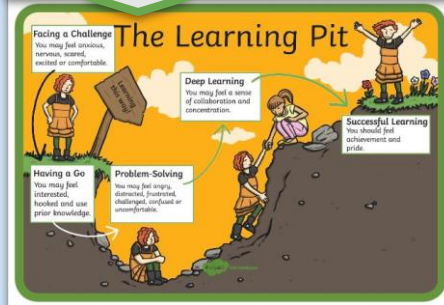
Wait time



Pit stops



Learning Pit



Close the gap marking



Learning Journal



Fluid grouping

