

MAESYBRYN PRIMARY SCHOOL

Ysgol Gynradd MAESYBRYN Primary School

## Teaching and Learning Policy



Policy Updated: January 2025

Policy adopted by GB Spring Term Meeting 2025

Policy Review Date:

Chair of Governors Signed: *J Fish*

Date: 6<sup>th</sup> March 2025

Headteacher Signed: *S Roberts*

Date: 6<sup>th</sup> March 2025

*Through Endeavour We Can All Achieve*

# MAESYBRYN PRIMARY SCHOOL

## Contents

1. Our vision and aims
2. Approaches to teaching and learning within the class (Pedagogy)
3. Effective Learning Through Curriculum Delivery
4. Progress, Assessment and Feedback
5. Planning
6. The Welsh Dimension and Bilingualism
7. Roles and Responsibilities

### 1. Vision and Aims

#### **Overall Vision**

Our school vision represents what the school is aspiring to achieve, set in the context in which it works. Teaching and Learning are both essential in achieving these aspirations.

*At Maesybryn, we value, respect and have high expectations of everyone. We are proud of our Welsh culture and language and we celebrate individual achievements. We aim to ensure that all children and adults thrive in a happy, safe and inclusive environment. Our vision is for all children and staff to feel empowered and to take ownership of their learning, providing them with the knowledge, creativity and skills to benefit others and enrich their own futures. We want our children to grow up to contribute positively to their community and the wider world by fulfilling their own potential and achieving their aspirations and dreams. We want all of our pupils to be:*

- *Ambitious, capable learners who display a growth mind-set and give 100%*
- *Enterprising and creative contributors in school and their community*
- *Ethical, informed citizens who value their own and each other's cultures*
- *Healthy, happy and confident individuals who value participation*

Our motto "Through endeavour we can all achieve" embodies our vision that through hard work all individuals, pupils and staff, can achieve. This is in-line with the Four Purposes embedded within "Successful Futures".

The school believes that the development of literacy, numeracy and digital competency is key to every child's future success and thus these are central to all of our work.

Teaching and learning represent how we teach and why we teach. Equally important is what we teach – our curriculum. This is explained in detail in our Curriculum Policy but can be summarised as follows;

#### **Curriculum Vision**

Maesybryn's 'Balanced' curriculum is a shared vision for our school community that has been created by all our stakeholders. Here is our vision:

To be a success at MYB you need to be...



AMBITIOUS  
CREATIVE  
RESILIENT  
HEALTHY  
CONFIDENT  
ETHICAL  
ENTERPRISING  
INDEPENDENT



To make our vision a reality for our learners, our curriculum and teaching and learning are driven by the Four Purposes of Curriculum for Wales and the pedagogical principles that sit alongside it. Within school, we are on a constant journey of improving and refining our Curriculum, paying attention to the latest curriculum guidance, with the overall aim of meeting the individual needs and abilities of all learners. Our high-quality teaching experiences provide children with the necessary skills, knowledge and experiences to be able to make informed choices about the important things in their lives. We allow our pupils to make choices and where possible influence the direction of their learning experiences. Our learners will experience an integrated approach to learning where possible and will have incorporated all 27 What Matter Statements into the curriculum, deepening their skills and experiences, as they progress through the school. At Maesybryn, we provide a broad and balanced curriculum, where teaching and learning is inspiring, engaging and fun. We ensure that inclusion permeates through the curriculum and ALL learners are able to reach their full potential regardless of needs or disabilities.

Our overarching aim, is that teaching and learning in Maesybryn reflects both our overall vision and our vision for curriculum.

**At Maesybryn Primary, we aim for teaching and learning that:**

- Enables our learners to realise the four purposes and equips them for work and life; widens horizons, develops appetites for learning and prepares children for full and responsible lives;
- fosters spiritual, moral, social, cultural, intellectual and physical development in all of our learners;
- develops the core skills of literacy, numeracy and digital competency so that all of our learners can access learning throughout their lives;

## MAESYBRYN PRIMARY SCHOOL

- provides a curriculum which is broad, balanced, coherent, authentic and allows transferable skills and links to be made across each of the Areas of Learning Experiences (AOLEs)
- ensures that children learn effectively and efficiently through well-planned experiences which are adapted to the learning styles of all pupils;
- supports progression along a continuum of learning and ensures that all learners are able to reach their full potential whilst in Maesybryn Primary School;
- builds high expectations of all learners and practitioners and provides equal opportunities for all pupils to reach their full potential, recognising the worth of the different abilities, skills and talents of every child;
- ensures full access to the rich curriculum that we have developed for all pupils, recognising our learners' identity, language(s), abilities and background and the different support they may need given their particular circumstances;
- supports our learners to critically engage with a range of information and to assess its value and validity;
- fosters self-confidence, self-esteem and understanding of the beliefs, philosophies and questions of others;
- develops partnership between the family, the school and the wider community including our cluster colleagues
- seeks to enrich the curriculum by developing links with industry, commerce and the community.
- reflects the diversity of perspectives, values and identities which shape our locality and Wales and develop understanding of the wider world;
- enables our learners to make sense of growing up in contemporary Wales and of issues which will be important in the future, including well-being, sustainable development and citizenship;
- enables our learners to develop an understanding of their rights and the rights of others.

## 2. Approaches to Teaching and Learning Within the Class (Pedagogy)

The 12 pedagogical principles outlined in the Curriculum for Wales play a central role in how we teach in Maesybryn Primary. These are guiding principles for teaching, complementing the principles of progression that are so important within the aims of Curriculum for Wales (CfW).



We use these principles, alongside those shared in “The Great Teaching Toolkit – EEF”, which are shown below, and the Professional Standards for Teachers, Leaders and Learning Assistants to guide what we believe is effective teaching in our school. Not all will be evident in every lesson but we aim for each to figure in class planning and practice regularly to ensure positive experiences, depth of knowledge and a sound understanding of how the skills of literacy, numeracy and digital competency can be applied across all learning activities. In so doing, the Four Purposes will be achieved.

### 1. Understanding the content

- |  |   |  |
|--|---|--|
| <p><b>1</b> Having deep and fluent knowledge and flexible understanding of the content you are teaching</p> <p><b>4</b> Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching</p> | <p><b>2</b> Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching</p> | <p><b>3</b> Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/ analogies/ examples for the ideas you are teaching</p> |
|--|---|--|

### 2. Creating a supportive environment

- |   |  |   |
|---|--|---|
| <p><b>1</b> Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students</p> | <p><b>2</b> Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care</p> <p><b>3</b> Promoting learner motivation through feelings of competence, autonomy and relatedness</p> | <p><b>4</b> Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change</p> |
|---|--|---|

### 3. Maximising opportunity to learn

- |   |   |   |
|---|---|---|
| <p><b>1</b> Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth</p> | <p><b>2</b> Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied</p> | <p><b>3</b> Preventing, anticipating &amp; responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately</p> |
|---|---|---|

### 4. Activating hard thinking

- |   |  |  |
|---|--|--|
| <p><b>1</b> Structuring: giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs; and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level</p> <p><b>4</b> Interacting: responding appropriately to feedback from students about their thinking/ knowledge/ understanding; giving students actionable feedback to guide their learning</p> | <p><b>2</b> Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/ checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/ demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/ part-worked examples</p> <p><b>5</b> Embedding: giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learned material is reviewed/ revisited to prevent forgetting</p> | <p><b>3</b> Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., "Why?", "Compare", etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately</p> <p><b>6</b> Activating: helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise</p> |
|---|--|--|

## MAESYBRYN PRIMARY SCHOOL

### **Effective Teaching**

When teaching, we focus on motivating the children and building on their skills, knowledge and experiences of the curriculum. We use the cross-curricular responsibilities of the CCF and DCF, and plan according to the Curriculum for Wales statements of what matters. These are then mapped across each year group to ensure skill progression through to Year 6.

We base our teaching on our knowledge of the children's current level of development, which is tracked through various school systems ( Refer to Assessment, Feedback and Progression Policy). Our prime focus is to further build on and develop the knowledge and skills of the children, through a broad range of experiences.

With younger pupils, experiential learning is high priority – focussed tasks along with continuous and enhanced provision and stimulating resources ensure active engagement. This is developed in Nursery through use of the Enabling Pathways curriculum and developed from Reception through use of Curriculum for Wales (CfW).

We strive to ensure that all tasks set are appropriate to each child's level of ability, based on sound assessment principles and a good knowledge of each of our children's ability and needs. When planning work for children with Additional Learning Needs, we give due regard to information and targets set for pupils (e.g. IDP, All About Me cards or individual in-class targets). We have high expectations of all children, and believe that their learning here at Maesybryn Primary School is of the highest possible standard. We seek to challenge learners at all levels in order that they may make progress and achieve of their best.

We set on-going targets for pupils throughout the year. We share these targets with children and regularly review these as part of the assessment for learning process. The progress of each child in relation to their targets is monitored constantly and revised targets are set. This progress is discussed through termly Pupil Progress Meetings held with class teachers, where an opportunity is created to discuss concerns, allocate support or interventions and celebrate success. We also discuss these with parents at termly reporting opportunities.

We plan our lessons with clear learning objectives. These objectives focus on developing the skills outlined within the Curriculum for Wales, and promote skills outlined in the CCF and DCF. Our Medium-term planning (see appendix 2) ensures that these are identified clearly and link to the long-term curriculum plan (refer to Curriculum Policy). Our short- term plans (see appendix 1) contain information about the focus of the lesson, the tasks to be set, the resources needed and the links to the Curriculum. We also highlight key opportunities for promoting Pupil awareness of the four core purposes of learning where applicable and the links that can be made to each Area of Learning Experience (AoLE).

We evaluate all lessons, focussing on pupil skill progression, so that we can modify and improve our teaching in the future. Self-reflection is a key component of effective teaching and learning. From assessment and reflection, we ensure that previous learning is built upon and that tasks are differentiated effectively to provide challenge and support. Staff make good use of a wide range of assessment bases, both formative and summative, in order to support with this. More information regarding this can be found in the school 'Assessment Feedback and Progression' document.

We aim to take every opportunity for children to use and develop key skills in meaningful and

## MAESYBRYN PRIMARY SCHOOL

authentic contexts, having an active input into the teaching and learning taking place in the classroom. The CCF is used to promote cross curricular skills in numeracy and literacy, and the DCF allows us to promote pupils Digital Competency throughout the school.

Citizenship is also highly valued at our school. We have a range of pupil voice groups that regularly meet. Our school believes in a whole school community ethos – home family, school family, community family and wider world. It is only by working together with all stakeholders that we can achieve a rich and inspiring education and this is something we aim to achieve within our schools. Each of our practitioners makes a special effort to establish good working relationships with all children in the class.

All our practitioners follow the school policy of establishing high levels of behaviour and discipline with regard to classroom management. As a school we agree Class Charters designed to keep us all both safe and happy, and to ensure that each pupil's right to an education is upheld. Our approaches are based on key nurturing principles which are on display throughout our school. We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission. Risk Assessments are always completed for off site visits and entered onto Evolve (refer to EVC Policy)

We deploy Teaching Assistants and other adult helpers as effectively as possible, ensuring they are appropriately planned for. Sometimes they work with individual children and sometimes they work with small groups. All have a responsibility for ensuring that each learner makes progress and that assessment of this is shared with the class teacher.

Our classrooms are attractive learning environments, both inside and outside and we strive to use both in our teaching. The classroom reflects the themes studied by the children and displays may be informative, enquiring or a celebration of pupils' learning. We ensure that all children have the opportunity to display their best learning and efforts at some time during the year either through class display, use of SeeSaw or in a digital portfolio of work. All classrooms have a range of age-appropriate resources and reading material, as well as displays relating to literacy and numeracy. We believe that, as children become older, that they can access these resources with greater independence. A stimulating environment which is resource rich, exciting, organised and promotes independent use of resources sets the climate for high quality learning. Effective use of the outdoor environment is a key focus, particularly in our Foundation Learning classes, however, activities must have a purpose and a reason for being outdoors.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly, through Performance Management sessions. We have a strong ethos of developing staff skills through a wide range of professional learning experiences which are linked to both our School Improvement Plan and the individual needs of each member of staff. We aim to do all that we can to support our staff in developing their skills, so that they can continually improve their practice.

We conduct all our teaching in an atmosphere of trust and respect for all – with staff modelling these qualities to pupils at all times. Leaders respect this when observing lessons with the aim of identifying strengths and supporting staff if required. Teaching and learning in Maesybryn Primary School embraces a pupil-centred approach, in line with the pedagogical principles, and

## MAESYBRYN PRIMARY SCHOOL

we regularly make use of school-school working in order to share best practice in teaching and learning approaches. We can only improve by looking outwards as well as reflecting on our own practice.

### **3. Effective Learning Through Curriculum Delivery**

In order to secure progressive coverage of the Curriculum within the school and ensure effective learning, it is vitally important that teachers focus on what we teach in order to effect what pupils learn. If lessons and experiences are engaging and well-planned and delivered, children will have a greater disposition towards learning. Our Curriculum Policy, details exactly how we have designed the content of what we teach but through addressing each aspect we will have a greater understanding of learning across the school.

#### **Cross-Curricular Skills**

The mandatory cross-curricular skills of literacy, numeracy and digital competence form a key part of our curriculum to unlock knowledge for our learners. We have high expectations of our pupils and see skills acquisition as essential for lifelong learning and the realisation of the Four Purposes. The ability to transfer these skills in the future into the world of work and to meet the needs of the modern world will allow our pupils to thrive in a fast changing environment. We strive to extend and apply these skills across all AOLE's through developing listening reading, speaking and writing skills, using numbers and problem solving in real-life situations, being competent using a range of technologies to help them function and communicate in the world. We aim for all of our pupils to learn these skills with confidence whilst understanding the needs of those who need support and those who require challenge. Skills are planned with close reference to the CCF and DCF documents to ensure progression in learning. Learning activities will draw heavily on these skills across all of the AoLEs.

#### **Areas of Learning and Experience**

Our school curriculum is designed in a way that ensures learning encompasses all six Areas of Learning and Experiences (Areas). This ensures a broad and balanced learning experience for all of our learners. Our long-term plan ensures that each area is revisited to ensure deeper knowledge.

- Expressive arts
- Health and well-being
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology

Areas of learning and experience



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology

# MAESYBRYN PRIMARY SCHOOL

## Statements of What Matter

Our school curriculum provides opportunities for our learners to engage with and develop their understanding of the key concepts within all the statements of what matter. This is carefully planned and tracked to ensure progression in learning.

## Statements of What Matters at a Glance

The 27 What Matters Statements should be read as a whole to understand them fully:

<b>Expressive Arts WM1</b> Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	<b>Expressive Arts WM2</b> Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	<b>Expressive Arts WM3</b> Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	<b>Humanities WM1</b> Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
<b>Humanities WM2</b> Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	<b>Humanities WM3</b> Our natural world is diverse and dynamic, influenced by processes and human actions.	<b>Humanities WM4</b> Human societies are complex and diverse, and shaped by human actions and beliefs.	<b>Humanities WM5</b> Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
<b>Health and Well-being WM1</b> Developing physical health and well-being has lifelong benefits.	<b>Health and Well-being WM2</b> How we process and respond to our experiences affects our mental health and emotional well-being.	<b>Health and Well-being WM3</b> Our decision-making impacts on the quality of our lives and the lives of others.	<b>Health and Well-being WM4</b> How we engage with social influences shapes who we are and affects our health and well-being.
<b>Health and Well-being WM5</b> Healthy relationships are fundamental to our well-being.	<b>Languages, Literacy and Communication WM1</b> Languages connect us.	<b>Languages, Literacy and Communication WM2</b> Understanding languages is key to understanding the world around us.	<b>Languages, Literacy and Communication WM3</b> Expressing ourselves through languages is key to communication.
<b>Languages, Literacy and Communication WM4</b> Literature fires imagination and inspires creativity.	<b>Mathematics and Numeracy WM1</b> The number system is used to represent and compare relationships between numbers and quantities.	<b>Mathematics and Numeracy WM2</b> Algebra uses symbol systems to express the structure of mathematical relationships.	<b>Mathematics and Numeracy WM3</b> Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
<b>Mathematics and Numeracy WM4</b> Statistics represent data, probability models chance, and both support informed inferences and decisions.	<b>Science and Technology WM1</b> Being curious and searching for answers is essential to understanding and predicting phenomena.	<b>Science and Technology WM2</b> Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	<b>Science and Technology WM3</b> The world around us is full of living things which depend on each other for survival.
<b>Science and Technology WM4</b> Matter and the way it behaves defines our universe and shapes our lives.	<b>Science and Technology WM5</b> Forces and energy provide a foundation for understanding our universe.	<b>Science and Technology WM6</b> Computation is the foundation for our digital world.	

Our curriculum uses the statements of what matter to guide the selection of all curriculum and learning content. Specifically, they are used to:

- ensure that all learners engage in a range of experiences, knowledge and skills that enable them to make sense of the 'big ideas' and key concepts within each statement
- support our learners' progression within the 'big ideas' and key principles and their ability to be able to develop an increasingly sophisticated understanding and application of the statements of what matter
- allow learners to explore topics and ideas through different lenses – the same concept or idea will be explored through different statements of what matter
- help our learners to make sense of a range of experiences, knowledge and skills within each Area by ensuring that content helps learners to develop a coherent understanding of a range of information.

## Descriptions of Learning

At our school, we use the descriptions of learning as a planning tool to support the selection of a wide range of knowledge, skills and experiences within our learning experiences. We use the descriptions of learning to inform planning for a range of contexts for learning across a progression step to create depth and breadth across our curriculum. We aim for all learners to have embedded knowledge and skills which are relevant to their individual needs and abilities.

## MAESYBRYN PRIMARY SCHOOL

### Progression in our Curriculum

Pupil progression is fundamental for us in Maesybryn as it guides pupils' development of skills and knowledge over time, supported by effective teaching methods. Progression in learning is a process of increasing depth, sophistication, engagement and learner control, rather than of covering a body of content. It involves a continuous journey of growth across various subjects, aiming to deepen pupils' understanding and abilities in line with the curriculum's objectives. Progression is not linear and different learners are likely to progress in markedly different ways. For this reason, it is important to recognise that all children learn in different ways and that we must understand this in order to achieve effective learning across the curriculum. Progression is at the heart of our philosophy. When selecting the content of our learning, we use the principles of progression for each Area to inform our approach to progression. Progression in Mathematics and Numeracy also involves the development of five proficiencies which are connected and interdependent. The five principles of progression underpin progression across all of our curriculum areas, these are:

#### *Increasing effectiveness*

As learners progress during their time with us in school, they improve their ability at learning in different situations. They become more skilled at finding help on their own, asking questions, and evaluating information from different places. They also learn to judge their own progress and figure out what to do next without much help.

#### *Increasing breadth and depth of knowledge*

As learners grow, our curriculum planning ensures they learn a lot about many things, not just a little about a few. As they learn more, they understand ideas better and see how they connect with each other. This helps them make sense of what they're learning and use it in different ways. Our concept and enquiry-based learning approach

#### *Deepening understanding of the ideas and disciplines within the areas*

In early education, it's crucial to take a comprehensive approach, helping learners understand how different ideas fit together. As they advance, they should explore and grasp subjects in each area, connecting them to the broader goals and essential concepts of education.

#### *Refinement and growing sophistication in the use and application of skills*

Learners must develop various skills, including physical, communication, cognitive, and subject specific abilities. In the early stages, this involves refining motor skills, social interaction, and learning to process information. As they advance, they refine these skills and acquire new ones, becoming adept at applying knowledge in different situations and effectively communicating their ideas using appropriate methods and resources.

#### *Making connections and transferring learning into new contexts*

As learners progress, they should independently connect what they learn within and across subjects, as well as with experiences beyond school. These connections should become more complex and explained by learners themselves. They should also be able to apply their knowledge and skills in new and challenging situations.

As a school, we aim to integrate these principles into our teaching and provision, ensuring that progression encompasses both subject-specific knowledge and the skills embedded.

## **MAESYBRYN PRIMARY SCHOOL**

Supporting pupils' progression involves offering opportunities for reinforcement and reflection as they evolve. Progression isn't just about moving forward but also about making connections between subjects and developing a deeper understanding of fundamental concepts. Our planning highlights key learning for each project and exit points that allow teachers to carefully plan learning sequences to allow progression for the pupils.

As our learners' progress through our curriculum, they will have greater opportunities to engage with the different disciplines within each Area and to specialise in them as they reach the later progression steps.

### **Early Learning**

Children learn through first-hand experiential activities with the serious business of 'play' providing the vehicle. We use the "Enabling Pathways" curriculum to support a curiosity approach towards learning in Nursery. Through their play, children practise and consolidate their learning, play with ideas, experiment, take risks, solve problems and make decisions individually, in small and large groups. First-hand experiences allow children to develop an understanding of themselves and the world in which they live. The development of a positive self-image and feelings of self-worth and self-esteem in each child are at the core of this phase. The Foundation Learning indoor and outdoor environments promote discovery and independence and there is a strong emphasis on using the outdoor environment as a resource for children's learning.

### **Other Mandatory Elements (not previously mentioned)**

Learning also includes:

- Provision for Welsh second language with the aim of striving towards the Welsh Government's mission of one million Welsh speakers by 2050
- Relationships and Sexuality Education (including the detail of the Relationships and Sexuality Code)
- Religion Values and Ethics (RVE)

### **Relationships and sexuality education**

Learning in relationships and sexuality education (RSE) is planned using the RSE Code and is designed in a way that is developmentally appropriate, inclusive and pluralistic. Pupils learn to be respectful of themselves and each other and to be safe in their learning.

An overview of our RSE policy can be found in our RSE Policy

### **Religion, Values and Ethics (RVE)**

Religion, Values and Ethics (RVE) is mandatory for all learners aged 3 – 16 and sits within the Humanities Area of Learning and Experience. Teaching and learning in RVE reflects that the religious traditions in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Wales. It also reflects the fact that a range of non-religious philosophical convictions are held in Wales. RVE is planned to meet the mandatory requirements of the Humanities AoLE, and to have regard to both the statutory RVE guidance within the Humanities Area, and the RCT Locally Agreed Syllabus. There is no right to withdraw from RVE. We aim for children to develop as ethical learners who reflect on the wider community ethos within they live.

# MAESYBRYN PRIMARY SCHOOL

## Human Rights

We believe that learning about human rights empowers learners as rights-holders. This enables our learners to critically examine their own attitudes and behaviours and to develop skills to be ethically-informed citizens of Wales and the world, who can be advocates for their rights and the rights of others.

Our curriculum incorporates opportunities for our learners to:

- learn about human rights by developing their understanding of what human rights are and where those rights have come from including. This includes developing their understanding of the UNCRC and UNCRPD.
- learn through human rights which supports our learners to develop values, attitudes and behaviours that reflect human rights.
- learn for human rights, which motivates them to social action, empowerment of active citizenship and to advance respect for the rights for all.

## Diversity

We want our learners to recognise and celebrate the diversity that exists within the social groups within our school community, the communities we serve and society as a whole. We want our learners to be aware of the characteristics of others and treat others with compassion, empathy, understanding and equity, regardless of those characteristics. As our learners' progress in our curriculum, they will become increasingly aware of a range of specific characteristics which can define our identity, including sex, gender, race, religion, age, disability and sexuality.

Our curriculum incorporates opportunities for our learners to:

- develop empathy and compassion for others
- celebrate diverse backgrounds, values and characteristics
- develop their own values and sense of identity
- develop understanding of people with different beliefs and perspectives
- challenge stereotypes

Our staff tell and listen to the stories of different groups, including minority groups, and enable all learners to see themselves and their experiences represented in the topics, experiences and knowledge developed through the curriculum.

## Careers and work-related experiences (CWRE)

We believe that learning about CWRE is fundamental to developing skills for work and life – it supports our aim for all pupils to have aspirations for their future lives and to be the best that they can be. It also guides lifelong learning.

We strive to incorporate opportunities for CWRE that inspire our learners to:

- develop an understanding of the purpose of work in life, both for themselves and for society as a whole
- become increasingly aware of the range of opportunities available to them, broadening their horizons

## MAESYBRYN PRIMARY SCHOOL

- develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning
- appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important
- explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship
- develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life.

### Local, national and international contexts

Local, national and international contexts provide key perspectives for our learners and are important in supporting them to realise the [four purposes](#).

We aim for our learners to:

- develop learning through a range of places and events of significance.
- make links with the local community and organisations.
- learn about the contributions and experiences of different individuals that shape each context.
- learn about cultural diversity, values, histories and traditions that shape each context.
- learn about different identities, histories, cultures, perspectives and values that shape communities and societies.
- understand, recognise and engage with factors, influences and impacts (including economic, social and environmental impacts) locally, nationally and internationally.
- learn and develop an authentic **sense of cynefin\***, building knowledge of different cultures and histories, allowing them to develop a strong sense of individual identity and understanding how this is connected to and shaped by wider influences.  
learn about and draw upon the stories and distinctiveness of our school's local surroundings.
- understand their role as citizens and the structures of government which affect them in each context.
- learn how to explore, critically analyse and respond to contemporary issues and challenges affecting their lives and the lives of others through each context.
- understand sustainable development, the challenges the environment and society face and how they can engage with and make a difference on these issues supporting sustainable citizenship.
- understand contemporary Wales, providing opportunities to reflect, understand and analyse contemporary society and their engagement with it.
- learn about Wales' diverse linguistic heritage and culture, and its connections with the rest of the world.
- recognise how our languages unlock knowledge about our literature, geography, history and their links beyond Wales. Learn how to use languages to communicate effectively.
- recognise the links between local, national and international contexts, understanding how they constantly influence each other.
- learn how to use critical analysis in each context, recognising both positive and challenging aspects within each.
- speak Welsh daily within the classroom but also all environments of the school e.g school hall, yard, on school trips etc

## MAESYBRYN PRIMARY SCHOOL

(Cynefin) The place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translated as 'habitat', cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it.

### **4. Progress, Assessment and Feedback**

Assessment is an integral part of teaching and learning and plays a fundamental role in enabling our learners to make progress. For assessment to be effective, we recognise that partnerships between our practitioners, our learners and parents and carers are important.

Progression in learning is a process of increasing depth, sophistication, engagement and learner control, rather than of covering a body of content. Progression is not linear and different learners are likely to progress in markedly different ways. Assessment planning and practice, built into the curriculum and classroom practice, should recognise this and allow for a variety of diversions, stops and variations in pace in a learner's journey.

We will assess all learners across the 3 to 16 continua based on the progression articulated in our curriculum, against planned learning intentions. (refer to Assessment, Feedback and Progression policy)

At Maesybryn Primary School, the purposes, principles and approaches to assessment inform all aspects of teaching and learning. Indeed, assessment is indistinguishable from learning and teaching. Through a range of Assessment for Learning strategies, we allow pupils to become active participants in the learning process, including regular opportunities to reflect on their learning. As part of our assessment procedures, we build a holistic picture of the learner's development across the breadth of the curriculum. Effective feedback, whether written or oral, is critical in understanding whether learners have grasped concepts, skills and knowledge and what is the next step in their learning. As a result assessment for learning (AfL) is a core component of all teaching and learning throughout the school.

At Maesybryn we believe that it is vitally important for pupils to know the next steps in their progression across the learning continuum. We have a clear commitment to achievement and progression for all and have developed, in consultation with colleagues in cluster schools, progression maps detailing the expected knowledge, skills and experiences that pupils will need along each step of their progression journey. These are used to inform planning and evaluation of learning.

### **Supporting each of our learners on an ongoing, day-to-day basis**

To support our learners on an individual and ongoing, day-to-day basis, assessment is embedded into everyday classroom practice in a way that supports and is indistinguishable from learning.

## MAESYBRYN PRIMARY SCHOOL

Our assessment practices will identify each individual learner's strengths, achievements, areas for improvement and, where relevant, barriers to learning. This understanding will be used by our practitioners, in discussion with our learners, to ascertain the next steps required to move their learning forward, including any additional challenge and support required.

### **Identifying, capturing and reflecting on each learner's progress over time**

Our practitioners will identify the progress being made by our learners, and record this, where appropriate, to understand each learner's journey over different periods of time and in a variety of ways. This includes developing an understanding of how a learner has learned, as well as what they have learned and are able to demonstrate. This information is discussed in termly PUPIL PROGRESS meetings.

Reflecting on a learner's progress over time will enable our practitioners to provide feedback and plan their future learning, including any interventions, additional support or challenge that may be required. This feedback will include both immediate next steps and longer-term objectives and goals that the learner should work towards to help keep them moving forward in their learning. This information will also be used as a basis for communicating and engaging with our parents and carers.

### **Approaches that support us in identifying, capturing and reflecting on each of our learner's progress over time**

The quality of feedback provided to learners is crucial. Wherever possible, feedback provided is immediate and with the children present. Clear marking codes are used to make this process as efficient as possible. Work is assessed against clear success criteria using Learning Ladybird (Foundation Learning) and Learning Intention LI (older classes). Feedback takes the form of teacher feedback and self- and peer assessment.

Throughout the school year we hold regular Pupil Progress Meetings where we evaluate assessment data and pupils' work to monitor progress and identify the next step in learning. We also engage in moderation of pupils' work to ensure consistency in our assessment procedures.

[Supporting learner progression assessment guidance - Hwb \(gov.wales\)](#)

### **Understanding group progress in order to reflect on our practice**

Assessment enables our practitioners and leaders to understand to what extent and in what ways different groups of learners are making appropriate progress. This understanding contributes to our processes of self-evaluation and continuous improvement. Standardised testing data is used to inform professional dialogue about group progress for classes, cohorts and groups of learners within cohorts. This includes:

- Personalised Assessments in Reading, Numeracy (Procedural and Reasoning)
- GL Assessments in Reading, Spelling, Literacy and Numeracy (Year 6 transitional arrangements with local secondary)
- NGRT, SWST, MALT, Monster phonics interim assessments.
- PERMA
- ON ENTRY INITIAL assessment at whichever stage this occurs.
- WELLCOMM assessment in Nursery.

## MAESYBRYN PRIMARY SCHOOL

Data is analysed and used to target areas for improvement in teaching and learning. Pupil Progress Meetings, to share learners progress, are held each term to identify individuals and groups of learners who require further support or challenge.

### **Communicating with parents and carers**

When communicating and engaging with parents and carers, we share information about:

- the progress their child is making
- their future progression needs
- how future progression needs can be supported at home
- their general well-being in school

We share learner information with parents and carers termly, twice in open evenings and once via written report.

During Autumn (1) parents are invited into school to discuss with their class teacher how they have settled into class, focusing on their wellbeing and attitude to learning. Initial learning targets are set and parents are provided with resources and advice as to how best support their child to develop their skills in areas of the curriculum that need improvement. During Spring term parents are invited to look through their child's books and the teacher reviews previously set targets for development in the Autumn meeting.

We provide a summary of individual learner information annually.

- The annual end of year report provides parents with a summary of their child's achievements in all aspects of school life over the course of a year. It enables parents to see clearly what progress has been made and what can be done to assist progress in the future.
- By commenting clearly and perceptively on the child's progress, and by the inclusion of targets for future learning the report can help parents, pupils and receiving teachers see how progress can be best made.
- Written comments on reports to parents will be the evaluator with identified improvement targets.

At Maesybryn Primary School the written school report will contain:

- a. Written particulars of progress in all Areas of Learning, including assessment data (Standardised Tests, Personalised Assessments)
- b. Details of the child's general progress, including their progress in regard to the Four Purposes
- c. Details of how the child can improve and move forward in their learning.

It is important that the information provided should not contain descriptions of the topics and learning activities the learner has undertaken, unless this is to provide context, but should focus on the progression itself and the individual needs and support of the learner.

It is important that information and feedback can be easily understood by its intended audience – it should be concise and jargon-free. The principles of progression can offer schools an organising framework and shared narrative for their communications with parents and carers.

## MAESYBRYN PRIMARY SCHOOL

Information on any support, interventions or additional needs required for the learner's development should also be shared.

Our learners are provided with opportunities to contribute to the communication process with their parents and carers.

Personalised Assessments are administered annually during the Summer term. Learner progress and feedback is released to parents at the time of the report.

### **On-entry assessments**

At any point a learner enters our school, [including when they enter compulsory school-age education], we will assess the capabilities, skills, knowledge and aptitudes of learners against our curriculum to determine the next steps in their progression and the learning and teaching needed to make that progress.

### **Transition**

In accordance with the 2022 Transition Regulations our transition plan covers the following matters:

- proposals for managing and co-ordinating the transition of learners from feeder primary schools to the secondary school
- proposals for how continuity of learning will be achieved through curriculum design and planning for learning and teaching for learners in Year 6 transitioning to Year 7
- proposals for how each individual learner's progression will be supported as they transition from primary school to secondary school
- proposals for how the learning needs and the well-being of each individual learner will be supported as they transition from primary school to secondary school
- proposals for reviewing and monitoring the impact of the transition plan in respect of how it has helped:
  - achieve continuity of learning
  - support individual learner progress

Transition meetings are also held annually and a transition form completed for each class so that teachers have a clear idea of the pupils and their needs before they start in September. This is an important part of our practice in Maesybryn Primary School.

### **6. The Welsh Dimension and Bilingualism**

Promoting the Welsh dimension to learning is a common requirement within the Curriculum for Wales. Its requirements will help pupils to understand what is distinctive about life in Wales, to celebrate diversity and to acquire a real sense of belonging. This is what we class as 'Cynefin'\* At Maesybryn Primary School, we aim to;

- ensure that 'Y Cwricwlwm Cymreig' is clearly identified in teaching and learning, where appropriate, providing a Welsh dimension/context for the development of knowledge, understanding and skills.
- ensure that learning is directly related to pupils' experiences and interests and is seen as relevant and important.

## MAESYBRYN PRIMARY SCHOOL

- foster, through learning and teaching, a sense of belonging or 'Cynefin' based on the values of the community in which pupils live and the circumstances and influences which have shaped these values.
- ensure that learners appreciate the contribution both past and present that people from Wales have made to the development of their own and other nations' culture.
- celebrate the cultural and linguistic traditions of Wales whilst respecting the values of other cultures and celebrating cultural diversity within our school community.
- encourage learners to use the Welsh language as a means of communication.

### **7. Roles and Responsibilities**

Different participants have different roles in the teaching and learning process:

#### **Leaders**

Leaders at our school will establish a strong learning culture that supports and challenges our practitioners to enable them to make appropriate progress. This is achieved by:

- creating a clear vision for teaching, learning and curriculum that supports our learners' realisation of the four purposes and supports individual learner progression;
- creating an environment that develops the necessary knowledge and skills to promote learner wellbeing;
- creating an environment based on mutual trust and respect, rather than one focused on compliance and reporting;
- enabling our practitioners to develop the knowledge and skills necessary to carry out their role effectively;
- ensuring that there is consistency in approaches to teaching and learning and that strengths are shared as good practice;
- ensuring the design, adoption, review and revision of our curriculum that affords opportunities for our practitioners to plan purposeful learning that addresses the needs of each of our learners;
- developing and embedding processes and structures that enable our practitioners to develop a shared understanding of learning and progression;
- ensuring there is a clear picture of learner progression within our school that is understood by all our practitioners, a process that embeds regular ongoing professional dialogue on progression into our systems to support self-reflection and inform improvement;
- ensuring there is a clear and shared understanding of learning, teaching and progression across our cluster of schools that feeds into discussions within each school or setting
- considering how additional challenge and support for our learners can be best provided, including working with other partners
- encouraging engagement between all participants in the learning and teaching process in order to develop effective partnerships
- ensuring that the statutory requirements have been met and that due regard has been paid to this guidance for assessment, and that practitioners are taking account of this in planning, learning and teaching and within daily practice.
- Monitoring and self-evaluating the quality of teaching, learning and progression;

## MAESYBRYN PRIMARY SCHOOL

### Practitioners

Practitioners at our school will plan for and provide effective learning experiences that are appropriate to the age and development of our learners. They support and challenge learners effectively to ensure individuals make progress from their own starting points. This is achieved by:

- being clear about the intended learning, and planning engaging learning experiences accordingly. Setting high expectations of learners and themselves;
- supporting the promotion of learner well-being;
- sharing intended learning appropriately with learners and being clear about success criteria;
- evaluating learning, including through observation, questioning and discussion. Ensuring that policies and schemes are used appropriately;
- using the information gained from ongoing assessment to reflect on their own practice to inform next steps in teaching and planning for learning;
- providing relevant and focused feedback that actively engages learners, encourages them to take responsibility for their learning, and moves their learning forward;
- encouraging learners to reflect on their progress and, where appropriate, to consider how they have developed, what learning processes they have undertaken and what they have achieved;
- providing opportunities for learners to engage in assessing their own work and that of their peers, and supporting them to develop the relevant skills to do this effectively;
- developing learners' skills in making effective use of a range of feedback to move their learning forward;
- involving parents and carers in learning and progression, with the learner's involvement in this dialogue increasing over time;
- engaging in dialogue with leaders and fellow practitioners to ensure we have a clear picture of the progress being made within our school and the quality of teaching and learning within;
- identifying any additional challenge or support learners may require, engaging with external partners where necessary. Ensuring that ALN pupils receive the support that they require.

### Learners

Our learners will participate in and contribute to the learning process in a way that is appropriate to their age and stage of development. This will help them develop knowledge, skills and understanding, and to apply them in different contexts. As they make progress with increasing independence, our learners will be supported and encouraged to:

- understand what is their preferred learning style and where they are in their learning and where they need to go next;
- develop an understanding of how they will get there;
- respond actively to feedback on their learning, and develop positive attitudes towards receiving, responding to and acting upon feedback in their learning;
- review their progression in learning and articulate this both individually and with others;

## MAESYBRYN PRIMARY SCHOOL

- reflect on their learning journey and develop responsibility for their own learning over time

### **Parents and carers**

Parents and carers have an important role to play in their child's learning and we will engage with them so that they can support their child's progress in an appropriate way. We will encourage and enable parents and carers to:

- engage regularly with our school and our practitioners in order to understand and support their child's progression in learning;
- share relevant knowledge and understanding with us which will support their child's learning and progression and that of others in the school, if relevant;
- respond actively to information provided about their child's learning and, in collaboration with us, plan ways of supporting that learning within and outside of school.

### **External partners**

We will engage external partners to:

- help our practitioners assess and identify the needs of learners who may require additional support and then help them through the provision of advice and support. This includes specialist educational support and support from other agencies such as health.
- provide information about learning progression that has taken place for our learners who may spend some of their time in other contexts.
- Support school leaders and practitioners in identifying areas of good practice and those in need of support. Enable the school to access high quality professional learning.

### **The review process**

It is the responsibility of the governing body and headteacher to keep the teaching and learning arrangements under review, revising them if they no longer comply with our policy. All policies are reviewed every three years regardless.

# MAESYBRYN PRIMARY SCHOOL

## Appendices

### Short term planning templates

#### Years Rec -Y2

Maesybryn Primary School Short Term Planning



S.A.E. Language, Literacy and Communication				
Monday	Teacher:	L1	Activity/Differentiation	Evaluation
See week 2 Term 2/Week 3 L1 to work with DJ	Teacher: LSA		Teacher: LSA -	CP/EP
See week 2 Term 2/Week 3 L1 to work with DJ	Teacher: LSA		Teacher: LSA	CP/EP
See week 2 Term 2/Week 3 Mrs Cuff to work with DJ	Teacher: LSA		Teacher: LSA	CP/EP
See week 2 Term 2/Week 3 L1 to work with DJ and DJ	Teacher: LSA		Whole class activity/Effective Talk/DCF/Outdoor Activity:	CP/EP
See week 2 Term 2/Week 3	Teacher: LSA		Children to carry out their 19W spelling test. Recap all our monster phonic sounds of the week. LSA to fill gaps with children from the week. Take a small group for intervention.	CP/EP-closed

Short-term Planning Rec-Y2

Maesybryn Primary School Short Term Planning



Monday	Teacher:	L1	Activity/Differentiation	Evaluation
			Teacher: Area Provision see planning for enhanced provision	CP/EP: GSA GSA
			PE SESSION IN HALL	CP/EP: closed
			Teacher: Area: see planning for enhanced provision	CP/EP: GSA GSA
			Teacher: Area: see planning for enhanced provision for topic	CP/EP: GSA GSA
			CELEBRATION ASSEMBLY	CP/EP: Changed over for next week

Short-term Planning Rec-Y2

Maesybryn Primary School Short Term Planning



Mathematics and Literacy				
Monday	Teacher:	L1	Activity/Differentiation	Evaluation
Mrs Jones to work with DJ	Teacher: LSA		Teacher: LSA -	CP/EP: GSA GSA
Mrs Jones to work with SH	Teacher: LSA		Teacher: LSA	CP/EP: GSA GSA
Mrs Cuff to work with SH and DJ	Teacher: LSA		Teacher: LSA	CP/EP: GSA GSA
			Whole class activity/DCF/Outdoor Activity:	CP/EP: closed
			Children to carry out their Learnit 2F test. Recap the week's learning of Maths. Introduce a problem-solving activity. LSA to work with group who need reinforcing	CP/EP: closed

#### Classroom based Enhanced Provision (Evidence on SEESAW)

Writing Area	Maths Area	ICT/DCF Area
L1/Skill	L1/Skill	L1/Skill
Reading Area	OUTDOORS	Phonics Table
L1/skill	L1/Skills	L1/Skill

Maesybryn Primary School Short Term Planning



#### Enhanced Provision Area (Topic Number Day)

Focus Task (Additional Adult)	Creative Area	ICT	Writing Table
L1/Skill	L1/Skill	L1/Skill	L1/Skill
Role Play	Tuff Spot	Construction	Maths
Enhance by....			

Short-term Planning Rec-Y2

# MAESYBRYN PRIMARY SCHOOL

Years 3-6

Maesybryn Primary School Short Term Planning



AqLE: Language, Literacy and Communication			
LEARNING INTENTION	CCF SKILLS	ACTIVITIES	RESOURCES / SUPPORT
ORACY			
READING			
WRITING (ECF - ACROSS THE CURRICULUM)			
SENTENCE LEVEL WORK			
WORD LEVEL WORK (Superhero Spelling)			

Class Teacher:

AqLE: Mathematics & Numeracy			
LEARNING INTENTION	CCF SKILLS	ACTIVITIES	RESOURCES / SUPPORT

Class Teacher:

Maesybryn Primary School Short Term Planning



AqLE: LLC - WELSH			
LEARNING INTENTION	SWM	ACTIVITIES	RESOURCES / SUPPORT
ORACY			
L.I.			
READING			
L.I.			
WRITING			
L.I.			
Sentence Patterns			

Class Teacher:


Class Teacher:

AqLE: Mathematics & Numeracy			
LEARNING INTENTION	CCF SKILLS	DIFFERENTIATED ACTIVITIES	RESOURCES / SUPPORT

TOPIC			
AqLE: Science & Technology			
LEARNING INTENTION	SKILLS	ACTIVITIES	RESOURCES / SUPPORT
L.I. To use different features of a spreadsheet e.g. AUTOSUM			

Class Teacher:

Maesybryn Primary School Short Term Planning



	ECF & Skills Across the Curriculum		
AqLE: Expressive Arts			
LEARNING INTENTION	SKILLS	ACTIVITIES	RESOURCES / SUPPORT
L.I.			
	ECF & Skills Across the Curriculum		
AqLE: Humanities			
LEARNING INTENTION	SKILLS	ACTIVITIES	RESOURCES / SUPPORT
L.I. to research influential people in the workplace, both past and present			
	ECF & Skills Across the Curriculum		
AqLE: Health & Wellbeing			
LEARNING INTENTION	SKILLS	ACTIVITIES	RESOURCES / SUPPORT

Class Teacher:

EVALUATION	
	<ul style="list-style-type: none"> <li>Children's responses</li> <li>Implications for further learning</li> </ul>
LLC	

Class Teacher:

Maesybryn Primary School Short Term Planning



L.I. To discuss and think about online friendships			
	ECF & Skills Across the Curriculum		

Mathematics & Numeracy	
------------------------	--

Through Endeavour We Can All Achieve

# MAESYBRYN PRIMARY SCHOOL

## Medium term templates



### Mid-Term Planning Class Theme Title



<b>Topic Rationale:</b> <i>Why is this topic important for our learners [at our school]?</i>	<b>Intended Learning:</b> <i>What will learners understand by the end of the topic?</i>	<b>CONNECTIONS TO FRAMEWORK SWM'S / THREADS</b>
<p><i>Why is this topic important for your learners? What are the needs of your learners that this topic will help address?</i></p> <p><i>Does it support learners in realising the attributes and dispositions in the four purposes? Or support learning within your curriculum vision?</i></p> <p><i>Does this topic support learners in developing an understanding of any of the big ideas in the statements of what matters?</i></p> <p><i>Pupil influence in purple please.</i></p>	<p><b>By the end of this topic, learners will understand:</b>  <i>Think of this as your success criteria for the end of the topic. What will learners understand about the topic?</i></p>	



### Mid-Term Planning Class Theme Title



<b>SEQUENCE 1. What are we learning? Use questions. E.g. How was Captain Scott and Adventurer? Why was he?</b>			
<b>Knowledge</b>	<b>Skills</b>	<b>Experiences</b>	<b>Vocabulary</b>
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

<b>SEQUENCE 2.</b>			
<b>Knowledge</b>	<b>Skills</b>	<b>Experiences</b>	<b>Vocabulary</b>
	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

# MAESYBRYN PRIMARY SCHOOL



## Mid-Term Planning Class Theme Title



### SEQUENCE 3.

Knowledge	Skills	Experiences	Vocabulary
	•	•	

### SEQUENCE 4.

Knowledge	Skills	Experiences	Vocabulary
	•	•	

Connections to English	•	Connections to Maths Learning	•
Connections to Cymraeg		Connections to DCF	•



## Mid-Term Planning Class Theme Title



### Cross-curricular skills

Literacy	Numeracy	Digital Competency
Listening • Speaking: • Writing: •	Number: • Position: •	Creating Digital Content •

### Cross-cutting themes

Careers and work-related experiences	Diversity	Human Rights	Local, national and international contexts	RSE

### Integral Skills

Creativity and Innovation	Critical thinking and problem solving	Personal effectiveness	Planning and organising

# MAESYBRYN PRIMARY SCHOOL

## Long term plan

Ysgol Gynradd MAESYBRYN Primary School



### MAESYBRYN PRIMARY LONG-TERM CURRICULUM PLAN

PS1 PS2 PS3	TERM	AUTUMN TERM 1	AUTUMN TERM 2	AUTUMN TERM 3
	THEME	BEING THE BEST VERSION OF ME (Well-being, resilience, self-improvement, and growth mindset).	JUST BECAUSE WE CAN, DOES THAT MEAN WE SHOULD (Sustainability, ethical decision-making and financial literacy)	THINKING OUTSIDE THE BOX (Entrepreneurship, innovation, creativity, and problem-solving)
AoLE	HEALTH & WELLBEING	HUMANITIES HEALTH & WELLBEING SCIENCE & TECHNOLOGY	SCIENCE & TECHNOLOGY EXPRESSIVE ARTS MATHEMATICS & NUMERACY	

PS1 PS2 PS3	TERM	SPRING TERM 1	SPRING TERM 2
	THEME	DREAMCATCHERS AND DISCOVERIES HOW THE WORLD WORKS? (CWRE, citizenship, scientific exploration and innovation)	LAND OF MY FATHERS / TALES OF WALES (Cynefin / Belonging / Identity)
AoLE	SCIENCE & TECHNOLOGY HUMANITIES	EXPRESSIVE ARTS LANGUAGE, LITERACY & COMMUNICATION	

PS1 PS2 PS3	TERM	SUMMER TERM 1	SUMMER TERM 2
	THEME	FACING THE PAST: SHAPING THE FUTURE (Human Rights, belonging, social justice, diversity and inclusion)	WHAT MAKES ME, ME? (Identity, diversity, relationships, self-expression, and well-being)
AoLE	HUMANITIES SCIENCE & TECHNOLOGY	HEALTH & WELLBEING SCIENCE & TECHNOLOGY	