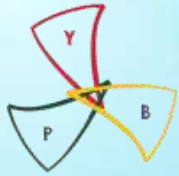


Welcome to...



Ysgol Plas Brondyffryn

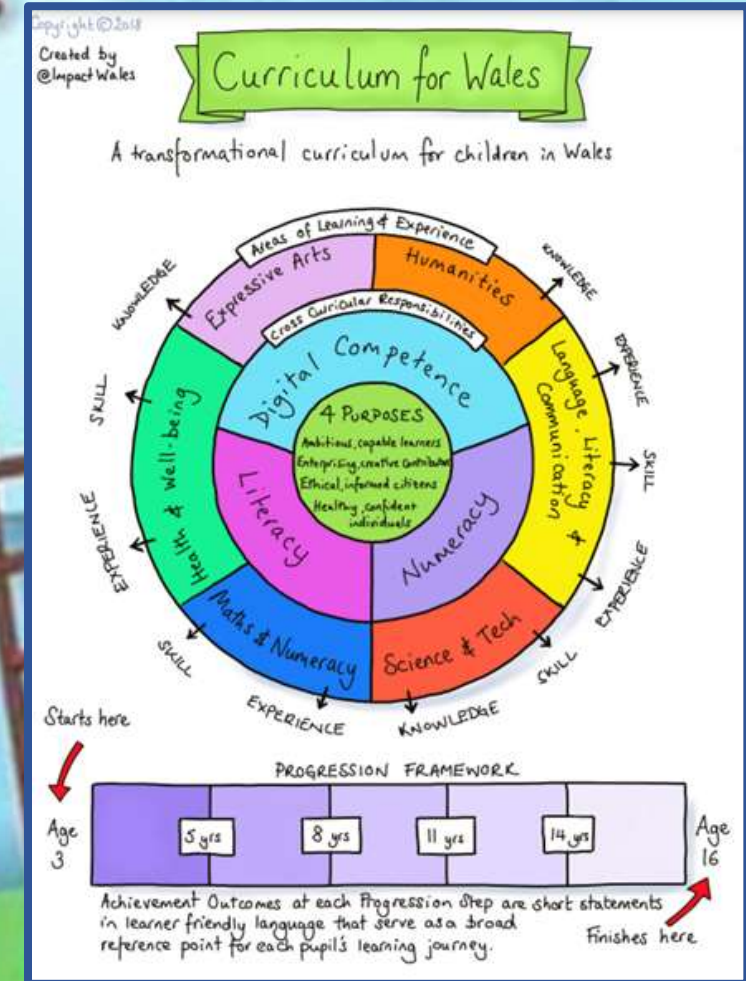
The regional centre for autism education in North Wales

Y ganolfan ranbarthol ar gyfer addysg awtistiaeth yng Ngogledd Cymru

Ysgol Plas Brondyffryn is the North Wales regional centre of excellence for teaching children on the autistic spectrum. We are based in Denbigh but our pupils come from all over North Wales - most travel in daily but some take advantage of our residential facility, Gerddi Glasfryn.

We are very proud of our school and our aim is to provide a happy and nurturing environment where all pupils can achieve their full potential. We take the school's vision "The best you can be – Y gorau y gelli fod" very seriously and this vision permeates the ethos of the school across all its sites.

As a school we have been working hard to design our own curriculum based on the new Curriculum for Wales framework which was published in January 2020. We are creating our own curriculum, which will enable our learners to develop towards the four purposes of the curriculum – the starting point and aspiration for every child and young person in Wales.





Our Vision and Values

At Ysgol Plas Brondyffryn we encourage each other to be...

'the best you can be!'

During the planning process these were words that the staff felt described what was important to us as a Primary department.





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Our Primary Curriculum Rationale

As part of a wider Ysgol Plas Brondyffryn family we recognise that our Primary curriculum must enable our pupils to embark upon a pathway of learning that meets their individual needs. Whilst all are encouraged to develop core skills across the 6 Areas of Learning, we also recognise the importance of our role in preparing our pupils to become independent, confident adults that are able to communicate and make strides towards achieving their goals. Our curriculum, therefore, is a journey which has a strong emphasis on preparing our pupils for a fulfilling future beyond school. We aim to foster motivated and confident learners who are keen to embrace new opportunities and experiences.

Making meaningful links into their local community enables pupils to familiarise themselves with everyday tasks and widen their experience and enjoyment of the world. It is vital that the curriculum, wherever possible, is led and inspired by their own personal interests, talents and goals to encourage ownership, engagement and enthusiasm.

Our aim is to create a learning environment which is:

Welcoming

HAPPY

Inclusive

Safe

Respectful

Encouraging

Challenging

SUPPORTIVE



Our Curriculum

What does learning look like at Ysgol Plas Brondyffryn?

The Primary curriculum offers:

- ❑ A wide range of topic-based learning opportunities; A new topic is covered each Autumn, Spring and Summer Term which rotate over a four year cycle to ensure that pupils cover a broad range of subjects during their time at Primary;
- ❑ A skills based curriculum which focuses on developing a breadth of skills, step by step through each Area of Learning (AoLE);
- ❑ A key focus for learning that builds and develops over time as pupils revisit themes at a deeper level within the two Phases at Primary.
- ❑ A balanced curriculum. This is facilitated through a structured planning format to ensure curriculum coverage.
- ❑ A cross-curricular approach to Digital Competency, Literacy and Numeracy. Many AoLEs are taught in blocks, which we believe enables our pupils to make links in learning more readily.
- ❑ Rich, authentic learning experiences to make learning fun and anchor theory in practice.
- ❑ The development of life skills e.g. cooking, self care, shopping, budgeting etc.
- ❑ And celebrates creativity and innovation

Our curriculum is the vehicle in which we enable our learners to become ambitious, enterprising, ethical, and healthy citizens.

Introducing...

The YPB Four Purposes Superhero Squad



**Healthy
Hanna**

**Healthy,
confident
individuals**

I shared what was important to me
I was brave
I understood my friends' feelings
I looked after my body and mind
I kept myself safe
I was a good friend
It's okay to try again
I did something tricky
I was independent



**Ethical
Efan**

**Ethical,
informed
citizens**

I had an idea
I listened to the ideas of others
I made my choice known
I understood right and wrong and made the right choice
I know who I am
I learnt about my community and culture
I helped our planet
I took part in my community
I explored different religions
I joined in with a celebration



**Creative
Cled**

**Enterprising,
creative
contributors**

I have used what I've learnt to make things
I creatively told you how I felt
I made a choice
I used my skills to help someone.
I worked with my friends
I worked hard



**Ambitious
Anni**

**Ambitious,
capable
learners**

I did my best
I have used a new skill
I solved a problem
I communicated with someone
I knew what to do
I used number skills
I used technology to solve problems
I found the answers to questions

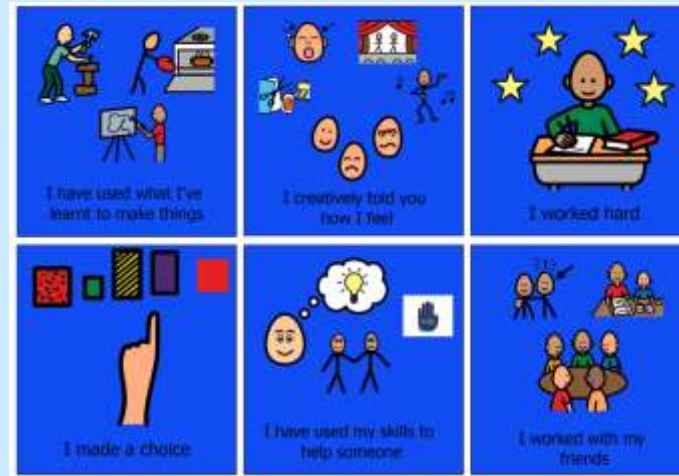
These outcomes have been created by our Primary staff and personalised to meet the needs of our pupils at YPB. They underpin and weave throughout our whole curriculum.



Our Curriculum

Keeping the Four Purposes relevant for our pupils at YPB

It is important that all of the children at YPB are encouraged and supported to be involved and invested in their learning. With many of our pupils, communication can often be a very real barrier to learning. In order to maximise engagement the team at YPB have created symbols to represent and provide visual 'hooks' to help our pupils see how they are making progress towards achieving the Four Purposes. They are referred to throughout learning experiences during lessons and are also used to celebrate pupils' progress. Here are some examples of the images used.





Our Curriculum

What we teach & why we teach it... Areas of Learning and Experiences (AoLE)

The Curriculum for Wales has six areas of learning and experience (These are called AoLEs), which we deliver through a cross curricular, thematic approach to provide interlinked experiences which provide our pupils with ‘hooks’ on which to hang their learning.

In addition to these, literacy, numeracy and digital skills are embedded throughout all curriculum areas to ensure that pupils are able to apply their skills in a variety of contexts.

AoLE co-ordinators across the school have provided curriculum maps to ensure coverage across their subject areas; these unpack the 27 Statements of What Matters and aim to offer a breadth and continuum in progression across the Ysgol Plas Brondyffryn sites.

Ysgol Plas Brondyffryn			
Primary Topic Cycle			
Term/ Cycle	Autumn	Spring	Summer
1	Rewind	Here Be Dragons	The Sea
2	To Infinity & Beyond	Traditional Tales	Animals
3	Food	New Life	We are the Champions (Sport)
4	Into the Woods	Lights, Camera, Action	Planet Earth

Primary has a rolling 4 year Topic cycle.



Expressive Arts incorporates art, dance, drama, film and digital media, and music. It will encourage creativity and critical thinking, and include performance.



Health and Well-being covers the physical, psychological, emotional and social aspects of life, helping students make informed decisions about their health and wellbeing and learn how to manage social influences. It will include PE.



Humanities includes the subjects of geography, history, RE, business studies and social studies. This area of learning is based on human experiences and also covers Welsh culture.



Languages, literacy and communication includes Welsh and English, literature and international languages. Welsh language is taught as an additional language for children who don't use Welsh as their first language.



Mathematics and numeracy will involve learning through play and exploration in our Lower Phase. Upper phase pupils will focus on applying their maths skills and learn to work both independently and collaboratively with others.



Science and technology incorporates biology, chemistry, physics, computer science, and design and technology.



Our Curriculum

What we teach & why we teach it... The 'Nuts & Bolts'

At Ysgol Plas Brondyffryn we have made a commitment to creating our scheme of work over a four year period. The process allows time for staff to collaborate and plan together to ensure high quality provision over both our Lower and Upper phase classes.

This allows for the development of:

- A mind map to be created to provide an overview for each termly topic. These will be shared with parents each term.
- Medium term planning is generated by teachers and collaborating with subject co-ordinators e.g. liaising with RSE, music and maths specialist teachers from our Park Street site to ensure the planning is of a high quality and appropriately meets the age and stage of development for our pupils at each phase.
- Sequences of lessons which follow progressively throughout the teaching block and focus on the development of key skills enabling children make links in their learning.
- A curriculum balanced with a combination of experiences, knowledge and skills

The Primary curriculum recognises the need for learning to be embedded in authentic contexts for learning. Each term has an allocated project or planned experience to bring learning to life e.g. Hufen Ia Cafe, Dance Presentations, whole school projects.

Ysgol Plas Brondyffryn Curriculum Map				
Statements of What Matters	Theme	Primary	Ty'r Ysgol	Park Street
Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Performing rehearsing co-operating experimenting	Foundation explore using different materials to make sounds, marks, movements and expressions. Copy practice and perform simple songs, movements, actions.	KS 2 choose appropriate materials, instruments, movements. Digital media and expressions to communicate ideas. Respond to give (visual). Practice and perform songs, dance, drama to communicate ideas and feelings.	Ty'r Ysgol Sing, play and instrument, make sounds. Learn patterns and songs. Play with a group. Follow a rhythm in time. Produce art work using chosen media. Park Street learn to play variety of instruments. use variety of materials to create art. create art with peers consider audience/occasion practice and develop skills help to produce art events in school and community.
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Appraising Listening observing attending events reflect emotions	Foundation Respond positively or negatively to an artistic stimulus, be exposed to the work of a variety of artists		

Teaching staff then use this to create a topic web which provides an outline to the term's learning.

A detailed medium term plan is then generated which highlights the objectives and skills to be taught within each subject, with suggested learning experiences.

A Curriculum Map developed by the YPB AoLE Co-ordinators ensures good breadth, balance and coverage across each Area of Learning.

Upper Phase Primary Cycle 2 - Shared Topic Web To Infinity & Beyond	
Authentic context for learning experience:	
Collaboratively create the solar system in the school hall for a space performance at the end of term including: Expressive Dance Space Music Compositions Upper Phase to prepare facts to state	

Ysgol Plas Brondyffryn Medium Term Planning - Mathematics and Numeracy			
Statement of what matters	Progression Stages 1 & 2	Primary 4 purposes	Sequence Learning
1: I can understand the value of a number can be represented by the position of the digit.	1: I can read, write and interpret larger numbers, up to at least 1000, using digits and words. 2: I can understand the value of a number can be represented by the position of the digit.	1: I have used what I've learnt to make things. 2: I have solved a problem using my skills to help someone. 3: I worked with my friends	Lower Phase Lesson Starters - mental maths focus: Developing copy skills through transcription and response: - No. songs (linked to traditional tales where possible) - Repetitive counting e.g. FVG (varying this by starting at a different number) - Recognising numbers e.g. mystery reveals - No. lines with missing numbers - Teach how to use the number lines, fans, blocks, bead bars etc. - Play 'Show me...' (given number) games - Counting games (linked to topics) - Counting tin, What number is next?, How many? Objects in a bag - add 1, body counting, counting RWB objects (randomly placed) - Flashcards/ songs BWB games to introduce as, bond to:



Our Curriculum and the 12 Pedagogical Principles

Our Primary YPB Curriculum is led through the 6 Areas of Learning and Experience; encompassing the Statements of What matters and reflects the Principles of Progression. It includes the required curriculum elements and teaches cross-curricular skills through the 12 Pedagogical Principles.

The 12 Pedagogical Principles of the new curriculum were created by Professor Graham Donaldson as part of his Review of Curriculum and Assessment Arrangements commissioned by Welsh Government. They provide the basis of our teaching and are used to identify pupils learning needs, match these to appropriate pedagogical approaches and assess the impact of the teaching approaches through our pupil progress monitoring. The process is then repeated to move children's learning forward.

We are on a journey at YPB to ensure that the good teaching and learning principles identified by Donaldson are represented well in our school. Subsequently it is our aim that the new Primary curriculum:

- Focuses on the 4 purposes of the curriculum.
- Challenges pupils to sustain their efforts to reach high but achievable targets.
- Employs a broad repertoire of teaching approaches.
- Promotes problem solving, creative and critical thinking.
- Builds on previous knowledge and experience and engages pupils' interest.
- Creates authentic contexts for learning.
- Employs assessment for learning principles.
- Makes connections within and across Areas of Learning and Experience.
- Reinforces Cross-curriculum responsibilities including literacy, numeracy and digital competence.
- Encourages pupils to take ownership of their own learning.
- Supports social and emotional development and positive relationships.
- Encourages collaboration.



YPB Teachers are encouraged to:

- Be Facilitators and scaffold learning
- Involve children by listening to and reflecting their voice and interests
- Provide 'Active Learning' opportunities for children to apply the skills learnt
- Use effective questioning techniques



The Curriculum for Wales gives us the opportunity to ensure that learners' progress is the primary purpose of Assessment and not an accountability exercise. To this end, we at Ysgol Plas Brondyffryn place an emphasis on creating a holistic picture of each learner's development; including their well-being, readiness and desire to learn as well as the development of their skills, knowledge and understanding. We value the importance of ensuring a shared understanding of progress across the school and engage in regular discussions with parents and carers to discuss their child's progress.

Assessment at Ysgol Plas Brondyffryn



With the implementation of the new CfW we are taking this opportunity to develop our own assessment framework which will reflect and demonstrate all the steps of progress made by our pupils. We will begin to develop AoLE progression ladders from Spring 2023 which will be uploaded to the Evidence for Learning app. Other areas of assessment we are exploring include the progress towards pupils Milestones, capturing new learning and evidence of engagement in the Four Purposes.



Our Principles for Progression

These are the Principles of Progression that underpin our planning and teaching for learners' progress across the areas of learning.

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

How is pupils progress shared with others?

Parents	Governors	External providers
Weekly Seesaw updates	Presentation of pupil progress data	Requests for information to inform referrals (parent permission also sought)
Annual Reviews - new IDP PCP meetings	Site visits	National PASS tests—assesses and monitors wellbeing.
Termly Parents Evening meetings invite parents to contribute to their child's Milestones and identify next steps	AHT Progress reports	



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Providing a purposeful curriculum for our pupils...

As a specialist provision for pupils with Autism our central focus is always upon supporting the development of the principal areas recognised as common difficulties that those with Autism can experience. These are identified as:

- Communication
- Social interaction
- Social imagination

We recognise that our pupils (at varying levels) can often require specific and targeted strategies which we seek to embed within the curriculum we offer. The necessity to provide differentiated learning experiences, visual resources (to support at both school and home) and bespoke interventions to enhance these skills are priority provisions for our pupils at YPB.



'Dyma Fi'
Performed by YPB Primary
pupils at the 2022 Eisteddfod,
Denbigh