



The school vision was created in consultation with stakeholders. This included:

- *INSET days with staff and governors*
- *meetings with the school council and questionnaires to parents*
- *engagement with the school community and local community through a variety of media including social media accounts.*

The school vision was launched in April 2021 and underpins all areas of school life.

Our vision is...

Trallwng Infants provides a safe, happy & welcoming environment that inspires children to become independent and confident learners within our community.

The curriculum was developed in consultation with stakeholders to realise the vision, including:

- *staff engagement in professional learning, reading and research*
- *all staff considering the learners needs and the school context related to the four purposes.*
- *insets for governors, staff, parents and pupils considering what all pupils should know and be able to do, and which values they should develop during their time at the school.*
- *Cluster working in planning to ensure progression along the 3-16 continuum.*
- *Partnerships with a range of providers from the local and wider community on providing learners with distinct and enriching experiences.*

The school has designed and developed a curriculum that is suitable for all learners. It enables them to develop in the four purposes, and it gives due consideration to all of the mandatory elements. It is broad and balanced and includes learning opportunities within and across all of the Areas of learning and experience. It encompasses the concepts in all of the statements of what matters and provides appropriate progression in accord with the principles of progression.

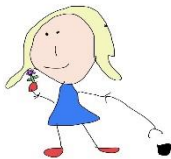
The children have been involved in creating and naming characters linked to the purposes that they can relate to.



Enterprising, Creative Evan



Ambitious Capable Anwen,



Ethically, Informed Elin



Healthy, Confident Huw,

Curriculum alignment

The school's curriculum aligns to the mandatory requirements of teaching Welsh, English, Relationship and Sexuality Education (RSE) and the cross curricular skills of literacy, numeracy and digital competence. Further design and development is required with regard to Religion, Values and Ethics (RVE) following the publication of the agreed syllabus.

Pedagogy and professional learning

The school has considered pedagogy and developed professional learning and support focused on high-quality teaching. All teachers have engaged in enquires within their classroom to explore strategies for modelling and scaffolding.

Assessment and progression

Assessment arrangements are informed by principles of progression. These are embedded in day-to-day practice through a variety of evidence informed assessment strategies. They enable the identification of learners who require further support or challenge and provide rich qualitative information to inform next steps in learning for individuals and groups of learners. The school is working with their cluster to further develop a shared understanding of progression and transition planning.

Implementation

The curriculum will be implemented in all year groups from September 2022. At their meeting on 11th July 2022, the governing body considered and agreed to adopt the school's curriculum. The school plans to publish a summary of their curriculum on the school website by 20th July 2022. They will inform parents and the wider school community of this through their usual communications, e.g. newsletter, social media, etc.

YSGOL BABANOD TRALLWNG INFANTS SCHOOL

Review

The school curriculum will be kept under review through the self-evaluation activities in the school's MER cycle. This includes learning walks, book scrutiny, pupil, parents and staff forums and questionnaires, etc. Termly reports of these are shared with the governing body. During summer term 2023 the schools plans a detailed review of the curriculum for refinement for September 2023.

Impact

The school ensures that it considers the impact on learners mental health and emotional well-being in all curriculum decision making. The school has begun to use the framework on embedding a whole school approach to emotional and mental well-being to support this.

All staff have participated in professional learning that promotes knowledge and understanding of the UNCRC and UNCRPD. This is also embedded across the curriculum and in the work of the school council. The school continues to foster close partnerships with their cluster schools, the regional consortia, the local authority and ITE partners as appropriate to fulfill their duties.

Each term, the pupils are immersed into a week of activities that link to the concept of the term. These include visits off site and visitors to school. Examples include a session with Upbeat, where the children learned how to drum to a beat, an opportunity to learn circus skills with a children's entertainer & looking at patterns on reptiles like lizards & snakes following a visit from The Really Wild Show. At the end of each term, pupils showcase their learning with an end of term celebration.

