



Ysgol Esgob Morgan

New Curriculum 2022





Our Vision

Together We Aim High



At Ysgol Esgob Morgan, situated in the city of St Asaph, we aim to develop and educate each child to their full potential within a loving, and caring Christian learning environment.

We pride ourselves on the fact that all children are cared for and nurtured spiritually, morally, intellectually, socially and emotionally.

We want our pupils to develop enthusiasm and motivation for life and for learning; taking pride in success and achievements and learning from mistakes and setbacks.

We want our pupils to embrace the future with hope, faith, confidence and compassion.



Our Christian Ethos



Being a Church in Wales School drives every aspect of our school vision and has a major impact on relationships and the experiences of all within the school community. Christian values underpin all aspects of school life.

Within our Christian ethos we will aim to :

- ▶ **Create** a happy, considerate and safe atmosphere where all children and staff feel valued.
- ▶ **Develop** a concern for the needs of others through an understanding of the Christian faith.
- ▶ **Teach** a broad, balanced and challenging curriculum which **extends** the children's interests and experiences.
- ▶ **Recognise** individual effort and **promote** high achievement in all areas.
- ▶ **Develop** independence, confidence and self-esteem in our pupils.
- ▶ **Provide** a stimulating and well-resourced learning environment with **opportunities** for imaginative and creative expression.
- ▶ Ensure equality of **opportunities** for all.
- ▶ **Teach respect** for and **appreciation** of the world around us and God's wonderful creation.
- ▶ To **promote tolerance, understanding** and **respect** for the religious , moral and cultural **values** of others.
- ▶ To **maintain and develop** the partnership between staff, parents, governors and learners.
- ▶ To **maintain and develop** a strong **relationship** between school, church and the wider community.





Our Pupil Values

Generosity

Compassion

Courage

Forgiveness

Friendship

Respect

Thankfulness

Trust

Perseverance

Justice

Service

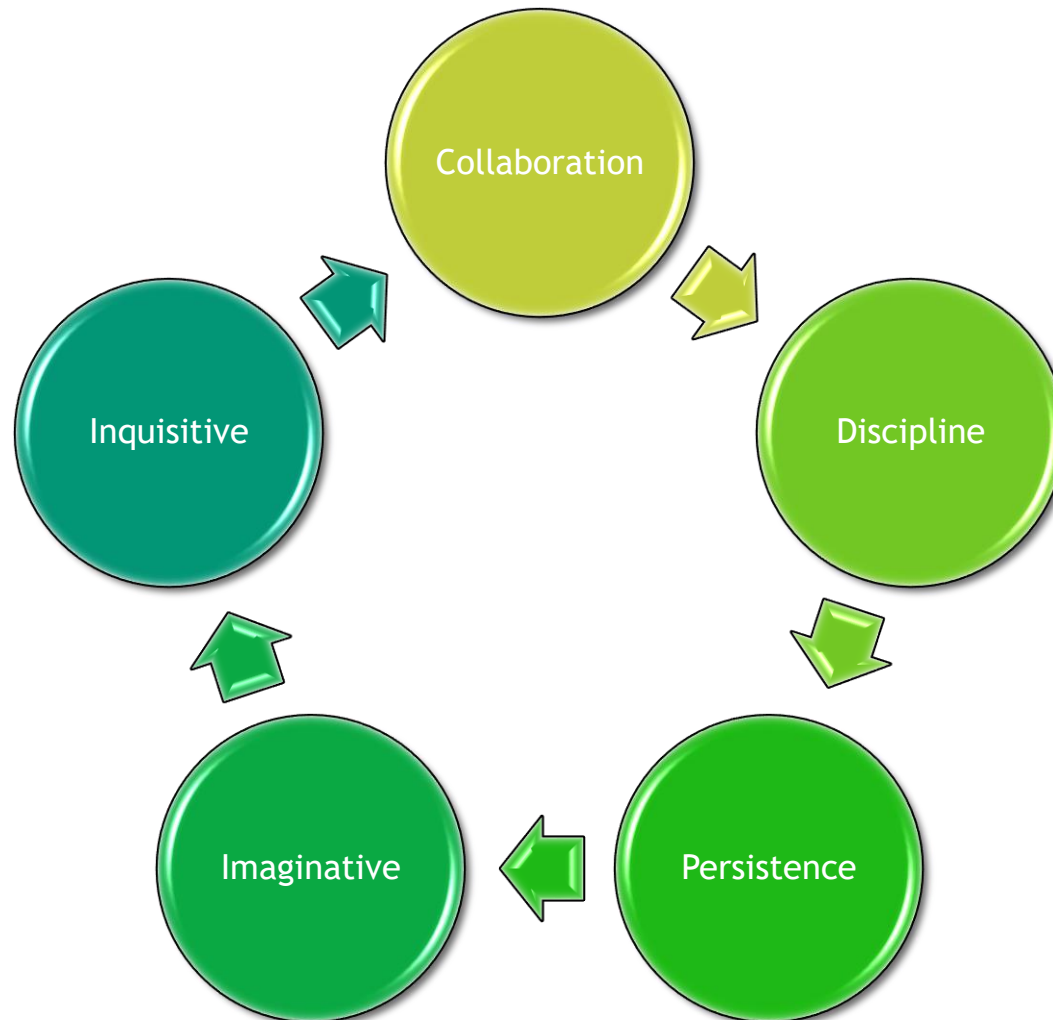
Truthfulness





Pupils Creative Habits of Mind

At Ysgol Esgob Morgan pupils are encouraged to self-reflect on the 5 Creative Habits of Mind.





The Curriculum @ Esgob

The school curriculum is everything a learner experiences in school. When designing our curriculum we have the needs of our learners at the forefront of our minds.

We carefully consider...

What should we teach?



How should we teach it?

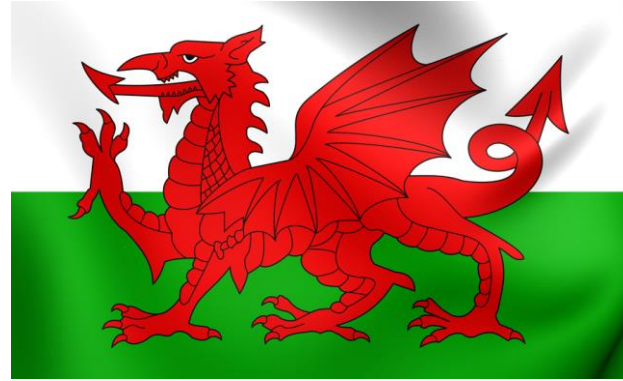


Why do we teach it?





Hiraeth / Cynefin



Hiraeth and Cynefin plays an important role throughout the pupils teaching and learning experiences. We will ensure all learners will learn about where they live, and what is so special about it.

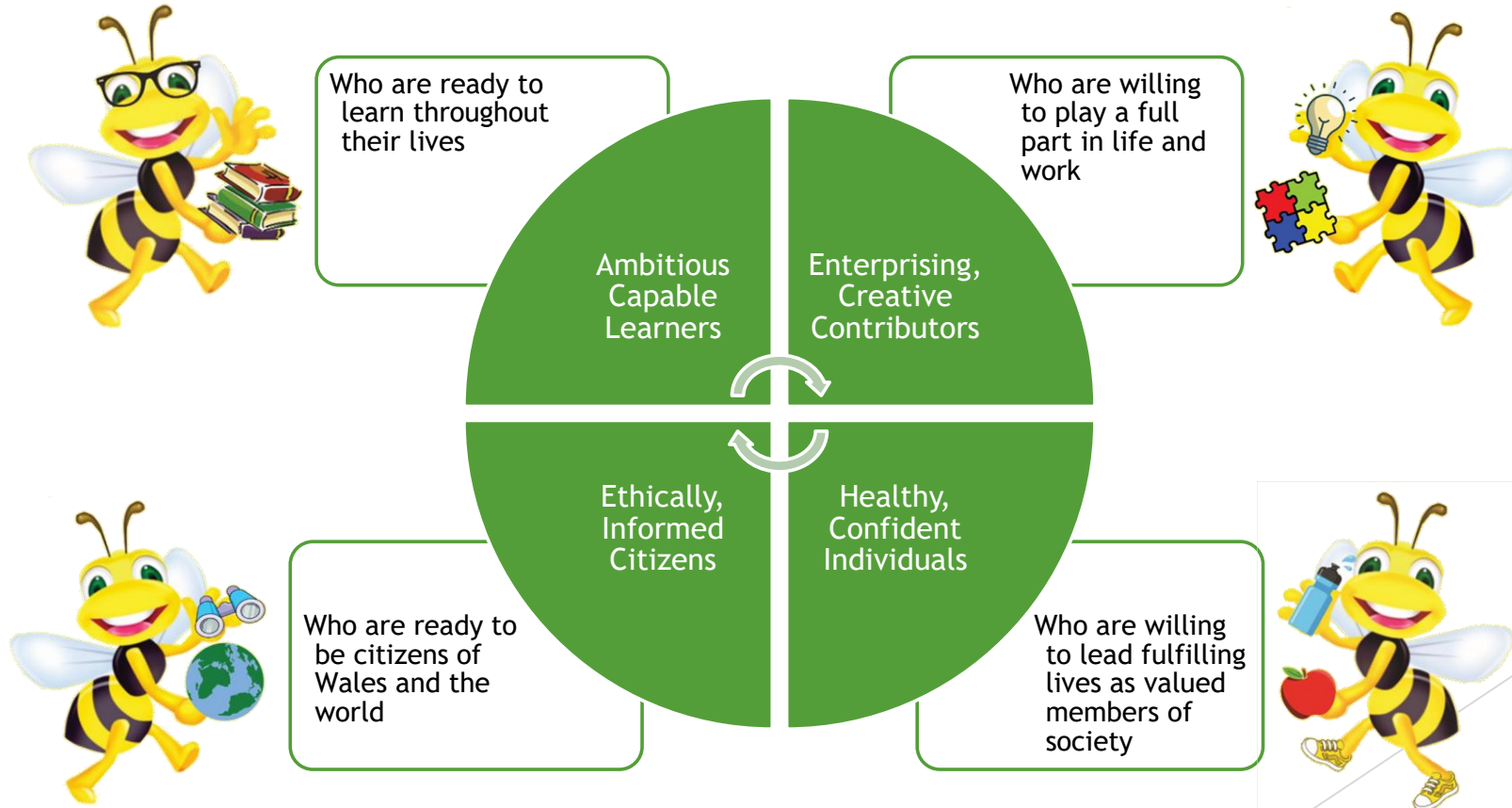
Hiraeth describes the way people feel about their home and landscape.

Cynefin is a Welsh word meaning “habitat”. It carries with it a sense of rootedness, physical, cultural or spiritual. It describes a relationship between the place of your birth and of your upbringing, the environment in which you live and to which you are naturally acclimatised.



The Curriculum for Wales 4 Purposes

The 4 purposes are at the heart of the curriculum at Ysgol Esgob Morgan. They underpin all aspects of our curriculum design, planning and teaching. Below is how staff and pupils collaborated in summarising what they mean for us at Esgob Morgan. Our teaching and learning experiences will always aim for these.



Healthy, Confident and Safe learners

Learners who are healthy,
confident and safe.



We will **BEE** healthy, confident and safe individuals ready to lead fulfilling lives as valued members of society.

Enterprising, Creative Contributors

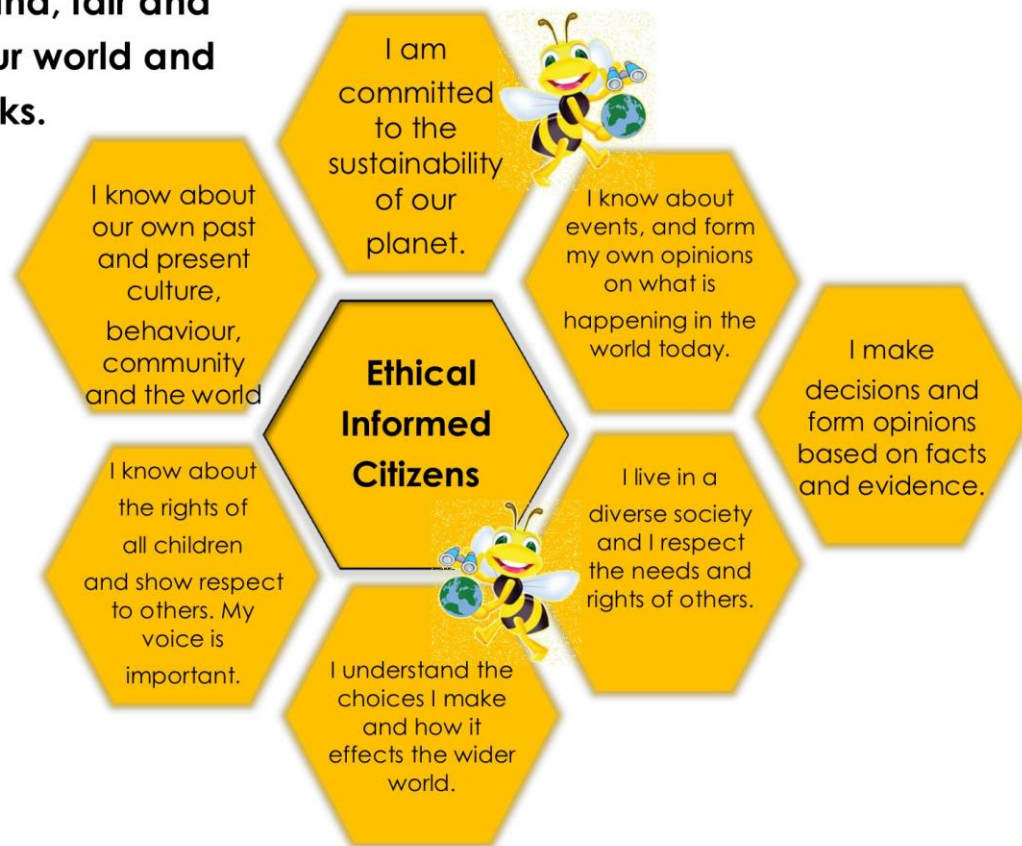
Learners who are able to think of good ideas and solve problems in every area of life and work.



We will **BEE** enterprising and creative contributors ready to play a full part in life and work.

Ethical, Informed Citizens

Learners who are kind, fair and understanding of our world and how it works.



We will **BEE** ethical and informed citizens ready to be citizens of Wales and the world.

Ambitious, Capable Learners

Learners who aim high, always want to learn and are able to do it.



We will **BEE** ambitious and capable learners ready to learn throughout our lives.

Governing Body and Headteacher to ensure the clear communication of shared School Mission, Vision and Purpose.

SLT ensure our School Mission, Vision and Purpose is developed through the curriculum vision.

Pedagogy & Creativity

Christian Values & Diversity

Progression & Assessment

Well-being & Pupil Voice

AoLEs Leaders ensure our curriculum vision is developed through the AoLEs

Language Literacy & Communication

Mathematics & Numeracy

Humanities

Health & Well-being

Expressive Arts

Science & Technology

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Teaching

- ▶ Excellent teaching is essential if we are to realise the 4 purposes, our vision as a school and the requirements of the Curriculum Framework. Ensuring a high- quality learning environment is vitally important to us at Ysgol Esgob Morgan, for both learners and practitioners. Consistency of ethos in every class across the school is of paramount importance for us to ensure a safe and inspiring learning environment so that our learners can take risks, make mistakes confidently and work in an atmosphere of mutual respect and appreciation of everyone's efforts.
- ▶ As we evolve the Curriculum for Wales in Esgob Morgan, experimenting and innovating confidently as practitioners is very important to us and we shall collaborate closely within the school, across the cluster and nationally to ensure the highest possible quality of learning experiences and teaching for our learners. This means that we constantly research and learn about effective teaching and value professional learning and research-based practice to develop and improve our teaching skills.
- ▶ We will keep all these arrangements under review, any changes will ratified by the Governing Body and shared with all stakeholders.





12 Pedagogical Approaches

We reflect upon, share and develop our teaching practices, based on our understanding of the 12 pedagogical principles set out in the Curriculum Framework and the practices we find to be successful in our school.

1. Core Purposes

2. Mindset and the Power of Effort

3. Blended Teaching

4. Deepening Thinking

5. Building on Prior Knowledge

6. Meaningful and Authentic

7. Assessment for Learning

8. Making Powerful Connections

9. Cross Curricular

10. Learning to Learn

11. Positive Relationships

12. Collaboration



The new 6 AOLE's (Areas of Learning and Experience)

The Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Language, Literacy and Communication	Science and Technology
<p>Disciplines developed in this:</p> <p>Art, Music, Dance, Drama, Film and Digital Media</p>	<p>Disciplines developed in this:</p> <p>Physical Health and development, Mental Health, Emotional and social wellbeing.</p>	<p>Disciplines developed in this:</p> <p>Geography, History, Religion, Values and Ethics, Business Studies, Social Studies, Economics, Politics and Philosophy.</p>	<p>Includes 5 interdisciplinary competences:</p> <ol style="list-style-type: none"> 1. Conceptual understanding 2. Communication using symbols 3. Fluency 4. Logical Reasoning 5. Strategic Competence 	<p>Disciplines developed in this:</p> <p>Reading, Writing and Oracy in Welsh, English, International Languages, and Literature.</p>	<p>Disciplines developed in this:</p> <p>Biology, Chemistry, Computer Science, Design and Technology and Physics.</p>

Cross Curricular Skills

We will plan for the development of the following cross-curricular skills within and across the Areas of Learning and Experience using the revised national frameworks.

Literacy	Numeracy	Digital Competence
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Cross-cutting themes

We shall include and extend the themes below across the curriculum.

Relationships and sexuality education.	Human Rights, education and the United Nations Convention on the Rights of the Child (UNCRC)	Diversity	Careers and work-related experiences	Local, National and international context.
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What Matters Statements for the 6 AOLEs

- ▶ The **What Matters Statements** for each area will be the basis of our planning for progression, depth and breadth of skills and knowledge and for learner progress.

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



Our Curriculum

Core Experiences

Organised whole class learning experiences including focused tasks.

Teacher planning adapted to reflect pupil voice.

Learning experiences mapped across 4CP, WMS and Christian Values.

Learning experiences mapped to ensure progression.

Mid Term Plans.

YOU Choose

Independent learning opportunities.

Pupil led with teacher input.

Learning experiences planned by pupils and teachers around the main theme. They decide which they would like to do and when.

Learners to independently choose how to solve problems and present their work.

Weekly.

Immersion Weeks

Responsive and flexible.

Pupil led with teacher input.

Deep dives that are responsive to the needs of our pupils and reflective of events in wider society.

Reflective of the 4CP and AOLES.

Half termly
(or when needed).

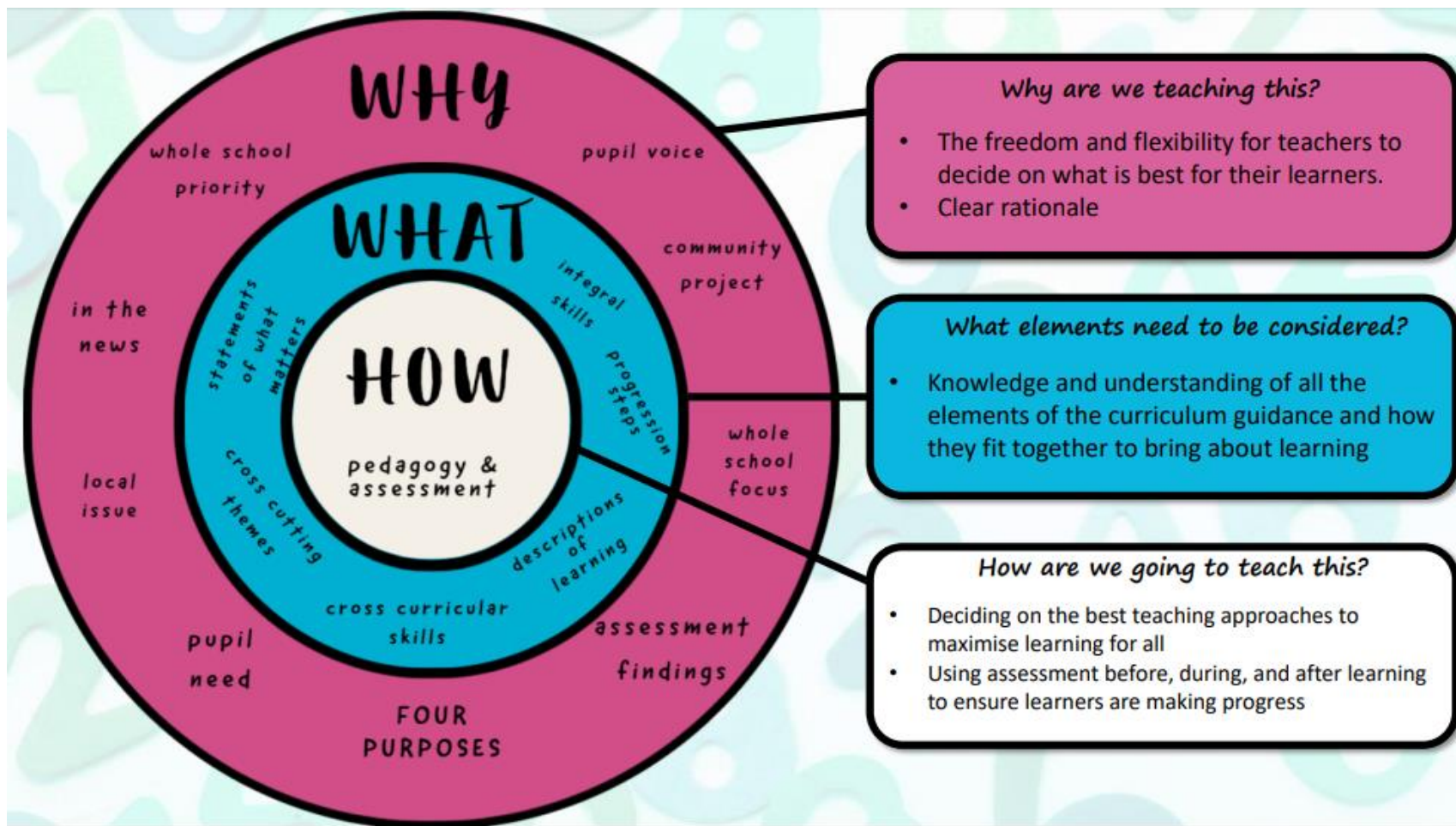


Topic Overviews

	Year 3	Year 4	Year 5	Year 6
Autumn	Defenders	Influencers	Leaders	Conflict
Spring	Habitats in Wales	Cause and Effect	Today's World	Location, Location, Location !
Summer	Growing	Responsibility	Respect	Lights, Camera Action!



Principles of planning





Planning

Long term overviews are created by teachers to plan for a broad and balanced curriculum. Learners contribute to mid-term plans. These mid-term plans are flexible and are adapted to suit pupils voice throughout the terms. They are then evaluated and progress is assessed.

Weekly plans are also created to ensure teaching and learning is adapted to suit all abilities and needs within the classrooms.





Universal Offering

At Esgob Morgan we ensure that all pupils have the opportunity to reach their full potentials. We aim to provide the greatest possible support and challenge to all pupils.

We offer a variety of interventions to support pupils with:

- Literacy and Numeracy skills
- Speech and Language skills
- Behaviour, Emotional and Social development
- Transition support
- Fine and Gross motor skills

Teaching and learning experiences are also adapted to suit the needs of the pupils.





Assessments

► Summative Assessments

Summative assessments provide us a snapshot of pupils understanding and are used to make decisions on future planning and support. These are used to evaluate the long term information retention of a pupil. This can take many forms, including, tests, projects and presentations. These allow teachers to measure student progress at the end of a unit or term. They also help identify areas for development individually, by year group or even whole school.

► Formative Assessments

We use formative assessments to evaluate pupils learning and understanding. They are used to monitor pupils progress and identify areas where further explanations, teaching and learning may be needed. This allows teachers to adjust planning and pedagogical approaches to better suit the needs of the pupils. It also provides the opportunity to provide timely feedback that can help pupils improve their understanding and work.



Formative Assessments

Formative assessment strategy / principle

Class climate and culture

Growth Mindset, 5 creative habits of mind, celebrating mistakes, embracing challenge.

Involvement of learners

Involving learners in the planning of topics and decisions throughout the school (councils and listening to learners feedback).

Talking Partners

Weekly Talking partners
Group Work

Learning objectives and Success Criteria

Pupil contribution to planning
Pupil led success criteria

Prior / current knowledge questioning

Effective questioning / Quizzes

Feedback -

Self and Peer feedback
Verbal and Written feedback
Learning Zones

Adaptive Teaching and challenges

Eliminating ability groups

Readiness to Learn

Pupil expectations



Assessment and Progression

These are tools we use to help us assess progression.

Assessment

- ▶ Termly assessments (internal)
- ▶ National progress assessments
- ▶ Professional judgements
- ▶ Self and Peer assessments
- ▶ Professional Dialogues
- ▶ Termly Review Meetings
- ▶ ALN & Inclusion Meetings
- ▶ Moderation school and cluster based

Progression

- ▶ Taith360
- ▶ Planning Meetings
- ▶ Feeding forward
- ▶ Transition between Infants, Secondary schools and classes



Immersion Days / Weeks Themes

All year groups will have experiences planned for the following days / weeks. They will be planned following the 4CP, WMS, Christian Values and pupil voice. All experiences ensure progression throughout all year groups.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our Country	INTO Film	St Dwynwen's Day	St David's Day	Mental Health Awareness Week	Financial Ed
Health and Well-being Week	Expressive Arts Week	Pancake Day Shrove Tuesday	Easter - Holy Week	URDD	World of Work
Harvest	The Christmas Story & Advent	People, Places and Planet Week	Holi Week (Hinduism) - Y5	Ramadan / Eid (Islam) - Y3	Refugee Week
Mabinogion stories / tales	Remembrance Day	Fairtrade Fortnight	Passover (Judaism) - Y6	Cardiff / Outdoor Ed Y4/5 (alternate)	Sports Week
Forest School Y3	Children in Need	Chinese New Year	F1 in schools project (STEM) Y5/6	Forest School Y5	Sports Day
	Diwali (Sikhism) - Y4	F1 in schools project (STEM) Y5/6	Outdoor Ed - Glan Llyn Y3		School Production - Y6
	Sangha (Buddhism)	Forest School Y4	London - Y6		
	Forest School Y6				



Extra-Curricular Activities

At Esgob Morgan we also offer a wide range of extra-curricular activities. These activities are to enrich and develop pupils skills, and to also provide our pupils with a variety of learning experiences.

Examples of extra-curricular activities provided...



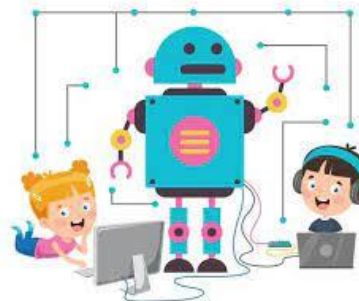
Sefydliad Confucius ym Mhrifysgol Bangor
Confucius Institute at Bangor University
班戈大学孔子学院



DANCE



Urdd





Pupil Voice - Student Parliament

All learners are members of a group. EVERY child and EVERY voice matters to us! These groups meet every half term, they then feed back to the school council, head boy and girl who also meet with the headteacher to discuss new ideas and suggestions to improve our school.

