

The Danescourt Way

Tyfu



Our Curriculum Offer

Llwyddo



Click here

Nurturing the Roots
Meithrin

Nurturing the Roots

The Danescourt Primary School Curriculum Offer stems from and supports the vision that all learners will develop as Ambitious Capable Learners; Healthy, Confident Individuals; Ethical, Informed Citizens; and Enterprising, Creative Contributors throughout their school journey and beyond.

Staff

Learners

Parents/
Carers

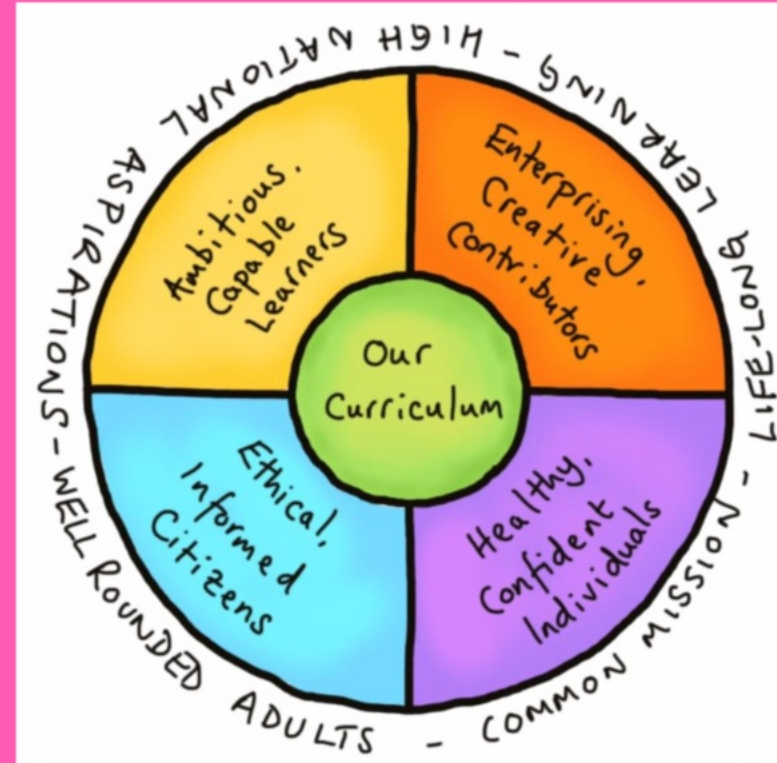
Wider School
Community

Vision

Staff

Contexts for Learning have long since been a part of the diet at DPS but **how** we design these has been reviewed to ensure that we are providing a curriculum which takes into account the needs, values, abilities, aptitudes and interests of all of our learners. All staff plan for engaging and unique learning experiences, which aim to nourish each of these Four Core Purposes, and the curriculum is designed carefully to take into account the school's context and local issues.

Wellbeing
Matters



Because Well-being Matters to us...

Danescourt Primary School has a bespoke emotional well-being programme known as 'Well-being Matters', which has the Four Purposes and Thinking Skills at the heart of its design and is followed across the whole school.

The five pillars of well-being are:

- social
- emotional
- mental
- physical, and
- spiritual well-being

Thrive

Treetops

Thriving

Staff are trained in using the Thrive Approach as a means of identifying need and fostering wellbeing.

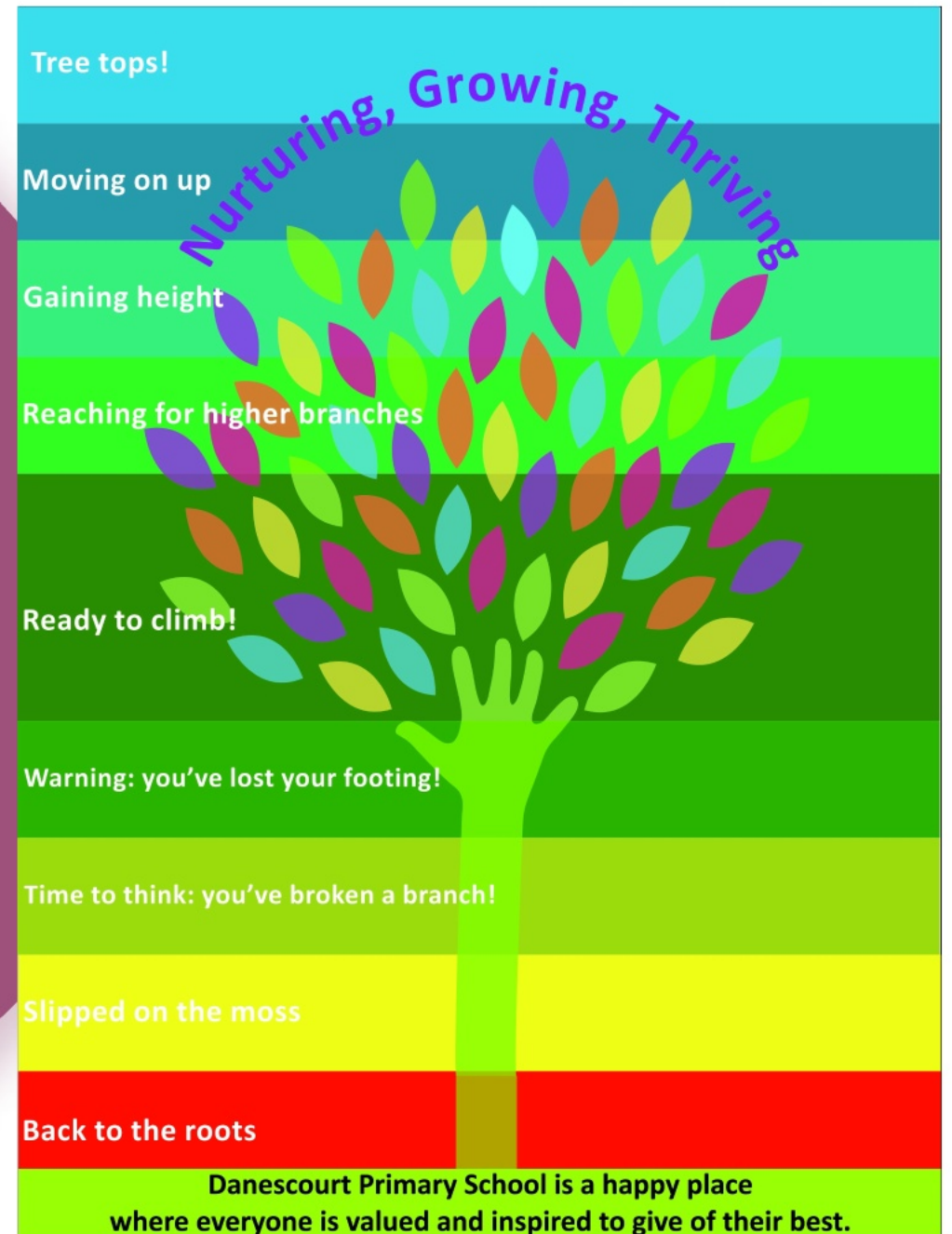
To learn more visit:

<https://www.thriveapproach.com/about-thrive/about-us>



Treetops

Treetops is a bespoke restorative behaviour system, co-constructed between staff and pupils, which centres around relationships and mutual respect. Every pupil is taught that mistakes are inevitable but that taking responsibility for their actions and putting things right are the most important things.



Learners

Pupils develop an understanding and awareness of the Four Purposes from the moment they join Danescourt Primary School.

Pupils have a say in the direction of their learning; before whole school contexts are planned, teachers find out what learners already know and pick up lines of interest and enquiry. From this, a 'Big Question' is formulated and discussed with the pupils, which often leads to the stimulus for learning.

Additionally, pupils in Foundation Phase contribute ideas during 'Rainbow Time' and are credited for their input on the Rainbow Board. Older pupils have opportunities to follow their own lines of enquiry through personal projects.



Parents and Carers

Parents/carers are kept abreast of changes as they happen and we communicate on a regular basis about the best way in which they can support their child/ren at home.

Pupils share what they have learned with their parents at the end of each term in a variety of ways, either through performance or a final product.

Skills
audit

Home
Links

Skills Audit

On admission to school, parents/carers are invited to complete a skills capture form, which we can then use to plan for opportunities to benefit from their expertise.



Home Links

We believe that what happens outside of school is fundamental to pupil progress. Children learn best when the significant adults in their lives come together to make a community of support.

Home
Learning

**"Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes."
Education Endowment Foundation, 2019**

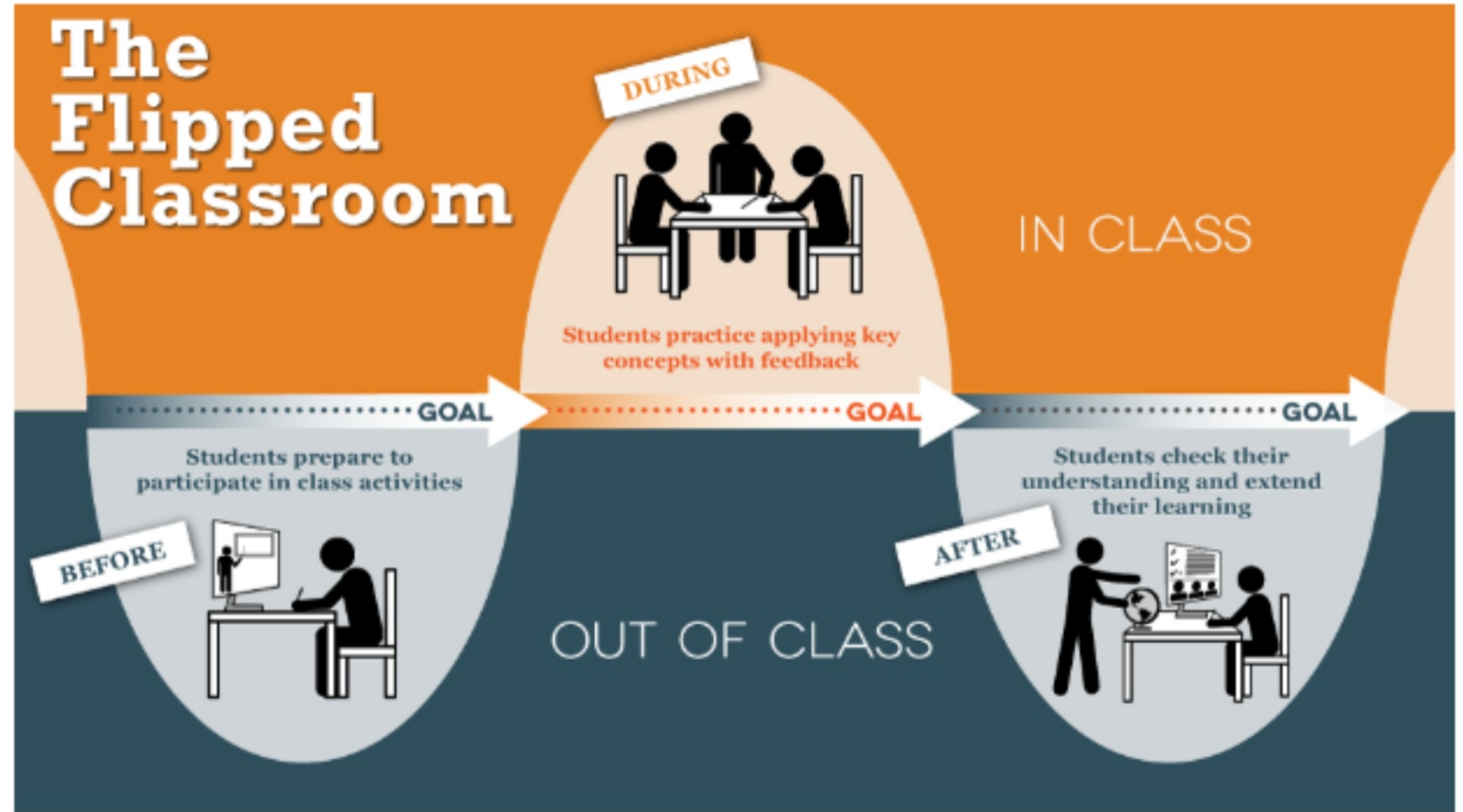
Learning at Home

Parents/carers are asked to support their child in learning at home, either by a series of tasks sent home by the class teacher to enhance or consolidate what they have learned in school, or by engaging in flipped learning.

Flipped
Learning?

Flipped Learning

This might be used at the beginning of a new Context for Learning to build what the pupils know about a topic before they embark upon it in-depth.



Wider School Community

Danescourt Primary School is challenged and supported by a very strong Governing Body.

The school actively seeks to work in partnership with other schools in the cluster, local businesses and charities, the church community, residential care homes and the community police.

Vision

We aim to ensure that our vision for the school is closely aligned with the Four Purposes of the curriculum and, therefore, with the curriculum we offer at DPS.



Our Vision for the Future of Danescourt Primary School

Nurturing, Growing, Thriving

Moithrin, Tyfu, Uwaddo

Danescourt Primary School aspires to be:

- A pioneer in education with high aspirations
- At the heart of our community working in partnership to provide a welcoming, motivating learning experience for all
- A provider of a vibrant, relevant curriculum where everyone is challenged and inspired to shine

Our aims for pupils as learners are that they:

- culturally and socially inclusive and tolerant, making positive contributions to Danescourt Primary and the wider community
- globally and ethically informed, ready to adapt to an ever changing world and respectful of their local and global environment
- emotionally resilient and confident, able to face challenges, learn from mistakes and take responsible risks
- mindful of, and responsible for, their own health and wellbeing
- flexible and creative with a positive attitude to learning and life
- **organised** and inquisitive, taking responsibility for their own learning
- collaborators, who build positive relationships based on mutual respect, and respectful of boundaries
- numerate and literate and technologically proficient having high expectations of themselves and their work
- aware that their actions have consequences and are able to take responsibility for the impact their actions may have on the school community, on line and the wider world

Our school ethos promotes the child at the core of all we do:

- mutual respect, tolerance, empathy and teamwork
- models high standards and sets high expectations of learning, teaching and behaviour
- Values each individual child, nurturing development and growth
- Creates a safe and caring environment where everyone is included and has the opportunity to blossom

Our non-negotiable aspiration as a school is that

- Danescourt Primary is a happy school where everyone is valued and inspired to give of their best.

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Tyfu



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Supporting and Measuring Growth

Progress and assessment

Staff at DPS have developed a shared understanding of progression and the need to make assessments for, in and of learning as it grows, slows and spurts – we know that learning is not a linear process and that each learner, to make good progress, needs varying amounts of time and support and teachers who are flexible in their teaching styles.

Principles of Progression

Assessment
and
tracking

Pupils

The Mandatory Principles of Progression are:

- Increasing effectiveness as a learner
- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within Areas
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts

Assessment and Tracking

Learner progression along the Continuum from 3-16 is measured in a variety of ways. On entry to the school, a baseline will be attained and then progress from that point carefully monitored through a variety of formative and summative assessments.

Pupil
Progress
Meetings

Personalised
Assessments

Pupil Progress Meetings

Pupil Progress meetings between class teachers, the Head teacher and ALNCOs take place at regular intervals (termly). Each and every learner's profile is discussed in detail and depth and ways forward identified.

Personalised Assessments

The Personalised Assessments for Reading, Numeracy and Numerical Reasoning take place every year and work as a useful 'snapshot' of a pupil's progress. They are used diagnostically by staff to find any 'gaps' in learning and to find ways to close those gaps.

Meta-learners



5. Thinking about your thinking (Metacognition)

Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.

The Habits of Mind encourage meta-learning or 'Thinking about your thinking'; if pupils are given opportunities and are trained to reflect on **how** they learn, they become better learners.

Learners use teacher feedback to ascertain 'where they are', to inform 'where they are going next', and to determine 'how they will get there'.

Teachers facilitate discussions between pupils to activate learners as resources for one another. Pupils are encouraged to 'own' their learning; this ensures that they know that they have a shared responsibility for and autonomy in their progress.

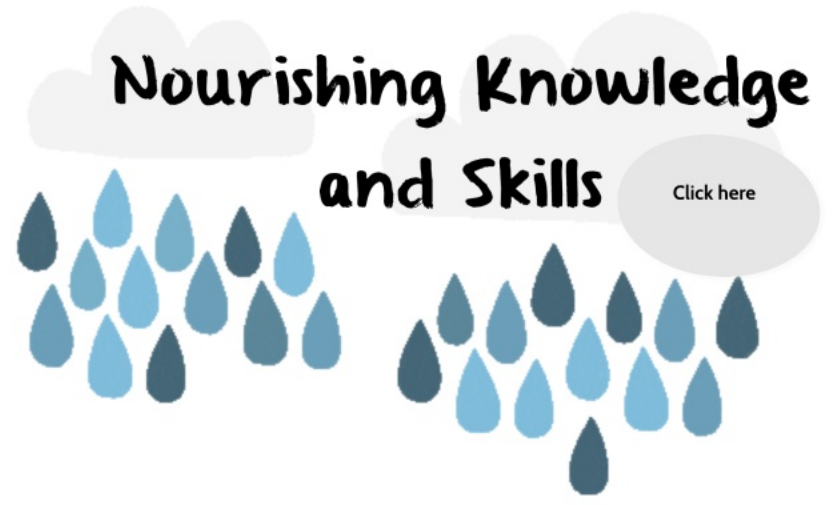
	Where the learner is going	Where the learner is now	How to get the learner there
Teacher	Clarifying, sharing, and understanding learning intentions	Eliciting evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Student		Activating students as owners of their own learning	

The Danescourt Way

Our Curriculum Offer



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Nourishing Knowledge and Skills

At Danescourt Primary School we know that an important part of any curriculum is ensuring a balance of knowledge and skills.

What Matters

AoLEs

Cross-curricular Skills

Whole School Contexts

Pedagogy

What Matters

We have ensured that 'What Matters' is carefully covered and a joined-up approach across the Radyr cluster means that transition is comfortable for learners at all stages and steps of progression along the 3-16 continuum.

Areas of Learning and Experience (AoLEs)

There are six AoLEs:

- Languages, Literacy and Communication
- Mathematics and Numeracy
- Health and Wellbeing
- Science and Technology
- Humanities (including Religion, Values and Ethics or RVE)
- Expressive Arts

The curriculum also takes into account the cross-cutting themes:

- Relationships and sexuality education (RSE)
- Human rights - UNCRC
- Diversity
- Careers and work-related experiences
- Local, national and international contexts

Cross-curricular Skills

Literacy, numeracy and digital competence are mandatory cross-curricular skills within Curriculum for Wales. Contexts for Learning are planned so that pupils have regular opportunities to develop and extend these skills across all AoLEs.



Pedagogy

"It ain't what you do it's the way that you do it!"

Essentially, whilst we know that **WHAT** we include in our curriculum offer is important, we also believe that the content can never be more important than **HOW** we teach it.

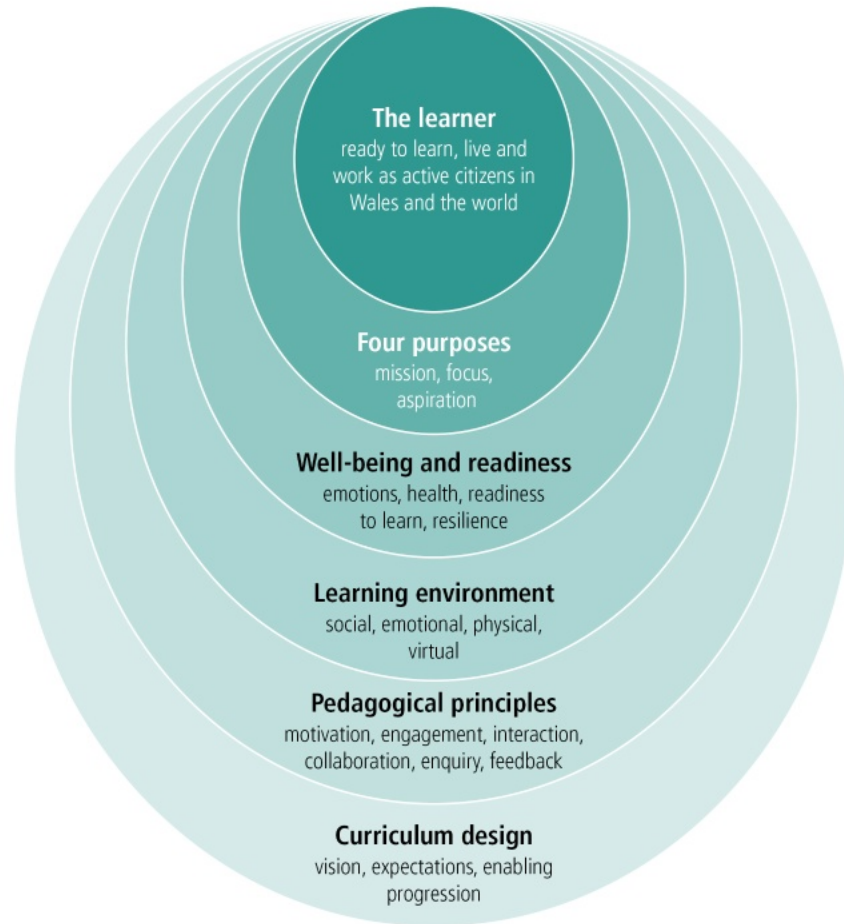
There are 12 Pedagogical Principles and all staff training is linked to developing these.

Pedagogy?

How do we improve it?

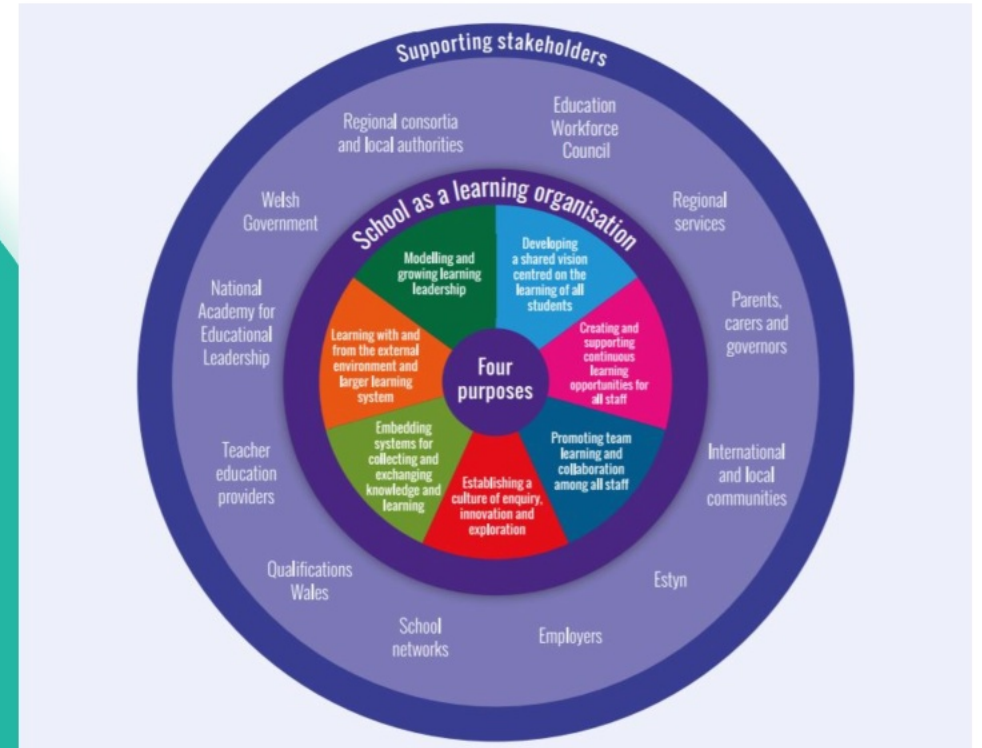
Pedagogy

Making sense of the interactions and relationships that lead to learning



Our School as a Learning Organisation (SLO)

We are deeply invested in professional learning and work with a variety of partners, such as cluster schools, School Improvement Groups, regional consortia and Initial Teacher Education providers, to collaborate and learn from each other.



An enquiry-based approach

Classroom Action Research

Staff are supported in following their own lines of enquiry through classroom action research, which begins with a question about classroom experiences, issues, or challenges. Teachers explore and examine aspects of teaching and learning and take action to change and improve.

The school is an Advanced Thinking School and a Thinking Hub, offering training and expertise to colleagues further afield.



Whole School Contexts

Using the same theme to plan across the school has several benefits.

The first context in the Autumn Term provides learners with a foundation of exploration, where several lines of enquiry begin to emerge throughout the topic.

The Spring Term then enables teachers to pick up on these threads and to build upon prior knowledge.

The final context in the Summer Term usually shows some resolution or ties up the body of work.

Along the way, teachers are assessing progression along the different mapped strands of the Progression Steps within What Matters.

Through a
lens...

Through a lens...

Termly Contexts for Learning are developed through the lens of either Humanities, Expressive Arts or Science and Technology as a lead area, with LLC, Mathematics and Numeracy, and Health and Wellbeing as constant threads throughout. Every Area is considered in each context but no tenuous links are made. We try to ensure that the learning is always relevant.



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Learners Thriving

The outcome of everything stakeholders put into this curriculum comes back to one thing: the realisation of the Four Core Purposes by every learner.

Review?

The Four Purposes as understood by our pupils. Habits of Mind are integral. (Created by the Learning Forum)

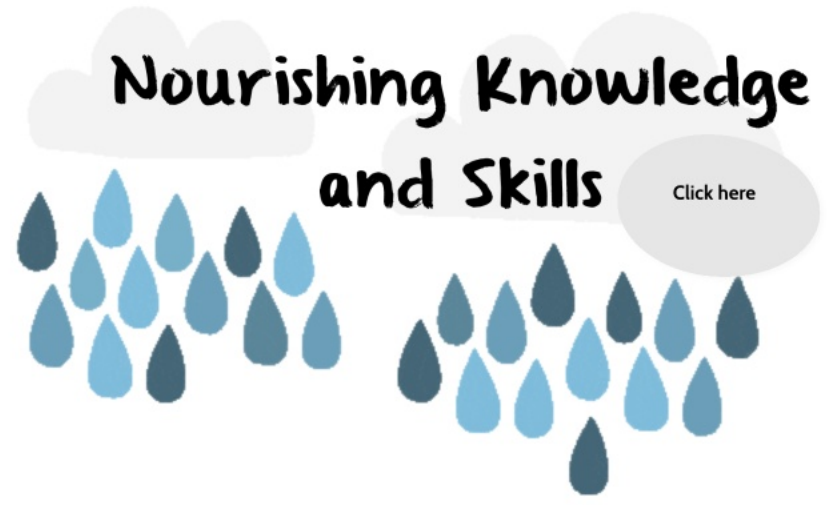
I am an Ambitious, Capable Learner: <ul style="list-style-type: none">I try to aim high and I enjoy a challengeI am building what I know - I know how to USE MY KNOWLEDGE!I ask GOOD QUESTIONS and like to solve problemsI can speak, LISTEN and share my ideas effectively in different ways and in different places; I try hard to use the Welsh language.I can explain the things I am learning about. I can BE CLEAR!I can use number well in everyday life and in different lessons and I know the importance of GETTING IT RIGHT!I understand how to interpret data and apply mathematical conceptsI can use digital technologies creatively to communicate, find and analyse informationI can complete research and evaluate what I find <p>...and I am a FOREVER LEARNER!</p>	I am an Enterprising, Creative Contributor: <ul style="list-style-type: none">I can USE MY KNOWLEDGE and skills to create NEW IDEAS!I can think creatively to solve problems ...I can THINK FLEXIBLY!I can identify and grasp opportunitiesI can take GOOD RISKS!I can be a leader and play different roles in teams effectively and responsibly ...THINKING TOGETHER!I can express ideas and emotions through different media...I can use my 5 SENSES!I can help others by using my skills to think together. <p>...and I will always bring the WOW factor to life and work!</p>
I am a Healthy, Confident Individual: <ul style="list-style-type: none">I know right from wrong and I am beginning to discover and understand my spiritual and ethical beliefsI am beginning to understand the way I think and the way I feel by developing confidence, resilience and empathy...I can STICK WITH IT!I can USE MY KNOWLEDGE about how diet and exercise helps me to keep my mind and body fit and healthyI know how to find the information and support to keep safe and wellI take part in physical activityI can make good choices about how I live and I only take and manage GOOD RISKS!I am confident to take part in performanceI can form good relationships based on trust and mutual respect - I like getting along.I am not afraid to have a go and overcome challenges - I can laugh at myself!I have the skills and knowledge to be an independent person <p>...and I am ready to lead a fulfilling life as a valued member of society.</p>	I am an Ethical, Informed Citizen: <ul style="list-style-type: none">I can find, evaluate and use evidence in forming views ...THINKING ABOUT THINKING!Engage with contemporary issues based upon their knowledge and values...LISTENING!I understand that I have responsibilities and rightsI understand and think about the impact of my actions when making choices and acting - I STOP AND THINK!I know about my culture, community, society and the world, now and in the past ...THINKING TOGETHER!I respect the needs and rights of others, and I know that everyone is differentI show my commitment to the sustainability of the planet <p>...and I am ready to be a citizen of Wales and the world!</p>

Review

The world is ever-changing. We know that by the time our learners enter the world of work, they may well be doing jobs that don't exist yet! This is why we are committed to continuously evaluating and reviewing our curriculum's relevance and value. We will continue to engage all stakeholders in this process.

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