

Ysgol Tŷ Ffynnon

Curriculum Rationale

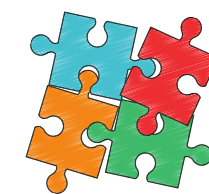


Vision

Learning together at Ysgol Tŷ Ffynnon to motivate and inspire our pupils to be the best they can be and to live happily and be confident in an ever changing world. We listened to learners, parents, staff, governors and our local community. These 10 words occurred most frequently when discussing our school vision:

Values

Supportive, Inclusive, Nurturing, Friendly, Caring, Accommodating, Family, Safe, Empowering and Encouraging.



Exciting Opportunities:

Learners will have a strong voice to influence their learning. Teachers will consider the needs, views and stages of learners and design, exciting, challenging and progressive experiences across all AoLEs.

Learning Outdoors:

Learners experiences will develop and embed the four purposes. The curriculum will provide authentic and fun learning experiences within our local community always encouraging learners to enjoy a healthy lifestyle.

Classroom Climate:

Learners will influence the design of their learning environment. They will have opportunities to work in ways that enhance their learning and also to present their work in their own unique personal way.

Be Ready

Be Respectful

Be Safe



Healthy Henri

Ethical Elan

Enterprising Enfys

Ambitious Aron



Dreigiau Pedwar Pwrpas



Ysgol Tŷ Ffynnon

Designing our Curriculum



Phase 1: Principles and Purpose - Determining the intent of our curriculum

We began by establishing the curriculum principles that reflect Ysgol Tŷ Ffynnon's values, context, pedagogical approaches and needs. We discussed and defined our curriculum principles, vision and intentions with all stakeholders.

Phase 2: Entitlement and Enhancement - Developing our learner offer

After clarifying our principles and purpose, we set out our learner offer. We considered our Ysgol Tŷ Ffynnon's non negotiables and how we intend to broaden our curriculum with educational visits, extracurricular activities and other curriculum enhancement experiences. We considered what learners will experience as they move through school and thought of ways to capture this.

Phase 3: Breadth and Balance - Determining the content of our curriculum

We use the descriptions of learning to collate a broad range of experiences, knowledge and skills. They are explored through a range of contexts, topics and activities selected in the process of curriculum design. We also made links across Areas as appropriate. We also support learners to engage with descriptions of learning in increasing depths and sophistication over a period of time. We assist learners to apply the descriptions of learning in increasingly challenging context and allow for diversion, reinforcement and reflection as their understanding and application of the key learning develops and becomes more sophisticated over time, provoking deep thinking, discussion and inquiry.

Phase 4: Pedagogy - Planning the delivery of our curriculum

We have sought to develop a strong vision of learning and teaching which considers the 'why' - our curriculum rationale, the 'what' - our curriculum design as well as the 'how' - our curriculum planning. Our vision will recognise the integral role of the learning environment in supporting effective learning.

Phase 5: - Progression and Assessment - Planning for Progression

Learner progression along a continuum of learning from ages 3 to 16 is central to the Curriculum for Wales. We will utilise various assessment strategies which will enable each individual learner to make progress at an appropriate pace, ensuring that they are supported and challenged accordingly.

Phase 6: Review and Evaluate - Decide what works well and what areas need development

We use the descriptions of learning to collate a broad range of experiences, knowledge and skills. They are explored through a range of contexts, topics and activities selected in the process of curriculum design. We also made links across Areas as appropriate. We also support learners to engage with descriptions of learning in increasing depths and sophistication over a period of time. We assist learners to apply the descriptions of learning in increasingly challenging context and allow for diversion, reinforcement and reflection as their understanding and application of the key learning develops and becomes more sophisticated over time, provoking deep thinking, discussion and inquiry.

CONTEXT

Ysgol Tŷ Ffynnon Phase 1: Principles and Purpose



Ysgol Tŷ Ffynnon is located in Shotton, in the Flintshire local authority. It formed in September 2014 through the amalgamation of Shotton Infants and Taliesin Junior Schools. We are able to access a wide range of natural and historical learning experiences such as, Ewloe Castle, Wepre Park, River Dee and local businesses. This will enable us to give our learners authentic learning experiences where they can apply their knowledge and skills.

We want to help our learners realise that there is a world of opportunities available to them.

Ysgol Tŷ Ffynnon is a fully inclusive school and provides a broad, balanced and full education programme from Foundation Phase (Nursery, Reception, Years 1 and 2), Key Stage 2 (Years 3-6) and two specialist on-site Resource classes - one for Foundation Phase and the other KS2. We provide education for approximately 269 pupils aged 3-11 years. We offer wrap around care for all children from Nursery to Year 6 with our breakfast and after-school club. Pre-school children are able to access early entitlement from the first term after their third birthday. The school usually holds a number of flourishing extra-curricular activities which run at different times during the school year. The clubs are available to all learners from Year 2-6. A few examples are Street Dance, Cheerleading, Coding, Eco, Welsh, Ball Sports and Forest School.



The three year average for learners eligible for free school meals is approximately 29%. We have also identified approximately 16% of learners as having additional learning needs and approximately 29% of learners as having English as an additional language.

Our admission arrangements do not discriminate against any child with additional, educational or physical needs. Any form of discrimination in our school is not tolerated.



Ysgol Tŷ Ffynnon teach predominantly through the medium of English, with significant use of the Welsh language incorporated across all areas of the curriculum. The children celebrate the Welsh language, culture and heritage through their work, with Ysgol Tŷ Ffynnon achieving our Silver/Arian Cymraeg Campus Award in 2022. This cements the bilingual ethos throughout the school.

All KS2 are provided with the opportunity to go on at least one residential visit to Nant Bwlch yr Haearn (Nant BH) or Glan Llyn. Ysgol Tŷ Ffynnon develops a strong Welsh ethos that fosters pride among the staff and learners in their local, community, nation and culture as well as our dual languages. These can take place via the Jamboree, St David's Day and the Urdd Eisteddfod.



OUR SCHOOL

Ysgol Tŷ Ffynnon Phase 1: Principles and Purpose



Cynefin

Cynefin is a Welsh term defined by Curriculum for Wales as 'the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable.' As a school this means we have the creative freedom to build a curriculum that is relevant to us in Shotton, as well as members of Wales and the wider world.

We aim to provide children with meaningful connections within their learning made through their immediate surroundings and environment. To ensure that the children engage critically with local, national and global challenges and opportunities past and present, and seek to imagine possible futures. All the while, they will be encouraged to think about how they themselves can take positive action to improve the lives of people in their *cynefin*, in Wales and in the wider world.



Health and Wellbeing

We place a huge emphasis on wellbeing which the whole school are committed to continually developing practices such as, Jigsaw, KiVa, nurture classes and ELSA sessions. We firmly believe that we ensure and maintain learners willingness to learn. We work with families and outside agencies to support this.



Nurture

We have two specialist on-site resource bases for learners from across the local authority which caters for learners with a range of complex needs including ASD, communication difficulties, medical and global developmental delay.

As the first nurturing accredited school in Wales, we are known to be a nurturing school for learners and staff, providing specialist nurture provision in Clwb Camau Bach. Our school provides a nurturing and inclusive environment in which children are encouraged to become independent learners. All children are valued as individuals and are provided with a broad and balanced education in order that they become mature responsible and happy learners who contribute to the culture and the ethos of the school and wider communities.



Shotton is an urban area, situated off the main high street. With many historical links with the nearby River Dee, Ysgol Tŷ Ffynnon is a large primary school with access to Wepre Woods. Local public / leisure facilities include, Aura Swimming Baths, Deeside Leisure Centre, Coleg Cambria, Retail Shopping Park. Many of the town's residents are employed at Deeside Industrial Park with businesses including Toyota, Iceland and TATA steel.

Outdoor Learning

Outdoor learning is integral to the teaching and learning at Ysgol Tŷ Ffynnon. Our vast grounds enable us to encourage exploration and investigation of the natural environment. We believe that outdoor learning boost confidence, social skills, communication, motivation, physical skills, knowledge and understanding. Research shows that outdoor learning boosts learners self-esteem, self-confidence, ability to work cooperatively and a positive attitude. Forest school experiences offer learners hands on learning experiences in a woodland environment. We believe that the outdoor environment is a natural extension to the classroom.

We have a forest school area,, community garden, Enfys and Hafan outdoor classrooms, Caban Clyd which is an outdoor sensory area, giant sandpit, outdoor role play, playful futures sheds, trim trails, daily mile track, buddy benches, playground markings to encourage games, canopies to provide outdoor learning space and a trampoline.



OUR VISION AND VALUES

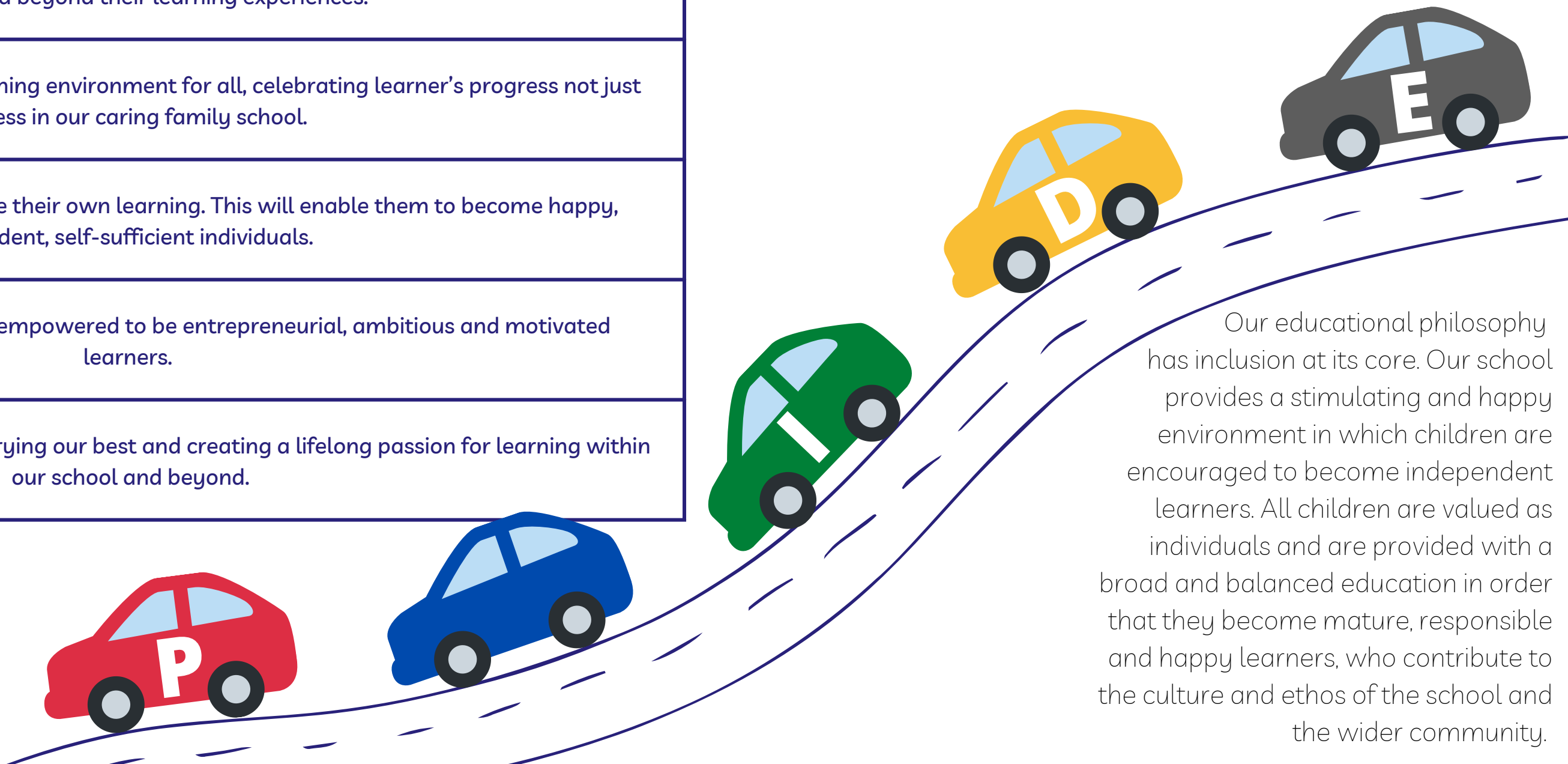


Ysgol Tŷ Ffynnon Phase 1: Principles and Purpose

Working and learning together with pride | Gweithio a dysgu gyda'n gilydd a balchder

Our Values	Our Behaviours
Perseverance	We support every individual learner's well-being needs to ensure that they seek and enjoy challenges that extend beyond their learning experiences.
Resilience	We create a safe and supportive learning environment for all, celebrating learner's progress not just success in our caring family school.
Independence	Learners are supported to influence their own learning. This will enable them to become happy, confident, self-sufficient individuals.
Determination	Our learners are encouraged and empowered to be entrepreneurial, ambitious and motivated learners.
Excellence	Together we strive for excellence by trying our best and creating a lifelong passion for learning within our school and beyond.

-  **Be Ready**
-  **Be Respectful**
-  **Be Safe**



Our educational philosophy has inclusion at its core. Our school provides a stimulating and happy environment in which children are encouraged to become independent learners. All children are valued as individuals and are provided with a broad and balanced education in order that they become mature, responsible and happy learners, who contribute to the culture and ethos of the school and the wider community.

WHAT DO WE MEAN BY 'CURRICULUM'?

Ysgol Tŷ Ffynnon Phase 2: Entitlement and Enhancement

What do we mean by 'Curriculum'?

A curriculum should be considered at the 'heart' of any school. At Ysgol Tŷ Ffynnon the curriculum is pupil led and the foundation to learning is based upon the four core purposes. It is broad and balanced, providing progression for children to improve at their individual stage. It provides challenge and support for children of all ages, abilities and aptitudes. The children are at the centre of all that we do.

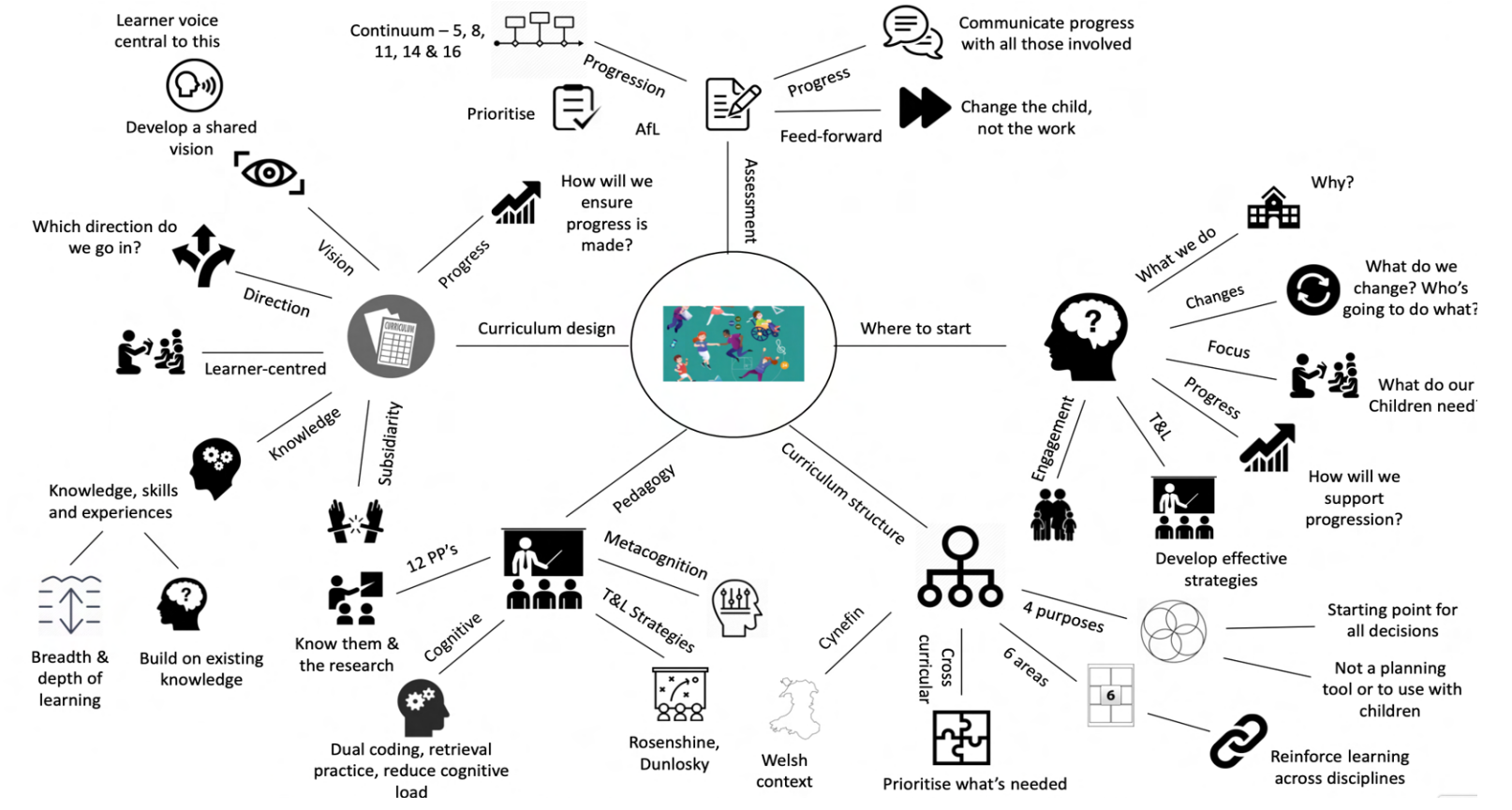
Children will spend approximately 8500 hours in primary education. What will the purpose of those hours be and what do we want our children to achieve within them?

Why do we teach it?

To equip children to develop skills, knowledge and understanding so that they can be motivated to learn, excited to improve and prepared for lifelong learning.

How do we teach it?

Teachers will deliver a child centred programme based upon pupil voice. This will direct what and how children learn. Teachers will guide and challenge learners by providing high quality, authentic learning experiences which will be assessed so that children develop and improve holistically.



Our Ysgol Tŷ Ffynnon Primary School Curriculum contains the 6 AoLEs. It encompasses the What Matters Statements and reflects the Principles of Progression. It includes the required curriculum elements and embeds the mandatory cross-curricular skills and integral skills which underpin the four core purposes of the curriculum.



WHAT DO WE MEAN BY 'CURRICULUM'?

Ysgol Tŷ Ffynnon Phase 2: Entitlement and Enhancement

Here are our child friendly Four Purposes written by children of Ysgol Tŷ Ffynnon. We refer and reflect on these throughout our learning experiences. This is what the Four Purposes mean to us at Ysgol Tŷ Ffynnon:



Healthy, confident individuals

- I understand what is right and what is wrong
- I will always look after myself to the best of my ability
- I will have confidence in what I believe
- I know how to keep fit and healthy
- I will get help from others when I need it
- I will always join in and take part in performance
- I will be a good friend to others
- I will keep trying and never give up
- I can work independently

and be ready to lead fulfilling lives as valued members of society.

*Healthy
Henri*

*Ethical
Elan*



Ethical, Informed Citizens

- I will listen to others and understand their opinions
- I will keep up to date with current issues
- I know my rights and how to behave
- I understand how my choices affect others
- I will always be kind and respect others
- I know about events that happened in the past
- I know about where we live and the wider world, now and in the past
- I will do my best to look after our planet for our future generations

and be ready to be citizens of Wales and the world.



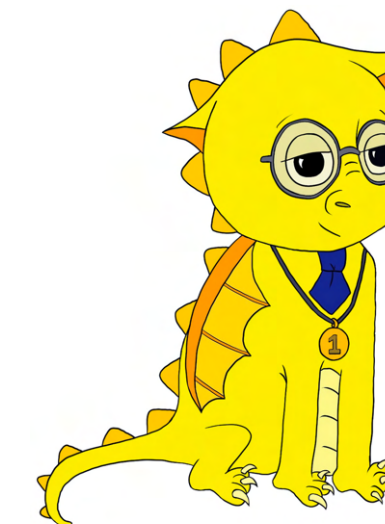
Enterprising, Creative Contributors

- I can use my knowledge and skills to create new things
- I can solve problems by using my own ideas
- I can share what I know enthusiastically to help others
- I will try new experiences and activities
- I will lead and play different roles sensibly
- I can my ideas and feelings in different ways
- I will always try my best

and be ready to play a full part in life and work.

*Enterprising
Enfyso*

*Ambitious
Aron*



Ambitious, Capable Learners

- I will have fun and dream big
- I will use my knowledge and skills in different situations
- I will always ask questions
- I will enjoy solving problems
- I will communicate in different languages
- I will share my ideas and talk about what I have learnt
- I will use and apply my maths and numeracy skills
- I will use digital technology with confidence
- I will carry out research and explain what I have learnt

and be ready to learn throughout our lives.



CURRICULAR RESPONSIBILITIES

Ysgol Tŷ Ffynnon Phase 2: Entitlement and Enhancement

Cross-Cutting Themes:

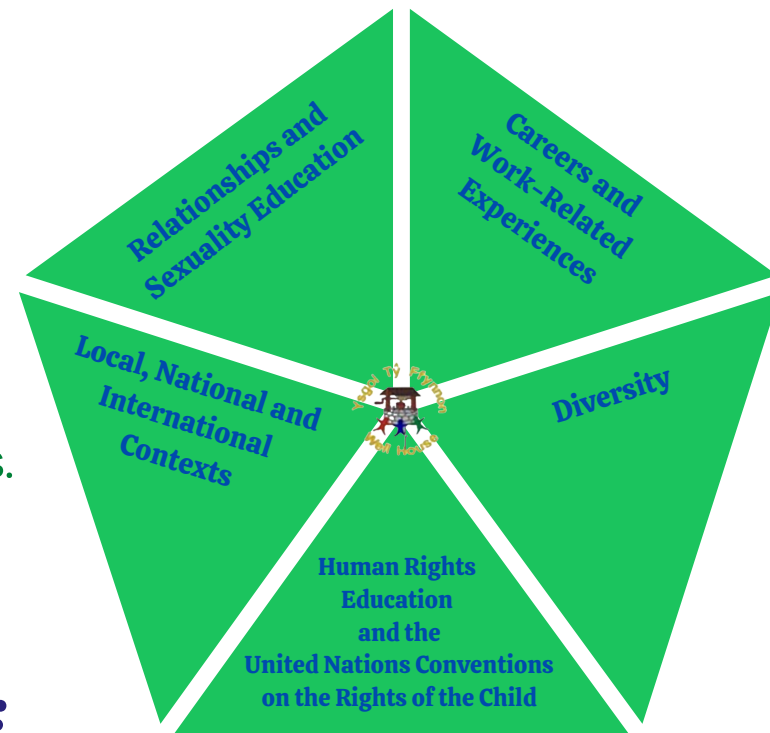
RSE

Human Rights and UNCRC

Diversity

Careers and Work - Related Experiences

Local, National and International Contexts.



In order to enable our learners to develop the characteristics set in the four purposes of the Curriculum for Wales, at Ysgol Tŷ Ffynnon we ensure that we deliver a broad and balanced curriculum comprising of the six Areas of Learning and Experience.

Through these six AoLEs, we then embed the three cross curricular aspects of the Curriculum for Wales; Literacy, Numeracy and Digital Competence frameworks.

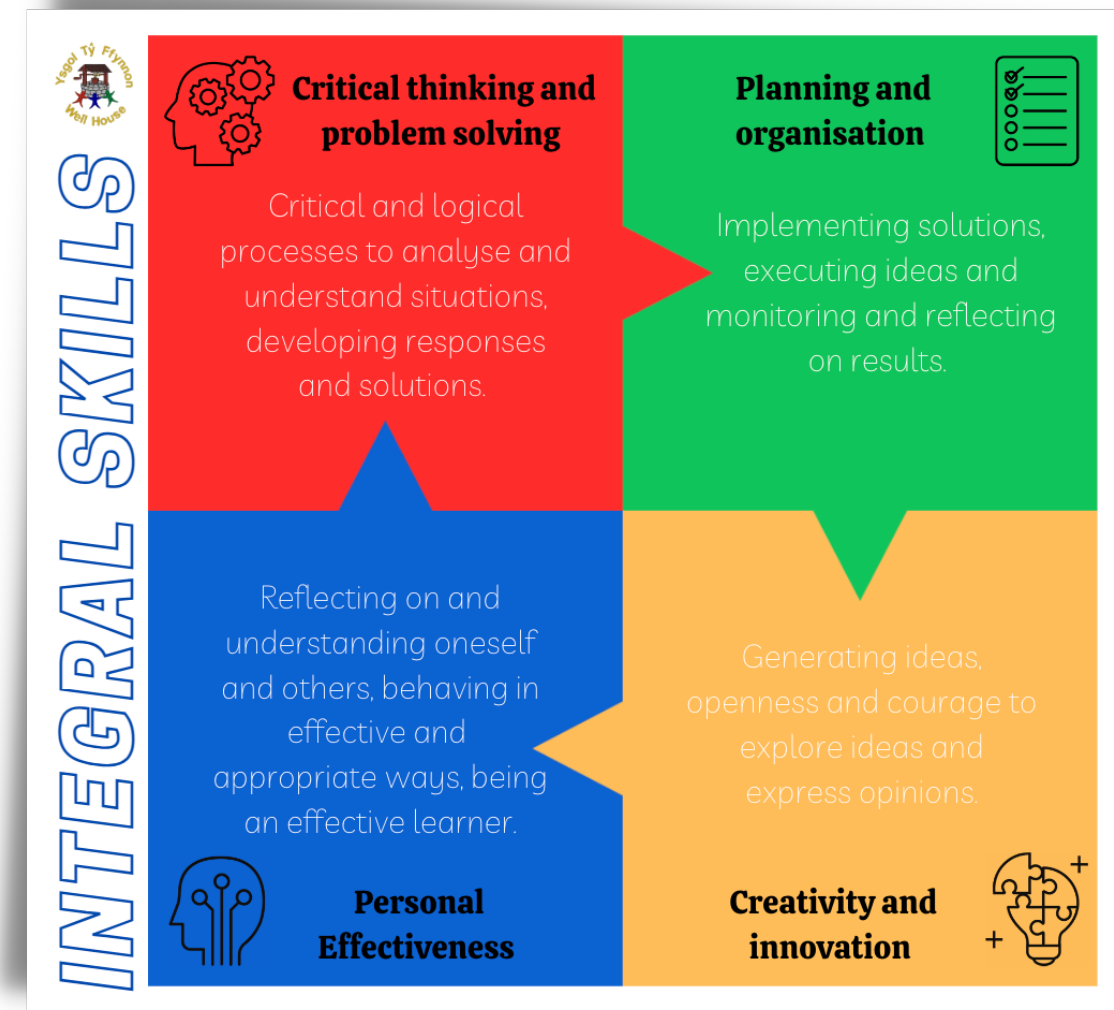
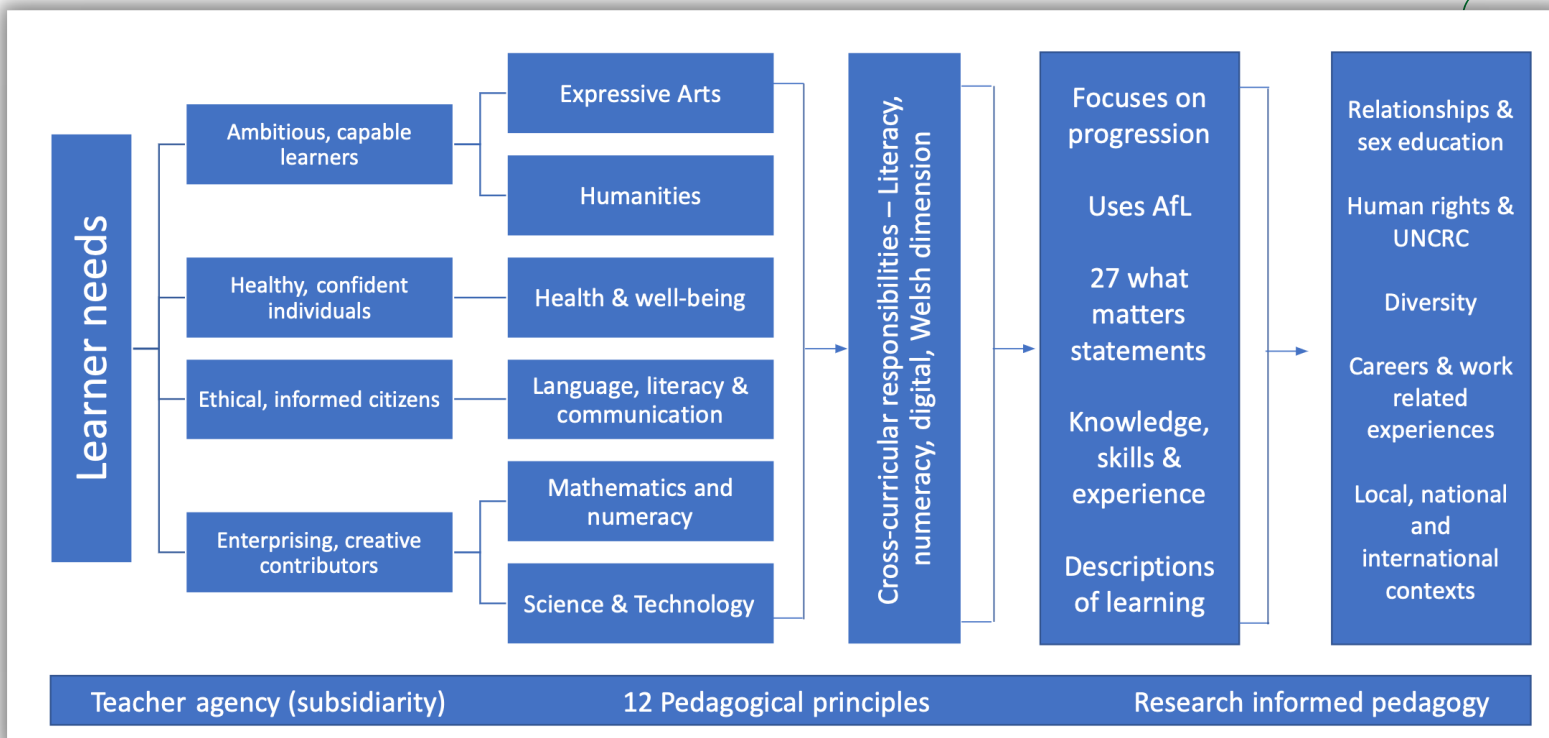
Literacy - develops translanguaging, listening, reading and writing skills.

Numeracy - develops mathematical proficiency, an understanding of number, geometry and statistics.

Digital Competence - develops citizenship, interaction & collaboration, producing and data & computational thinking.

Cross-Curricular Responsibilities:

Literacy, Numeracy and Digital Competency



We enable our children to have ownership of their learning by considering their voice in the direction their learning takes.

OUR NON NEGOTIABLES

Ysgol Tŷ Ffynnon Phase 2: Entitlement and Enhancement



Experiences Non-Negotiables

- Educational visits
- Residential experiences
- Sports Day
- Physical activities
- Community visits
- Eisteddfod
- Jamboree
- Outdoor learning
- Forest school
- Celebrations in our community including Harvest, Christmas and Easter.
- WOW Days
- Regular extra-curricular contributors
- Extra-curricular clubs
- Sharing their work



Personal and Social Non-Negotiables

- E-safety
- Problem solving
- Kindness, respect and manners
- Helping others in our community
- Working together
- Understand that behaviour choices have consequences
- Make healthy choices
- Respect equality and diversity between people
- Be confident in their own beliefs
- Try new experiences and activities
- Share knowledge and help others
- Listen to others and respect their opinions
- Understand the need to ask for help
- Entrepreneurial skills

In the development of the non-negotiable of our curriculum, we consulted all stakeholders; parents, staff, governors and those in the local community to identify our 'non-negotiables'.

STATEMENTS OF WHAT MATTERS

Ysgol Tŷ Ffynnon Phase 3: Breadth and Balance



We have collated a broad range of knowledge, skills and experiences that are explored through a range of contexts, themes and activities selected in the process of curriculum design. We have AoLE teams who have collaborated to design AoLE policies and to unpack the 27 Statements of What Matters to make links across Areas of Learning and Experience as appropriate.

We support children to engage in their learning, improving skills, knowledge and understanding through the thematic approach. Children apply their learning in increasingly challenging contexts. They reflect and consider their next steps to improve. Over time, understanding develops and becomes more sophisticated provoking deep thinking, discussion and enquiry.

Example AoLE statements and progression map example here

A thumbnail of the 'What Matters Statements' document, showing a table with six rows corresponding to the Areas of Learning and Experience: Expressive Arts, Humanities, Health and Wellbeing, Literacy, Language and Communication, Maths and Numeracy, and Science and Technology. Each row contains a list of statements.

THEMES THROUGH THE PROGRESSION STEPS

Ysgol Tŷ Ffynnon Phase 3: Breadth and Balance



Ysgol Tŷ Ffynnon is a growing and highly aspirational English medium school catering for all children in a fully inclusive environment.

We have listened to all stakeholders and have mapped out detailed themes across the curriculum. Through the use of big questions and pupil voice, learners take ownership of the direction of their learning. Learners will have the opportunity to participate in themed immersion days to develop a creative mindset and provide memorable, authentic learning experiences for all.

Our focus has been and always will be to raise the attainment of every learner, especially our most disadvantaged learners, to ensure they can reach their potential, and that will be the focus of the future as well.

As a school, we will continue to take action and support the profession so that every learner, whatever their background, can benefit from a broad and balanced curriculum of knowledge, skills and experience that will achieve high standards and aspirations for all.



Ysgol Tŷ Ffynnon Curriculum For Wales 2022 -2023



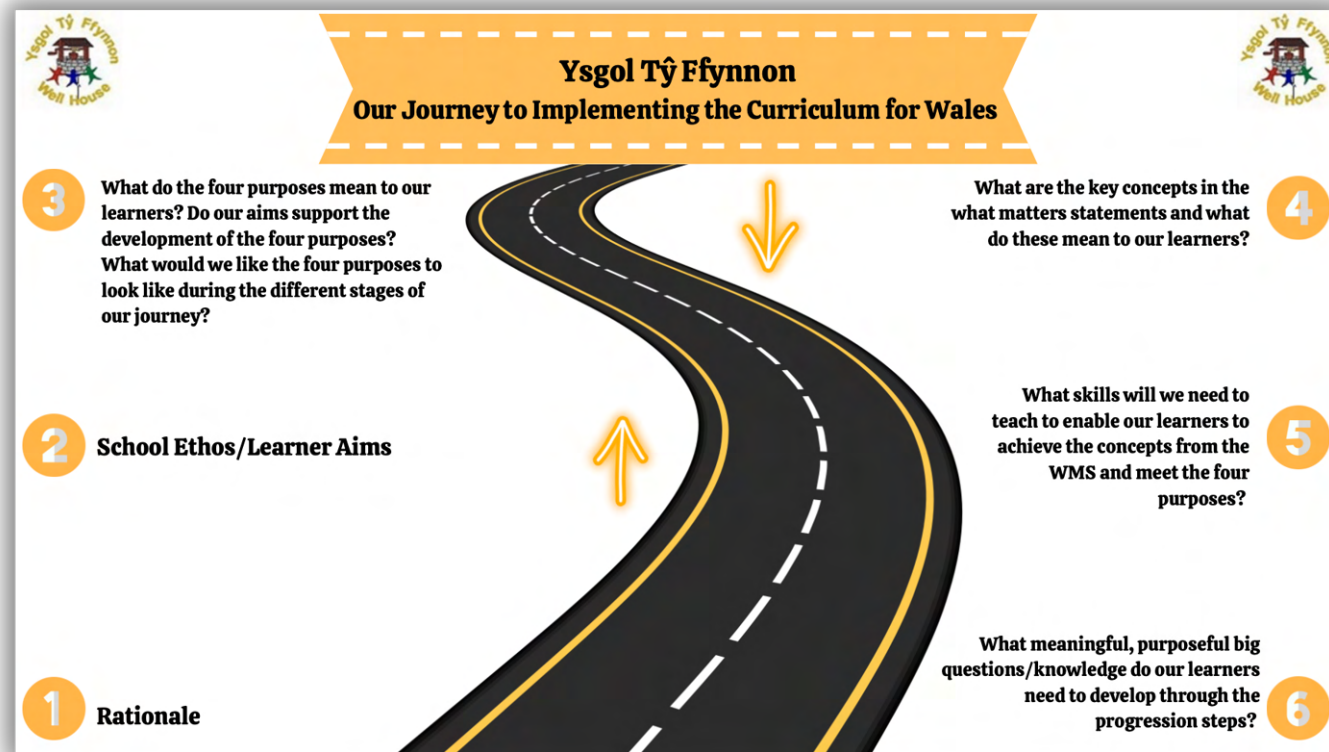
Year Group Theme	Autumn Term 1 Me, Myself and I	Autumn Term 2 We All Fit Together (World Cup 2022)	Spring Term 1 Life Processes and Living Things	Spring Term 2 Invention and Industry	Summer Term 1 My Digital World	Summer Term 2 I Believe
Nursery/ Reception	Why am I so special?	Where do I belong? Christmas	How does that grow and what does it need? 13th January - Make Dreams Come True Day	What's that made of?	How does that work?	Is that fact or fiction?
Year 1/2	What makes me, me? 12th September - Roald Dahl Day	How are we different? Children in Need	What makes us human?	How does it work?	How has technology changed the world?	Can kindness change the world? 6th July - Children's Art Day
Year 3/4	What makes me an individual? 12th September - Roald Dahl Day 16th September - Owain Glyndwr Day	How do our decisions affect us and others? Aberfan Remembrance	What is survival?	How do mistakes help us to learn?	Is social media a bad influence?	Do you believe the same as me? International Week Urdd Peace Message
Year 5/6	What is identity?	How can we celebrate diversity?	What would happen to Earth if...? Safer Internet Day	What has changed the world?	How would our culture be different without technology? World of Work	Should you believe what you read? Health Week

Foundation Phase Resource	Who am I?	What makes a good family?	Was the caterpillar hungry?	What's your job?	Can you create it? Comic Relief	How do we celebrate?
KS2 Resource	What makes me special?	What makes a family?	How does it grow and what does it need?	How does that work?	How does that work? Water Aid	Is that fact or fiction?

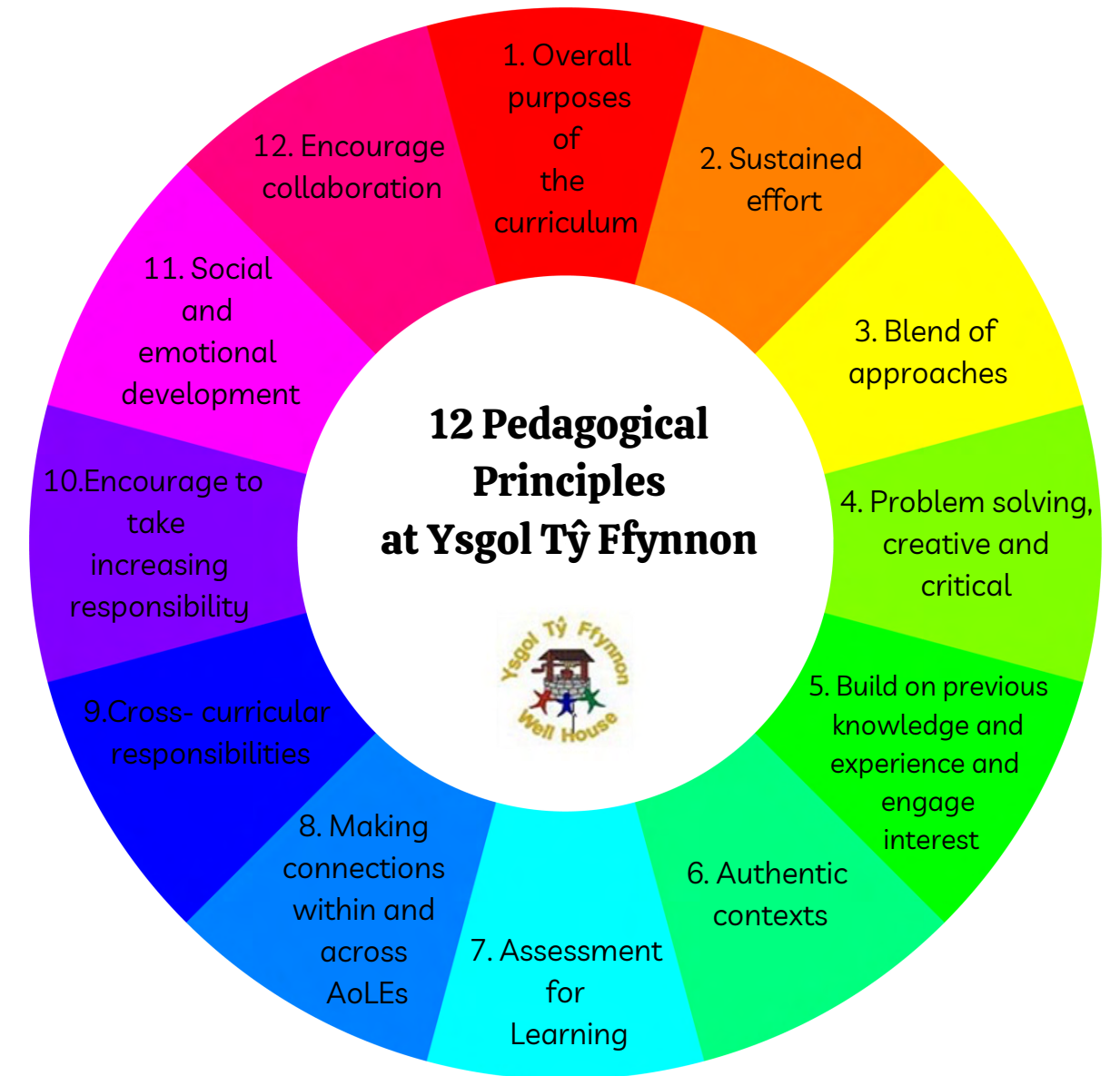
"The school provides a caring, inclusive and nurturing learning environment for all pupils, with a strong focus on meeting their individual needs."

PLANNING THE DELIVERY OF OUR CURRICULUM

Ysgol Tŷ Ffynnon Phase 4: Pedagogy



Our journey to implementing the Curriculum for Wales allowed us to develop a meaningful and purposeful curriculum that enables all learners to develop through the progression steps. Most of the learning experiences in our school are designed around a 'Big Question' (e.g. How has technology changed the world?) through a specific theme (e.g. My Digital World). Pupil voice is important to us and also being flexible to follow different learning opportunities as they arrive to make learning experiences relevant, interesting and timely.



The Power of Pupil Voice

Children play a vital part in the planning of our themes. Themes begin with a 'hook' or WOW moment to stimulate learning, encourage enthusiasm and capture children's imagination and ideas. We ensure that children are involved with planning for the curriculum and challenge areas. Teachers will then align the knowledge, skills and experiences and complete the fine planning.

Independent Challenge Areas:

Each classroom has 6 Independent Challenge Areas. A Maths and Numeracy area, LLC area, Science & Technology area, Expressive Arts area and a Health and Wellbeing area. We have adopted a Foundation Phase approach across the school where children have the opportunity to develop their independence and consolidate prior learning. Whilst completing these challenges, children can independently explore the six AoLEs and work on short or long term activities linked to their current theme.

Pupil Choice and Pupil Voice

The basis for pupil voice is found in Article 12 of the United Nations Convention on the Rights of the Child which sets out the right of children to express and opinion and to be included in decisions that involve and affect them.

We embed a Growth Mindset from Nursery to Year 6. Learners take greater responsibility for their learning as they progress through school, resulting in confident, critical thinkers with an appetite to learn.



INCLUSIVENESS

Ysgol Tŷ Ffynnon Phase 4: Pedagogy

As the first school in Wales to be accredited with the National Nurturing School Program we are a nurturing school and have been acknowledged for our care and wellbeing of children throughout the school. The 6 principles of nurture groups are:

1. Through the Boxall profile handbook the children's developmental progress is assessed.
2. All adults are reliable and consistent in their approach with children's needs. Nurture is educational provision making the important link between emotional attainment and cognitive learning.
3. Nurture is important for the development of self-esteem, Nurture involves listening and responding. children respond to being valued and thought about as individuals. In practice noticing and praising small achievements is key and nurture groups are not hurried.
4. Children are encouraged to use various forms of communication – language is more than a skill to be learnt, it is a way of putting feelings into words.
5. All behaviour is communication, all adults understand that children's often challenging and difficult behaviour has a reason behind it. The adult makes the link between the external / internal worlds of the child.
6. Transitions are significant in the lives of children – the nurture group helps the child with transition for home to school, and also takes into consideration numerous transitions throughout the day, between sessions and classes and between different adults. The whole school carefully manages with preparation and support.

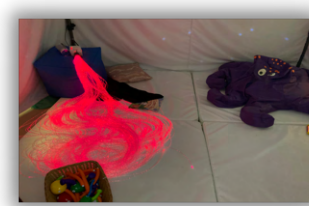
We are an Investors in Families accredited school and understand the needs of the community and the importance of Family and Community Engagement, with a committed staff team who are described as 'going above and beyond' with a 'whole school approach'. As a school we provide learning and experiences that some families may not have access to.



All pupils with ALN are supported to overcome barriers to learning and achieve their fullest potential. We are an ASD aware school and an ADHD friendly school which underpins our inclusive ethos that prevails throughout the school. Early identification of pupils needs ensures effective interventions to support and extend learning.

There are two Resourced Provision classes within Ysgol Tŷ Ffynnon. Dosbarth Gwdihw is the Foundation Phase provision and Dosbarth Gwenyn is the KS2 provision. These classes provide specialist provision to pupils with a statement of Special Education Needs under the guidance of the County's Inclusion Service whose position it is to place pupil's in our setting. Sensory provision is made for children with ALN, notably a sensory pod within the school building known as Ciwb Clyd and an external sensory pod called Caban Clyd, all children are able to access this resource provision. This provision increases student focus, decreases stress and improves cognitive performance when back in class. It can also reduce anxiety and build confidence, it also helps with classroom behaviour, supports self esteem and happiness.

Special Education Provision means, educational provision which is additional to or otherwise different from the provision made generally for children above the age of two in schools maintained by a LA, other than Special Schools.'



As a school, we celebrate the diversity of ethnicity, which includes languages, cultures, religions and traditions represented in our community. We provide our children with the highest standard of provision for teaching and learning, affording them the best opportunities to develop in the area of lifelong learning and basic skills.



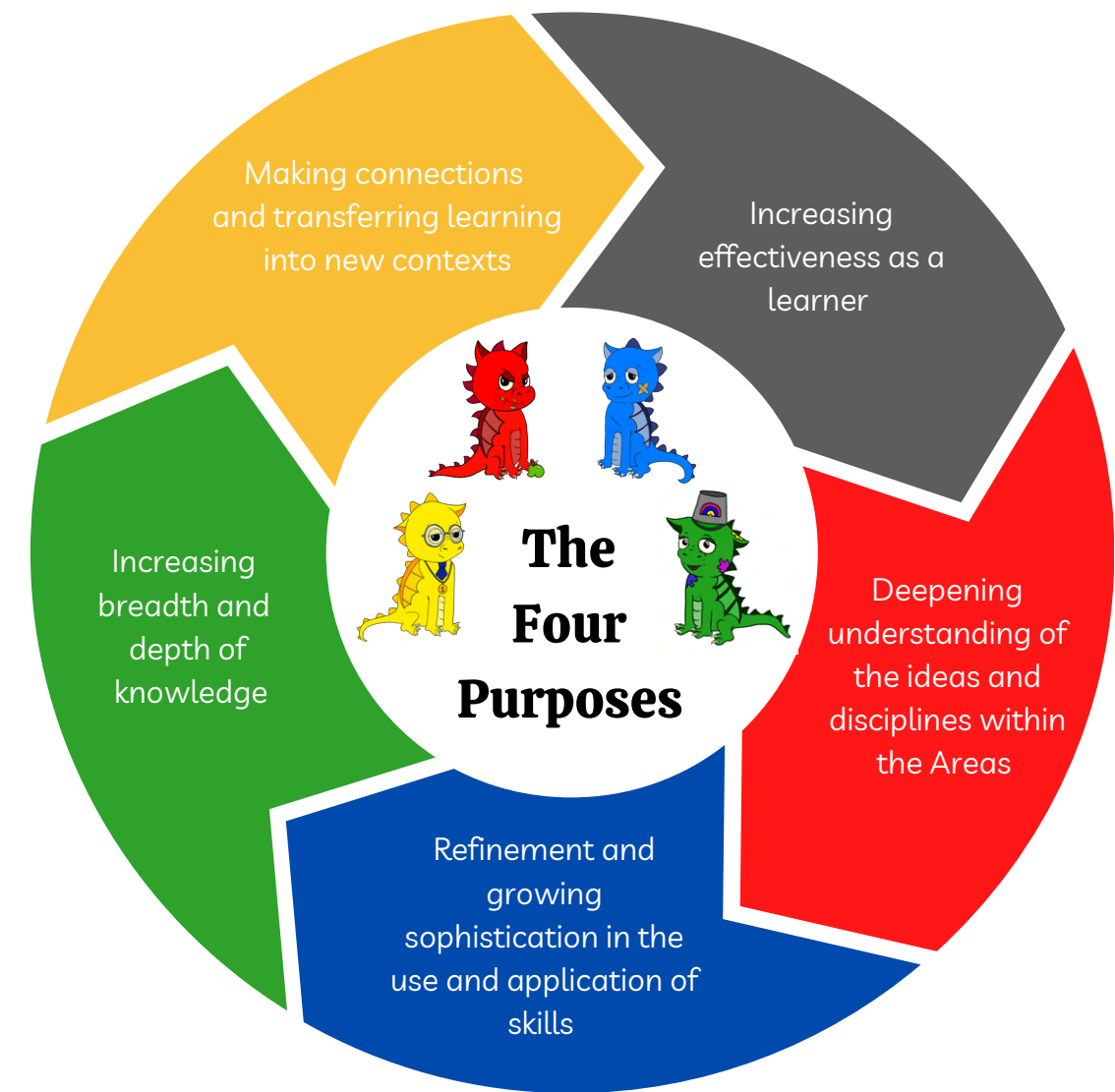
PRINCIPLES OF PROGRESSION

Ysgol Tŷ Ffynnon Phase 5: Progression and Assessment



Our school curriculum is everything our learners experience in pursuit of the four purposes. It is not just what we teach, but how and why we teach it. We ensure that we have a purposeful curriculum and assessment design to support progression throughout our school.

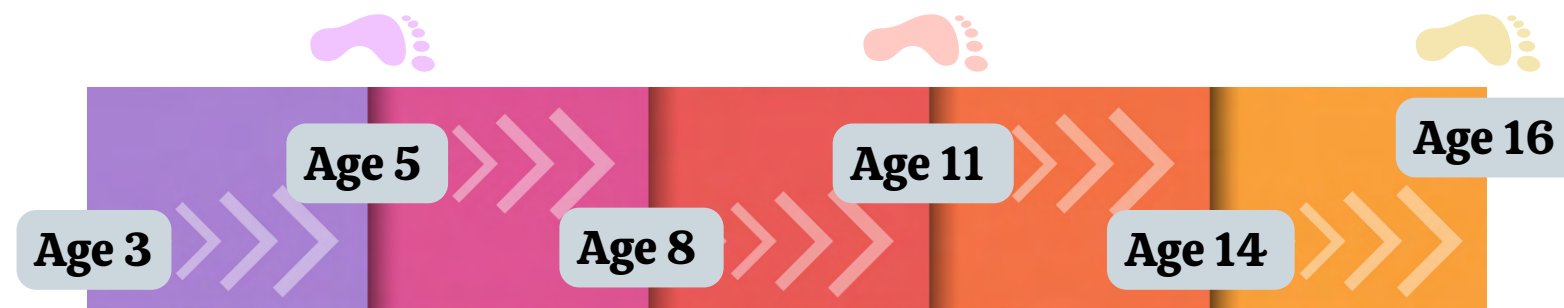
The **five principles of progression** underpin progression across all Areas of Learning and Experience.



Our role in the transition along the 3 to 16 learning continuum

Our learners are the centre of the transition process. We support all learners along the learning continuum, as they move between different groups, different classes, different years and different settings. We ensure that the well-being of all learners is an important and integral part of our processes, recognising the needs of individuals, while also supporting both continuity and progression in their learning. The understanding of each individual learner gained from our assessment strategies is crucial in supporting this process.

There are 5 Progression Steps between age 3 and 16:



Starts here

Finishes here

We ensure that the Principles of Progression...

- support the progress of each individual learner.
- encourage learners to become active participants in their own learning journey.
- allow progress to be identified and supported through a wide range of assessment approaches.
- provide a shared understanding of progression to enhance curriculum design.
- promote engagement between learners, parents/carers and practitioners for progression and wellbeing.

STEPS OF PROGRESSION

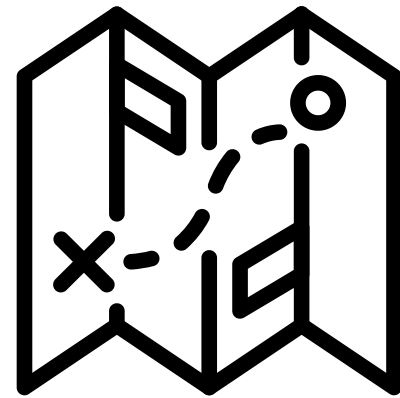
Ysgol Tŷ Ffynnon Phase 5: Progression and Assessment



Explorers

Progression Step 1
Nursery and Reception

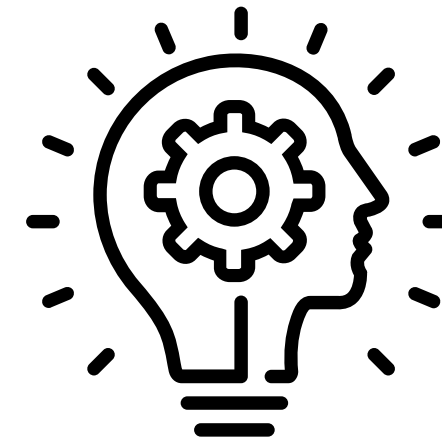
The children begin to explore lots of different knowledge and skills.



Adventurers

Progression Step 1 - 2
Years 1, 2 and 3

The children revisit their knowledge and skills and begin to make links and connections.



Innovators

Progression Step 2 - 3
Years 4, 5 and 6

The children build on these connections and look deeper into learning, developing personal explanations and ideas.

We anticipate that our Nursery and Reception children will be working around Progression Step 1. Our Year 1, 2 and 3 children will be working around Progression Step 1-2 and our older children in Year 4, 5 and 6 will be working around Progression Steps 2-3. However, this is only a general guide as pupils will progress through the Progression Steps at their own pace.

All teachers at Ysgol Tŷ Ffynnon are responsible for supporting Curriculum Design within their Progression Step, ensuring that there is appropriate coverage of the AoLEs with continuity and progression within their Progression Step. This will be monitored by the Senior Leadership Team (SLT) who are our Leaders of Learning.

Each Progression Step is led by a member of the SLT who contribute to the 'bigger picture', ensuring consistency, continuity and progression throughout the whole school.

ASSESSMENT

Ysgol Tŷ Ffynnon Phase 5: Progression and Assessment



Purpose of Assessment	Assessment/Report Method
<p>For children assessments will:</p> <ul style="list-style-type: none"> Reflect their achievements Provide instant feedback about performance Identify next steps to support progression 	<ul style="list-style-type: none"> Self assessment Peer assessment Verbal feedback Standardised and National Testing
<p>For teachers assessments will:</p> <ul style="list-style-type: none"> Allow teachers to evaluate practice Identify gaps and next steps in learning Inform appropriate differentiation Inform future planning 	<ul style="list-style-type: none"> Taith 360 On going marking Standardised and National Testing Baseline assessment Questionnaires Retrieval tasks Seesaw Google Classroom
<p>For parents assessments will:</p> <ul style="list-style-type: none"> Reflect the progress the child has made Identify strengths and areas of development Provide targets to help parents support their child 	<ul style="list-style-type: none"> Seesaw Google Classroom Digital Portfolios Parents' Evenings National Test Feedback Annual Reports
<p>For school leaders assessments will:</p> <ul style="list-style-type: none"> Provide information on the progress of groups of learners Identify 'Value Added' over time Provide evaluative information on the standard provision Inform School Evaluation 	<ul style="list-style-type: none"> Taith 360 National Literacy and Numeracy Tests Communicating with children Moderation and Analysis Questionnaires



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