



Curriculum Statement:

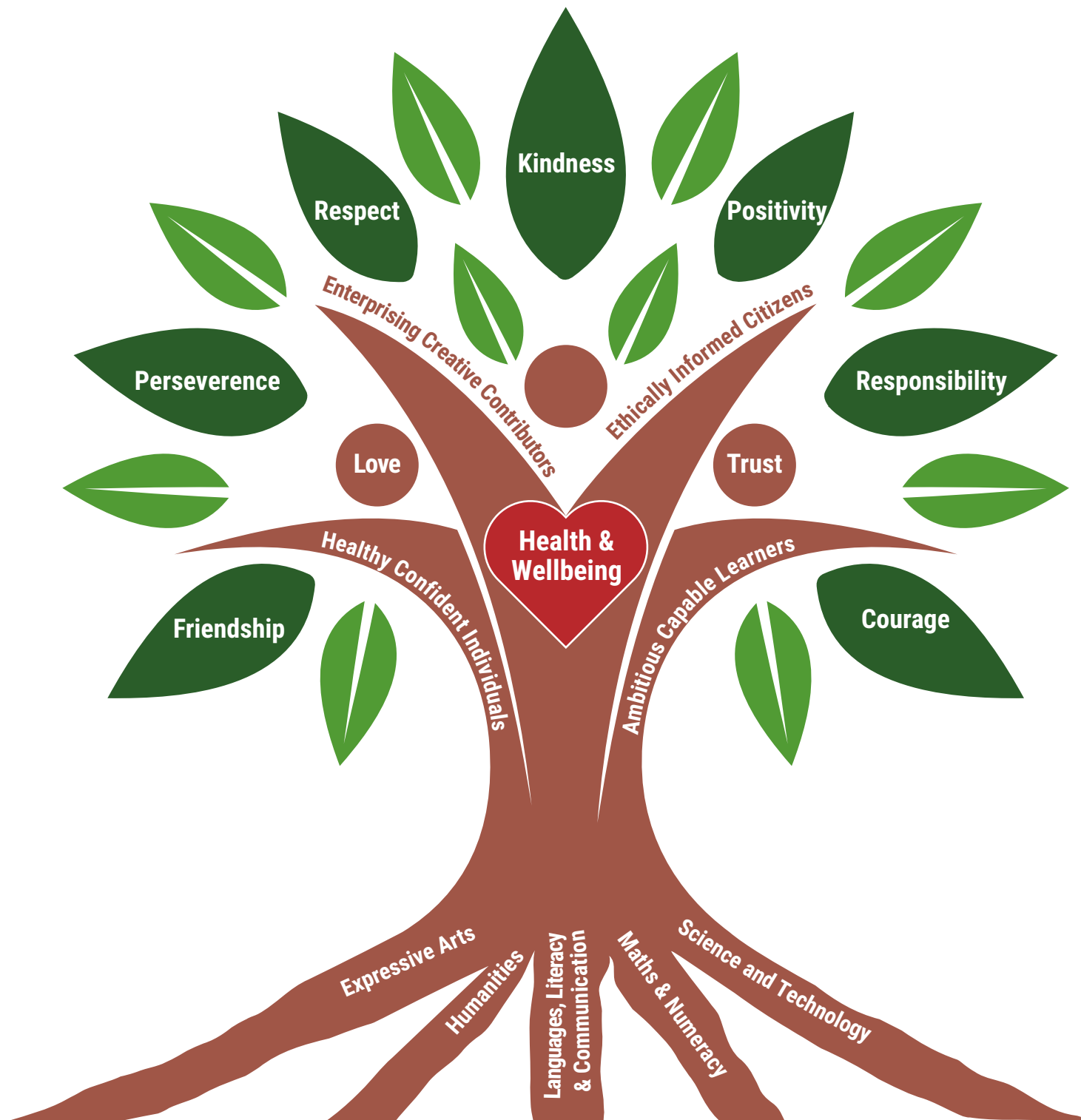
LEARNING TO THRIVE

Woodlands Community Primary School | Ysgol Gynradd Woodlands



Our Values

Children's wellbeing is central to our teaching. Our vision is a community where all children feel loved, respected, challenged and encouraged to be the best they can be. We believe that learning is a lifelong process for everyone and that it should be a rewarding and enjoyable experience.



Vision Statement:

LEARNING TO THRIVE

Children's wellbeing is central to our teaching. Our vision is a community where all children feel loved, respected, challenged and encouraged to be the best they can be. We believe that learning is a lifelong process for everyone and that it should be a rewarding and enjoyable experience.

Our aim is to develop our children to be:

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

We will do this by:

- Providing a secure and nurturing learning environment
- Putting the needs and interests of children first
- Teaching self-respect, an appreciation of our world and respect for others
- Equipping children with the knowledge, essential skills and attitudes necessary for a rewarding and happy life
- Providing an enjoyable, stimulating and inclusive inquiry based curriculum



I am:

a **capable**
learner who is ready to
learn throughout my life

a **creative**
contributor who is ready to
play a full part in life and work

confident
and ready to lead a fulfilling
life as a valued member
of society

an **informed**
citizen who is ready to
be a citizen of Wales
and the world



I can:

be independent	persevere	problem solve	adapt
collaborate	take risks	express opinions	

Woodlands Wellbeing

We believe that wellbeing should be at the core of everything we do. We aim to build relationships with children that ensure they feel safe, loved and valued. Children are encouraged to manage their own physical, mental and emotional wellbeing through the use of growth mindset principles, mindfulness strategies, a comprehensive programme of personal, social and health education and the provision of additional bespoke well-being sessions delivered by highly skilled staff.

'There is no keener reflection of a society than how it treats it's children.'

Nelson Mandela



**We are a Trauma
Informed School
with wellbeing
at the heart**



Essential Skills

We place a great emphasis on the essential skills and aim to ensure that all our children are highly literate, numerate and digitally competent. We provide comprehensive, well structured, progressive literacy, numeracy and ICT programmes to promote the development of children's transferable skills to enable them to access jobs in the C21st that haven't been created yet.

We believe that children need to have excellent ICT skills and we provide a wide variety of opportunities for children to develop technological skills across a number of platforms and devices.

We believe that children need to have well developed social skills and encourage them to participate in a wide range of activities and experiences across the curriculum, contributing fully to the life of the school and the local community. In doing this they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

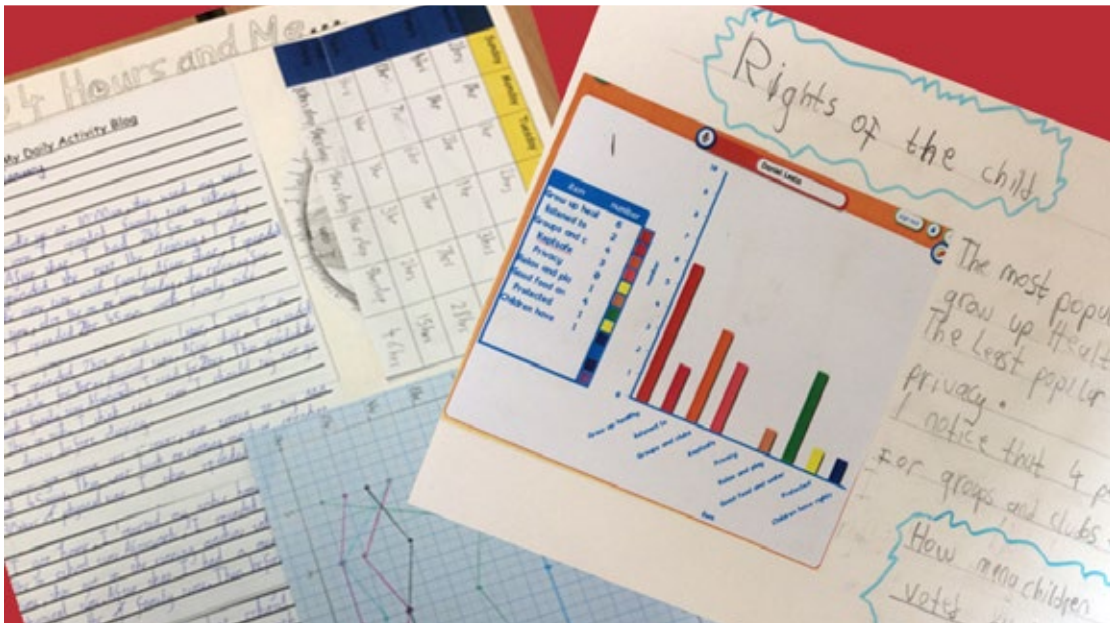


Growth Mindset

Children learn to understand their feelings and emotions and know how to identify and respond to these in a positive way drawing on the values and approaches to learning that they are taught at Woodlands. Growth Mindset helps children to learn about the way they learn and gives them strategies to deal with challenges in their learning. Children are taught to understand that our mindset has a significant impact on our performance, particularly in the face of adversity. Teachers and pupils refer to learning pits in class; enabling the children to see visually that becoming stuck in their learning is a positive thing. Children are taught that their brain is similar to a muscle; the more they are resilient and put effort into their learning, the stronger it will get. Focus is put on rewarding effort in all lessons to build children's confidence across all subjects.







Inquiry Based Learning

*'Tell me and I forget. Teach me and I remember.
Involve me and I learn.'* **Benjamin Franklin**

We believe that a curriculum should be broad and balanced whilst providing enough time to ensure there is depth in the learning. We have adopted an inquiry based approach which allows us to provide children with open ended, authentic, purposeful opportunities to explore the world around them: developing their own questions; linking their learning and seeking meaning for themselves. Inquiry based learning gives the children opportunities to apply their skills in a meaningful way across the Areas of Learning Experiences (AoLEs). Through Inquiry children learn to persevere, adapt, work independently, collaborate and make decisions for themselves.



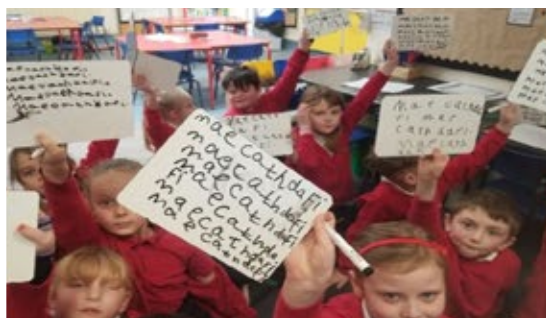


Cynefin

Children acquire an understanding of Welsh culture and the importance of Wales both within the UK and on an international stage. Cynefin (our sense of place) permeates the school curriculum and arises naturally in the course of children's work and in the day to day work of the school.

Our children experience the rich culture and language of our beautiful country from an early age. Progressive phrases are taught throughout their time in school and by the time they leave Woodlands, children should be able to understand and speak Welsh in a number of contexts.

In addition, children have the opportunity to learn other languages such as French and sign language while at school.





Enrichment

Children are given numerous opportunities to play an important role in school life and the wider community through the work of pupil groups such as School Council, Eco Club, Sports Ambassadors, Criw Cymreig, Heddlu Bach, Digital Leaders and International Language Super Heroes.

The curriculum is enriched through opportunities for the children to visit a variety of places of interest, meet fascinating people, raise money for charity, take part in community events and collaborate with other schools.

Teachers use a hook/learning opportunity to stimulate excitement, curiosity, questions and to consolidate learning. At the end of the Inquiry cycle there is a call to action so that pupils get the opportunity to act in a meaningful way as a result of what they have discovered during their Inquiry. For example, by producing a welcome pack for refugees following an Inquiry into World War 2 evacuees. Throughout the year the children have the opportunity to experience a number of trips and visits, themed weeks and extra-curricular activities which enrich the curriculum.

Assessment

The purpose of marking and assessment is to support every learner to make progress and to become increasingly responsible for their own learning journey. Children should be given timely feedback about their work, focussing on success and next steps, to enable children to become reflective learners and help them reduce the gap between current and desired performance. We ensure that each individual is supported and challenged accordingly and that assessment contributes to developing a holistic picture of the learner. It is not used to make a “one-off judgement” but to inform the next steps in teaching and learning.

Assessment at Woodlands has three main roles; supporting individuals on a day to day basis to help them move on with their learning, capturing and reflecting on progress over time and understanding class practice in order to reflect on pedagogy.

Assessment will identify learner's strengths, achievements and areas for improvement. We discuss learning regularly with our learners to ensure that learning is moved forward and additional challenge or support is given if necessary.





Children Leading Learning

- We encourage children to take responsibility for their own learning and to be involved in the learning process as far as possible.
- The Finding Out, Sorting Out, Going Further and Taking Action Phases of Inquiry based learning provide children with the opportunity to initiate and influence their own learning.
- We use Assessment for Learning to gather information about where each individual child is in relation to their learning and where they need to go next with their learning.
- Children are given thinking time and learning opportunities to develop their integral skills.
- Teachers model and scaffold the work where necessary.
- Children are encouraged to discuss their learning in order to develop a deeper understanding about how they learn and the skills they need to develop further.
- Children have the opportunity to self and peer evaluate their learning, presenting their findings to their peers and wider audiences.