

Curriculum



Wood Memorial C.P. School

'From little acorns, mighty Oaks grow'



WOOD MEMORIAL C.P. SCHOOL - CURRICULUM RATIONALE

'From little acorns, mighty Oaks grow'

At Woody, everything we do is intended to help our children feel safe, secure, happy and enjoy learning. We want them to feel inspired and to inspire others, carrying that energy and enthusiasm with them out to into the world. To prepare our new vision and curriculum, we asked for the views of our learners, parents, carers, families, staff, Governors, partners and the local community. We asked, and we listened – this is the product of that collaborative journey. We realise this is only the start and it will change and evolve to reflect the ever changing community at which we are at the heart of, and the world that surrounds us.

Key Elements

There are certain approaches and non-negotiables at Wood Memorial which permeate all we do.



Our Woody Code of Conduct

We are proud to represent our school

We are kind, gentle and nurturing

We are ambitious, determined and ready to learn

We are honest, trustworthy and do the right thing

We are respectful, considerate and well mannered

Four Core Purpose Characters

Pupil Influenced



Lady Ambition

Healthman



Dr. Ethical

Creativity Girl



Rights Respecting School



Family & Community



Welsh Language, Culture & Heritage



Outdoor Learning



Health, Wellbeing & Resilience

Digital Learning



Enrichment Experiences



Woody's Core Values



Curriculum Roadmap

1. Identifying the Unique Factors for Our School

Autumn 2021

How we started.
Reflection on what Woody is about.
Description of discussions.
Assessed the needs of our school to suit the new curriculum for Wales. A whole school topic approach was decided upon to be trialled commencing in the Spring Term.

2. Vision, Values & Behaviour

Early Spring 2022

After consultations with all stakeholders, the construction of our new vision and values began as well as a new mission statement. We unpicked "What Matters" statements with staff and prepared to start the curriculum mapping process. Following consultation process, we have created our new five core values. This has enabled us to develop a whole school two year topic cycle, showing progression within year groups.

3. Curriculum Design Considerations

Late Spring 2022

Progression steps within the new topic cycles are now beginning to be mapped. This also included UNCRC rights across the whole curriculum and our new 'Woody Charter' of experiences is finalised.

4. Curriculum Design Models

Summer 2022

Children created characters for the four core purposes which were voted and decided upon. Final draft for new curriculum offer completed ready for statutory implementation in September.

Where Next?

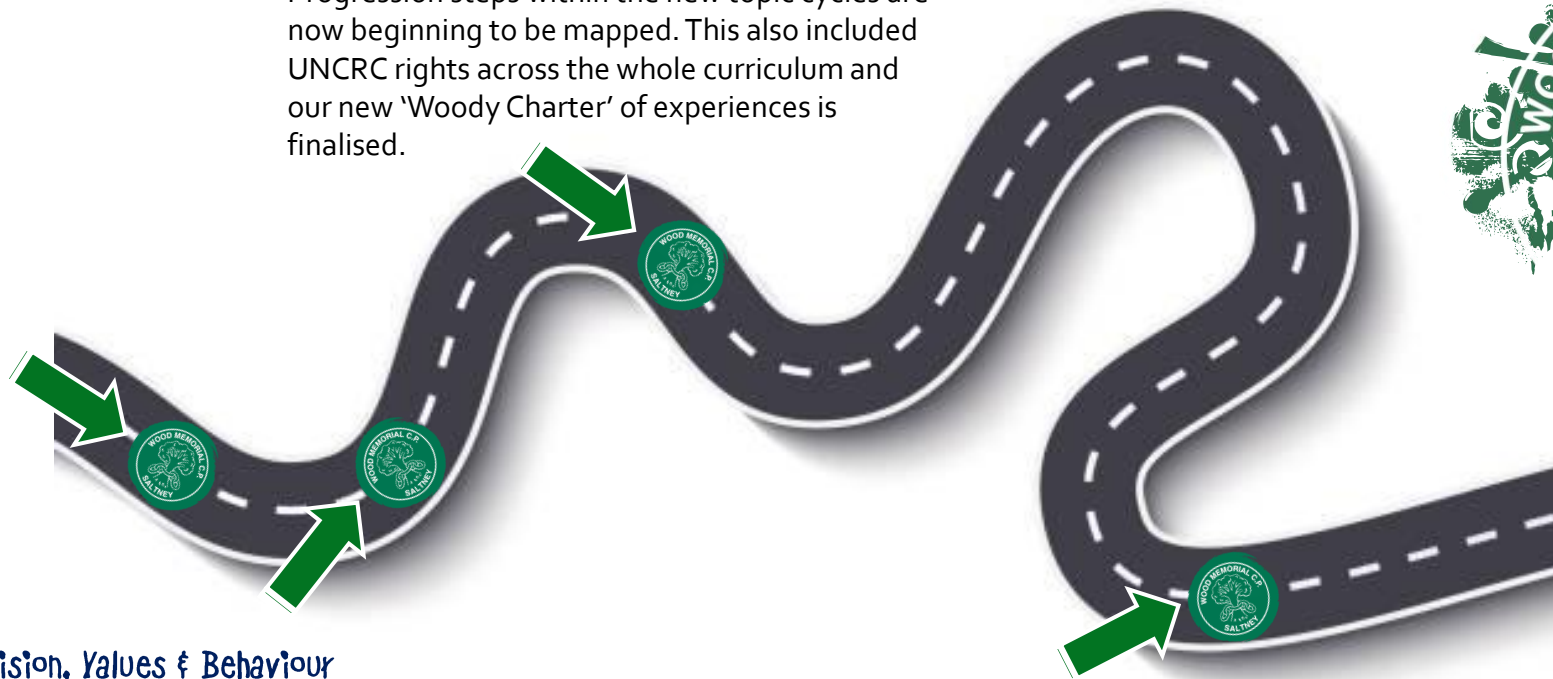
Autumn 2022

Statutory Implementation of New Curriculum and ongoing review of current practice.

Experiment & Innovate

Ongoing

Throughout the process, we have come across ideas that inspire us - we encourage experimentation and innovation, evaluating and reviewing as we go.



Saltney & Wood Memorial



Where are we?

Wood Memorial is a County Primary School in Flintshire, nestled on the North Wales border. We provide an education for approximately 170, 3 to 11 year olds. Our vision statement embodies our nurturing approach to education, ensuring children's wellbeing is central to everything we do. We have a morning breakfast club and there is also a wrap around facility on site, that consists of a playgroup and an after-school club for all learners. Around the school and community, you will often hear adults and children affectionately and proudly refer to our school as 'Woody.'



History

Wood Memorial School, was founded in 1874 and named Wood Memorial in tribute to the Wood Family, of Dee Ironworks, local employers and benefactors. This was a two story building sited on what is now a fitness studio and tyre garage on the High Street. In 1966, the Headteacher, staff and pupils were transferred to the extended current premises, combined with the infant school and was now known as Saltney Wood Memorial County Primary School, thus perpetuating a name which has had a special significance for Saltney families for over a hundred years.



Context

The three-year average for pupils eligible for free school meals is around 40%. We have identified about 19% of pupils as having Additional Learning Needs. At Wood Memorial we teach predominantly through the medium of English but with significant use of the Welsh language. The home language of nearly all pupils is English.

Our first priority is always the wellbeing of our children – more than anything, we want our children to feel happy and secure. We know that this is the foundation to create successful, lifelong learners. Every child is special and unique and, as such, we provide a nurturing environment, embracing their aspirations and giving them opportunities to develop their skills and interests in a way which suits and meets their needs.



What does community mean to you?



We are a community primary school – we should reflect the values of the community in which we exist. Whilst we can tell you much about the area, it is important that we hear the thoughts of the community and those living within it. We asked our parents, carers, children and stakeholders what community means to them...

'Community means the children and families are at the heart of the school; school feels like a family.'

'Making connections with others, looking out for others, a shared goal.'

'It means having trustworthy and reliable people around you that will pull together and help each other out.'

'Everyone standing together.'

'Connection between different cultures and learning from each other.'

'Making links between different generations within the community is important to develop respect and relationships.'

'Keeping our identity - we should learn to value and respect others.'



'The way people rally around for those in need.'

We also asked what makes our particular community so unique and these were some of the responses:

'Unity in diversity, is the beauty of this community'

'Family feel, lots of people have grown up in the area, with lots of families having multiple generations within the community.'

'Diversity, Woody reflects lots of cultures within the community, and maximising these links is important to make sure everyone feels valued and welcome.'

'We have different people from all walks of life... Saltney is unique and doesn't seem to exclude or look down on any newcomers, but rather welcomes them into the fold happily.'

The responses helped us understand our community and shape our mission, vision and values at Wood Memorial.

Our Mission & Vision



Establishing a new Mission Statement

When it was time to review our mission, vision and values, we spoke to our whole school community and asked them to answer a series of questions and complete a series of sentence starters. We asked questions around future challenges for children, skills that are important and what makes a child's day a good one. We also consulted with the children in Woody about what mattered to them: what makes learning fun? How do you learn best? What do you want to learn about? Following this research, we were able to completely re-write our mission and vision...

'At Wood Memorial, we strive to instil a love of learning, inspiring children to reach their full potential in a calm, caring, happy space that nurtures every individual and supports them to grow in emotional intelligence, confidence and self-esteem.'

We endeavour to ensure our pupils are:

- Ambitious, capable learners who are resilient, curious and independent, with a determination to overcome obstacles;
- Enterprising and creative contributors in school and within their community, eager for new experiences;
- Ethical, informed citizens who are respectful, tolerant and passionate about understanding and challenging the world around them;
- Healthy, happy and confident individuals who strive to be the best version of themselves and help others to do the same;
- Excited and proud to be part of the Woody family and to know they will be met every day with a welcoming smile.

We will do this by:

- Caring and valuing every child for who they are and building mutually trusting relationships;
- Being an inclusive and equitable school where everyone is treated fairly;
- Building the self-esteem, self-confidence and self-worth of all children;
- Co-creating a pioneering and engaging curriculum which is relevant for all learners;
- Achieving high standards for all through high quality teaching and learning, and developing language, communication, numeracy and digital skills;
- Using the outdoors to celebrate the joy of discovery, creativity and problem solving whilst also developing life skills, social and emotional intelligence.
- Working together and with outside partners to provide enriching learning experiences and extra-curricular experiences;
- Robustly challenging and assessing our pupils;
- Promoting the Welsh Language and developing a Welsh ethos within the school;
- Investing in our staff to create highly skilled role models and appreciating our accountability;
- Building strong relationships with parents, families, our community and school stakeholders;
- We aim to assist pupils in developing skills to become independent life-long learners who will succeed and contribute responsibly in the changing global community.
- Placing our school at the hub of the community, making it a place of enjoyment where success is celebrated.

Our Core Values

As well as establishing a new mission and vision, it was key to match these important elements with a set of core values, which underpin all that we do. Again, we spoke to our school community and they were asked for their thoughts. These were the values that represented the wide ranging views of our families and school stakeholders. The children then designed their own icons to represent each value – the winning designs were transformed into the final product. Our values are now painted on the school hall and weekly awards handed out that realise the core values.



Kindness

Be kind to yourself and those around you



Respect

Respect yourself, each other and our world



Determination

Demonstrate resilience and never give up



Integrity

Be trustworthy, reliable, honest and do the right thing



Nurture

Nurture your ambitions, family, friends and community



Charter of Experiences

Whilst at Wood Memorial we believe in learning through exciting practical engagement both within and beyond school. The children and stakeholders at Wood Memorial have written this Charter together. We promise to provide every pupil with the opportunity to experience everything on the Charter during their time at Woody.



"Learning and experiences should be focused on what matters now and in the future; what happens tomorrow depends on what you do today." (Parent)



Splash in a puddle	Feel the sand between my toes	Visit an art gallery	to stay away from home	to visit the theatre	toast marshmallows	to learn to play a musical instrument	to have a picnic	to play in the snow	Eat something you have grown
try Yoga	Dress up as a superhero	Climb a tree	Pick up litter in your local environment	Go on a hunt for small creature or insects	Help to light a fire	Go swimming	Care for a pet	Hold a worm	Watch an egg hatch
Build a den	Go to the cinema	Have a water fight	Have a movie night	Hold a summer fair	Kids become teachers for the day	Go to the park	Watch a butterfly hatch	Have a sale day	Drink hot chocolate by a fire
Have a PJ day	Visit a farm	Grow their own food	Learn to ride a bike / ride a bike in school	Go to a museum	Visit an Aquarium	Take part in a tournament	Experience Camping	Help others in the community	Decorate a Christmas tree
Visit a high school	Take part in a science experiment	Meet an everyday hero	Try new food from around the world	Receive a Value Award	Take part in a whole school production	Complete a woodwork project	Help with a school Eco-project	Take part in Eisteddfod	Take part in a leavers play
Join an after school club	Create some outdoor wild art	Make a home for wildlife	Help a plant to grow	Hold a class party	Attend a prom- dress to impress.	Share special things from home 'Special bag'	Watch a pantomime	Try to break a world record	Write to the prime-minister or queen
Host an art exhibition	Learn circus skills	Play a new sport	Make a mud pie	Go on a bus/coach	Enter a competition outside of school	Raise money for charity	Host a dinner party	Use my sewing skills to make something	Watch a live sporting event
Experience baking/ cooking	Toss a pancake	Hold a debate	Learn basic First Aid Skills	Work with an OAP	Visit a city	Pet an animal	Participate in a cultural event	Roll down a hill	Use a green screen
Build something with lego	Say a phrase in another language	Write a computer code	Appear in the Local News	Make a new friend k	to perform/ sing for others	to write a story	Go on a Nature/ treasure hunt	to follow a map	Take part in an enterprise project e.g. pop up restaurant
to manage a budget	Present to an audience	Visit a woodland	Play on a tree swing	Cook on a fire	Make a mud or clay creation	Make a home for wildlife	Get a certificate	Raise money for charity	Go swimming

Four Purposes

The Four Purposes

At the heart of our new Curriculum for Wales are the four purposes. The purposes should be that children and young people develop as:

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

They are the shared vision of our education system. To support the realisation of this vision, the learners have designed their own characters which represent the four purposes. A very talented parent, who works as an illustrator took the original designs and turned them into superheroes, as requested by the children.

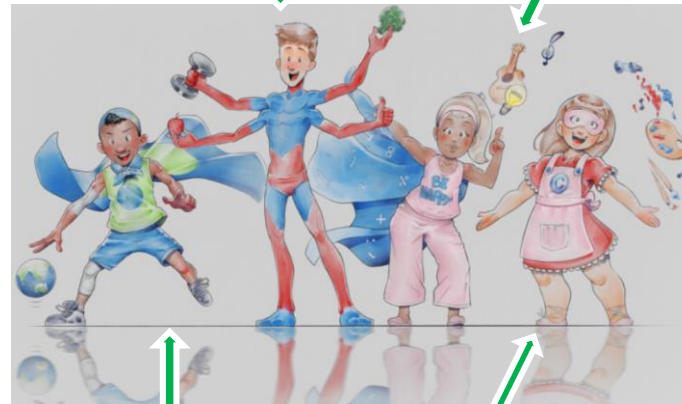
Healthman is a healthy and confident individual who:

- looks after his physical and mental health and safety
- has relationships based on respect and trust
- has strong personal values
- has the skills and independence to deal with everyday life
- has the ability to face and overcome challenges



Dr Ethical is a highly informed citizen who:

- makes judgments and discusses issues based on their knowledge and values
- understands and exercises their responsibilities on human rights
- understands and considers the impact of their actions
- knows about their culture and community
- knows about society and the world in the present and past
- respects the needs and rights of others, as a member of a diverse society
- sees that they have a role to play to ensure the planet's sustainability



Lady Ambition is as ambitious and capable as she sounds! She is always looking to:

- set high standards for herself
- enjoy challenges and solve problems
- develop knowledge and skills and apply them in different contexts
- discuss her learning confidently
- communicate well in English and Welsh
- use mathematics and numeracy and digital technologies effectively

Creativity Girl is an enterprising superhero who:

- thinks creatively
- applies her knowledge and skills to create, adapt and solve problems
- identifies and grasps opportunities
- is confident to take risks
- leads and works together in a team
- expresses ideas and emotions in different ways
- Uses her energy and skills for the benefit of others



What does our Curriculum look like?



How and why our curriculum helps grow Mighty Oaks from Little Acorns...

A curriculum should embody everything about the school. At Wood Memorial, we work with our whole school community to plan and deliver a broad, progressive, innovative and exciting curriculum, full of high-quality, purposeful learning experiences which meet the specific needs and learning styles of all pupils, regardless of age, need or ability. It is the roadmap our teachers and staff use to realise our vision of ensuring our learners are ambitious, enterprising, ethical and healthy citizens. Our staff, parents, carers, Governors, school stakeholders and, most importantly, children contribute their thoughts and ideas towards influencing and planning our curriculum. They have said the following:

'Learn to apply skills in different situations and be shown the importance of them in real life situations'

'Find their own ways of learning and what works for them best in terms of learning styles.'

'Be confident, independent and learn in the best way suited to me.'

'Develop literacy and numeracy skills across the curriculum.'

'Learn about health and wellbeing – life skills.'



'Follow our interests and passions.' (Pupil)

What do we teach?

We provide high quality teaching experiences, which excite and motivate children in the classroom and beyond. Throughout your child's time with us, they will experience the curriculum through continuous and enhanced play provision throughout the entire age range, teacher directed activities, along with independent and group-based tasks. The use of the outdoor environment, STEM areas and enrichment activities play a significant role in every child's learning each year. Our 'Woody' curriculum is organised into six Areas of Learning and Experience encompassing the Statements of What Matters and reflecting the Principles of Progression. All required curriculum elements such as 'Religion, Values and Ethics' and 'Relationships and Sexuality Education' are taught, along with all cross curricular skills. Everything is underpinned by the four core purposes.

'Learn how they can change the world in small (and big!) ways.' (Parent)



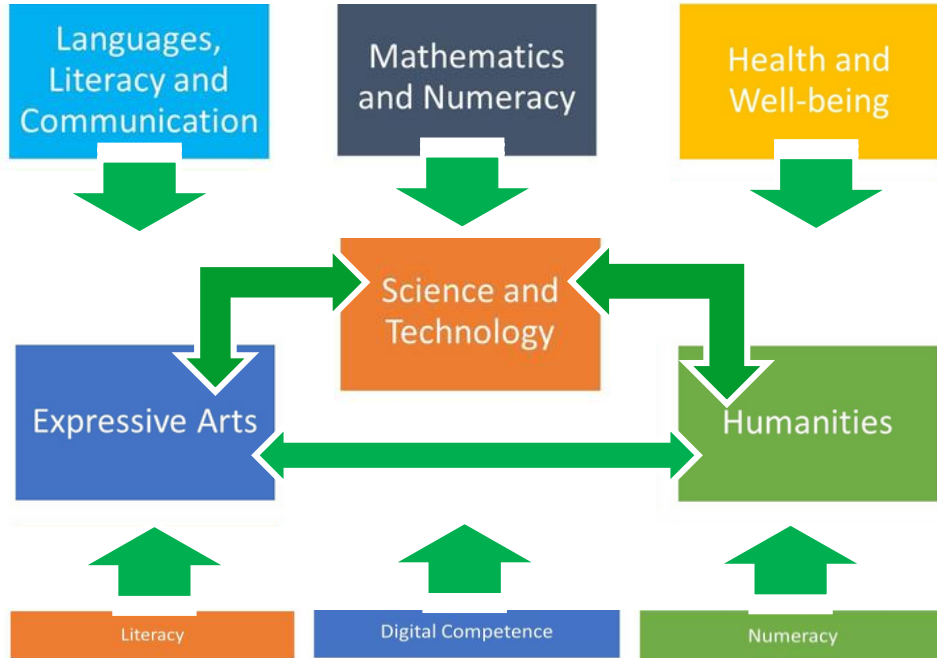
Areas of Learning & Experience

Expressive Arts	Humanities	Health and Well-being
Science and Technology	Mathematics and Numeracy	Languages, Literacy and Communication

Cross Curricular Skills

Literacy
Numeracy
Digital Competence

Curriculum Design









Delivering the AoLEs

There will be certain Areas of Learning Experiences at Wood Memorial that will be taught through a disciplinary approach using White Rose Maths, Read Write Inc. and Jigsaw – this does not mean that they do not form part of our interdisciplinary Topic Theme webs. Topic Themes are generally planned around the Expressive Arts, Science & Technology and Humanities AoLEs. Numeracy, Literacy and Digital Competence will be developed across all Areas of Learning and Experience, interweaving through all.

Topic Themes

Written in collaboration with staff, pupils, governors and parents. These are overarching themes that allow for creativity and coverage of a wide range of skills which will lead to high achievement for all. All stakeholders have worked hard to design a unique two year cycle of the following rolling topic themes.

Year A Autumn	Year A Spring	Year A Summer	Year B Autumn	Year B Spring	Year B Summer
Conflict 	Countries and Cultures 	Explorers 	Time Machine 	Enterprise and Innovation 	The natural World and Us 

Everything the children will learn, will connect to all of the Areas of Learning & Experience

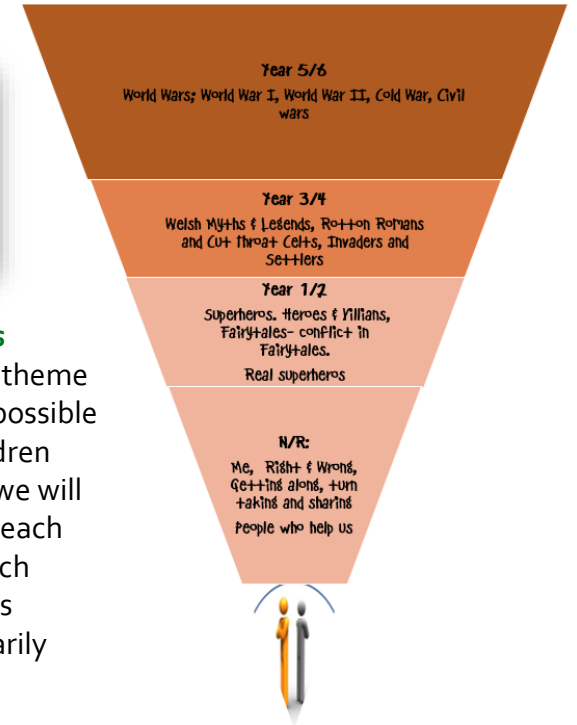


Year 1 – Autumn term
Conflict
Possible lines of enquiry



Potential Topic Themes

We then looked at each theme and thought about the possible lines of enquiry the children could follow. However, we will be taking the lead from each class as we approach each theme and the examples provided do not necessarily need to be used.

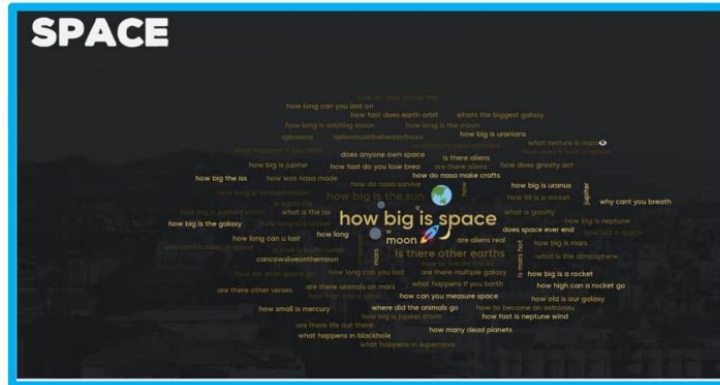


What Matters?



Statements of What Matters

They are crucial for curriculum design and planning progression in learning across the 3-16 continuum. The four purposes are central to all decisions we make and the statements of what matters provide the context, the specific big ideas/concepts, that are essential to progression in each AoLE. Without planning to the statements of what matters, learning would not be rooted in any context. The progression steps are the 'check in points' – the point in time at which we consider the descriptions of learning for each statement of what matters. They are not in themselves intended to form the basis of a tick list or summative assessment but should inform the school level curriculum design.





'Pupil Voice matters!
Pupils create their
own 'Big questions'
and lines of enquiry.'

Pedagogical Principles

Pedagogy is at the heart of curriculum. In designing our curriculum, we have considered the pedagogical approaches we will need to employ to support learners in realising the four purposes. We have developed a strong vision of learning and teaching which takes into consideration the 'why' and 'how' as well as the 'what'. This vision recognises the integral role of the learning environment in supporting effective learning. Our staff understand our children on a deep level and spend time exploring and reflecting on which teaching strategies will best support learning, and the impact of this on learners. Our Woody curriculum for all ages and abilities is underpinned by the 12 Pedagogical Principles of the new curriculum.

Lessons,
activities and
sessions will be
delivered
through a range
of teaching
styles and
approaches.'

Role	Learning	Science and Technology	Expressive Arts	
Statement of what matters 1	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	Being curious and searching for answers is essential to understanding and predicting phenomena	Exploring and expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals	 UNCRC Rights covered this term and introduced through Assemblies and Calendar Events.
Statement of what matters 2	Events and human experiences are complex, and are perceived, presented and interpreted in different ways.	Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Article 2- The right to not be discriminated against Article 14- The right to Freedom of thought, conscience and religion Article 19- The right to Freedom of expression Article 16 - The right to privacy Article 17 - The right to be able to access to information from the media Article 29- The right to education, which develops my personality, respect for others rights and the environment. Article
	PS1-Form and express simple opinions about my likes and dislikes. PS2- Form and express opinions about something that is important to me, considering my own ideas, feelings and those of others.	PS1- To identify, follow and begin to create sequences and patterns in everyday activities. - to design while I make and communicate about what I am making - explore the properties of materials and choose different materials for a particular use	PS1- to explore and experiment with a variety of creative techniques, materials, processes, resources, tools and technologies. -to ask questions to discover how creative work is made -to begin to explore ideas, feelings and moods in a variety of creative work	Health and Wellbeing  Jigsaw Dreams and Goals Healthy Me

Nurture, Equity, Inclusivity & Enrichment



Forest School & Outdoor Learning

Outdoor Learning is a central part of Wood Memorial. We have outdoor classrooms and learning zones for all learners, and an extensive Forest School where children have the opportunity to participate in a specially planned, progressive outdoor curriculum each year. All children have the opportunity to develop their skills through experiences within their local environment.



Providing enriching and rewarding opportunities beyond the school gates'

Nurture, Support & Universal Provision

Equity in education has never been more important; at Wood Memorial we want every child to be given the right support and guidance to achieve their full potential. We have a comprehensive universal provision offer and use a range of programmes and strategies to support our learners with their emotional and mental wellbeing.



Trips, Sports, Health & Curriculum Enrichment

Residential trips to centres/places such as Glanllyn, Llangrannog, Colomendy, Robinwood and Cardiff provide children with the opportunity to build their confidence and experience new things. Throughout the year we try to bring in visitors to the school or organise trips that both enhance and enrich the curriculum. Pupils take part in a range of trips appropriate to their age and learning, from visiting a local supermarket through to attending a Champions League match. Our school choir has participated in musical productions. We aim to give our pupils a broad range of sporting activities as part of the extended curriculum, offering a variety of extra-curricular sports clubs. We have teams participating in football, cricket, rugby, basketball, hockey, dodgeball, netball, athletics, street dance and cheerleading competitions. We are a Healthy Schools Scheme National Quality Award holder and promote healthy choices. We regularly raise money and goods for local and national charities, supporting our surrounding community wherever possible.

Proud to be a School in Wales & Pupil Voice

At Wood Memorial we teach predominantly through the medium of English but with significant use of the Welsh language. Learners celebrate the Welsh language, culture and heritage. We incorporate the principles of the Siarter Iaith into all aspects of our curriculum and have an elected Criw Cymraeg. Pupil voice and influence is an important part of our school and we actively encourage pupils to make their voice heard in decisions which affect them and to lead change. We have a Student Senedd which consists of ministers and committees focusing on school changes, environment, health, wellbeing, sport, languages and technology. Head Boys and Head Girls are also part of the Senedd.

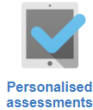
Progression & Assessment

Progression Steps

Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. When looking at progression steps and how they work for our learners at Wood Memorial, we took each overarching theme (and the possible progression steps that could be developed in the AoLEs) that we are delivering through a mixture of disciplinary and interdisciplinary approaches.

Using a range of assessment strategies and resources, we monitor each individual learner closely, recognising their need to make progress at an appropriate pace, with the right balance of challenge and support. We are trialling different tracking tools supported by teacher assessment, Seesaw, Taith360, MAT profiles and personalised assessments data; all with a view to supporting every learner to make progress and inform next steps in teaching and learning. This will provide a picture of how your child is developing in relation to the progression steps within the Curriculum for Wales. It is intended that your child contributes to the process of setting learning targets and assessing their own progress towards achieving these targets.

Assessment for Learning strategies are employed daily - timely, relevant and collaborative feedback is provided, meaning 'next steps' are achievable and understood. We also assess and monitor each learner's wellbeing using the Nurture International Pupil Development Portrait and Whole School Approach to Emotional and Mental Wellbeing audit tool.



Where do we go next?

We are currently developing our own baseline tool and tracking document, ready for the new academic year, so that pupil progress is tracked in a meaningful and purposeful way, as they move through Woody.

Communicating with Parents

Positive home/school relationships are built on clear, effective and regular communication. Parents and carers are encouraged to take an active role in understanding their role in helping their child to achieve their goals, targets and key milestones both inside and outside of the school environment. Parents and carers are informed if their child is accessing any additional support or interventions. We use Seesaw, Gateway and email to keep our community connected, and open our doors regularly to parents, carers, families and community members.