

Ysgol Deiniol Marchwiel



To Support, Motivate and Inspire all pupils to Learn and Excel

Our Vision



In Ysgol Deiniol, and as a cluster of schools in the area, we are passionate about supporting our learners to achieve their full potential whatever their aspirations and strengths in a safe environment which respects everybody.

The school was built in 1974 and is situated in the village of Marchwiel which is approximately 2 miles south east of Wrexham town centre on the Whitchurch road. The KS2 area was remodelled in the summer of 2012. A nurture room was later added in 2015.

There are 7 classrooms, a shared practical area, canteen space and a large hall.

Many classrooms each have their own outdoor learning areas. There are two playgrounds and a large field with an adventure area.

We have access to a community nature reserve.

We hope that all learners here will develop the knowledge and lifelong skills they will need for the next stage of their lives and education.

We will do everything we can to ensure that they leave us as happy, proud, confident and independent individuals who have enjoyed their learning and their learning experience here.

Everyone's voice and wellbeing is important in our school and it's a prominent part of the school's ethos. At Ysgol Deiniol we develop the skills that all learners need to be able to look after themselves, to keep safe, to develop resilience to face and overcome challenges and to enjoy learning.

We also want to broaden the horizons of all learners to be able to appreciate the diversity and wonder of the world and their place as individuals in it.

We are all extremely proud of our school and committed to providing the very best possible education for all of our children.

The school mission statement is "The school will Support, Motivate and Inspire ALL pupils to Learn and Excel," summarised as SMILE.

This embeds a philosophy in the school where all are welcome, regardless of background or ability. All learners are challenged to improve and the success of everyone is celebrated, both staff and pupils.

This statement greets visitors to the school, is visible throughout the school and is used as a reward for good performance. We aim to build the skills, knowledge and positive attitudes necessary to help all our pupils become responsible, respectful and tolerant citizens of the future.



Our Values

Our Values	How the core values are promoted:
Resilience	We will support each other as learners and staff to be confident and proud of ourselves, to embrace, challenge and to persevere to achieve our goals.
Wellbeing and Care	We will create a happy, caring environment with a safe and welcoming atmosphere which gives our pupils the confidence to become independent learners.
Respect and Trust	We will enable pupils to be disciplined, caring and respectful of others and have confidence in themselves and their voice. We will work in partnership with pupils' families and homes to promote a positive educational experience which will help pupils to interact successfully with their peer group, family and community.
Ambition	We will actively encourage lifelong learning, promoting high standards, encouraging all pupils to achieve their potential. We will also encourage pupils to be highly skilled, particularly in communication, numeracy, bilingualism and highly competent in ICT.
Positive Mindset	We will plan and deliver a broad, balanced curriculum for all pupils' physical, intellectual, emotional, social and moral needs.
Happiness in a safe school	We will provide a stimulating learning environment which fosters a love of learning in our pupils whilst maintaining effective links with outside agencies and specialist services for the benefit and well-being of both pupils and staff.

Deiniol School Council—
2022



Our Vision

When a child leaves our school,
we want them to have....

1. Lifelong skills
2. Respect for all
3. An appreciation of Welsh culture
4. A happy, healthy outlook on life
5. Skills required for the evolving digital world

How will we do this?

At Ysgol Deiniol we provide a broad and balanced curriculum which has the four purposes at the centre, underpinned by cross-curricular skills and the integral skills.

Our Deiniol Curriculum contains the 6 Areas of Learning and Experience, it encompasses the Statements of What Matters and reflects the Principles of Progression.

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.

The school has also considered the statutory elements within the Curriculum for Wales Framework when designing our curriculum. Our school's RSE follows the code set out by Welsh Government.

The Four Purposes

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
set themselves high standards and seek and enjoy challenge; are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts; are questioning and enjoy solving problems; • can communicate effectively in different forms and settings, using both Welsh and English; can explain the ideas and concepts they are learning about; can use number effectively in different contexts; understand how to interpret data and apply mathematical concepts; use digital technologies creatively to communicate, find and analyse information; undertake research and evaluate critically what they find and are ready to learn throughout their lives.	connect and apply their knowledge and skills to create ideas and products; think creatively to reframe and solve problems; identify and grasp opportunities; take measured risks; lead and play different roles in teams effectively and responsibly; express ideas and emotions through different media; give of their energy and skills so that other people will benefit and are ready to play a full part in life and work.	find, evaluate and use evidence in forming views; engage with contemporary issues based upon their knowledge and values; understand and exercise their human and democratic responsibilities and rights; understand and consider the impact of their actions when making choices and acting; • are knowledgeable about their culture, community, society and the world, now and in the past; respect the needs and rights of others, as a member of a diverse society; show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world.	have secure values and are establishing their spiritual and ethical beliefs; are building their mental and emotional wellbeing by developing confidence, resilience and empathy; apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives; know how to find the information and support to keep safe and take part in physical activity; • take measured decisions about lifestyle and manage risk; have the confidence to participate in performance; form positive relationships based upon trust and mutual respect -face and overcome challenge; have the skills and knowledge to manage everyday life as independently as they can; and are ready to lead fulfilling lives as valued members of society.

Cross-Curricular Skills

Literacy	Numeracy	Digital Competence
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Integral Skills

Creativity and Innovation	Critical Thinking and Problem-Solving	Personal Effectiveness	Planning and Organising
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Cross-Cutting Themes

Human Rights	Diversity	Careers and work related experiences	Local, National and International Contexts	Relationships and Sexuality Education
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Statutory Elements

Careers & work related experiences	Well-being of Future Generations (Wales) Act 2015	United Nations Convention on the Rights of the Child (UNCRC)	United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)	Additional Learning Needs and Education Tribunal (Wales) Act 2018
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What informs our planning

We offer a broad range of experiences, knowledge and skills that are explored through a range of contexts, topics and activities. We have AoLE lead teachers who are working together, with Governors to ensure progression and coverage across the school.



Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.

Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.



Developing physical health and wellbeing has lifelong benefits.

How we process and respond to our experiences affects our mental health and emotional wellbeing.

Our decision making impacts on the quality of our own lives and the lives of others.

How we engage with social influences shapes who we are, and affects our health and wellbeing.

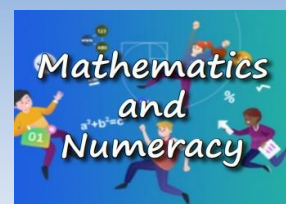
Healthy relationships are fundamental to our wellbeing.



Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.

Events and human experiences are complex and are perceived, interpreted and represented in different ways.

Our natural world is diverse and dynamic, influenced by processes and human actions.



The number system is used to represent and compare relationships between numbers and quantities.

Algebra uses symbol systems to express the structure of mathematical relationships.

Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.

Statistics represent data, probability models chance, and both support informed inferences and decisions.



Languages connect us.

Understanding languages is key to understanding the world around us.

Expressing ourselves through languages is key to communication.

Literature fires imagination and inspires creativity.



Being curious and searching for answers is essential to understanding and predicting phenomena.

Design thinking and engineering offer technical and creative ways to meet society's needs and wants.

The world around us is full of living things which depend on each other for survival.

Matter and the way it behaves defines our universe and shapes our lives.

Forces and energy provide a foundation for understanding our universe.

Computation is the foundation for our digital world

What informs our planning

Central to the new curriculum are the 12 pedagogical principles which will underpin planning and assessment, it will promote challenge for all.

We constantly reflect upon, share and develop our teaching practices, based on our understanding of the **12 pedagogical principles** set out in the Curriculum Framework and the practices we find to be successful in our school.

These principles will be complemented by our 'Assessment for Learning' strategies, growth mind-set philosophy and multi-sensory approach to learning. They will help challenge and motivate our children to be the best they can be.

The 12 Pedagogical Principles

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|---|--|---|---|
| 1. Focus on achieving the 4 purposes. | 2. Challenge learners and emphasise the importance of continuous effort. Convey high, achievable expectations. | 3. Use a range of teaching methods. | 4. Develop problem solving skills, creative skills and the ability to think creatively. |
| 5. Building on prior knowledge and experience. Engage interest. | 6. Creating authentic contexts | 7. Implementing formative assessment principles | 8. Extend within and across the Areas of Learning |
| 9. Reinforcing and practising cross-curricular skills - literacy, numeracy and digital competence | 10. Develop learners to take increased responsibility for their own learning and to develop as independent learners. | 11. Promote social and emotional development and positive relationships | 12. Promote collaboration |

Our bespoke curriculum includes:

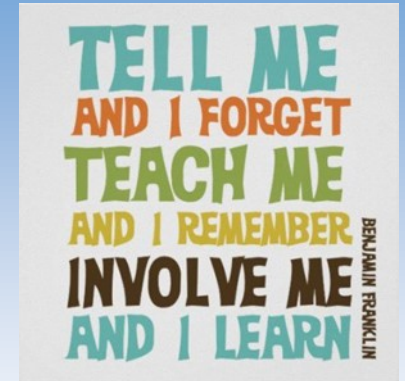
Broad and balanced coverage of AoLEs.

Project based topics that give a purpose for learning.

A whole school topic each year.

A mixture of indoor and outdoor learning.

Welsh cultural heritage and tradition.



Religion, Values and Ethics is a mandatory part of our Humanities curriculum and is built upon a series of concepts and big ideas. Our curriculum provides a range of disciplinary approaches to support learners to engage critically with a broad range of religious and non-religious philosophical convictions. Pupils lead learning alongside teachers whilst planning topics.

These are our non-negotiables.

Deiniol parents 2024

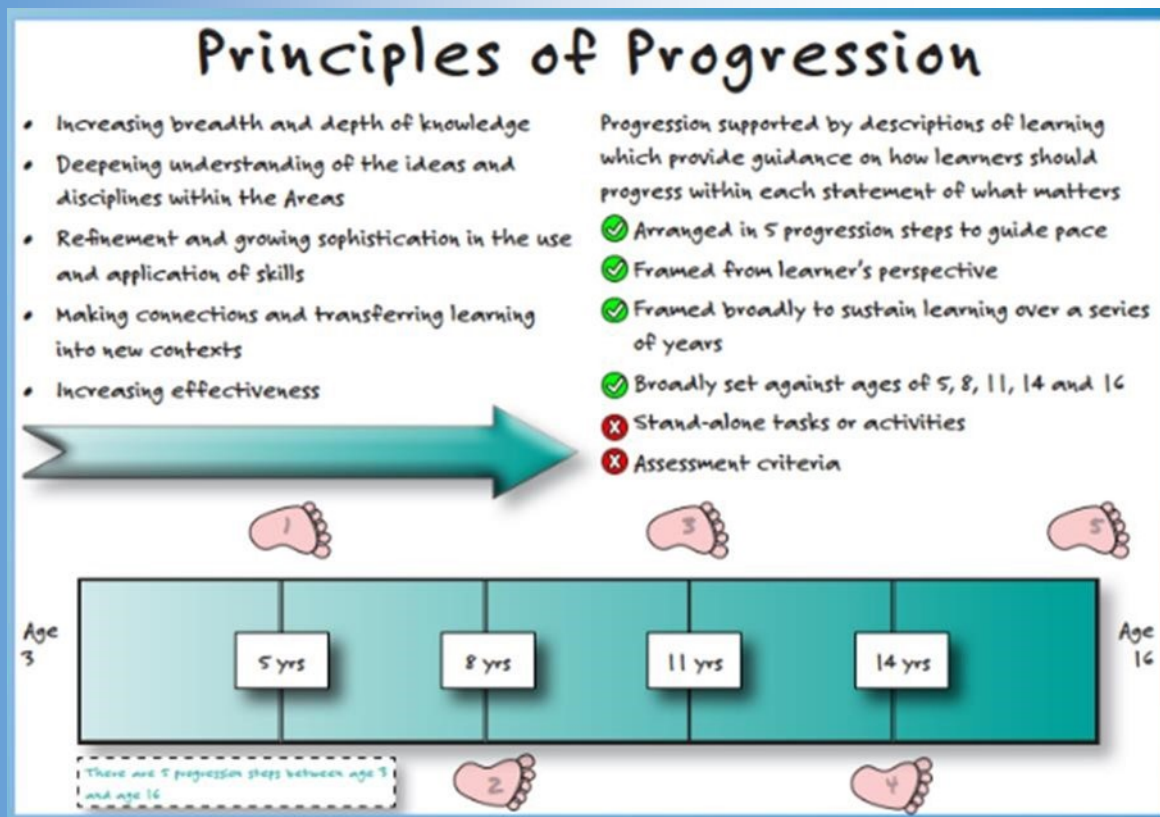


Steps of Progression and Assessment

The new curriculum is an evolving journey. We use the Descriptions of Learning for each What Matters Statement to assess and plan for learners' progress.

These broadly correspond to expectations for ages 5, 8, 11, 14 and 16 and offer guidance on how learners should demonstrate progress within each Statement.

These are not used as a list of tick boxes, but as tools to consider when planning for our learners' progress. In addition, there are Principles of Progression that underpin our planning for learners' progress across the fields over time.



Assessment is built into our curriculum as a part of everyday learning. We work with pupils to help them understand where they are in their learning and how to plan the next steps. This ongoing dialogue also helps to spot areas needed for further support and challenge.

Learners' achievements are assessed in a way that better suits our rapidly changing world. Assessment moves learners forward, shaping what they learn so that they can go above and beyond the progression step within each broad three year window. Teachers support pupils to meet their appropriate progression steps.

Assessment at Ysgol Deiniol

Formative assessment is central to our teaching in Deiniol. By implementing its principles and strategies fully and consistently throughout the school, we will achieve many aspects of the 4 purposes, the integral skills and the 12 pedagogical principles. The following outlines how the different formative assessment strategies/principles contribute to these.

Formative assessment strategy / principle	4 purposes	Integral skills	12 pedagogical principles.
Class climate and culture, Growth Mindset, Learning zones, celebrating mistakes, embracing challenge	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Creativity and innovation Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3, 7, 10,11, 12
Involvement of learners in the planning	Ambitious, capable learners Healthy, confident individuals Ethical, informed citizens Enterprising, creative contributors	Creativity and innovation Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3, 6, 7, 8, 9, 10,11, 12
Learning partners; think, pair share	Ambitious, capable learners Healthy, confident individuals Ethical, informed citizens Enterprising, creative contributors	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,4 7, 9, 10,11, 12
Learning outcomes and Co-constructed Success Criteria	Ambitious, capable learners	Personal Effectiveness Planning and organization	2,3,4,5,7, 9, 10, 11,12
Feedback – Verbal, Peer and Written	Ambitious, capable learners Healthy, confident individuals Ethical, informed citizens Enterprising, creative contributors	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,4, 7, 10,11, 12
Prior / current knowledge questioning	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,4,5,7, 8, 10 11, 12

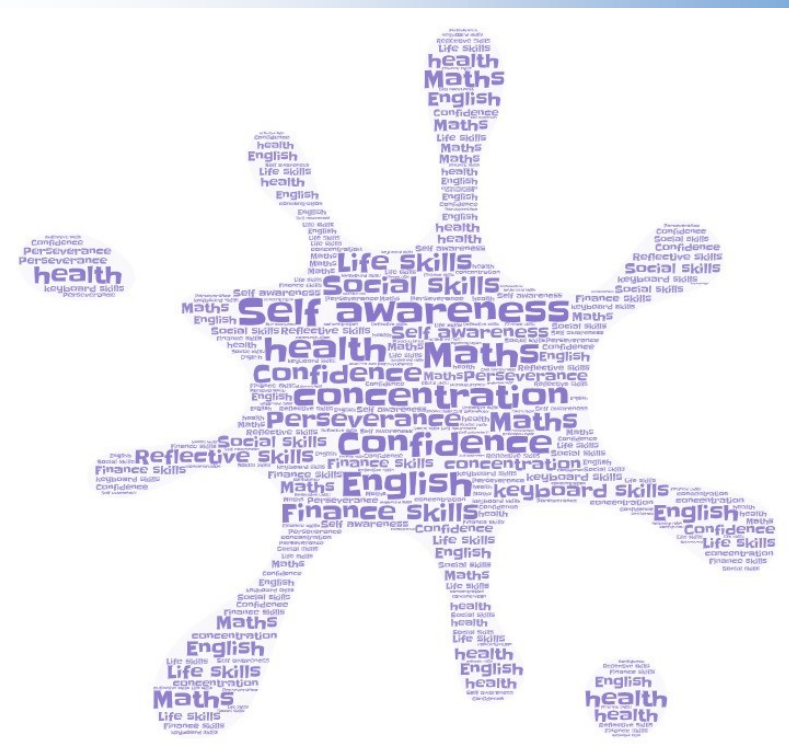
Formative assessment strategy / principle	4 purposes	Integral skills	12 pedagogical principles.
Differentiated challenges /eliminating ability grouping	Ambitious, capable learners Healthy, confident individuals	Personal Effectiveness Planning and organization	1,2,3,5, 6, 7, 8, 9, 10 11, 12

At Deiniol, we have established Shirley Clarke formative assessment techniques, as they encapsulate what is most important in education: empowering children to become confident learners who know how to learn. Formative assessment strategies also make a significant contribution to our wider assessment practices.

The school will fulfil the Curriculum's Assessment Purposes by supporting individual learners on a daily basis; identifying, capturing and reflecting on individual learner progress over time and ensuring we understand group progress in order to reflect on our practice.

The skills that we would like our children to gain at Deiniol.

Deiniol Parents 2022



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 Deiniol, most learners will make expected progress in their learning from their starting points. If a child is not progressing, we will gather observations, use assessment data and seek to work in collaboration with outside agencies / professionals to identify any additional learning needs.

Inclusiveness

We pride ourselves on our inclusiveness at Ysgol Deiniol.

‘The school has robust and effective systems for identifying and tracking the progress of pupils with additional learning needs. High quality learning plans meet the needs of individual pupils successfully.’ ***Estyn Report 2017***

