

Excite

Engage

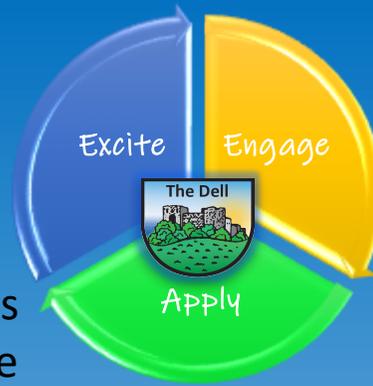
Apply

The Dell



Our shared vision and values

A caring, happy school where every child is equally valued as an individual. Where passionate staff support and help each child to thrive and where active learning is engaging, relevant and takes place indoors, outdoors and in the local community.



The Dell

Be kind Be your best



First school in Wales! (Oct 2020)

- Politeness
- Courage
- Love
- Trust
- Respect
- Friendliness
- Independence



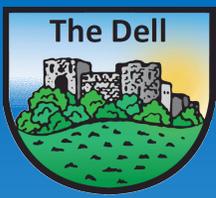
Our school and behaviours

These are our 8 School Behaviours that form and shape our every day at The Dell. Every person at our school models, develops and lives by these every day. Through a comprehensive process of team work and consultation with every child in the school as well as staff, parents and governors, the School Council came up with the following behaviours and definitions which shape and define us at The Dell.

Happiness	Happiness is when you brighten someone's day, maybe just by smiling, playing or having fun with them. It also means feeling good about yourself and the way you are. Happiness is infectious and spreads easily. We must understand the power we each have to make other people happy (and sad).
Love	In our school we show love by giving a positive hand if someone needs help, encouraging people to be fair and thinking about others before ourselves. Love means valuing each other and showing others that you care about them.
Respect	Respect is a key element of our school. It includes every person being treated in a fair way. We care for every child and adult and for every piece of school equipment. While we try to respect people and things, we also understand that the way we act shapes how people think of us and that our actions can win us greater respect.
Trust	We show trust by believing, relying on others and keeping promises. Being trusted is a great honour and privilege. We must make sure that we don't break that trust because we want to know that when we put our trust and faith in others, they won't let us down.
Courage	In our school we show courage by trying new things, taking part in new activities and opportunities and being ourselves. Being courageous can be scary and daunting but it can also be exciting and empowering. We understand that the right choices are often not the same as the easy choices.
Politeness	Politeness is when a person is well mannered and respectful to others. We feel a little happier and more smiley when others are polite to us. It shows they care about us. In the same way when we are polite to others we share this positive energy and people think good of us.
Independence	Independence is when you have the confidence to stick to your ideas, learn from your mistakes and listen to others. It's also about being comfortable with doing things your own way but still listening to others. It means believing in yourself and having a true picture of your strengths while always being willing to do things better.
Friendliness	Friendliness means being welcoming and kind to others. It means listening to other people and sharing ideas, time and kindness. Being friendly shows that we are confident in ourselves and shows that we know we have the ability and power to brighten someone else's day and change how they feel. It's a strength to be able to be friendly to all people, even those we are not close to.

Pupils demonstrating these behaviours are recognised through our weekly Celebration Assembly





Designing a curriculum...the process

Stage 1 - What's important?

Through discussions with all stakeholders (pupils, staff, parents and governors,) we determined what was important for all of our learners at The Dell. It reflects our context and values and gave us an understanding of what the curriculum, and school life, needs to be.

Stage 2 - Seeking ideas

Following the discussion with stakeholders, we began by identifying areas of development within the school. Staff visit cluster and cross cluster schools, both similar and different, to gain an understanding of different approaches to curriculum design. The 4 Core Purposes and 12 Pedagogical Principles were examined, discussed and understood by all members of staff through professional learning.

Stage 3 - trialling and refining

Different teaching and learning strategies were trialled throughout the school, with the vision of having complete progression from Reception to Year 6.

Stage 4 - learner offer

Through the trial process, we listened to learners to develop a key set of learning opportunities that all pupils will experience throughout the academic year in each year group. Through cluster work and the use of the descriptions of learning, the curriculum was developed to ensure a wide range of experiences, knowledge and skills.

Stage 5 - pedagogy

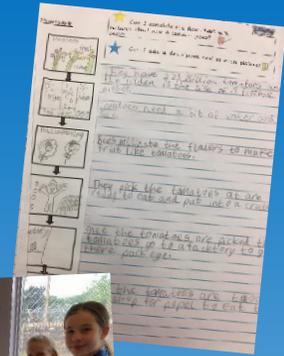
Through staff discussion, listening to learners and professional development, the pedagogy and learning throughout the school now has a consistent, and progressive, approach. The previous 'boundaries' of Foundation Phase and Key Stage 2 have been removed ensuring consistent progress throughout the school.

Stage 6 - Assessment and Progress

We are developing an assessment strategy, which supports and challenges every learner. The school has developed their own assessment and progress procedures, in line with the Curriculum for Wales guidance.

Stage 7 - reflection, improvement and refinement

Each pupil takes part in the decisions about what they would like to learn about, referencing the Four Purposes. Staff review our curriculum offer termly and evaluate the process.





Designing a curriculum What's important?

Pupil Voice

(Taken from HT Working Lunches & Pupils Surveys)

- Preparing children for the future
- Making learning fun and interesting
- Teachers being kind to children and helping them to do their best
- A place where people are kind to each other
- Where everyone can be experts in maths and English and get good skills
- I'd like it where older children helped and looked after younger children
- Where people can reach their potential
- Learning indoors and not too much sitting down and listening
- Happy memories for when I grow up and look back to my childhood
- A school where we are all proud and help each other
- Where there's a balance of sport and things for people who aren't sporty



Parent Voice

(Taken from Parent Forums)

- A school where children achieve the highest levels in reading, writing & maths
- Where every child is noticed and pushed to be amazing
- Where teachers like and enjoy working with each child not just favourites
- I think the school is already exactly what I always wanted for my children
- Where children learn fairness, respect and how to really care for others
- Where children can express their feelings without fear
- To systematically find out what each child is good at, celebrate it and to get even better at it.
- To keep children safe physically and emotionally.
- To prepare children for their future while helping them love being a kid!

Our Shared Vision

A caring, happy school where every child is highly and equally valued as an individual. Where passionate staff support and do what's needed to help each child thrive and where active learning is engaging, relevant and takes place indoors, outdoors and in the local community.

Staff Voice

(Taken from INSET Activity)

- To prepare pupils for 'real life' and continue their learning (life long learning)
- For each child to reach their potential in a safe & secure environment
- To engender a love of learning for life
- To prepare children for their future through an exciting childhood
- Through a huge variety of experiences and opportunities we aspire to develop a passion for learning & the ability to learn
- To create independent learners who engage in varied areas of learning & creativity
- A place to feel safe to explore
- A school that has one aim: achievement (learning, hobbies, social skills & life)
- A school that equips children with curiosity, skills & understanding & that allows them to live enjoyable, fulfilled lives.

Governor Voice

(Taken from 'All About Learning' activity)

- Focussing on learning, always remembering what we're here for
- A school which looks for its weaknesses and turns each into a strength
- Where children feel safe and happy and genuinely learn from mistakes
- A place where staff love working in and are therefore self-driven
- Learning is sacrosanct and paramount; everything else is secondary
- A school where teachers are free to teach and have clarity of what is expected of them
- Where standards are upheld and learning and children are at the heart of every decision and improvement
- Where children and their views are valued and they are kept safe
- Where staff have access to high quality continued professional development and support

'...all about learning'

Be kind,
be your best



6 Areas of Learning and Experience



The Four Purposes are at the heart of our curriculum

The Curriculum for Wales has allowed us to design our bespoke curriculum. Pupils have significant input into our curriculum, leading on what they will learn and how they will learn.

- 6 Areas of Learning and Experience (AoLE) and What Matters Statements
- Cross Curricular Skills of Literacy, Numeracy and Digital Competency

The Dell Primary School curriculum ensures a broad and balanced coverage of the 6 Areas of Learning and Experience (AoLE); the What Matters Statements and reflects the Principles of Progressions.

...ambitious, capable learners who:

- enjoy challenges
- can use our skills in different ways
- enjoy solving problems
- can communicate clearly
- explain what we're learning about
- can use numbers well
- can use what we know in maths
- use technology to help our learning
- to find out information and to think about it

...enterprising, creative contributors who:

- use our skills to create ideas
- think creatively to solve problems
- take opportunities
- take risks
- play different roles in teams
- show how I feel using different methods
- give energy so that others can take part

...healthy, confident individuals who:

- understand what is right and what is wrong
- develop their wellbeing
- understand the importance of eating well and exercise
- know how to keep safe and well
- take part in physical activity
- make our own decisions about keeping healthy
- join in
- face challenges
- are independent

...ethical, informed citizens who:

- find and think about information we find
- understand what's going on in the world
- know our human rights
- think about their choices and actions
- understand about the history and culture of where we live
- respect the differences of the people around us
- look after our community and world

We are...

Dosbarth: Summer Term 2022
Theme:

Year Group	Date		
Why?	What?		Learning Objective (Can I...?)
Core Purpose	What Matters Statement	Progression Step	
<ul style="list-style-type: none"> Ambitious, capable learners Enterprising, creative contributors Ethical, informed citizens Healthy, confident individuals 			
How?		Differentiation	
Teaching sequence			

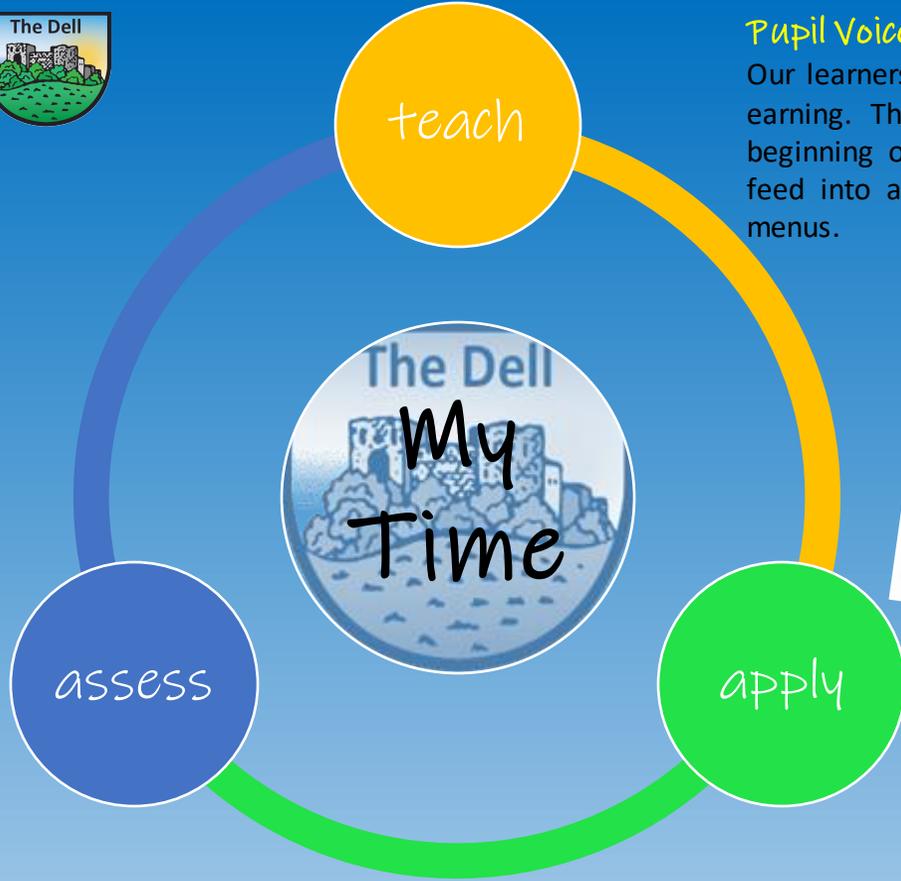




Be kind
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Pupil Voice

Our learners play a central part in the development of the learning. They contribute to Pupil Voice activities at the beginning of each learning theme and these activities can feed into areas such as My Time and the home learning menus.



My Time	
Can I gather and summarise key information?	
<input type="checkbox"/> FT	Choose an astronaut that you would like to learn more about and highlight the key information. Think about their early life, career and retirement. Use this information to write create a mind map full of information about your chosen astronaut.
<input type="checkbox"/> I	
	<input type="checkbox"/> I can independently gather key information about an astronaut <input type="checkbox"/> I can summarise key points in a mind map <input type="checkbox"/> I can use a variety of subheadings to separate information
	<input type="checkbox"/> I can gather important information about an astronaut <input type="checkbox"/> I can put the information I have found into a mind map <input type="checkbox"/> I can begin to use subheadings to separate information



To make your work even better you should...

You have given a clear explanation of...

I can see that you understand...

My Time

The main focus of the learning at The Dell is the ability for the pupils to be able to apply skills in a range of different contexts. Throughout the school, the pupils revisit key skills independently through the afternoon 'My Time' sessions. The pupils assess themselves and their peers through 'Steps to Success' and reflect upon their learning in that session through 'Reflection Sentences'.

My Time ensures that all of the AoLEs are being taught, applied and assessed and that our pupils develop their independence and resilience.



Curriculum Offer

Through the reflection process and through listening to our learners, we aim to offer a rich and varied curriculum with opportunities within our local area and further afield. These form part of our termly 'offer' to pupils to be weaved into our curriculum through our termly learning themes.

- ✓ **Core texts** – Our termly themes are based on 'core texts' which each year group work on as the core of their learning in literacy. These texts are chosen for their level of challenge and provide a balance of genres and writing styles across the school.
- ✓ **Authentic/real life/ outdoor learning experiences** – throughout the learning theme, it is vital that the children experience authentic learning activities and, wherever possible, we use the outdoors to develop those experiences.
- ✓ **Creative/Drama experiences** – from listening to our learners, it was clear that the pupils wanted more creative and drama experiences within their curriculum and so learning themes now incorporate these on a regular basis.
- ✓ **Learning goal** – having a goal aligns with our belief that authentic learning engages and our termly goal allow pupils to work towards that termly goal.
- ✓ **Visit / trip** – learning is always enhanced by visits, whether they be in our local community or further afield.
- ✓ **Community link / visit** – our school is at the heart of our community and it is vitally important that learning reaches out to our community.
- ✓ **STEM project** – problem solving, collaboration and creativity is developed through our termly STEM project, linked to our learning themes.
- ✓ **E-safety focus** – the cross-curricular theme of the Digital Competency Framework is supported through our focus on e-safety and being good digital citizens.
- ✓ **Areas of improvement** – every term, we celebrate successes and also cast a critical eye over the previous term and set improvements and how to get it better.

Be kind,
be your best





Assessment and Progress

Our school is split up into 3 'teams' – Early Years (Rec, Y1), Middle School (Y2 and Y3) and Upper School (Y4, Y5 and Y6).

Head Teacher and SLT lead on Assessment and Progress and Curriculum and Pedagogy and under take self evaluation processes. AOLE leaders (LLC, MD, Welsh, Science&Tech) also undertake self evaluation processes which has a direct impact on pupils learning.

The whole purpose of assessment, as outlined in the Curriculum for Wales, is to:

- support individual learners on an ongoing, day-to-day basis
- identify, capture and reflect on individual learner progress over time
- understand group progress in order to reflect on practice.



Principles of Progression

Increasing effectiveness	Increasing breadth and depth of knowledge	Deepening understanding of the ideas and disciplines within the Areas	Refinement and growing sophistication in the use and application of skills	Making connections and transferring learning into new contexts
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We have used this to form our assessment strategy which will look at a more holistic approach to the child. Through our '5 Things' model, we have focussed on what makes the greatest impact upon learning. We focus on effective, ongoing feedback through **verbal feedback, Pink to Think, Steps to Success, MIB ("Make It Better") Time**. We look at the progress pupils are making throughout the year, through regular observations and feedback, year group assessments and we use national and standardised tests twice yearly to identify strengths and areas of development for all our learners

We use Wellbeing Surveys twice yearly to understand and support the pupils in order for them to 'be their best'.