

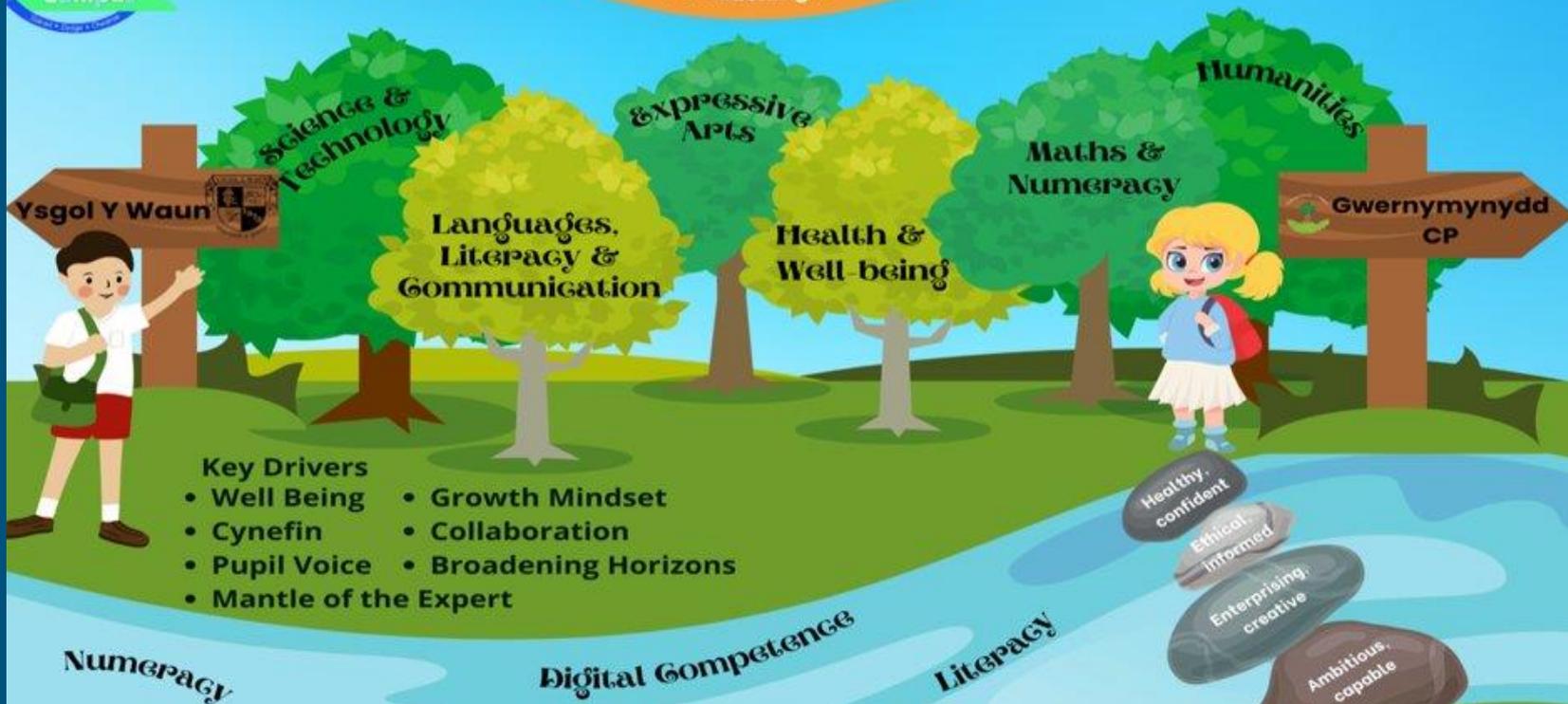
Hafod Federation  
Curriculum



*Mission: Nurturing all to flourish, broadening knowledge, skills and experiences*

**Our Vision: An inclusive learning environment enabling all to succeed.**

**Values:  
Creativity, Courage  
Respect, Resilience**



# Education is changing



**The world is changing and we need new ideas and creative use of technology.**

To address these challenges, the Welsh Government wants to make sure that your child has the knowledge, skills and experiences they'll need to make the most of life.

Teachers and education experts from across Wales have been working together to develop the **Curriculum for Wales**.



In your child's school, a curriculum is being **designed by teachers**. They are using guidance that other teachers have written to help them plan what children learn.



The new curriculum is **designed for all children**. It will support your child with creative lessons with real-life meaning. It will suit their needs and help them reach their full potential.



The world is more connected nowadays, so what they learn is more connected too. Knowledge is really important, and they will also be given the skills and experiences they need for a **fast-changing world**.

# Our Vision and Mission statement

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We listened to learners, parents, staff, Governors and the local community to develop our new vision and mission statement.

**Vision - An inclusive Learning Environment enabling all to succeed.**

**Mission - Nurturing all to flourish, broadening knowledge, skills and experiences.**

As schools, we are first and foremost learning organisations. Our aim is to enable all who are with us to succeed. We pride ourselves on our inclusive and nurturing nature. Our curriculum will broaden knowledge, skills and experiences for all.

# Our Values

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Our Curriculum will enable children to have courage, be creative, show respect and build resilience. Our values are firmly aligned with the 4 purposes of the Curriculum for Wales.



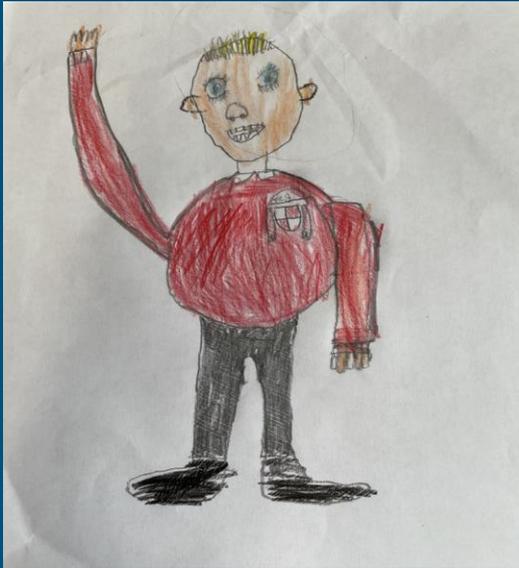
# Our Values in Action

Our values	...in action
Creativity	We provide a rich learning environment. We teach through a dramatic enquiry approach where children are encouraged to think creatively to reframe problems. We provide regular opportunities for children to create ideas and products. Through our curriculum model, children are encouraged to connect and apply their learning and skills.
Courage	We teach our children about growth mindset and we all use the language of the learning powers. Children are encouraged to take part in regular challenges and mistakes are seen as 'marvellous' opportunities to learn. Our children are encouraged to stretch themselves out of their comfort zone by choosing more challenging tasks. Courage and going above and beyond is recognised, celebrated and shared.
Respect	Children are taught to respect everyone's rights. We teach respect through our health and well-being lessons and model this as adults. Jigsaw lessons teach children about diversity and differences. Children are encouraged to respect their environment through outdoor learning sessions. Showing respect to others is valued through our pupil led positive behaviour policy.
Resilience	Children are encouraged to have a go and are taught how to bounce back from setbacks. ELSA trained staff support children with the social and emotional skills needed to become resilient. Children are taught strategies to cope and become more independent. Calm time in jigsaw helps children to focus their minds and think positive thoughts.

# Key Drivers

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All the following elements are key drivers to our work.



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Well-being

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Growth mindset

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Collaboration

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Pupil voice

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Broadening horizons

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Mantle of the expert

# The Four Purposes

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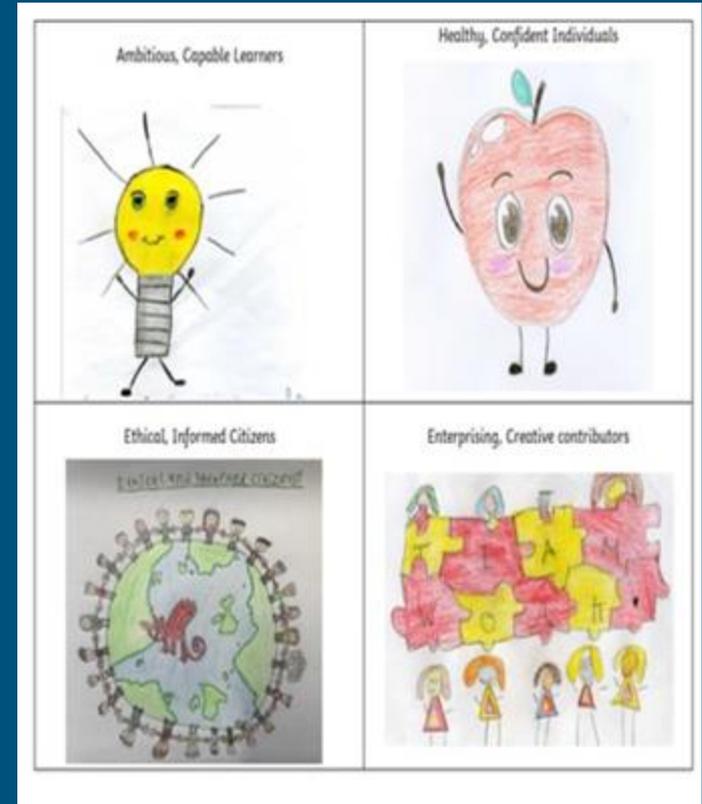
Your school is supporting your child to be:

- an ambitious, capable learner, ready to learn throughout their life
- an enterprising, creative contributor, ready to play a full part in life and work
- an ethical, informed citizen, ready to take part in Wales and the world, and a
- a healthy, confident individual, ready to lead a fulfilling life as a valued member of society.
- These are called the 'four purposes' of the curriculum.



# Four Purposes

The 4 Purposes of the Curriculum for Wales underpin all aspects of Curriculum design, planning and teaching. They are the driving force of all that we do. All learning experiences are carefully planned to ensure that children have regular opportunities to develop as ambitious and capable learners, enterprising creative contributors, healthy confident individuals and ethical informed citizens. High emphasis is placed on the 4 purposes with children having regular reflective discussions with staff about how their learning reflects the values of the 4 purposes. Pupil led assemblies provide opportunities for pupils to share their successes.



# Areas of Learning and Experiences (AoLEs)

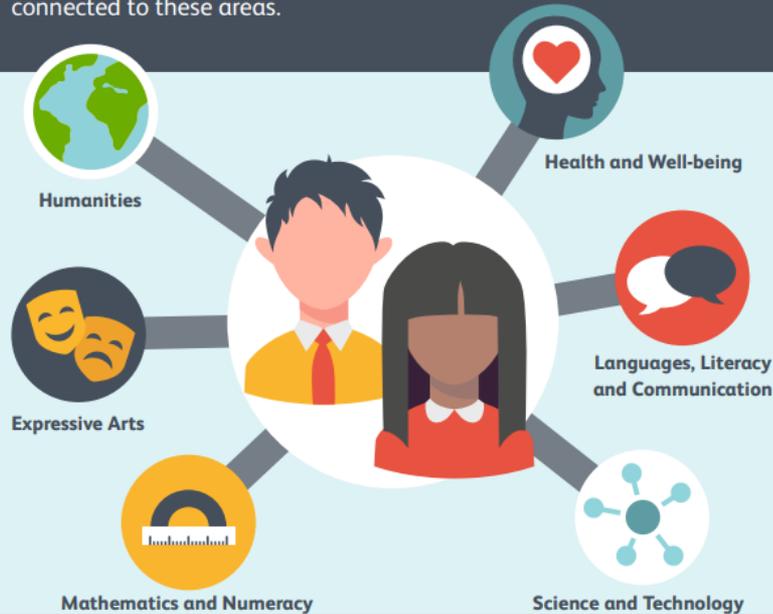
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There are 6 AoLEs in the new Curriculum framework. They contain what all children and young people of Wales should know and experience from age 3 to 16. Knowledge, skills and experiences are described in **statements of what matters** and each **area of learning and experience** clearly articulates how it contributes towards the vision of the **4 purposes**.

All learning at the Hafod Federation addresses the what matters statements. Teachers plan carefully using the **descriptors of learning** which roughly describe what learning looks at age 5, 8, 11, 14 and 16. Topics are planned starting with the what matters statements from the AoLEs.

## Areas of learning and experience

As well as literacy, numeracy and digital skills, there are **six areas of learning and experience**. Everything your child learns will be connected to these areas.



## An example of how this works

In the Science and Technology area of learning and experience, one of the statements of what matters is:

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

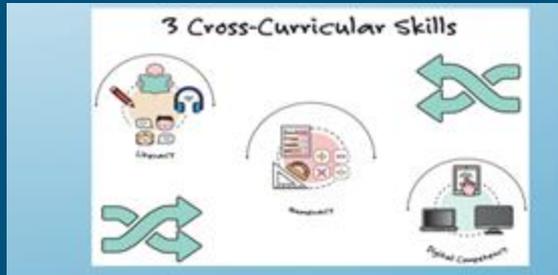
As your child learns, they'll think about this in different ways, like this:

- I know that there are endangered animals.
- I understand that what I do has an impact on the environment, people and animals.
- I can identify ways to reduce the impact of climate change on the environment, humans and animals.

# Mandatory Elements

There are some elements of the new Curriculum which are mandatory, which means that all schools must include them as part of their curriculum design.

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.



## Welsh and English

Languages connect us at the Hafod Federation. We teach through the medium of English and provide regular opportunities for the Welsh language to be taught and used throughout the daily lives of our schools. Our children are aware of their local history and the history of Wales, appreciating Welsh culture to equip them as citizens of Wales and the world.

# RSE and RVE

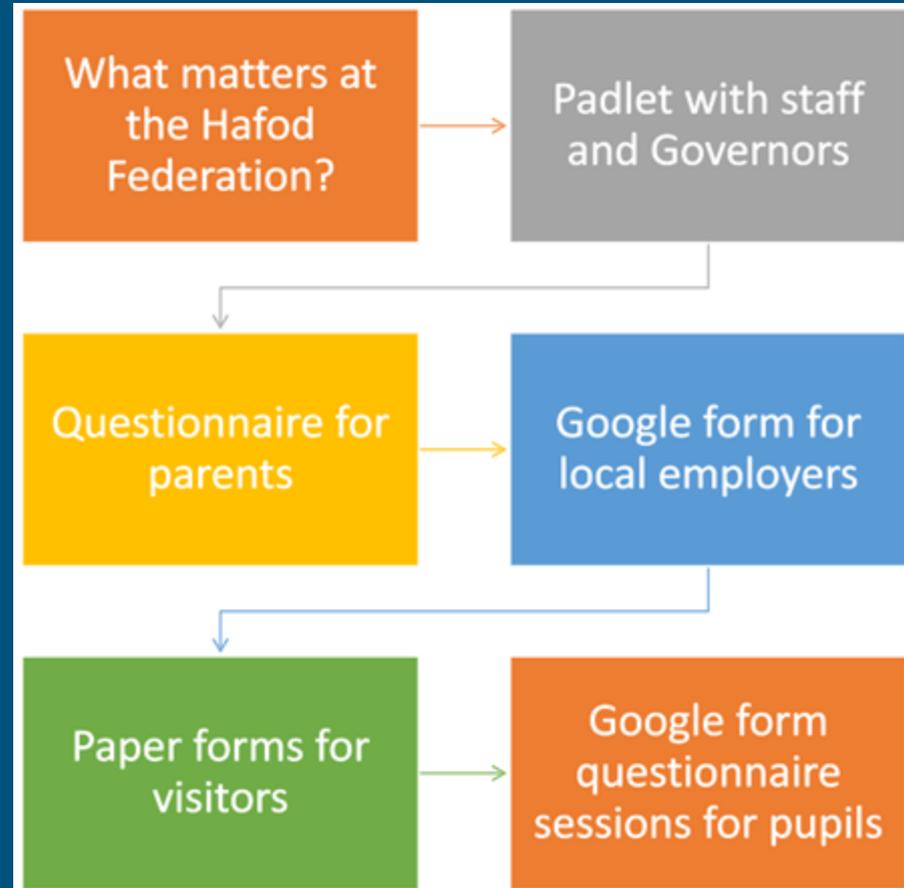
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Relationships and Sexuality Education is a mandatory element of the new Curriculum framework. It is mandatory for all learners from age 3 - 16. Our RSE programme is inclusive, holistic, rights and gender equity based and conforms with the National Guidance and Code 2021. All classes use the Jigsaw programme to deliver some aspects of RSE. Parent information leaflets contain more information about our approach to RSE at the Hafod Federation.

Religion, Values and Ethics is a mandatory part of the Humanities AoLE and is built upon a series of big ideas and what matters statements. Our curriculum provides a range of approaches for children to engage critically with a broad range of religious and non-religious philosophical convictions. RVE in the federation has been designed having regard to the agreed syllabus.

# Designing The Hafod Federation Curriculum-What Matters to us?

At the Hafod Federation we have consulted parents, governors, learners, staff and the wider community to inform our plans. We asked a series of questions to find out what really matters to our school community and how this can help inform our curriculum design.



## We want our children to be prepared for:

- Their next steps in education, training, and careers.
- Challenges and changes in friendships, relationships and within themselves.
- Setbacks and how to cope and bounce back.
- Managing their finances and living independently.
- Current events, climate change, and the impact of changing technology.

## We want children to learn to:

- Use literacy, numeracy and digital skills effectively in different contexts.
- Keep physically and mentally fit and healthy and access help when needed.
- Be a compassionate, empathetic member of society.
- Form and sustain positive relationships.
- Understand and respect diversity.
- Look after the planet and local community.
- Take risks and solve problems.

## We want children to learn about:

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- Places, people and events of the world current and historical.
- The natural world and it's awe and wonder.
- Religion, values and ethics.
- Relationships and sexuality.
- Arts and culture.
- Their place in Wales and the wider world.
- Ways to Keep fit, safe and healthy as they grow up.

## We want children to experience:

- Happiness and fun.
- Hands on exploration.
- Artistic, cultural and sporting performances.
- Being part of a successful team.
- New learning beyond the school grounds.
- Play.
- Working independently to achieve success.
- Support from enthusiastic, skilled staff.
- Learning that follows their own interests.
- Learning that challenges their perceptions and broadens horizons.

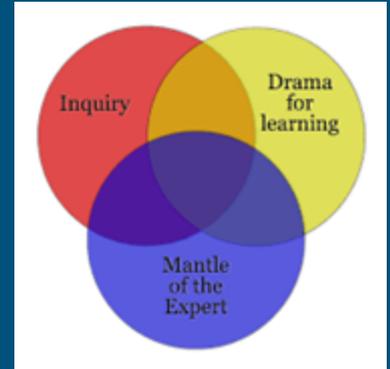
# How children will learn

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At the Hafod Federation we primarily teach our topics in the style of 'Mantle of the Expert.'

Mantle of the Expert is an education approach that uses imaginary contexts to generate purposeful and engaging activities for learning.

Mantle of the Expert works by the teacher planning a fictional context where the children take on the responsibilities of an expert team. As the team, they are commissioned by a client to work on a assignment, which has been planned to generate tasks and activities that will involve them in studying and developing wide areas of the curriculum.



*Let's say we are a team of zoo inspectors sent to inspect a zoo. We discover that the zoo is poorly run and many of the animals are in poor condition. Can we find a solution to re-home the animals safely? What information do we need to do this?*

# What children will learn

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Our curriculum model is based around 3 key themes or topics across the year. Each topic is planned carefully with one AoLE leading the learning. Themes are taken from the **what matters statements** and links are made with other WMS where they are authentic and purposeful.

All classes across the federation study the same topic or theme and plan with the same WMS leading the learning but can choose their own context based on pupil's needs and interests. This ensures that our curriculum is truly responsive, engaging, empowering and based on subsidiarity.

Immersion weeks are planned throughout the year to take advantage of key events and to allow deep dives into key themes.

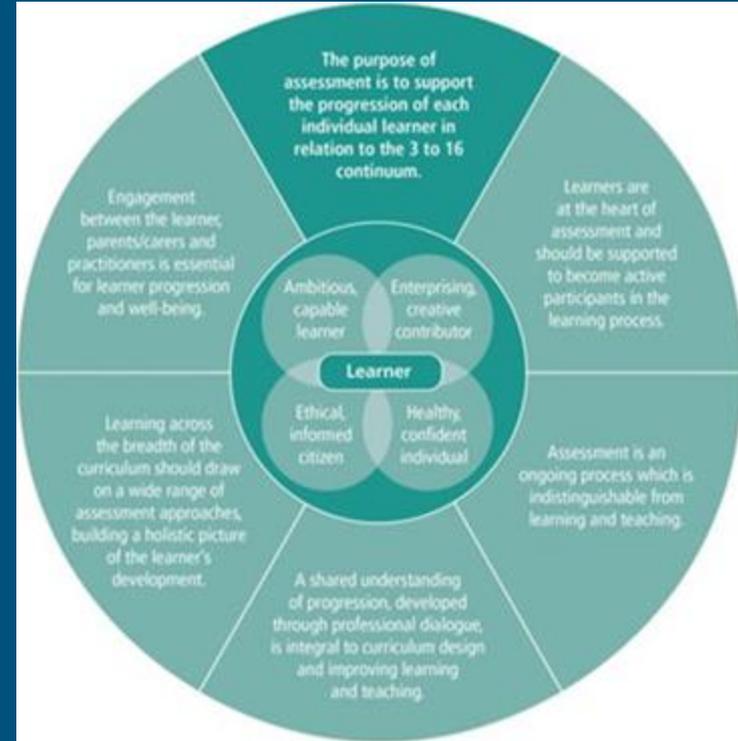
There are more opportunities for your child to learn important skills for life that will help them to:

- appreciate the world around them
- ask questions, look at evidence, make decisions and solve problems
- explore, communicate, create plans and find solutions
- build resilience and manage their well-being
- work with others and
- make decisions about their future career based on meaningful experiences in learning, work and entrepreneurship.

# Assessment and progression

The purpose of assessment is to support the progression of each individual learner. We do this by:

- Supporting individual learners on an ongoing, day-to-day basis
- Identifying, capturing and reflecting on individual learner progress over time
- Understanding group progress in order to reflect on practice



# Assessment and progression

## Assessment

Assessment will be part of your child's learning every day.

They'll work with their teachers to understand how well they're doing. This is important to help them:

- see where they are in their learning
- plan their next learning steps
- spot any issues or extra support they need



and to help their teacher:

- find ways to challenge them and
- see how well pupils are doing.



The school will also work with you to make sure that your child has the help they need to move forward.

What do we assess?

- We assess children's basic skills on entry to our early years classes.
- Children's reading, spelling and mathematics skills at least once a year.
- Children's attitudes to self and school through the PASS survey.
- Children's cognitive skills through the CATS tests taken across Wales in Year 4.
- Children's progress in knowledge, skills and experiences in each what matter's statement.
- Standardised assessments including Welsh Government personalised assessments of Literacy and Numeracy

# Our Journey and Collaborations

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Throughout our curriculum design journey we have engaged with the following stakeholders:

Governors

Parents

Children

Staff

Visitors to our schools

The local community

We have collaborated with:

GwE - our regional school improvement service through Mrs Taylor's regular attendance at regional meetings.

Flintshire schools through Mrs Taylor's chairing of regular Flintshire schools curriculum design sessions.

Our local cluster of schools across Mold including our feeder secondary school.

# Keeping our Curriculum under review

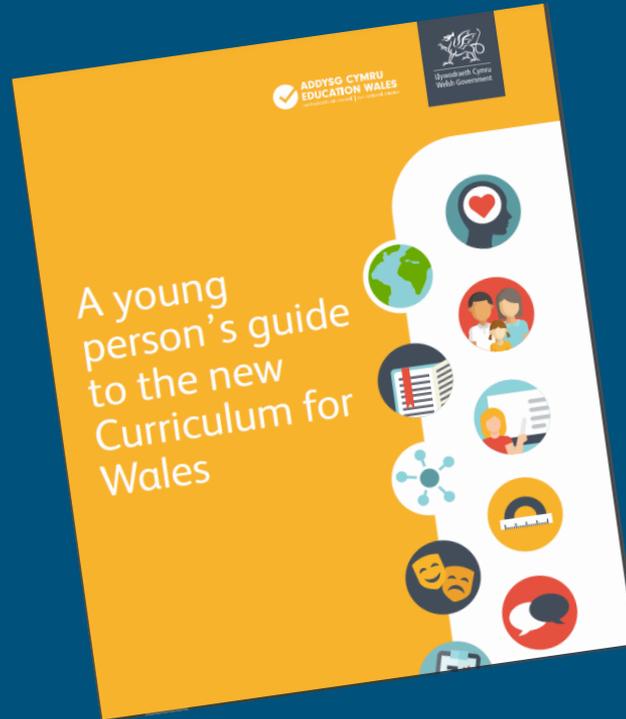
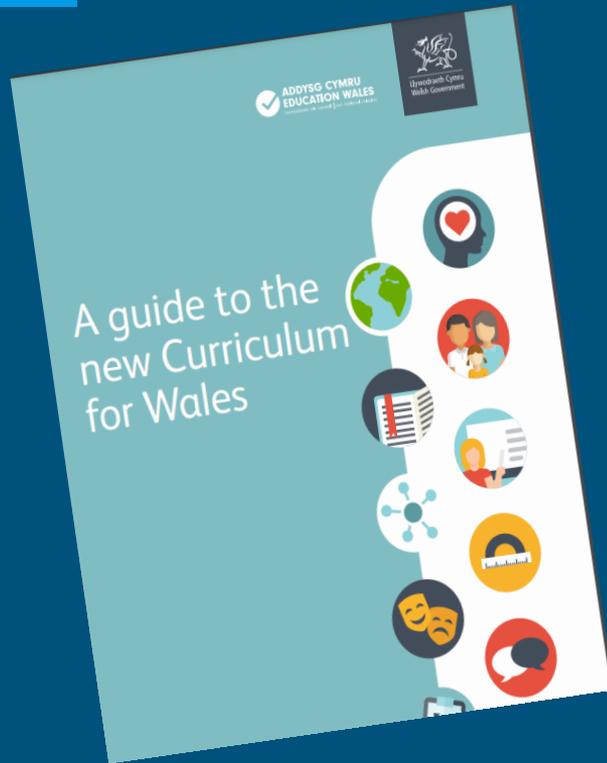
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We recognise that a successful curriculum should always answer the needs of its learners. Therefore we will regularly review our curriculum and assessment arrangements. To support us to do this, we will refer to the following 10 principles of good curriculum design set out in Successful Futures. A good curriculum should be:

Authentic  
Engaging  
Responsive  
Manageable  
Inclusive

Empowering  
Ambitious  
Evidence-based  
Based on subsidiarity  
Unified

# For more information...



[Hwb.gov.wales](https://www.hwb.gov.wales)

Thank you for listening  
—  
Diolch am wrando

