

Dysgu Gorau Dysgu Byw:

Ysgol Gymraeg Ystalyfera Bro Dur Curriculum



Our Vision

"Our school motto Dysgu Gorau Dysgu Byw (the Best Learning is Learning to Live) represents our core philosophy which shapes each pupil's individual experience at Ysgol Gymraeg Ystalyfera Bro Dur. "

At the heart of our curriculum vision is our school motto: 'Dysgu Gorau Dysgu Byw'. Our curriculum has been designed to develop confident and capable lifelong learners that are equipped with the skills and knowledge to become valuable contributors to society and have a strong sense of 'cynefin' and Welsh identity. Our aim is to ensure that every pupil achieves their own personal excellence by providing an education and experiences of the highest possible standard in order to expand their horizons.

To realise this aim, eight values have been decided on by our staff and learners that are important to Ysgol Gymraeg Ystalyfera Bro Dur, with the school Senedd taking an active role in deciding these.

Our next step will be to set up a Curriculum Committee made up of parents and the wider community who will have an opportunity to contribute their ideas to our curriculum.





We...

. . . BELONG to the school community, the wider community and Wales. The school community is important to us and our curriculum builds the feeling of belonging through the work we achieve. Our school community is inclusive and we work together and inspire each other to succeed. We also belong to our local communities and we work hard to contribute positively to them.

. . . are INQUISITIVE and we enjoy a challenge. We are keen to ask big questions and look for the answers together. We are active as we learn and we develop a large body of new, exciting skills and knowledge. Being inquisitive allows us to think creatively and solve problems by thinking broadly and creatively about our work.

. . . are WELSH citizens. We are proud to be Welsh and we appreciate our history, language and culture. We are the Welsh of the future and our mission is to conserve, promote and grow the Welsh language by contributing to the wider Welsh community.


. . . are PASSIONATE about our contribution to school life and activities at our desks, on the field or on the stage. We use this passion to drive us ahead to succeed.

. . . ASPIRE, aim high and understand that we have a wealth of opportunities available to us in school but also after we leave school. We are ambitious and work consistently to realise these aspirations.

. . . are RESILIENT. We face challenges, but we work diligently to overcome them. We develop skills as part of the curriculum to manage our selves and our self confidence to think creatively and solve our problems independently. At times, we fail, but we understand that this is part of the learning journey, and we use our growth mindset to persevere until each one of us succeeds.

. . . are LEADERS. Each one of us has an opportunity to lead. Our learners lead their own learning by taking ownership over their progress in different fields. There are many opportunities to lead in committees, in extra-curricular activities and in class. Every teacher is a leader in the school – leading the learners in their company to succeed and sharing their expertise with others, with the aim of providing experiences and education of the highest standard.

. . . are TALENTED in different ways. We each have our talents and in Ysgol Gymraeg Ys-talyfera Bro Dur, we celebrate the talents of each learner – be they academic, creative, practical or social. Our main aim is to recognise and nurture these talents, by taking part in rich and relevant experiences. By recognising, celebrating and sharing our talents, our community is far richer.



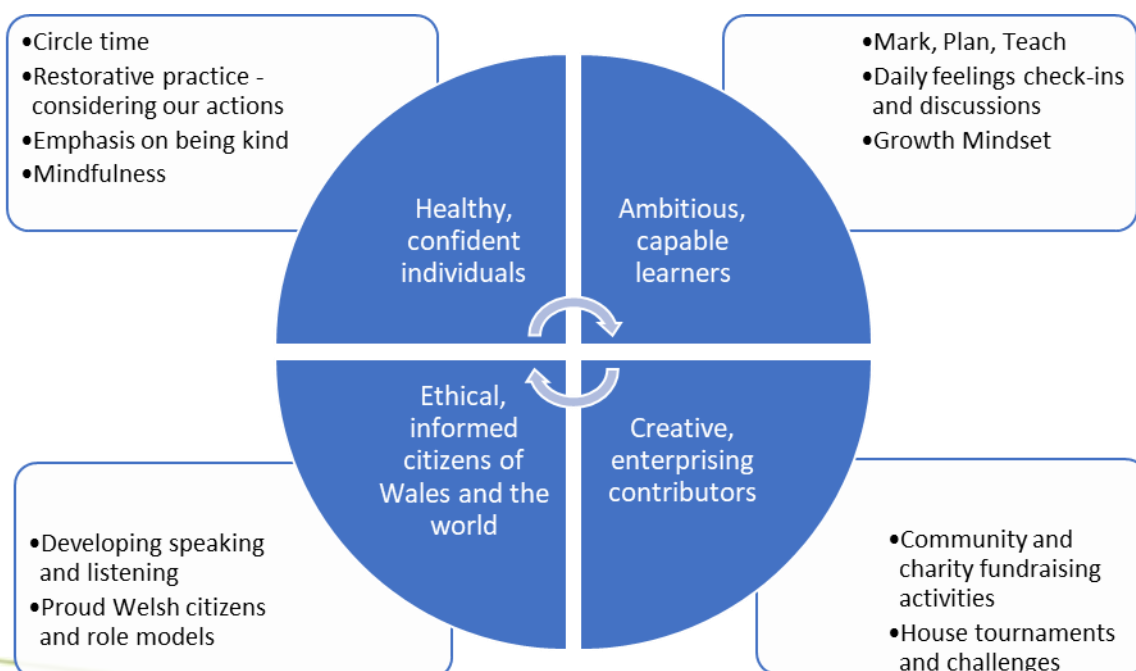
The Four Purposes

Facilitating learners' individual journeys across the 3-19 continuum to realise the Four Purposes of the Curriculum for Wales is the main driver of our curriculum planning at a whole school, departmental and classroom level. By the end of their time at Ysgol Gym-raeg Ystalyfera Bro Dur, our learners will be:

- Ambitious, capable learners who are ready to learn throughout their lives.
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, informed citizens who are ready to be citizens of Wales and the world.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

The four purposes are at the core of our activities, whether as part of lessons or as part of our extra curricular activities and experiences we offer all learners. See examples below of some ways in which we develop the four purposes:

As well as the experiences in lessons, these are some of the activities we plan in order to develop the Four Purposes:

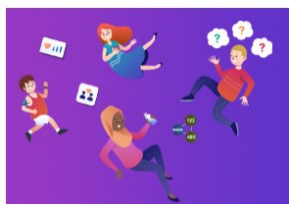


Curriculum Structure

Our curriculum is organised around six Areas of Learning and Experience:



Expressive Arts



Health and Well-being



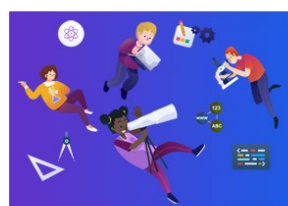
Humanities



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology

The Areas of Learning and Experience and the associated What Matters statements are taught within themes in our afternoon sessions and mornings are used to concentrate on core skills, such as literacy and numeracy. There are also daily Health and Wellbeing sessions to develop pupils' physical and mental wellbeing. Our curriculum follows the structure below:

Primary Phase

Core Skills		Thematic Afternoons						Daily Sessions
Mathematics and Numeracy	Languages, Communication and Literacy	Modern Foreign Languages: Spanish	Science and Technology	Humanities	Expressive Arts	Literacy and Numeracy	Outdoor Learning	Health and Wellbeing

Moving along the learning continuum to the secondary phase, learners will be taught in the AoLEs in years 7 and 8 and subsequently within individual disciplines as they move into year 9. Upon reaching year 10, pupils will follow core areas but also will choose GCSE options in order to follow their individual learning pathway. Each of these subjects and areas will use the What Matters Statements to plan a broad and balanced curriculum that develops pupils knowledge and skills over time.

Ystalyfera Secondary Site

Years 7 and 8	Dysgu Gorau Dysgu Byw	Dysgu Gorau Dysgu Byw
	Health and Wellbeing	Physical Education
	Mathematics	Mathematics
	Humanities	Religious Studies
		Geography
		History
	Expressive Arts (Music, Drama, Art)	Art
	Design and Technology	Drama
	STEM	Music
		Design and Technology
Science		
Modern Foreign Languages	Modern Foreign Languages	
English	English	
Welsh	Welsh	

Bro Dur Secondary Site

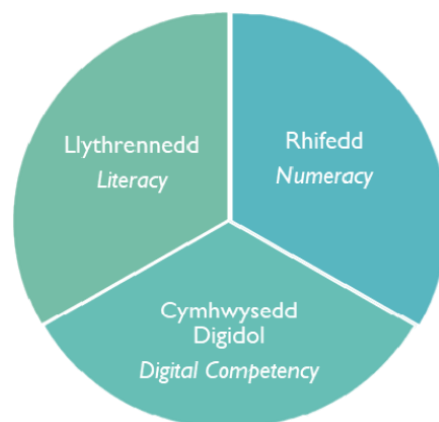
Years 7 and 8	Amser Aur		Option A Column	
	Health and Wellbeing	Physical Education		
		Mathematics		
	Mathematics	Religious Studies		
		Geography		
		History		
	Expressive Arts	Art		
		Drama		
	Science	Music		
	STEM	Design and Technology		
Science				
Modern Foreign Languages				
English	Modern Foreign Languages			
	English			
	Welsh			
Welsh	Welsh			

Cross-Curricular Themes

Additionally, the curriculum includes three cross-curricular skills that are developed across all Areas of Learning and Experience:

Each Area also develops the integral skills, which includes:

- Creativity and innovation
- Thinking critically and problem solving
- Personal Effectiveness
- Planning and Organising



The curriculum includes five statutory cross-cutting themes which must be planned and taught as part of the curriculum across the whole age range:

	<p>THEMAU TRAWSGWRICWLAIDD <i>CROSS-CUTTING THEMES</i></p>	
<p>Addysg Cyd-berthynas a Rhywioldeb/ Relationship and Sexuality Education</p>		<p>Crefydd, Gwerthoedd a Moeseg/ Religion, Values and Ethics</p>
	<p>Addysg Gyrfau a Phrofiadau Gwaith/ Careers and Work Related Experience</p>	
<p>Amrywiaeth/ Diversity</p>		<p>Hawliau Dynol/ Human Rights</p>

More information about these themes and what they include can be found on the following sites:

<https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/a>

<https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance>

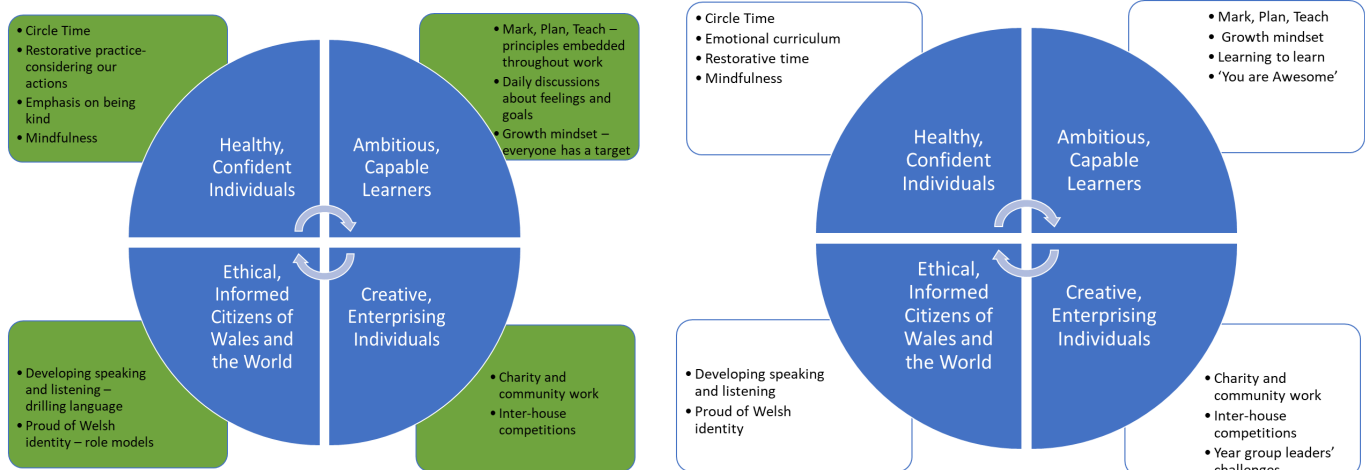


Dysgu Gorau Dysgu Byw

In Ystalyfera, we have a new course called 'Dysgu Gorau Dysgu Byw', where there is an emphasis on developing pupil confidence, their self-image as learners and their independent learning skills. In the Secondary phase, this includes studying books such as 'You are Awesome' and 'You are a Champion' and in the Primary phase books such as 'Happy Confident Me' are used.

Within the course, there is a strong link to the Four Purposes. Varied activities mean that team work is encouraged and there is a focus on creating kind and caring classes who help each other conquer challenges—whether personal or educational. The course also gives opportunities for pupils to measure and report on their progress, along with opportunities to reflect upon and share their work publicly.

Please see the infographics for an overview of the DGDB activities in both the primary and secondary phases.



Amser Aur

At Bro Dur, Amser Aur lessons are held where a programme of optional clubs are planned with a focus on raising interest, creativity, giving wider experiences and developing interpersonal skills. These clubs are strongly linked to the principles of the Areas of Learning and Experience and the Four Purposes. The choice of clubs varies from term to term depending on what pupils show interest in. Examples of clubs include:

- Fitness and Wellbeing
- Dur DJs
- Boxing
- Sign Language

Supporting Pupil Progress

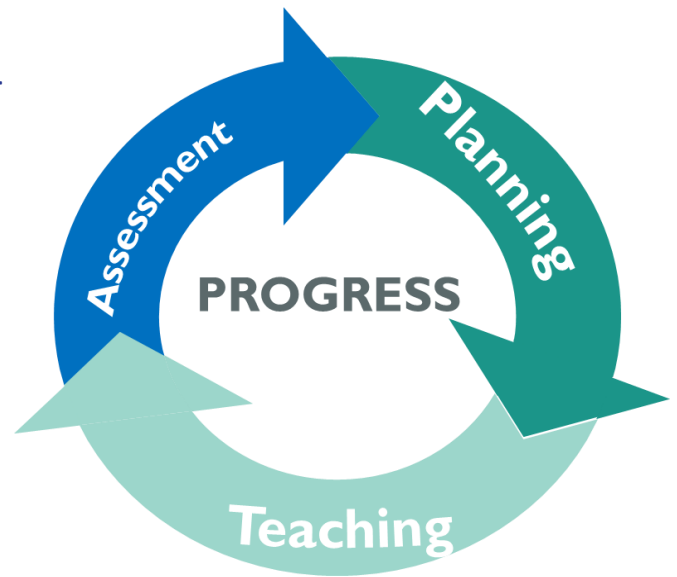
Ensuring that pupils make progress in their skills, knowledge and understanding is a key element of our curriculum.

To ensure that your child makes effective progress, we plan carefully across the learning continuum to increase and develop the level of challenge of skills and depth of knowledge.

We also plan for progress within lessons by ensuring that we know:

- What your child can do already (assessment);
- What do they need to do to move on to the next steps and improve (planning);
- How we can support them to improve (teaching).

In class, this will include:



whole class feedback mentoring
reflective assessment for learning
modelling sessions
peer assessment
assessment
self-assessment
success criteria feedback
questioning

- Verbal feedback to pupils
- Written feedback and opportunities to improve work
- Using success criteria
- Self assessment and taking responsibility for their own work
- Peer assessment
- Reflective sessions and time to improve work

Maintaining a strong partnership between learners, school and home is important to help your child to make progress.

We will share information with you about learner progress through reports, parents' evenings and by uploading pupil work to the See-Saw app in the primary phase and an e-portfolio in the secondary.

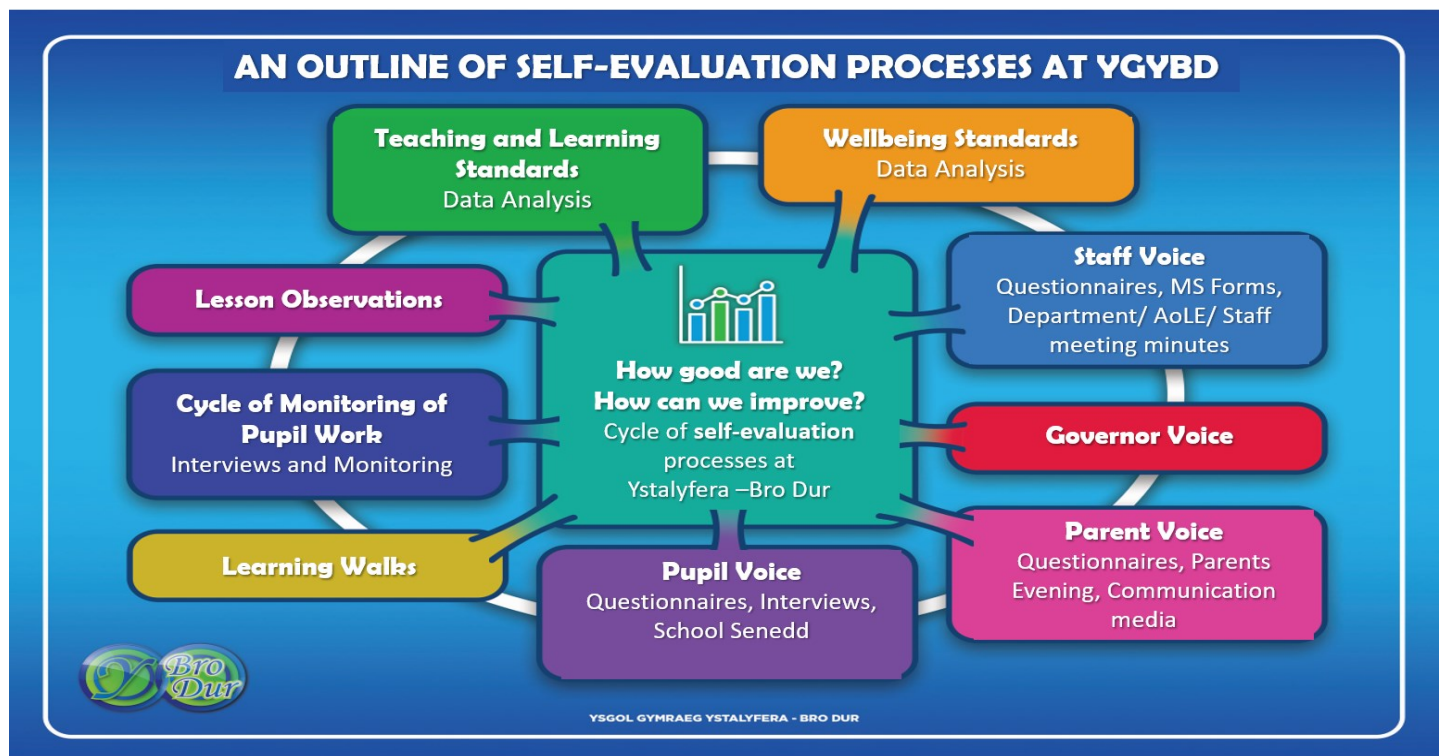


Refining our Curriculum

We are on a journey with our curriculum and will be evaluating and adapting the curriculum continuously as it is rolled out across the school.

We will use feedback from teachers, learners and parents, as well as information about pupils' standards and progress to evaluate our curriculum provision.

Please see the infographic below which notes our Quality Assurance process and the evidence that we collect on a regular basis as part of our curriculum evaluation.



We will be establishing a Curriculum Committee for Parents and the Community in order to include as wide a range of voices in curriculum evaluation and refinement as possible.

