

# Inspiring ACTions – Fulfilling Lives

**Ysgol Y Grango Summary Statement  
Curriculum for Wales September  
2023**





## Ysgol Y Grango – Our Context

Ysgol Y Grango is a mixed secondary school for students between 11 and 16 years of age, situated in the rural village of Rhosllannerchrugog, with approximately 550 students on roll. The school serves its strong knit local community and other nearby villages, less than five miles from Wrexham city centre.

At Ysgol Y Grango we aim to promote a love of learning within a caring, purposeful and ambitious environment, where individuals matter and their happiness and wellbeing are of paramount importance.

We are large enough to deliver a broad and balanced curriculum, while being small enough to provide the bespoke care and attention our students require to enable them to be a success.





# Ysgol Y Grango We are...We care...We share...

**We are** a family and have a sense of belonging: **CYNEFIN**.

**We are** a welcoming, safe, nurturing and ambitious learning environment.

**We are** aware of our responsibilities to society.

**We care** that all learners feel known, listened to and valued.

**We care** about the happiness and wellbeing of all members of our community.

**We care** about our community and embrace our rich Welsh cultural heritage.

**We share** the values of kindness, respect, honesty, integrity, resilience, high aspirations, and self-belief.

**We share** collective commitment to set high expectations, promote diversity and equity.

**We share** the belief in the power of education to transform the life chances of our young people.

**Together we can** make a difference.



The Welsh Government has envisaged a new Curriculum For Wales (CFW), which all schools need to design, create and implement for their learners from September 2023.

“It remains our collective responsibility to engage and inspire the next generation of learners for a more prosperous and equal Wales.”

“We can be confident our reforms are giving young people and our education system the best chance to prosper.”

**Kirsty Williams, Minister for Education.**

At Ysgol Y Grango we are really excited about the opportunity to create a bespoke, personalised curriculum to meet the needs of the learners in our local community, preparing them to be global citizens and leading fulfilling lives as valued members of society.

# Inspiring ACTions – Fulfilling Lives

The Stwit Theatre  
- Cynefin

## Ysgol Y Grango

Our school, dating from 1906 and rebuilt in 1985, benefits from the picturesque setting of rolling hills and views which stretch for miles around. Ysgol Y Grango serves its strong knit local community and other nearby villages.

Our stakeholder research identified the pride, cynefin, the village and its residents have for The Stwit theatre and its unique history. We recognise the affection which people of all ages demonstrate for this landmark building and have therefore incorporated it into how we have formulated and chosen to visually present our new Ysgol Y Grango Curriculum For Wales.

This process has helped to generate an innovative and dynamic vision for our school based on the following principles:

**Aspirational, Community & Transformational - ACT**

# Aspirational Community Transformational

Through our new Curriculum For Wales, we want all learners of Ysgol Y Grango to be ready and prepared to ACT in accordance with their environment. ACT has a variety of meanings, which we want to inspire in our young people.

## ACT:

- To do or perform: academic studies, expressive arts and sport
- To make choices which will have a beneficial impact upon learners' lives and wellbeing
- To undertake roles, responsibilities and challenges as part of their learning pathway
- To portray admirable characteristics, always behaving ethically and with integrity
- To seize opportunities which arise, make a positive impression on others and contribute to their local community and beyond

**We will encourage the learners of Ysgol Y Grango to ACT in three key aspects by being:**



# ASPIRATIONAL

Learners will seek to learn, develop and extend their skills, knowledge and understanding across the Areas of Learning Experience. We want our ACTive learners to challenge themselves and to aim high to be successful in meeting their goals.

**ACTive Values: ambitious, creative, independent, confident and resilient**

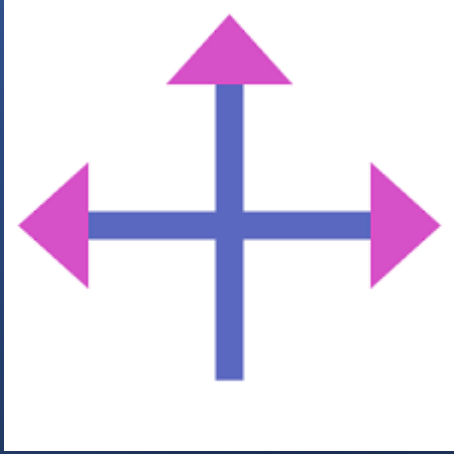


## COMMUNITY

Our ACTive learners will know and understand the history, identity and culture of their local community and nation, including embracing the Welsh language. We will provide the nurture and support our young people require so that they can have the opportunity to thrive as responsible citizens of Wales and the world, ready to lead fulfilling lives as valued members of society.

**ACTive Values: respect, kindness, consideration, tolerance and empathetic**





## TRANSFORMATIONAL

Our curriculum will enable our learners to gain the skills and knowledge they require to realise their potential and providing the tools they require to overcome adversity whenever it might arise. ACTive learners will have the opportunity to fulfil their academic, professional or entrepreneurial ambitions, ready to play a full part in life and work. They will be ready to learn throughout their lives.

**ACTive Values: Problem solving, critical thinking, enterprising, bold and curious**

**The Stiwt  
Theatre, the  
Ysgol Y Grango  
visual  
representation  
of our  
Curriculum For  
Wales**



# Community, Culture and Careers

In accordance with the spirit of the CFW, learners are encouraged to holistically contribute to generating and supporting their own local community and to celebrate their local and national identity.

Our curriculum aims to prepare learners for a highly competitive and technological world of work and equip our young people with the skills, knowledge and experiences they will require to be successful.



Gyrfa Cymru  
Careers Wales

# What is new about the Curriculum For Wales, 2023?



- The **Four Purposes** are at the heart of the curriculum.
- Moving away from a prescribed content based curriculum to a purpose based curriculum.
- The journey of progression from early years to the point the learner leaves education is smoother.
- There is a new thinking around progression in the curriculum.
- Richer learning experiences for the learners. Teaching will be more imaginative and creative.
- Allows a change in how we think about assessment - helps promote teacher and learner discussions about their learning path.
- Assessment is about helping young people learn, and focuses on the progression of learning, not just a standard young people must meet.
- <https://www.youtube.com/watch?v=SZ3bVjsbAkY>

# What are the mandatory components all learners will study as part of the new curriculum ?



Statement of  
What Matters

Relationships  
and sexuality  
education

Principles of  
Progression

Cross-Curricular  
Skills

Cross-cutting  
Themes

Integral Skills

English

Welsh

# The Four Core Purposes

At YYG, we aim to build a community of learners with the highest aspirations underpinned by the four core purposes which will empower our learners to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society



# Six Areas of Learning

The new Curriculum for Wales is composed of 6 Areas of Learning and Experience (AoLEs):



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and Communication

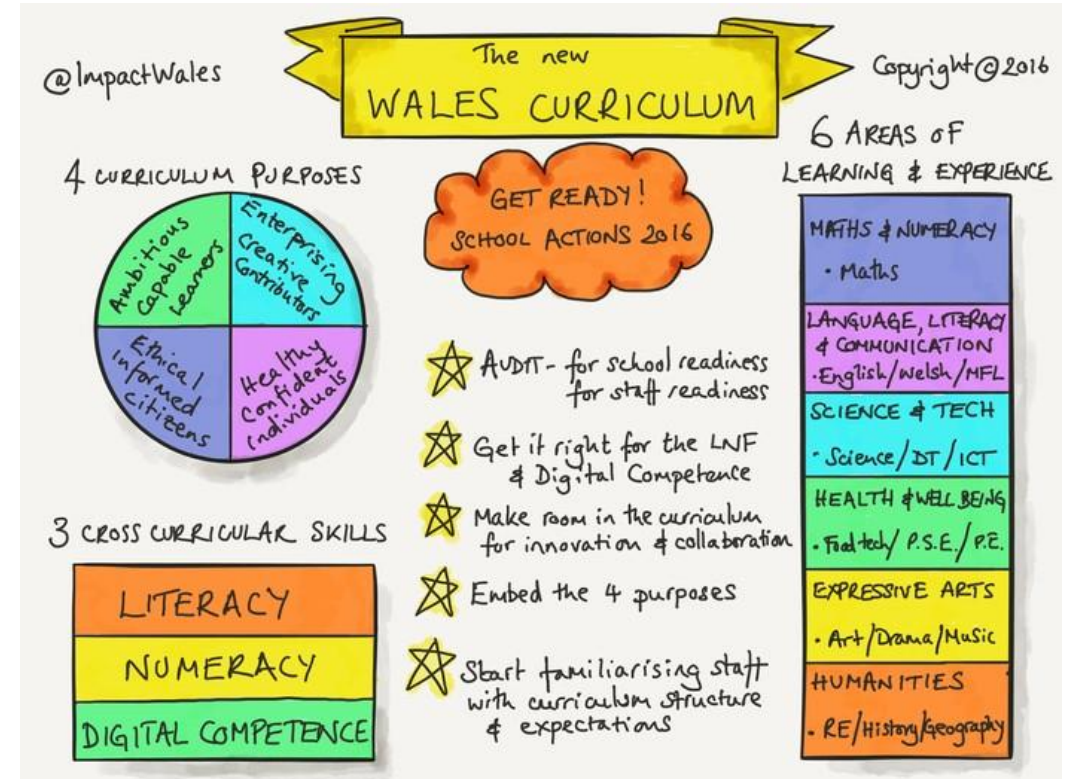


Mathematics and Numeracy



Science and Technology

The 6 AoLE's make a distinct and strong contribution to developing the four purposes, whilst also making connections with the 'What Matters' statements.



## The Process of Curriculum Design

Preparation for the new Curriculum For Wales has provided our school community with the unique opportunity to:

Re-design and update our curriculum fit for the 21<sup>st</sup> Century

Engage with action-based research pedagogy

Collaborate with other schools and our primary partners to facilitate an effective transition from the primary to the secondary school curriculum





# High Level Curriculum Design

All learners are entitled to a broad, knowledge rich and ambitious curriculum to enable individuals to develop qualities and skills, which will be beneficial throughout their lives.

Our new curriculum reflects our Curriculum For Wales vision of ‘**Inspiring ACTions – Fulfilling Lives**’. Our curriculum is complemented by a raft of authentic and enrichment activities that broaden and extend the learners’ experience.

## Strand 1: Pedagogy

- Effective pedagogy and responsive teaching techniques
- High-quality learning and outcomes
- Use of cognitive science

Unpacking What Matters Statements, planning authentic learning experiences.

## Strand 2: Embedding purpose-led curriculum vision

- Securing effective curriculum design
- Improving Core knowledge
- Developing Sequencing

Backwards curriculum design model.

## Strand 3: Developing Assessment

- Embedding formative assessment prior and during learning sequences
- Meaningful measures and reporting

Share assessment model with all stakeholders, trial in the summer term.

## Strand 4: Developing Knowledge, Experiences and skills

- Establishing core knowledge and skills
- Establishing meaningful links across areas of learning and experience

Links with skills co-ordinators and AOLE’s, Inset, Twilight sessions and CPD Friday sessions.

## Strand 5: Developing Quality assurance

- Codifying and sharing practise
- Self-evaluation and benchmarking

Whole school and Faculty’s SER.

## Strand 6: Developing capacity

- Developing outstanding middle leaders
- Broadening curriculum leadership
- Empowering process leadership

Continual Professional Development through GWE networks, alliances with schools and pupil and parent voice.

# Stakeholder Engagement & Collaboration

Consulted with all stakeholders, including learners, parents, governors, and local businesses as to what we value in our school and local community, and what are the needs of the young people we (Ysgol Y Grango) serve.

This discourse has been conducted through a variety of forums including online questionnaires, Curriculum for Wales Student Champions, Student Council meetings, Parent Voice Group, cluster partners, local business feedback and assemblies.



# Primary Collaboration

Working closely with our primary cluster is vital in securing continuity of learning for all pupils and an effective transition.

An example of this commitment is our Enquiry Days where primary and secondary colleagues share ideas and resources. These have a clear focus on pedagogical approaches and their impact on pupil progress.

From the Enquiry Days areas of strength, as well as next steps, can be identified.



# Curriculum for Wales Teaching and Learning

High quality pedagogy underpins the 'Big Questions' that have been developed in each area of Teaching & Learning, that will be reviewed and evaluated on a regular basis to reinforce the learning and build upon knowledge.

Eliciting responses that demonstrate understanding is at the heart of pedagogy and we strive to create an engaging and encouraging learning environment.

Our young people deserve vibrancy, energy, animation, dynamism and collaboration in our Teaching & Learning, to ensure that every learner achieves their potential.

In planning our new curriculum staff have modelled the 'what' and 'how' Enquiry Model approach to ensure that they reflect on their classroom practice and respond to the needs of our learners.



## 4 Steps to Check for Understanding

### Step 4: ACT

*“To be formative, assessment must include a recipe for future action...the goal is for the learner to use the information to make improvements.”*

*Dylan William, 2004*

# Areas of Learning Experience Learning Journey Exemplars

All learners will have a Learning Journey which outlines the knowledge, skills and experiences they will undertake, framed around a Big Question.

**Science** Year 7 – Learning Journey Scientific Skills Unit 1

**BQ 4** How do I present my findings?

To select the most appropriate graph to present experimental data.

**Topics:**

- Results tables
- Graph skills

**BQ 3** What is a fair test?

To identify in an investigation what needs to change, be measured and controlled.

**Topics:**

- Variables
- Mean calculations
- Accuracy
- Precision

**BQ 2** Which is the right equipment to use?

To select correct equipment for common scientific processes. Produce scientific diagrams for equipment set-up. Make precise measurements.

**Topics:**

- Scientific equipment
- Scientific diagrams
- Making measurements
- Units of measurement

**BQ 1** How do you work safely in a science lab?

To work safely in the lab.

**Topics:**

- Lab safety rules
- Hazard symbols
- Using a Bunsen burner

**Skill Assessed:** Literacy, numeracy and digital competence.  
**Cross-Cutting Themes:** Careers and work-related experiences.  
**Integral Skills:**

**Humanities** Year 7 – Learning Journey Identity

**BQ 4** What challenges is our community facing?

To recognise the challenges communities are facing politically, religiously and geographically. To know how religious buildings are currently used and the effect politics has on communities.

**Topics:**

- Global ethnicities
- Political parties
- Religious buildings
- Wrexham's mining heritage

**BQ 3** What is our identity?

To research statistical facts about the number of people living in our communities as well as globally. To explore the benefits and setbacks of living during an ageing population.

**Topics:**

- Global, UK, Welsh and ageing population.

**BQ 2** Where are we now?

To develop an understanding of our local area and beyond. To reflect upon people's beliefs, the architecture which shapes their area and the world in which they live.

**Topics:**

- Global Scale Maps
- My Community
- Employment Sectors
- Religious Beliefs
- Historical Buildings
- Map Skills
- Spatial Patterns

**BQ 1** Where did we come from?

To learn more about our past, key elements of creation as well as the time between then and now.

**Topics:**

- Chronology
- The Big Bang
- Religious Creation Stories
- Inference
- Age of the Earth
- Forming Opinions
- Ordering and Identifying Dates
- Earth's Timeline

**Skill Assessed:** Literacy, numeracy and digital competence.  
**Cross-Cutting Themes:** Local, national and international contexts, careers and work-related experiences.

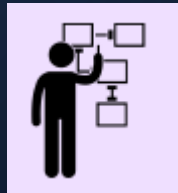
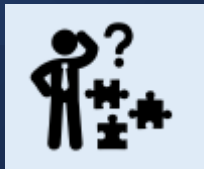
# Curriculum For Wales Progression

Learning is a different journey for everyone.

Individual learners all have a different start and end point.

The new Curriculum For Wales is designed for all learners to progress at a pace and style that suits them.

It focuses on improving skills; literacy, numeracy and digital competence, as well as integral skills; creativity & innovation, critical thinking & problem solving, personal effectiveness, planning & organising.



# Curriculum for Wales Progression

## Progression and assessment is at the heart of the new Curriculum For Wales

Statements of what matters are the basis of progression.

Principles of progression - how a pupil makes progress and contributes towards the four purposes.

Descriptions of learning show how a pupil progresses through a statement of what matters.

These are progression steps.

### Progression step 3

I can explore how the motion of objects can be affected by applying specific [forces](#).

I can use a variety of simple [models](#) to describe the forces acting on an object.

### Progression step 4

I can explain and calculate how multiple [forces](#) acting on an object will affect its motion.

# Curriculum for Wales Assessment

Assessment is integral to good teaching.

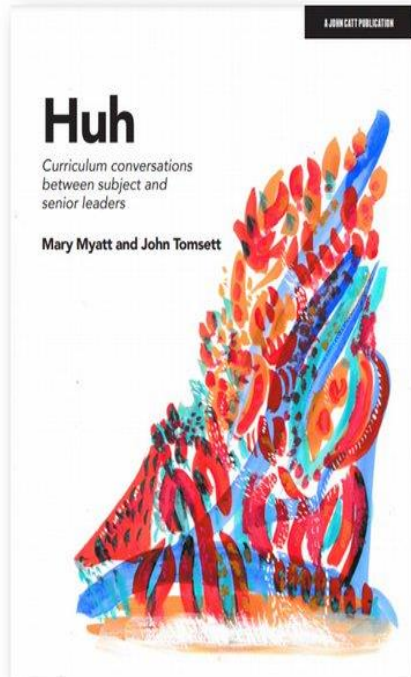
Assessment practices will identify the progress a learner is making.

Learners' progress will be assessed in the following ways:

- Continuous day-to-day assessments
- Use of clear success criteria
- Explicit learning outcomes
- Effective questioning
- Self-assessment and peer assessment
- Effective response to feedback



# Evaluate, Refine & Review



“Curriculum development is an ongoing process; it's not going to be finished, ever.”

Claire Hill

*Simplexity*

- Research and alliances with other secondary schools.
- Pupil and parent voice meetings and surveys.
- Faculty meetings
- Twilight sessions – staff sharing good practice
- Curriculum For Wales working party
- Book Looks and Learning Walks
- Key focus of evaluation is the purpose of the curriculum, driven by WHY? The Curriculum For Wales is no longer a content driven curriculum and the key focus is planning for the progression of our learners.
- Our curriculum will continue to evolve through continuous evaluation, refinement and review.