



***Our Vision for
Learning and
Teaching
2022-23***

*Developing **EACH** Learner*

As a school we are committed to developing our pupils to become the best that they can be, prepared for lifelong learning. Our aim is to ensure that all pupils make meaningful progression in learning and thrive as individuals. Each and every child matters.

EACH – “I matter” – “I will be Ethical, Ambitious, Creative and Healthy”.

Due to the innovative approach to developing a creative pedagogy that meets the needs of all our learners, we are excited to outline our vision for Curriculum for Wales. Senior leaders, staff, pupils, parents (carers) and Governors have worked collaboratively to develop a shared vision for the curriculum that we have developed.



Developing Our Cefn Saeson Pedagogy

“Creativity is at the front and centre of our transformative new curriculum”

Kirsty Williams ([2019](#)).

Our vision for effective learning and teaching at Cefn Saeson is a unique blend of strategies and integrated approaches that will successfully develop our learners to;

- ✓ thrive in an increasingly complex and rapidly changing world: ambitious, resilient and independent learners
- ✓ be proud and rooted in their own culture. To have a strong sense of identity as engaged members of their community, of Wales and the wider world.
- ✓ be inquisitive and creative problem solvers who are ready to learn throughout their lives with a sound command of literacy, numeracy and digital skills.
- ✓ be happy, healthy, confident individuals ready to lead fulfilling lives as respectful and valued members of society

There are 3 stages to the development of our learning that must be considered in the following order:

1. Why?

We have developed a purpose led curriculum - 'EACH' is at the very heart of our integrated learning approach. As the core of our school and learning ethos we will ensure that the overarching outcomes ensure that our pupils are:

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.

Creative, enterprising contributors who are ready to play a full part in life and work.

Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

Learning experiences allow pupils to set themselves high standards and stimulate their love of learning. Enabling them to seek and enjoy challenge. We encourage our learners to think creatively, to make good choices, taking measured risks and problem solving in order to make meaningful progress in their learning.

2. How?

Informed by our professional learning and own enquiry (PLJ, NPEP as recognised by Welsh Government) on the creative habits of mind, Tallis School habits, High Functioning Classroom and Higher Order Thinking Skills (HOTS) we have developed a bespoke Cefn Saeson approach to learning and teaching.

It is our intention that through our integrated learning approaches and the **Learning wheel** we provide pupils with attributes (integral skills) and skills to learning, enabling them to succeed in any learning environment and context, now or in the future.

Our integrated learning approaches develop our pupils, using strategies that engage them as active participants of their own learning by;

- Using innovative approaches to teaching, curriculum delivery and assessment
- Providing a flexible learning space – not just desk/classroom bound – or even bell bound.
- Prioritising strategies that engage learners in their own learning
- Providing learners with real life, purposeful and relevant contexts to be creative and enterprising
- Modelling creativity and adapt strategies to meet the needs of learners.
- Developing material and approaches that fire learner's interests and motivation to learn, providing exciting, memorable and challenging lessons.
- Giving pupils a sense of belonging to our school, community and the wider world. Through Cynefin to embrace their Welsh identity, language culture and heritage
- Making cross curricula and wider links with equip our children with the experiences, skill and knowledge to thrive in our diverse, rapidly changing world.
- Focusing on the relevance to the learner and plan on the basis of learner's starting point, progress and experiences
- Developing effective teacher-pupil relationships

- Pupils are consulted at all stages of the planning – they are placed centre stage in the learning process.
- Allowing collaboration amongst learners and support them to take ownership of the experiences.

Wellbeing is integral to this approach, placed at the heart of learning, working collaboratively to support each other, to be kind, empathetic and respectful towards ourselves and others.

The Learning Wheel

The learning wheel encapsulates our pupils learning experience at Cefn Saeson – ‘How I learn’.



At the core of learning are the purposes of our curriculum - **EACH**. Learning Intentions focus on ‘Why we are learning this?’ providing a purpose to their learning based upon **EACH** and not the sole purpose of assessment. Learning intentions must be meaningful to pupils and help them to understand why they are learning NOT what they are doing.

The wheel is divided into 5 segments – each an **Attribute of Learning**:

- ✓ Imaginative
- ✓ Inquisitive
- ✓ Collaborative
- ✓ Resilient
- ✓ Disciplined

Beginning with the key learning verbs, each segment of the wheel takes an attribute and builds outward to explore how particular strategies used in the classroom can support the explicit development of the individual attribute.

The outer arrows indicate the development of high-order thinking skills that facilitates the success of each attribute.

LOWER LEVEL SKILLS				HIGHER LEVEL SKILLS			
REMEMBER		UNDERSTAND		APPLY		ANALYZE	
Exhibit memory of learned materials by recalling facts, terms, basic concepts, and answers.		Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating the main ideas.		Using acquired knowledge. Solve problems in new situations by applying acquired knowledge, facts, techniques and rules.		Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations or conclusions.	
Key words Copy, Observe, Show, Copy, Omit, Spell, Define, Quote, Recall, Paraphrase, Find, Recall, Trace, How, Recognize, What, Recognize, Where, Record, Label, Repeat, Listen, Remember, Who, Locate, Repeat, Why, Distribute, Write, Memorize, Name, Select		Key words Ask, Extend, Predict, Generalize, Give, Relate, Classify, examples, Illustrate, Contrast, Illustrate, Report, Demonstrate, Indicate, Draw, Interpret, Show, Summarize, Explain, Observe, Translate, Express, Outline		Key words Act, Employ, Practice, Experiment, with, Reproduce, Apply, Adapt, Approximate, Identify, Show, Calculate, Illustrate, Simulate, Categorize, Interpret, Choose, Interview, Summarize, Link, Classify, Connect, Make use of, Construct, of, Translate, Correlate, Manipulate, Demonstrate, Organize, Model, Use, Dramatize, Platform, Plan		Key words Analyze, Examine, Rank, Appraise, Effective, Arrange, Focus, Reason, Breakdown, Group, Categories, Highlight, reasons, effect, discussion, See, Infer, Select, Classify, Inspect, Comparing, Investigate, Similar to, Differences, Discover, List, Survey, Use, Make use part, Dissect, Omit, in, Deduction, For, Distinguish, Organize, Theme, Divide, Point out, Estimate, Prioritize, Measure	
Key words Agree, Dispute, Opinion, Appraise, Receive, Argue, Estimate, Persuade, Advocate, Evaluate, Award, Explain, Prove, Combine, Imagine, Compare, Recommend, Compose, Rule on, Infer, Select, Convert, Invent, Create, Make up, Delete, Improve, Validate, Design, Minimize, Theorize, Infer, Modify, Discuss, Originate, Elaborate, Plan, Predict		Key words Agree, Dispute, Opinion, Appraise, Receive, Argue, Estimate, Persuade, Advocate, Evaluate, Award, Explain, Prove, Combine, Imagine, Compare, Recommend, Compose, Rule on, Infer, Select, Convert, Invent, Create, Make up, Delete, Improve, Validate, Design, Minimize, Theorize, Infer, Modify, Discuss, Originate, Elaborate, Plan, Predict		Key words Agree, Dispute, Opinion, Appraise, Receive, Argue, Estimate, Persuade, Advocate, Evaluate, Award, Explain, Prove, Combine, Imagine, Compare, Recommend, Compose, Rule on, Infer, Select, Convert, Invent, Create, Make up, Delete, Improve, Validate, Design, Minimize, Theorize, Infer, Modify, Discuss, Originate, Elaborate, Plan, Predict		Key words Agree, Dispute, Opinion, Appraise, Receive, Argue, Estimate, Persuade, Advocate, Evaluate, Award, Explain, Prove, Combine, Imagine, Compare, Recommend, Compose, Rule on, Infer, Select, Convert, Invent, Create, Make up, Delete, Improve, Validate, Design, Minimize, Theorize, Infer, Modify, Discuss, Originate, Elaborate, Plan, Predict	
Key words Describe, Definition, Fact, Identify, List, Locating, Quiz, Naming, Reconstructing, Test, Reviewing, Workbook, Worksheet		Key words Classifying, Comparing, Collection, Examples, Explanation, Labeling, Inferring, List, Interpreting, Match, Paraphrasing, Quiz, Summarizing, Show and tell, Summary		Key words Carrying out, Executing, Implementing, Using, Demonstration, Diary, Interview, Journal, Observation, Presentation, Simulation, Simulation		Key words Attributing, Deconstructing, Chart, Organizing, Database, Graph, Outlining, Structuring, Report, Synthesizing, Survey	
Question Can you list three...? Can you recall...? Can you recall...? How did... happen? How did... happen? How would you describe...? How would you explain...? How would you define...? What is the main idea...? What is the best answer...? What statement... happens? What is...? Who was...? Who were the main...? Why did...?		Question Can you explain what is happening...? How would you classify the type of...? How would you compare...? How would you rephrase...? How would you summarize...? What can you say about...? What facts or ideas show...? What is the main idea...? What is the best answer...? What statement... happens? Will you state or interpret your own words...?		Question How would you use...? What examples can you find to...? How would you use... using what you have learned...? How would you summarize... to show...? How would you show your understanding of...? What approach would you use to...? How would you apply what you learned to develop...? What other way would you plan to...? What statement... happens? Can you make use of the facts to... to change...? What elements would you choose to change...? What facts would you select to show...? What questions would you ask in an interview with...?		Question What are the parts of features of...? How is... related to...? How do you think...? What is the theme...? How do you interpret the...? Can you list the parts...? What inference can you make...? What conclusions can you draw...? How would you classify...? How would you rate the...? Can you identify the difference parts...? How would you categorize...? What is the function of...? What is the relationship between...? Can you make a distinction between...? What is the function of...? What ideas justify...?	
Question Can you agree with the actions / outcomes...? What do you think...? How would you provide/revise...? Can you suggest an alternative...? Importance of...? Why did... be better...? Why did... choose...? What would you recommend...? How would you design...? How would you evaluate...? How would you rate...? What choice would you have made...? What would you select...? How would you prioritize...? What judgement would you make...? What information would you use to support the view...? What data was used to make the conclusion...?		Question Can you agree with the actions / outcomes...? What do you think...? How would you provide/revise...? Can you suggest an alternative...? Importance of...? Why did... be better...? Why did... choose...? What would you recommend...? How would you design...? How would you evaluate...? How would you rate...? What choice would you have made...? What would you select...? How would you prioritize...? What judgement would you make...? What information would you use to support the view...? What data was used to make the conclusion...?		Question Can you agree with the actions / outcomes...? What do you think...? How would you provide/revise...? Can you suggest an alternative...? Importance of...? Why did... be better...? Why did... choose...? What would you recommend...? How would you design...? How would you evaluate...? How would you rate...? What choice would you have made...? What would you select...? How would you prioritize...? What judgement would you make...? What information would you use to support the view...? What data was used to make the conclusion...?		Question What changes would you make to solve...? How do you improve...? Can you elaborate on the reason...? Can you suggest an alternative...? Can you invent...? How would you adapt... to create a different...? How could you change the plan...? What would be done to minimize...? What way would you design...? Can you improve... what would you do...? How would you test...? Can you provide a theory for...? Can you predict the outcome if...? How would you estimate the results for...? What facts can you model that change...?	

Blooms Revised Taxonomy

Source: 180.com Teacher, Tanya P. 2010/07

The curriculum at our school is progressive and will ensure pupils develop control and independence in their development of their literacy, numeracy, digital and integral skills in addition to ensuring pupils engage with increasingly complex and sophisticated content to progress their knowledge and understanding.

Cefn Saeson aims to ensure that all pupils make meaningful progress in their learning. Progress is a process of developing, improving, deepening learning of; attributes and dispositions, skills and capacities, knowledge and understanding over time – understanding, sophistication and complexity, and independence.

Learners will develop an understanding of all Statements of What Matters as part of the school's curriculum. The process of exploring and revisiting these statements will enable our learners to develop ever deeper knowledge over their learning continuum and to progress to a more sophisticated understanding of the key knowledge, ideas and principles in each Area of Learning and Experience.

The school's curriculum is broad and balanced, ensuring that pupils develop an integrated, cross-disciplinary approach to learning and ensures learners make meaningful links across the six Areas of

Learning and Experience. This enables learners to build connections across their learning and combine different experiences, knowledge and skills.

Our curriculum is designed to develop in our pupils a sense of belonging, not just in a physical or geographical sense but also the historic, cultural and social place which has shaped and continues to shape the community which our school inhabits. We aim to help our pupils make sense of their own identities and those of others, in our community, Wales and the across the world.

The school will monitor the impact of its curriculum on pupils' progression and their development of the four purposes on a continuous basis throughout the academic year and complete a formal review on an annual basis.