Barkers Lane School
Ysgol Lôn Barcas

Our Curriculum Rationale
Policy and Practice

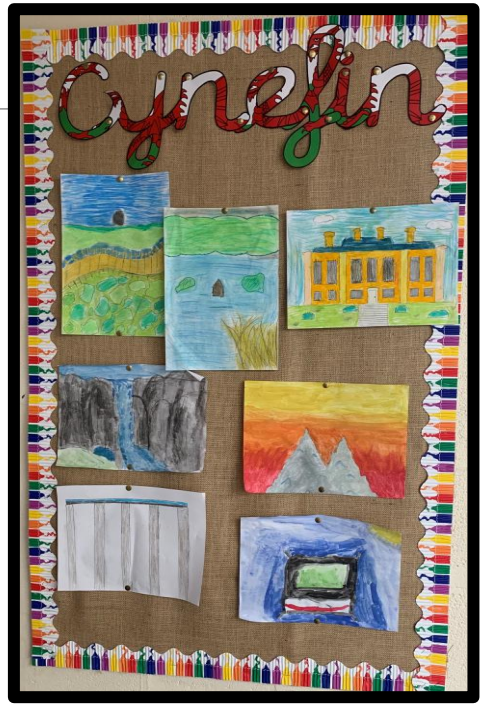




Learn Together!

Let's learn to enjoy, aspire, respect and nurture together!

Our Vision



Barker's Lane School is a happy, safe and caring community where nurturing and supporting children to achieve their full potential is at the heart of what we do.

Our approaches to learning and teaching challenge children to achieve their best in exciting, interesting and imaginative ways both indoors and outdoors. The wellbeing of everyone is central to our happy, friendly school where we take care of each individual.

We have high expectations for all and work in partnership to ensure children have the best opportunity to enjoy learning, respect themselves and others, develop confidence and independence.

All of this happens in a safe and supportive environment where children can feel secure to take risks and overcome challenge, developing resilience, self-belief and empathy to get them ready for the rapid changing world that they live in.

Working in partnership together we support each other to create this culture and aspire to our shared school vision:

'LEARN TOGETHER'

Let's learn to enjoy, aspire, respect and nurture together

Our Core Values and Aims

Our values	We asked our school family what our vision and values look like at Barker's Lane
Happiness and curiosity	We value the voice of individuals and our school community. We provide positive experiences every day to promote enjoyment, happiness and independence and a love of learning. We promote freedom to explore, ask questions, be creative and be curious about our learning.
Care, kindness and respect	Through a culture of mutual respect and tolerance, we listen and take actions to ensure everyone feels safe and cared for. We are all unique, have equal worth, can share our opinions which are listened to and this is celebrated. Our golden rules 'Be ready', 'Be respectful' and 'Keep everyone safe' underpin our high expectations.
Compassion and empathy	The Barker's Lane way is to be emotionally honest and non-judgemental. We are welcoming, think of the feelings of others and offer support to all, nurturing positive relationships.
Confidence and pride	Recognising 'we can do' and sharing and celebrating 'the best we can be' is important to each individual. This fosters a sense of pride and self-confidence. Everyone has high expectations of themselves and each other.
Self-belief and resilience	We promote opportunities that support and challenge to develop self-belief. Taking risks in a safe, secure environment allows for problem solving and perseverance to develop resilience. A growth mindset is promoted.
Trust and honesty	Trust in each other underpins everything that we do. We nurture open, honest relationships between all members of the school community.
Leading a healthy lifestyle for mind and body	We encourage everyone to make healthy choices about their own mind and body, our school, local community and the planet. We encourage everyone to be a good citizen and think about how our actions affect ourselves, others and our environment.

We are happy and curious

We care and are kind and respectful

We have compassion



We have self-belief

This is us....

We have empathy

We lead a healthy lifestyle for mind and body

We are truthful and honest

We are resilient

We are confident and proud

Our vision and values were reviewed after unpicking and understanding what the Four Purposes mean at Barker's Lane.
Stakeholders were asked for their views about 'what we want for each pupil at Barker's Lane'.

This included the children themselves.

Our Context – This is us....

Our Community

Ysgol Lôn Barcas is located in Little Acton, a suburb of Wrexham. It was built in 1978 along with the housing which surrounds the school.
The school has grown in size and has been extended twice.
The general socio-economic background of the community we serve is deemed relatively advantaged.
Acton Park, a large open parkland, woodland and lake with play facilities is within walking distance.

Our School 2026/27

Dosbarth Alwen – Nursery a.m
Dosbarth Vyrnwy – Reception / Y1
Dosbarth Alun - Year 1/2
Dosbarth Dyfrdwy - Year 2
Dosbarth Moel Hebog - Year 3/4
Dosbarth Dinas Bran - Year 4/5
Dosbarth Foel Goch – Y 5
Dosbarth Tryfan – Y6

We have 11 teachers (7 full-time and 4 part-time) and 13 teaching assistants.

The governing body is active in school life. We have a very strong partnership with parents and carers.

Our Pupils

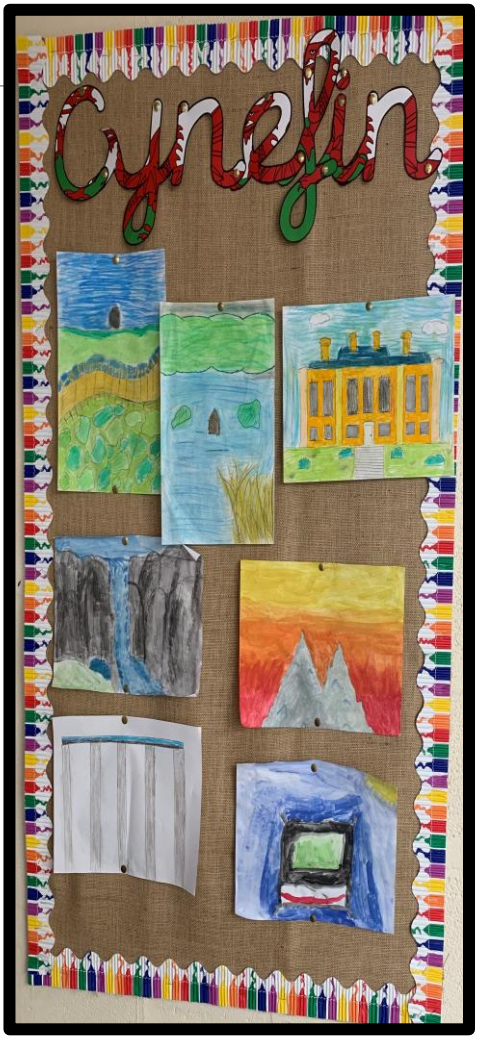
We have 217 pupils on roll which includes 17 part-time Nursery pupils. The proportion of boys and girls is approximately equal.

Around 7% of pupils are eligible for free school meals (FSM).

5% of pupils have additional needs (ALN) and around 13% of pupils access support in the form of targeted universal provision.

Less than 1% of pupils have English as an Additional Language (EAL).

No pupils come from a Welsh speaking background.



Our Curriculum
Why, what and how do we learn?

Our curriculum is central to our school. It is how we **realise our vision** to ensure our pupils become ambitious, enterprising, ethical and healthy citizens.
It is **broad, balanced and inclusive** providing appropriate **progression** through a range of provision for all.
It is the why, what and how the children learn.



At Barker's Lane, the curriculum introduces the children to skills, knowledge and experiences through the six **Areas of Learning and Experience (AoLEs)** encompassing the **Statements of What Matters** and reflects the **Principles of Progression**.
Mandatory **cross-curricular skills of literacy, numeracy and digital competency** are embedded along with **integral skills** – creativity and innovation; planning and organising; personal effectiveness; critical thinking and problem solving.

There are mandatory elements of the curriculum.
Religion, Values and Ethics (RVE) which we usually teach through themes.
English and **Welsh** which are taught discretely.

The curriculum incorporates five cross cutting themes which are mostly taught as part of themes, a focus for assembly and for whole school theme weeks :

- Careers and work-related experience
- Human rights
- Diversity and respecting differences
- Local, national and international Contexts
- Relationships and Sexuality Education



The Four Purposes

Ambitious Capable Learners

Enterprising Creative Contributors

The four purposes are the aspiration for all children in Wales.



They underpin our vision, values and the learning experiences for each child.

Ethical Informed Citizens

Healthy Confident Individuals

The Four Purposes- The shared vision and aspiration for every child and young person.

Ambitious Capable Learners

- 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.



Enterprising, Creative Contributors

- 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.



Ethical Informed Citizens

- 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.



Healthy, Confident Individuals

- Have secure values and are establishing their spiritual and ethical beliefs.
- Are building their mental and emotional well-being 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 well.
- 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.





Areas of Learning and Experience



There are 6 Areas of Learning and Experience (AOLEs)

- Expressive Arts
- Mathematics and Numeracy
- Languages, Literacy and Communication
- Science and Technology
- Health and Wellbeing
- Humanities



More information is available by clicking **here** for parents / carers.

More information is available by clicking **here** for children and young people.

What Matters Statements for the 6 Areas of Learning and Experience

What matters in each AOLE is expressed as a statement. At Barker's Lane these are not seen in isolation and underpin our planning to help the children take up learning opportunities and meet the challenges that they will face in life.

Expressive Arts	Health and Wellbeing	Humanities	Mathematics and Numeracy	Languages, Literacy & Communication	Science and Technology
Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals	Developing physical health and well-being has lifelong benefits	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	The number system is used to represent and compare relationships between numbers and quantities	Languages connect us	Being curious and searching for answers is essential to understanding and predicting phenomena
Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts	How we process and respond to our experiences affects our mental health and emotional well-being	Events and human experiences are complex, and are perceived, interpreted and represented in different ways	Algebra uses symbol systems to express the structure of mathematical relationships	Understanding languages is key to understanding the world around us	Design thinking and engineering offer technical and creative ways to meet society's needs and wants
Creating combines skills and knowledge, drawing on the senses, inspiration and imagination	Our decision-making impacts on the quality of our own lives and the lives of others	Our natural world is diverse and dynamic, influenced by processes and human actions	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world	Expressing ourselves through languages is key to communication	The world around us is full of living things which depend on each other for survival
	How we engage with social influences shapes who we are, and affects our health and well-being	Human societies are complex and diverse, and shaped by human actions and beliefs	Statistics represent data, probability models chance, and both support informed inferences and decisions	Literature fires imagination and inspires creativity	Matter and the way it behaves defines our universe and shapes our lives
	Healthy relationships are fundamental to our well-being	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action			Forces and energy provide a foundation for understanding our universe
					Computation is the foundation for our digital world



Wellbeing



Take notice – take time for yourself, notice things around you and savour the moment.

Connect - make time to connect with friends and family to help enrich your day.

Be active - being active and eating healthily makes you feel good. Get moving – dance, sing, step outside, go for a walk, a run or cycle.

Keep learning - learning something new can be fun, make you feel good and build your confidence.

Give - acts of kindness, helping others or even volunteering can make you feel happier.

Every child in our school has a **person centred one page profile** built up with the child and with information from parents / carers.
Each half term we have a different planned focus on one of the **five ways to wellbeing.**
This is to ensure that every child understands and is equipped with skills to support their mental health.

In addition to our **universal provision** for wellbeing like circle time which can be planned or incidental, curriculum plans, check ins , outdoor learning and class worry boxes, we have **intervention support** for smaller groups or individuals. These include SAP, Fun Friends, Friends, Unearthing and Lego ABC which take place in our dedicated nurture space. All of our staff have been trained in Trauma Informed practices.
We also work with Strong Minds counselling.

We use Pivotal behaviour strategies to promote positive behaviour and mutual respect.
Our golden rules are:

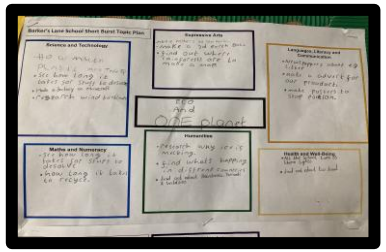
- Be ready
- Be respectful
- Keep everyone safe.







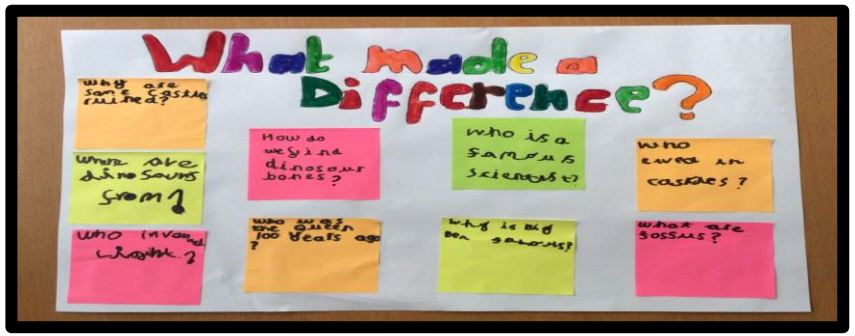
Planning



The vast majority of our curriculum is taught with an interdisciplinary approach, enabling **connections** to be made to **support and deepen learning**, giving pupils the opportunity to **apply** their learning across various contexts.
Some areas are taught as a single discipline – Maths, English, Welsh and sometimes Science. In all areas, planning ensures that pupils can apply these skills in an independent way.

Planning at Barker's Lane places an emphasis on offering high quality rich, **broad and deep learning experiences** to all pupils. This means giving time to acquire, practise and apply skills and knowledge to embed their learning and not to rush through work to achieve content. This builds a solid foundation for the next stage of learning and ensures that the children have the best chance of make good progress.

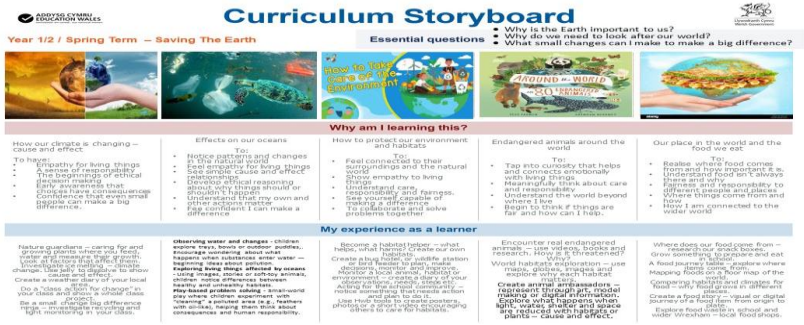
We plan our curriculum through a range of engaging topics and projects. In this way, at Barker's Lane, we are able to deliver the requirements of Curriculum for Wales ensuring breadth and balance. The '**why?**' Is very important and ensuring as much as possible, planned learning opportunities are authentic.



When planning each topic, teachers look at how to **enrich and enhance** the learning through planned visits, inviting visitors into school and other experiences. This might be a visit to Acton Park, the Welsh Mountain Zoo or a walk in our local area, for example.
Teachers have the freedom to respond to **local, national and global** issues / news as and when this arises.

Storyboards

Each topic we want to enthuse the children to express what they would like to learn and why. The '**Why**' is the big learning factor.
When crafting a curriculum storyboard, we all take on the role of a creative writer who is composing a set of learning experiences across the school year, planned by and for the children. The storyboard is designed to engage learners directly in that process just as a creative writer attempts to engage a reader.



From there, the children contribute to the planning process with ideas and questions, having a clear input into their learning.
We use a KWL approach where children share what they know, what they would like to learn about and what they have learnt.
Planning is displayed in class so that the children can see how the topic develops.



Teaching



High quality teaching is essential to realise the four purposes, our vision as a school and the requirements of the Curriculum Framework. Ensuring a high- quality learning environment is vitally important to us at Barker's Lane, for both learners and practitioners. A consistent ethos in every class across the school ensures a safe and inspiring learning environment so that our learners can take risks, make mistakes confidently and work in an atmosphere of mutual respect and appreciation of everyone's efforts.

We 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 that facilitate successful learning in our school.



High quality teaching, wellbeing and positive relationships, meeting the needs of each child is at the heart of what we do at Barker's Lane.
Through our topic based approach, making connections, we plan authentic experiences with the children to realise the four purposes.
Our ethos and growth mindset develops independence and children are encouraged to take responsibility for their learning.
Using assessment and through a range of approaches we promote collaboration and encourage every child to aspire to be the 'best that they can be', building on their previous learning.

The12 Pedagogical Principles			
1. Focussing on the overall four purposes of the curriculum.	2. Challenging all learners by encouraging them to recognise the importance of sustained effort in meeting expectations which are high and achievable.	3. Using a blend of teaching approaches.	4. Using a blend of approaches which promote problem solving, creative and critical thinking.
5. Building on previous knowledge and experience. Engage interest.	6. Creating authentic contexts for learning.	7. Using assessment for learning principles.	8. Making connections within and across the Areas of Learning.
9. Reinforcing and practicing cross-curricular skills of literacy, numeracy and digital competence.	10.Developing independence and encouraging learners to take increasing responsibility for their own learning.	11. Supporting social and emotional development and promoting positive relationships.	12.Promoting Collaboration.



How we teach



At Barker's Lane we use a **range of teaching strategies** to meet the needs of individuals. Mixed ability learning partners are changed regularly, we encourage talk and collaboration between peers. A range of techniques to enable all children to access the learning are used e.g. group support, modelling, scaffolding, choice of tasks and use of resources to help visualise.

Learning Intentions – These are the 'What am I learning?' Teachers ensure learning intentions (L.I) are focused on skills and that pupils know what and why they are learning about this.

Steps to Success – These are the stages or process that the pupils will go through to achieve success in their learning. These are co-constructed with the pupils and are a focus for feedback.

WAGOLL / WABOLL – These are good and bad examples which are analysed by the pupils together with staff to co-construct steps to success. Younger children may use pictures and with older children, it may be a piece of work, for example.

Expected Criteria – In each class a progressive set of expectations is displayed for writing and presentation on working walls. Pupils are expected to check their work and use these to improve independently.

Storyboards – Each half term children help to plan for what they want to learn and why. They have opportunities to experience a wide range of learning experiences and contribute to how and why and how we all learn, ensuring we are maintaining a sense of curiosity, awe and wonder with an eager attitude and lots of enthusiasm to learning.

Working Walls – We have working walls in every classroom. They are built up from teacher models, WAGOLLS and support / prompts for independent learning. They are 'live' areas which change with the learning process.

Pit Stops – We use mini pit stop plenaries throughout a lesson to provide time for self (and peer) assessment. They focus on the steps to success and children use their 'epic pencil' or 'purple polishing pen' to improve their work. WAGOLLS are identified and shared or attention is drawn to the working wall.

Verbal and Written Feedback - As much as possible, feedback is given verbally and timely during a lesson. Teachers use green highlighter to identify where children have met the steps to success well. An orange highlighter is used to identify what could be improved upon or where and opportunity has been missed. Mistakes are valued as part of the learning process. 'They are how we all learn and grow our brains'.

Inclusion

Further information is on the ALN page on the school website.

As a school we ensure that he needs of all pupils are met through high quality teaching and learning provision.

Universal Provision is maximising the classroom environment and refining teaching strategies and resources that are available to **all**.

These include strategies to help concentration and attention, communication and interaction, literacy and numeracy, memory and organisational skills.

Examples of our **Universal Provision** include:

- Whole class teaching
- Collaborative group work
- Small group and individual interventions
- Teaching strategies as outlined in 'How we Teach'
- Pre-teaching strategies
- Visual timetables
- Specific resources e.g. numincon, number lines, sounds mats
- Boost Reading

Appropriate and reasonable adjustments are made to enable access for all to the learning and school environment.

Most pupils will make expected progress from their starting point during their time with us at Barker's Lane.
Careful observations and assessments enable us to identify quickly any pupils who are not making as much progress as expected and a graduated response is employed. Initially short-term intervention is put in place and progress is closely monitored with a view to the pupil making progress and fully accessing learning through universal provision.

When reasonable adjustments in universal provision are not working well for a pupil, a **Targeted Universal Provision** Plan (TUPP) would be discussed by the teacher and ALNCo with parents / carers. Small steps targets are identified and strategies to support the pupil to meet these are planned and implemented. The pupil is central to this plan and is involved in an age / stage appropriate way in decisions affecting their ALN provision.
These plans are usually reviewed termly with pupils and parents / carers, however teachers review these targets as part of their on-going assessment to refine any targets or provision as and when needed.

At all stages, **person centred practice** is employed where the pupil, parents / carers, school staff and sometimes outside agencies are involved .

An **Individual Development Plan** (IDP) may be drawn up with parents / carers, school staff, the ALNCo and usually other professionals together with the pupil when the TUPP is not working to address the pupils needs and improve their progress. Evidence is gathered and a person centred meeting takes place to determine the **additional learning provision** (ALP) that is needed.
A school draws up and maintains the IDP with a long-term outcome and small steps targets towards this. These plans are usually reviewed termly with pupils and parents / carers, however teachers review these targets as part of their on-going assessment to refine any targets or provision as and when needed.
Occasionally it may be necessary for the Local Authority to maintain the IDP.

Each half term, our ALNCO invites professionals to an ITaS meeting (**Inclusion Team around the School**). Professionals who usually attend are our LA Inclusion Officer, our Educational Psychologist, Behaviour Support and sometimes an Educational Social Worker.
These meetings are an opportunity to seek advice to support individual pupils and / or whole school issues.

Progression and Assessment

The Curriculum Framework outlines the **principles for progression**

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

Progression is supported by **descriptions of learning** which provide guidance on how learners should progress within each **Statement of What Matter**s.

✓ 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
X Stand alone tasks or activities
X Assessment criteria

We view **planning for progression as a cycle**, using assessment strategies as the tools to identify how best to support and challenge each pupil in a **holistic way** in order to inform next steps. These are built into the learning process.

Initial assessments are undertaken and used to plan e.g. observations, KWL, cold tasks. Teachers use their knowledge of each pupil to plan engaging tasks and how they will assess. On-going daily assessment is used to refine planning for progressing learning.

Pupil Progress Meetings reflect on a pupil's progress. Each child is discussed in terms of their wellbeing and their learning.
Progress is tracked and used to inform intervention groups and provision.

Communicating with Parents / Carers

We communicate effectively with parents / carers on a regular basis. Positive relationships are established early and fostered through meaningful conversations about wellbeing and learning.
Learning packs are provided for home at the beginning of each year which are a toolkit for the children.
Pictures, examples of pupil work and videos are shared on Seesaw throughout the year.
Each half term, a shared learning grid is updated with the children for tasks that they can work on at home.
Formal reporting to parents takes place each term in the form of 1-1 conversations in the Autumn and Spring and as a written report in the Summer.
In each case, the focus is on progress, attitudes to learning, wellbeing, next steps and how this can be supported.

Transition

Pupils are at the centre of the transition process, whether this is from pre-school to Nursery, from class to class or from Y6 to Y7. Our one-page profiles and assessment information informs and supports this process.

Formative Assessment

Formative assessment is the on-going assessment that ensures each pupil makes progress at an appropriate pace for them, ensuring that they are supported and challenged. These strategies contribute to the realisation of many aspects of the 4 purposes, integral skills and the 12 pedagogical principles.

Formative assessment strategy / principle	4 purposes	Integral skills	12 pedagogical principles.
Class climate and culture, Growth Mindset, Learning powers, 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 Enterprising, creative contributors	Creativity and innovation Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3 7, 10,11, 12
Talk partners	Ambitious, capable learners Healthy, confident individuals Enterprising, creative contributors	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,4 7, 10,11, 12
Learning outcomes and Steps to Success	Ambitious, capable learners	Personal Effectiveness Planning and organization	2,3,4,5,7, 10, 11,12
Feedback – Verbal and Written	Ambitious, capable learners Healthy, confident individuals 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	1,2,3,4,5,7,10 11, 12
Differentiated challenges /eliminating ability grouping	Ambitious, capable learners Healthy, confident individuals	Personal Effectiveness Planning and organization Critical thinking and problem solving	1,2,3,5,7,10 11, 12

Useful Links

These are some useful links and information for the new Curriculum for Wales:

A new Curriculum for 2022 - https://www.youtube.com/watch?v=SCMLnc8lMxE

Education is Changing - https://hwb.gov.wales/curriculum-for-wales/education-is-changing-information-for-parents-carers-and-young-people/

Parent / Carers and Young People Guide to the new curriculum - https://hwb.gov.wales/api/storage/44b74558-5d89-4a5b-bf54-32bd6dcad1c0/a-new-curriculum-in-wales-a-guide-for-children-young-people-and-families.pdf

The new Curriculum for Wales - https://hwb.gov.wales/api/storage/e4dcdb2e-f87f-4f00-b110-488289cc02ca/220209-easy-read.pdf

Information for parents / carers about Relationships and Sexuality Education - https://hwb.gov.wales/api/storage/fee3ae57-1593-4275-a726-fcf82357794f/rse-info-22.pdf