



Ysgol Deganwy

'Let children be children while they are children'

Gad i blant fod yn blant, tra bo' nhw'n blant

Our Vision Statement

At Ysgol Deganwy, we envision a **vibrant** and **inclusive** learning community where every pupil is **nurtured**, **empowered**, and **inspired** to reach their full potential. We are committed to promoting an environment that fosters **resilience, creativity** and **inclusivity**, encouraging each pupil to develop the skills and confidence needed to become **independent, healthy, ambitious** and **content** individuals. We believe in the power of **bilingualism** as a tool for opening doors to diverse opportunities, broadening horizons, and fostering global citizenship. Through a **well-rounded curriculum** and **supportive teaching**, we aim to provide our pupils with opportunities and experiences that will **engage, encourage** and **motivate** them as they continue on their learning journey.

Datganiad Ein Gweledigaeth

Yn Ysgol Deganwy, rydym yn rhagweld cymuned ddysgu **fywiog** a **chynhwysol** lle mae pob disgybl yn cael ei **feithrin**, ei **rymuso** a'i **ysbrydoli** i gyrraedd ei lawn botensial. Rydym wedi ymrwmo i feithrin amgylchedd sy'n hybu **gwydnwch**, **creadigrwydd** a **chynwysolde** b, gan annog pob disgybl i ddatblygu'r sgiliau a'r hyder sydd eu hangen i ddod yn unigolion **annibynnol, iach**, **uchelgeisiol** a **bodlon**. Credwn yng ngrym **dwyieithrwydd** fel arf ar gyfer agor drysau i gyfleoedd amrywiol, ehangu gorwelion, a meithrin dinasyddiaeth fyd-eang. Trwy **gwrïcwlwm cyflawn** ac **addysgu cefnogol**, ein nod yw darparu cyfleoedd a phrofiadau i'n disgyblion a fydd yn **ennyn eu diddordeb**, yn eu hannog a'u **hysgogi** wrth iddynt barhau ar eu taith ddysgu.

Curriculum Design and Rationale Cynllun a Rhesymeg y Cwricwlwm



Ysgol Deganwy - Designing our Curriculum

Phase 1: Principles and Purpose - Determining the intent of our curriculum

Our first step was establishing the curriculum principles that reflect Ysgol Deganwy's values, context, pedagogical approaches and needs. We discussed and defined our curriculum principles, vision and intentions with all stakeholders. This will be revisited as needed to ensure we continue to provide the best setting, experiences and opportunities for our pupils.

Phase 2: Entitlement and Enhancement - Developing our learner offer

After clarifying our principles and purpose, we set out our learner offer. At Ysgol Deganwy we considered our non-negotiables and how we intend to broaden our curriculum with educational visits, extracurricular activities and other curriculum enhancement experiences. We considered what learners will experience as they move through school and thought of ways to capture this.

Phase 3: Breadth and Balance - Determining the content of our curriculum

We use the descriptions of learning to collate a broad range of experiences, knowledge and skills. They are explored through a range of contexts, topics and activities selected in the process of curriculum design. We also make links across Areas as appropriate. We support learners to engage with descriptions of learning in increasing depth and sophistication over a period of time. We assist learners to apply the descriptions of learning in increasingly challenging contexts and allow for diversion, reinforcement and reflection as their understanding and application of the key learning develops and becomes more sophisticated over time, provoking deep thinking, discussion and inquiry.

Phase 4: Pedagogy - Planning the delivery of our curriculum

We have sought to develop a strong vision of learning and teaching which considers the 'why'- our curriculum rationale, the 'what'- our curriculum design as well as the 'how'- our curriculum planning. Our vision recognises the integral role of the learning environment in supporting effective learning.

Phase 5: Progression and Assessment - Planning for Progression

Learner progression along a continuum of learning from ages 3 to 16 is central to Curriculum for Wales. We utilise various assessment strategies which will enable each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly.

Phase 6: Review and Evaluate - What Works Well and Areas to Develop

Now that we have established our curriculum at Ysgol Deganwy an important step is to regularly review its impact on teaching and learning, making any adaptations or changes you need to improve it further. We will consider further professional learning opportunities for staff e.g. further developing the knowledge and understanding of AoLE leaders, cross county and cluster collaboration in specific AoLEs.

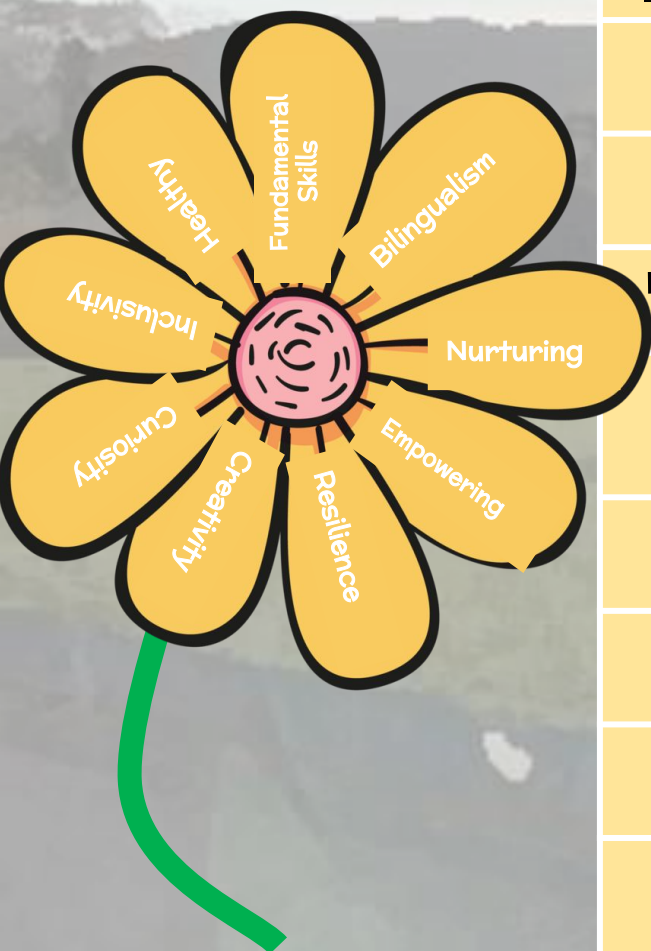


Phase 1: Principles and Purpose - The Intent of our Curriculum

Ysgol Deganwy - Our Vision and Values

Following feedback and conversations with our pupils, parents, governors and staff, these are the values that were consistently raised and are at the core of our curriculum and purpose at Ysgol Deganwy.

Tyfu Gyda'n Gilydd



Growing Together

<u>Our Values</u>	<u>Our Behaviours</u>
Bilingualism	We are proud to be a school in Wales and provide our pupils with the skills to develop as confident, bilingual communicators. Bilingualism provides greater opportunities and opens doors so that our pupils feel a sense of belonging within their school, their community and the wider world whilst enabling them to experience Welsh culture.
Nurturing	It is a priority of ours to nurture our pupils and their wellbeing. We focus on the whole pupil, ensuring that their physical, social and emotional health are developed and cared for in a safe and familiar environment whilst ensuring they are happy and safe - key elements needed to be ready to learn and develop further.
Fundamental Skills	Developing pupils' fundamental skills of literacy and numeracy and digital competency is integral to our provision at Ysgol Deganwy. Ensuring our pupils are confident communicators, critical thinkers and equipped for the modern world is something we are committed to achieving.
Empowering	Leadership for all is an ethos we believe strongly in at Ysgol Deganwy. Allowing pupils to have ownership of their learning and progress, providing them with the skills to self-reflect and question what they are taught paves the way for confident, lifelong learners and independent learners.. We promote autonomy for our staff, both teaching and non-teaching, and encourage lifelong learning to develop future leaders in all areas of school life.
Resilience	We develop resilient learners and pupils by encouraging determination and perseverance in all aspects of their lives. Using Growth Mindset strategies and teaching ways to overcome challenges and barriers we hope to provide pupils with the tools to keep going and progressing.
Creativity	Providing opportunities and developing experiences which encourage our pupils to be creative, innovative and entrepreneurial is a key value at Ysgol Deganwy. We aim to build and develop their imagination and encourage them to express themselves using a variety of opportunities and strategies.
Curiosity	Sparking pupil interest and curiosity enables learners to be involved and interested in their learning. Providing them with real-life, authentic contexts which allows them to question and investigate their surroundings and the wider world provides a rich basis for our learning journey at Ysgol Deganwy.
Inclusivity	It is a priority at Ysgol Deganwy that we meet the needs of all of our pupils and that we maintain and promote an inclusive environment for all. We have strong ALN provision following our work leading the ALN reform journey within the cluster and continue to build upon this practice. Adaptations, support and provision are all provided to enable all pupils to be successful and tailored to the needs of the individual.
Healthy	Ensuring pupils are aware of and have access to positive, healthy habits is integral to our values at Ysgol Deganwy. We actively promote healthy lifestyles, be it food, drink or physical activity whilst also promoting healthy minds through programmes such as 5 Ways to Wellbeing.



Phase 1: Principles and Purpose - The Intent of our curriculum

Ysgol Deganwy- Context

Ysgol Deganwy was built in 1939 with further additions in 1961, 1967 and 2003. There are 11 classrooms a music room and a school library. We are also fortunate in having a well-equipped Hall which acts as a gymnasium and a canteen. The playgroup is situated in the DPLA building next to the school, which can only be described as a bonus to both school and playgroup. There is also an After School Club in the DPLA building. The school runs a Breakfast Club every morning as well.

The school grounds are large and tree lined. Most of the area is grass covered with hard surface areas for the infants. There is also a netball court, nature reserve, wooden play area and a large school garden.

The school is situated in an area of mainly modern housing and overlooks the town of Conwy on the opposite shore of the River Conwy. From the school, fine panoramic views of the Carneddau range can be seen.

The school is a short distance from the Vardre Hill on the summit of which are found the remains of Anglo-Welsh Castles, whilst Deganwy beach is within easy walking distance. The environments of the school are both varied and interesting and full use is made of the fascinating area in the school's curricular activities.

The main aim of the school is to create a pleasant learning environment - one which will enlarge the pupils' knowledge, experience and imaginative understanding and lead to an awareness of moral values.

To this end, we try to look at the child as a whole and endeavour to ensure that for each individual pupil, the time spent at Ysgol Deganwy will be an enjoyable experience - one which enhances their physical, mental, social and emotional development.

Outdoor Learning is a central part of Ysgol Deganwy's ethos. We endeavour to give our learners opportunities to develop their skills through experiences within their local environment and our extensive grounds. Ysgol Deganwy hosts a large outdoor area consisting of a garden, large field, outdoor learning spaces and a nature reserve.

Ysgol Deganwy is categorised as a Transitional 2 school, meaning that we are moving towards becoming a Category 2 school. A Category 2 school is a bilingual setting, where Cymraeg and English are taught with equal weighting.

Pupils will learn to speak, read, write and listen in English and Welsh according to age and ability. Welsh language skills will be further strengthened by increasing how much time is spent learning in Welsh.

We celebrate the Welsh language, culture and heritage throughout the year and in many different contexts. We incorporate the principles of the Cymraeg Campus targets into all aspects of our curriculum.

When the time comes for pupils to leave our school, they should have had a firm educational foundation upon which to attain their full potential and, in time, become active participants and confident contributors in an ever changing society.



Phase 2 - Entitlement and Enhancement - Our Learner Offer

What Do We Mean By 'Curriculum'?

What do we mean by 'curriculum'?

A curriculum should be considered at the 'heart' of any school. It is everything that our children come into contact with - from their learning in class, to the school environment, the opportunities we offer and the systems we have in place.

Our curriculum is a joined up way of thinking to realise and drive our vision to ensure our learners are ambitious, enterprising, ethical and healthy citizens. The curriculum at Ysgol Deganwy is broad and balanced and suitable for learners of different ages, abilities and aptitudes. It provides for appropriate progression for learners and includes a range of provision to ensure this.

Why do we teach it?

Considering the 'why' when deciding what to teach and how to teach it is integral to the design of any curriculum. Our main goal at Ysgol Deganwy is to provide high quality teaching experiences, which excite and motivate children in the classroom and beyond. We aim to develop pupils' independence and critical thinking skills, as well as broaden their knowledge and understanding so that they can master these skills and use them effectively throughout their lives. Our aim is to always provide real-life, authentic learning experiences that develop our pupils as rounded individuals.

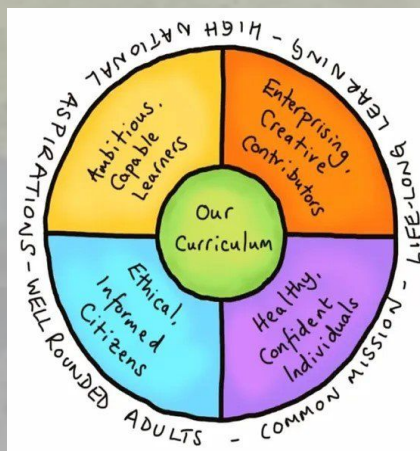
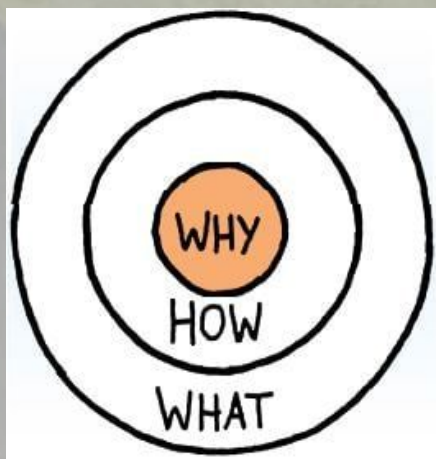
How do we teach?

Teachers will be the facilitators of learning. Considering the needs, views and stages of learners they will design engaging, challenging and progressive experiences. Learners will have opportunities to influence their learning. Teaching staff, as the experts, will coach the learning in an appropriate direction considering the views and ideas of learners as part of the process.

Learners will influence the design of their learning environment. They will have opportunities to work in ways that enhance their learning and also to present their work in their own unique personal way.

What do we teach?

Our Curriculum at Ysgol Deganwy contains the 6 Areas of Learning and Experience, it encompasses the Statements of What Matters and reflects the Principles of Progression. These are interwoven and embedded with the required curriculum elements and embeds the mandatory cross-curricular skills and the integral skills which underpin the four purposes of the curriculum.





Phase 3: Breadth and Balance - The Content of our Curriculum

AoLEs - Statements of What Matters

Our curriculum incorporates all six Areas of Learning Experience. At Ysgol Deganwy we have divided all Teachers and Teaching Assistants into AOLE Teams. They have collaborated to unpack the 27 What Matters Statements and create AOLE Rationales detailing our provision within and across the curriculum.

Languages, Literacy and Communication

Languages, literacy and communication addresses fundamental aspects of human communication. It supports the development of Welsh, English and International Languages through listening, speaking, written and reading tasks.

Mathematics and Numeracy

This area of learning underpins so many aspects of our daily lives. This includes the development of the number system, the use of algebra, shape, time and measurement and the representation of data.

Science and Technology

Science and Technology draws upon the disciplines of biology, chemistry, computer science, design and technology and physics to enhance pupils' knowledge and understanding of the world

Humanities

This area of learning includes geography, history, religion, values and ethics, business studies and social

Expressive Arts

This area of learning encompasses five disciplines. These include: art, dance, drama, film and digital media and music.

Health and Wellbeing

Health and Wellbeing provides a holistic approach and structure for understanding our physical health, mental health, emotional and social well-being.



Phase 2 - Entitlement and Enhancement - Our Learner Offer

Curricular Responsibilities

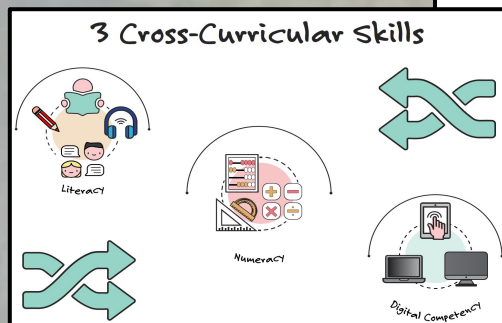
At Ysgol Deganwy we embed the mandatory cross-curricular skills and the integral skills which underpin the four purposes of the curriculum across our curriculum.

Cross-Curricular Skills

Literacy, numeracy and digital competence skills are essential in enabling learners to realise the four purposes. These three mandatory cross-curricular skills are embedded and developed across all areas of learning and experience, to enable learners to access the whole curriculum and to use them in the future.

Our learners are given opportunities across the curriculum to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world.



Integral Skills

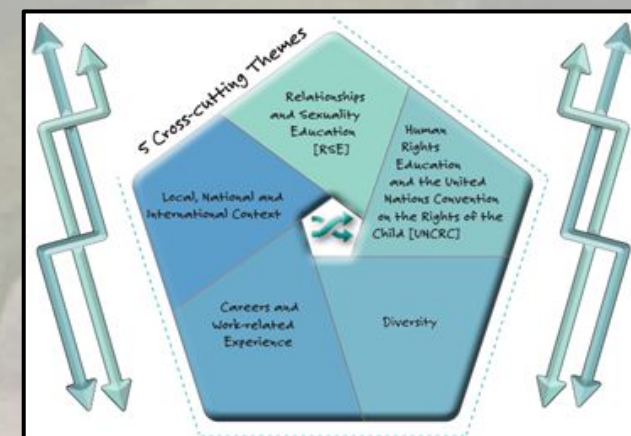
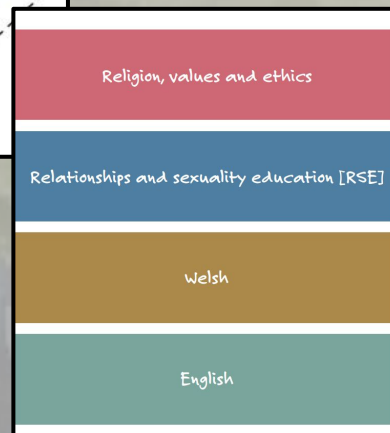
At Ysgol Deganwy we want to ensure our learners are given high-quality, rich, broad and balanced learning experiences. We also plan to ensure that our provision and teaching develops the integral skills, which are essential to achieve the four purposes.



Statutory Elements

While designing our curriculum we have considered the statutory elements within the Curriculum for Wales framework:

- Careers & Work-related Experience
- Well-being of Future Generations Act (2015)
- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Additional Learning Needs and Educational Tribunal Act (2018)





Phase 2: Entitlement and Enhancement - Our Learner Offer

'Non Negotiables' at Ysgol Deganwy

We aim to enrich and broaden our curriculum through experiential learning opportunities within our locality and further afield. Our learners are entitled to a variety of non-negotiables that enhances their personal development and progress during their time at Ysgol Deganwy. These are the heartbeat of Ysgol Deganwy.

Bilingualism - We deem it a right for all pupils living in Wales to learn and be immersed in the Welsh language. Providing pupils with a love for Welsh, the country of Wales, its history, heritage and culture is intrinsically linked in all that we do at Ysgol Deganwy.

Calm and Consistent - We believe in, and actively promote a calm and consistent learning space for our pupils. Using 'When the Adults Change' and 'Trauma Informed Schools' as the basis of our practice to ensure a safe and familiar approach and environment for all.

Be Respectful, Be Responsible, Be The Best You Can Be - Our three 'school rules' underpin our attitude at Ysgol Deganwy. Using these three statements, alongside relentless routines, restorative practice, positive notes and other systems,

Outdoor Learning - We are incredibly lucky at Ysgol Deganwy to be surrounded by grounds and local area that enables us to move our learning outdoors. Pupils thrive outside and it is proven that embracing outdoor learning has a positive impact on pupils' wellbeing and engagement.

Wellbeing - The wellbeing of all in the building is integral to everything we do and everything we promote at Ysgol Deganwy. Providing pupils with the social and emotional skills needed to be confident, happy and healthy individuals is intrinsic to our ethos.

Community - Welcoming, supporting and being an active part of our community is central to our curriculum. Building a sense of belonging to our local area and the people within the community is to the benefit of all.



Phase 3: Breadth and Balance - The Content of our Curriculum

Inquiry Based Learning

At Ysgol Deganwy, we believe in fostering curiosity, creativity, and a lifelong love for learning through Inquiry-Based Learning (IBL). This dynamic approach places pupils at the center of their education, encouraging them to explore, question, and discover in meaningful ways. Every inquiry begins with a central idea—a thought-provoking concept that sparks interest and connects learning to real-world experiences. This central idea guides pupils as they explore the topic in depth, supported by key enquiry questions.

Inquiry-Based Learning follows a structured yet flexible cycle that encourages deep thinking and reflection:

1. Tuning In

Pupils explore what they already know about the topic, share ideas, and pose initial questions. This phase may include brainstorming, class discussions, and mind-mapping.

2. Finding Out

Pupils investigate the topic through research, hands-on activities, and exploration. They use books, technology, and real-world experiences to gather information and deepen their understanding.

3. Sorting Out

Pupils organise and analyse the information they've collected. This might involve categorising, summarising, or creating visual representations like charts and diagrams.

4. Going Further

Pupils delve deeper into areas of interest, ask new questions, and explore more complex concepts. This phase allows for personalisation as pupils take ownership of their learning.

5. Drawing Conclusions

Pupils reflect on their findings, answer the central enquiry questions, and make connections to the real world. This is a time to synthesise their learning and think critically about their discoveries.

6. Taking Action

Learning comes to life as pupils apply their knowledge in meaningful ways. This could include creating projects, sharing with the school community, or working on real-world solutions to problems.

7. Reflecting

Throughout the process, pupils reflect on their learning journey—what they've learned, how they've grown, and what they might do differently next time.

The Inquiry Learning Cycle





The Delivery of our Curriculum

Pedagogical Approaches

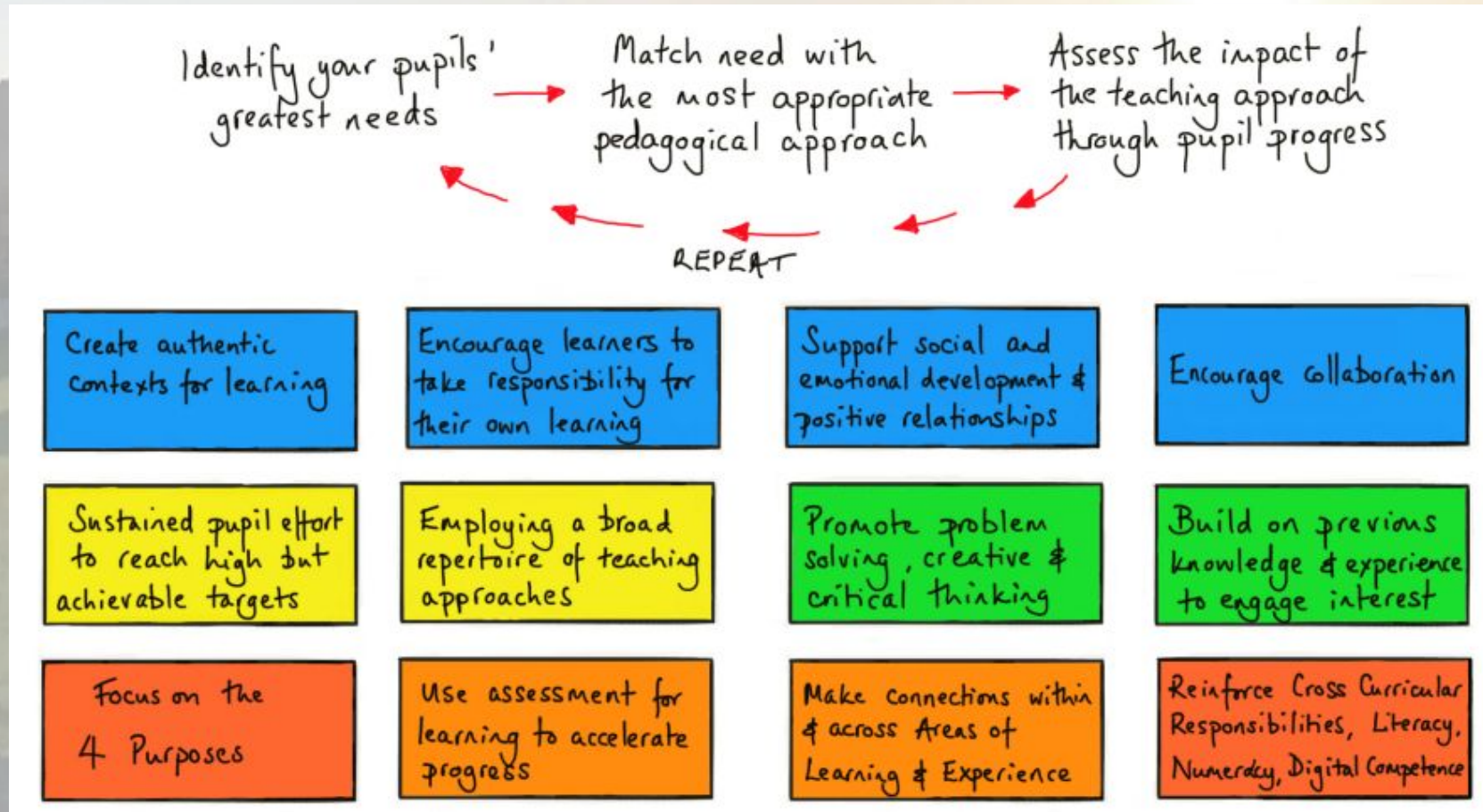
Pedagogy is the word given to the ways in which Ysgol Deganwy facilitates learning. It encapsulates the systems and processes put in place to support and challenge pupils learning and progress. We adapt and develop our pedagogy based upon the needs of the pupil.

At Ysgol Deganwy we provide children with essential skills in languages and maths skills during the morning sessions, in age and stage related classes and groups.

Pupil Voice

Learners play a central part in the planning of the Inquiry statements and what they choose to peruse as part of that Enquiry. Each class will have a wall display showing the Enquiry topic as well as the pupils ideas and questions.

The Twelve Pedagogical Principles



We incorporate the 12 Pedagogical Principles as outlined in the Curriculum for Wales Framework.



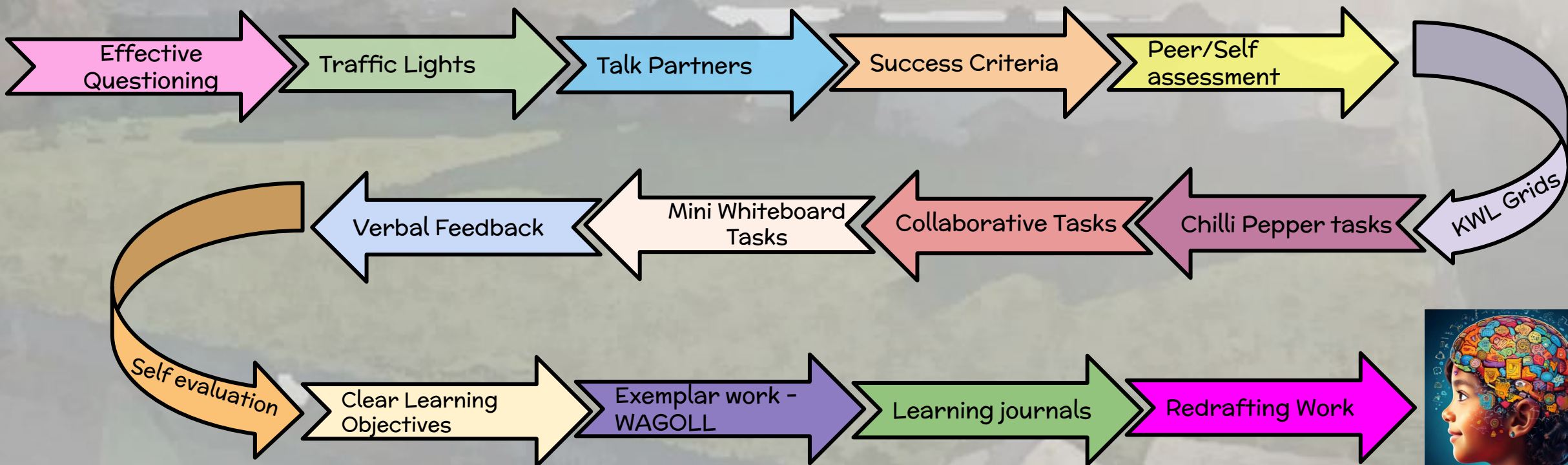
Phase 4: Pedagogy

Assessment for Learning

(AFL)

Integral to our teaching and learning is the use of Assessment for Learning or AfL. This is a practice which is embedded at Ysgol Deganwy and is consistently used and developed across the school. Using AfL provides pupils with the tools and opportunities to identify their own progress and understanding of tasks. It builds in pupils an awareness of their own learning and progress. It also affords teachers and staff the chance to use formative assessment (in the moment judgements) in order to address misconceptions and further pupils' progress and learning at their pace and stage.

Some of the strategies we use include:





Phase 4: Pedagogy

High Quality Teaching and Learning

We hold high standards at Ysgol Deganwy for our pupil, their learning and the teaching that we provide. It is essential that the experiences and opportunities that the pupils are provided with is of the highest quality and that the staff facilitate learning in a purposeful and progressive way. This means that we ensure our pupils have experience of the following strategies, amongst others:

- Knowledge of our pupils and their needs
- Engaging activities
- Real-life and authentic contexts
- Collaborative skills developed
- Wide range of opportunities provided
- Deeper thinking skills promoted and planned For
- Build on prior knowledge - aware of pupils' starting point
- Responding to pupil voice - pupils influence the learning
- Effective questioning
- Participation of pupils
- Effective modelling
- Effective scaffolding
- Differentiation and challenge appropriately set
- Positive and purposeful learning environment
- Formative assessment and feedback- in the moment and feeds teaching and learning



Phase 4: Pedagogy

Inclusivity and Relational Practise

We pride ourselves on tailoring our provision for our individual pupils and are an inclusive and supportive school to all. Our aim is to continue to develop and maintain strong relationships with our families and community, making effective use of our Governing body in realising this aim.

Additional Learning Needs (ALN)

As a school we ensure the needs are met of all learners through high quality teaching and learning provision. Our Universal Provision includes: whole class teaching, effective differentiation, collaborative group work, individual and small group interventions, appropriate and reasonable adjustments to enable access to the school environment, curriculum and facilities.

During their time at Ysgol Deganwy, nearly all learners will make expected progress in their learning from their respective starting points. If a child is not making expected progress, we gather observations, use assessment data and seek to work in collaboration with outside agencies and professionals to identify any additional learning needs.

Health and Wellbeing

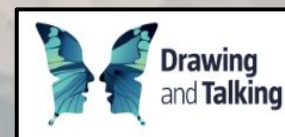
Developing a 'Growth Mindset' is an important element of our curriculum to aid with developing mental wellness, resilience and confidence. We promote a positive approach to behaviour management through the use 'When The Adults Change' and use a number of successful interventions such as ELSA, Seasons for Growth, and Drawing and Talking for children's wellbeing. We also use PASS to better understand our learners and support their wellbeing and development.

When The Adults Change

Using the system 'When The Adults Change' provides Ysgol Deganwy with a calm, consistent approach and underpins our ethos of building secure and trusting relationships with our pupils. The use of restorative meetings, relentless routines and 3 school rules amongst other systems ensures pupils have a predictable and safe understanding of the boundaries and expectations in school to help support their learning and personal wellbeing.

Trauma Informed Schools

Ysgol Deganwy is a Trauma Informed school, where staff maintain a set of practices that address the impact of trauma by creating a safe and caring environment. Trauma-informed practices focus on creating a safe school culture, building relationships, and supporting students' self-efficacy.





Phase 4: Pedagogy
Learning Powers

Ysgol Deganwy's Learning Powers provide learners with the skills to become lifelong learners.....



Neuron Girl

- Feel proud of your achievements
- Feel your neurons connecting!
- Imagine your intelligence growing
- Use what you have learnt in real life.
- Know you can do it if you have input and you practise



Dr Don't Give Up!

- Work Hard
- Practice lots
- keep going
- Try new strategies
- Ask for help
- Start again
- Take a brain break



Curious Cat

- Ask Questions
- Notice Things
- Look for patterns and connections
- Think of possible reasons
- Research
- Ask 'What if...?'



Have a go Hero

- Have a 'Growth Mindset'
- Don't worry if it goes wrong
- Learn from mistakes
- Be excited to try new things



Agent Imagination

- Be creative
- Let your imagination go
- Think up new ideas and questions

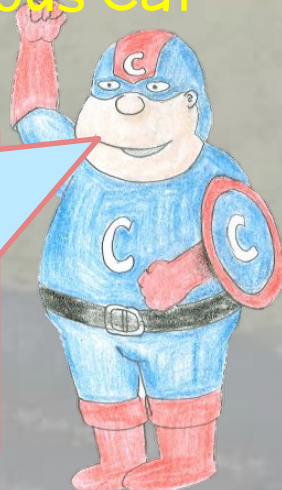


Major Teamwork

- Listen to others
- Say when you don't understand
- Be kind when you disagree
- Explain things to help others
- Be tolerant

- Manage distractions
- Get lost in the task
- Do one thing at a time
- Break things down
- Plan and think it through
- Draw diagrams and jot down thoughts which will help you'

Captain Concentrate



- Keep reviewing your work
- Identify your best bits
- Improve one thing first
- Try to be better than last time
- Don't compare yourself to others, only yourself!
- Take small steps

Super Improver





Phase 5: Progression and Assessment

Steps of Progression

Our ultimate goal is to ensure that our pupils make good progress from their individual starting points and that this is built upon in each stage of their learning. Each 'Progression Step' has been appointed a 'Leader of Learning'. They are responsible for supporting the Curriculum Design within each phase, ensuring consistency, continuity and progression within the phases and across the whole school. All learning in Wales now is measured and placed upon the 'Continuum of Learning'. This means that pupils will progress along this continuum at different paces. The majority of pupils are expected to move along the progression steps at the following ages:

Developmental Pathways → Progression Step 1

Nursery & Reception

Progression Step 1 → 2

Years 1, 2 & 3

Progression Step 2 → 3

Years 4, 5 & 6

Journey Along the 3-16 Continuum of Learning

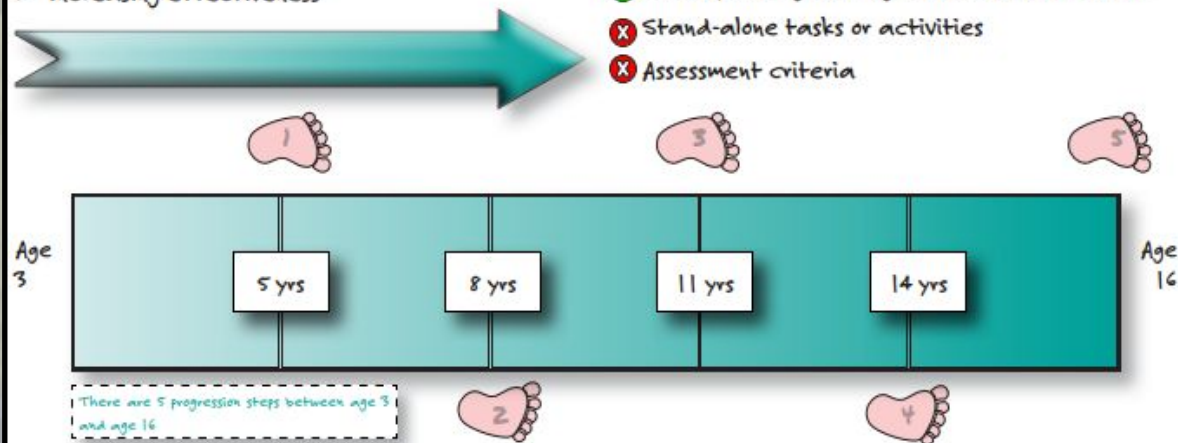
Our learners and their progress are at the centre of our provision and purpose. We support all learners along the learning continuum, as they move between different groups, different classes, different years and different settings. We ensure that the well-being of all learners is an important and integral part of our processes, recognising the needs of individuals, while also supporting both continuity and progression in their learning. The understanding of each individual learner gained from our various assessment strategies is crucial in supporting this process.

Principles of Progression

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

Progression supported by descriptions of learning which provide guidance on how learners should progress within each statement of what matters

- ✓ Arranged in 5 progression steps to guide pace
- ✓ Framed from learner's perspective
- ✓ Framed broadly to sustain learning over a series of years
- ✓ Broadly set against ages of 5, 8, 11, 14 and 16
- ✗ Stand-alone tasks or activities
- ✗ Assessment criteria





Phase 5: Progression and Assessment

Progression and Assessment

Learner progression along the continuum of learning from ages 3 to 16 is central to Curriculum for Wales. We utilise various assessment strategies, which enable each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly.

Communicating and Reporting to Parents

We communicate effectively with parents/carers on an ongoing basis to foster positive relationships in order to engage them in purposeful and meaningful dialogue. When undertaken well, this can help aid learner progression by helping parents/carers to understand how they can support learning within and outside the school environment.

We have developed and implemented processes which support effective two-way communication and engagement with parents/carers. When developing these processes, consideration has been given to using a wide variety of different communication means, e.g. face-to-face, digital through SeeSaw and email. Information on any support, interventions or additional needs required for the learner's development is shared with parents and carers.

The Purpose of Assessment

We utilise various assessment strategies as an overarching purpose within the curriculum to support every learner to make progress.

In addition to this, assessment is a fundamental role in ensuring each individual learner is supported and challenged accordingly and we use the strategies to contribute to developing a holistic picture of the learner - their strengths, the ways in which they learn, and their areas for development - in order to inform next steps in learning and teaching.

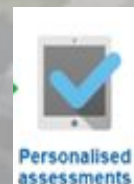
Our assessments support individual learner progression on an ongoing, day-to-day basis (AfL); identifying, capturing and reflecting on individual learner progress over time; and understanding group progress in order to reflect on practice.

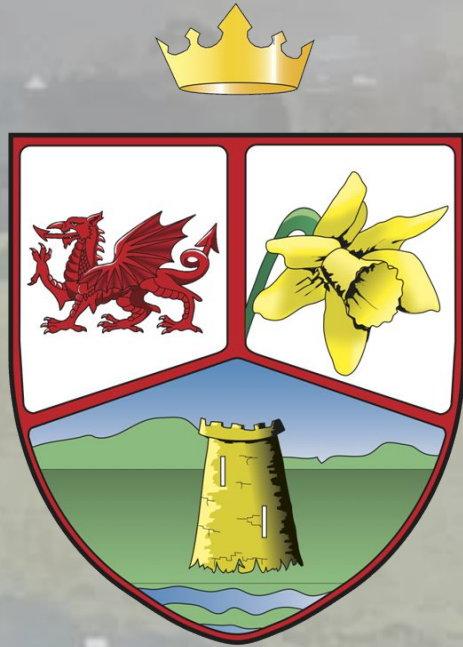
Our Methods of Assessment

At Ysgol Deganwy we use a consistent approach to assessment, ensuring that we always look at our pupils as a whole individual. Formative assessment in the form of teacher judgements are the largest portion of the picture, allowing an holistic and personal view of pupils' strengths, areas for development and application of skills and knowledge across the curriculum. Progress is measured regularly and informally, incorporating the AfL strategies mentioned within the pedagogy section of this document.

Using online systems such as SeeSaw allows us to track progress across a wide range of activities.

We use Taith 360 as an online planning, tracking and assessment tool which records pupil progress term by term and year on year. These assessments are enhanced with the use of annual assessments which can provide a snapshot as to the current attainment of the pupils. We use NGRT for reading, HAST for spelling and Welsh Government's Online Personalised Assessments in Numeracy (Reasoning and Procedural) and Reading. These assessments are only ever looked at as one piece of the puzzle and allows our teachers to gain a larger picture of our pupils.





Diolch yn fawr to everyone who contributed to the creation of our curriculum and this document including teachers, parents, carers, pupils and governors.

We will continue to develop, revisit and review it as required.