



Cydweithio • Dysgu • Llwyddo
Collaborating • Learning • Succeeding

Dylunio Cwricwlwm | Curriculum Design



Y gwahaniaeth rhwng dylunio (*design*) a chynllunio (*planning*)

- Rhesymeg y cwricwlwm yw'r **PAM**
- Dylunio Cwricwlwm yw'r **BETH**
- Cynllunio cwricwlwm yw'r **SUT**

Distinguishing design from planning

- Curriculum rationale is the **WHY**
- Curriculum Design is the **WHAT**
- Curriculum planning is the **HOW**

Cynhwysion allweddol i'w hystyried yn ein rhesymeg / dyluniad cwricwlwm

- Gweledigaeth
- Gwerthoedd
- Ymddygiad
- Pa brofiadau y byddwn yn eu cynnig i gyflawni'r 4 diben yn fy ysgol?
- Pan fydd disgyblion yn gadael fy ysgol bydd ganddyn nhw'r proffil canlynol –
- Sut mae cyfleu ein cynnig i randdeiliaid allweddol?
- Pwy ydyn ni'n eu cynnwys ac yn eu hysbysu wrth inni ddylunio ein cynnig?
- Yr holl Staff
- Disgyblion
- Rhieni / Gofalwyr
- Y Gymuned
- Yr Awdurdod Lleol
- Iechyd
- GwE

Key ingredients to consider in our curriculum rationale/design

- Vision
- Values
- Behaviour
- What experiences will we offer to deliver the 4 purposes in my school?
- When pupils leave my school they will have the following profile –
- How do I communicate our offer to key stakeholders?


Who do we involve and inform as we design our offer?

- All staff
- Pupils
- Parents/carers
- Community
- LA
- Health
- GwE

Ysgol Gwe 3-16 Rhesymeg

Yr elfen PAM



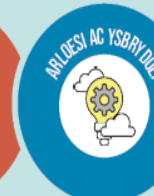
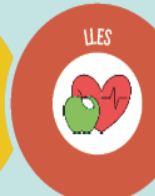


Cydweithio, Dysgu, Llwyddo



EIN GWELEDIGAETH

- Craidd ein gwaith yw uchelgais gwirioneddol i weld yr ysgolion a'r sefydliadau rydyn ni'n gweithio gyda nhw yn cyflawni eu dyheadau a gweld pob dysgwr yn llwyddo.
- Yn Gymry balch ac â gwbyodaeth ryngwladol, byddwn yn cefnogi ein ysgolion i ddod yn sefydliadau dysgu llwyddiannus a hyderus. Cydweithwn i sicrhau'r hinsawdd a'r addysg y mae pob dysgwr yn ei haeddu er mwyn bod yn unigolion galluog a gwydn sy'n gwireddu eu llawn potensial.

EIN GWERTHOEDD




EIN YMDYGIAD

Byddwn yn gyson, yn wrthrychol ac yn deg wrth ein gwaith, gan werthfawrogi ymdrech, cyfraniad a chyflawniad pawb.	Byddwn yn broffesiynol, yn onest ac yn agored yn ein gwaith gyda phawb. Mae hyn yn greiddiol i gydweithio llwyddiannus.	Byddwn yn arddangos gofal, empathi a chonsyrn am les pawb.	Byddwn yn barod i fentro gyda'n hysgolion, gan groesawu her, chwilfrydedd, dycnwch a'r parodrwydd i ddysgu o lwyddiannau a methiannau. Drwy fod yn wybodus a rhannu arfer dda anelwn at rymuso a chymell ysgolion i ymchwilio a datblygu.	Byddwn yn ddiibynadwy, yn hyblyg a sensitif yn ein cefnogaeth. Byddwn yn barod i gydweithio ac i annog cydweithio mewn partneriaeth gydag eraill gan gydnabod bod lle i bawb ohonom wella, datblygu a dysgu.	Byddwn yn arddel ac yn dathlu iaith a diwylliant Cymru yn mhob rhan o'n gwaith.
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Ysgol Gwe 3-16 Rationale

The WHY







Collaborating, Learning, Succeeding



OUR VISION

- Our work is driven by genuine ambition to see the schools and organisations we work with achieve their aspirations and to see all learners succeed.
- Proudly Welsh and internationally informed, we will support our schools to become successful and confident learning organisations. We will collaborate to provide learners with the climate and education they deserve so that they become capable and resilient individuals who realise their full potential.

OUR VALUES



OUR BEHAVIOUR

We will be consistent, objective and fair in our work, valuing everybody's effort, contribution and achievement.	We will be professional, honest and open in our work with everybody. This is the core of successful collaboration.	We will show care, empathy and concern for the wellbeing of all.	We will be ready to take risks with our schools, embracing challenge, curiosity, perseverance and the willingness to learn from successes and failures. By being knowledgeable and sharing good practice we aim to empower and motivate schools to research and develop.	We will be dependable, flexible and sensitive in our support. We will be ready to collaborate and encourage working in partnership with others, recognising that there is room for us all to improve, develop and learn.	We will embrace and celebrate the Welsh language and culture in all aspects of our work.
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Profiad o'r Pedwar Diben (ei wneud yn lleol ac yn bersonol i gymuned eich ysgol – yn ddelfrydol yr ysgolion uwchradd a chynradd sy'n eich bwydo)

**Experiencing the Four Purposes
(make it local and personal to your school community – ideally secondary and feeder primaries)**

Dysgwyr uchelgeisiol, galluog, yn barod i ddysgu trwy gydol eu bywydau

Ambitious, capable learners, ready to learn throughout their lives

Pan fydd dysgwyr yn gadael ein hysgol gallant wneud y canlynol:

When learners leave our School they are able to:

- Gosod safonau uchel iddyn nhw hunain, a cheisio a mwynhau her.
- Cwestiynu a mwynhau datrys problemau
- Defnyddio rhifau yn effeithiol mewn gwahanol gyd-destunau

- Set themselves high standards and seek and enjoy challenge.
- Be questioning and enjoy solving problems
- Use number effectively in different contexts

Cyfranwyr mentrus, creadigol, yn barod i chwarae rhan lawn mewn bywyd a gwaith

Pan fydd dysgwyr yn gadael ein hysgol gallant wneud y canlynol:

- Cysylltu a chymhwyso eu gwybodaeth a'u sgiliau i greu syniadau a chynhyrchion
- Meddwl yn greadigol i ail-fframio a datrys problemau.
- Nodi a bachu cyfleoedd.

Enterprising, creative contributors, ready to play a full part in life and work

When learners leave our School they are able to:

- Connect and apply their knowledge and skills to create ideas and products
- Think creatively to reframe and solve problems.
- Identify and grasp opportunities.

Dinasyddion gwybodus a moesegol Cymru a'r byd

Pan fydd dysgwyr yn gadael ein hysgol gallant wneud y canlynol:

- Canfod, gwerthuso a defnyddio tystiolaeth wrth ffurfio barn.
- Ymgysylltu â materion cyfoes yn seiliedig ar eu gwybodaeth a'u gwerthoedd.
- Deall ac arfer eu hawliau a'u cyfrifoldebau dynol a democrataidd

Ethical informed citizens of Wales and the world

When learners leave our school they are able to:

- 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 rights and responsibilities

Unigolion iach, hyderus, yn barod i fyw bywydau boddhaus fel aelodau gwerthfawr o'r gymdeithas.

Pan fydd dysgwyr yn gadael ein hysgol gallant wneud y canlynol:

- Ymgorffori gwerthoedd cadarn a meithrin credoau ysbrydol a moesegol
- Adeiladu ar eu lles meddyliol ac emosiynol trwy ddatblygu hyder, gwytnwch ac empathi.
- Gwybod sut i ddod o hyd i'r wybodaeth a'r gefnogaeth i gadw'n ddiogel ac yn iach.

Healthy, Confident individuals, ready to lead fulfilling lives as valued members of society.

When learners leave our School they are able to:

- Embody secure values and are establishing their spiritual and ethical beliefs
- Are building their mental and emotional well-being by developing confidence, resilience and empathy.
- Know how to find the information and support to keep safe and well.



Merrylee Primary School Curriculum Rationale

Vision and Values

Learning together at Merrylee Primary to motivate and inspire our children to be the best they can be and to live happily and confidently in an ever changing world.

Making friends We have lots of opportunities to join clubs, learn new skills and meet new people.

Eco friendly We make a difference to the world we live in and respect our natural environment.

Responsible We have opportunities to be responsible, make decisions and have our voices heard.

Respect We are respected and show respect to others in all that we do.

Yes we can! We have opportunities to think creatively and critically, solve problems and we are not afraid to make mistakes.

Learning Outdoors

We can use our fantastic school grounds and local community to learn outdoors which helps create a sense of achievement and wellbeing.

Enjoy healthy lifestyle

We are encouraged to develop healthy lifestyles and habits to support our physical, social and emotional wellbeing.

Exciting Opportunities

We have lots of opportunities to get involved in challenges, projects, initiatives, competitions and many other exciting learning and teaching experiences.

Learning For Sustainability

High quality learning and teaching

Health and Wellbeing

Key Drivers

Focus for learning
You will know what you are learning, why you are learning it and how you will be successful

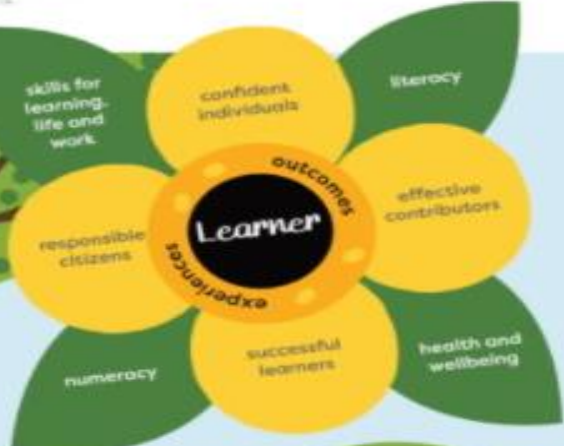
Effective Feedback
You will be given a clear idea of how you are progressing and what you need to do to improve

What does learning and teaching look like at Merrylee?

Effective Questioning
You will be asked questions to encourage you to think about what you are learning

Active Learning
You will be asked to think for yourself, solve problems and work collaboratively with others

Classroom Climate
You will be respected and challenged in your learning and supported by your teacher



At Merrylee we are...

safe active responsible
 achieving included
 nurtured respected
 healthy



School Ambassador Programme

Supports learners by:



Click the icon to find out more about the programme



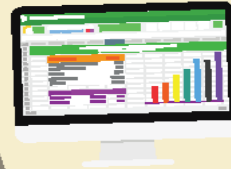
RECOGNISING
WIDER
ACHIEVEMENT



DEVELOPING SENIOR PHASE LEARNING
PATHWAYS IN LINE WITH THE DEVELOPING THE
YOUNG WORKFORCE STRATEGY



GIVING EQUALITY BETWEEN
VOCATIONAL AND
ACADEMIC QUALIFICATIONS



'Excellence
Spreadsheets'

- TRACK INDIVIDUAL PUPILS PROGRESS
- EACH PUPIL HAS AMBITIOUS TARGET
- UPDATED EVERY TRACKING PERIOD
- ALLOWS APPROPRIATE AND TIMELY INTERVENTIONS TO BE PUT IN PLACE



25 pupils
completing
Foundation
Apprenticeships

GROUP OF 54 BOYS NOW
COMPLETING FOUNDATION
LEVEL 4 IN CONSTRUCTION
AND CRAFTS IN PARTNERSHIP
WITH BORDERS COLLEGE STAFF



BECAME AN SCQF
AMBASSADOR
SCHOOL

PATHWAYS FOR ALL YOUNG PEOPLE



SKILLS FOR LIFE AND
WORK COLUMN

New S3 curriculum

MORE COURSE
CHOICE

FOCUS ON DISCREET
SUBJECTS

ADDED
DEPTH



Mix of 'traditional' and SCQF
courses



Gala Leads

All S6 pupils completing SCQF
Level 6 Leadership Course



- Scottish Borders
- 850 pupils
- Enhanced provision unit
- Diverse pupil demographic

Galashiels Academy



@STEPHANIE_PEAT

Sut mae mynd ati i ddewis / penderfynu ar fodel neu gyfuniad o fodolau **dylunio** ar gyfer fy Ysgol?

- Disgyblaethol;
- Rhyngddisgyblaethol;
- Amlddisgyblaethol;
- Model integredig;
- Hybrid
- Ystyriaethau
- Disgyblion
- Staff
- Adnoddau
- Cost
- Amserlen

How do I go about choosing/deciding on a model or combination of **design** models for my School?

- Disciplinary;
- Inter disciplinary;
- Multi disciplinary;
- Integrated model;
- Hybrid

Considerations

- Pupils
- Staff
- Resources
- Cost
- Timetable

Ysgol GwE 3-16

- Bydd Mathemateg a Iaith, Llythrennedd a Diwylliant yn cael eu dysgu fel pynciau disgyblaethol hyd at 16;
- Bydd y Dyniaethau, Gwyddoniaeth a Thechnoleg a'r Celfyddydau Mynegiadol yn cael eu cyflwyno trwy ddull amlddisgyblaethol a addysgir trwy gyfres o gwestiynau mawr hyd at Flwyddyn 9.
- Bydd Gwyddoniaeth yn cael ei ddysgu yn ddisgyblaethol o flwyddyn 8 ymlaen;
- Bydd y cynnig cwricwlwm ehangach ar gael o Flwyddyn 10.
- Mathematics and LLC will be taught as disciplinary subjects through to 16;
- Humanities, Science and Technology and Expressive Arts delivered through a multi disciplinary approach taught through a series of big questions up to Year 9.
- Science will be taught as a disciplinary from year 8 onwards;
- Wider curriculum offer made available from Year 10.

Iechyd a Lles

- Byddwn yn plethu iechyd a lles o fewn ein cwestiynau allweddol;
- Bydd gennym hefyd ffocws annibynnol penodol ar rai elfennau.

Health and well being

- We will weave health and well being into our key questions;
- We will also have a specific independent focus on some elements.

Bydd sgiliau trawsgwricwlwm yn rhan o'r dylunio

- Llythrennedd
- Rhifedd
- Cymhwysedd digidol

- Byddwn yn cynllunio i integreiddio'r sgiliau hyn o fewn ein Cwestiynau Mawr a'n meysydd disgyblu mewn ffordd strwythuredig.
- Bydd y cynllunio yn ymwneud â sut y maent yn cyfrannu at helpu'r broses ddysgu mewn pynciau disgyblaethol a Chwestiynau Mawr ac nid ynghylch sicrhau sylw i'r elfennau CCS.

Cross curriculum skills form part of design

- Literacy
- Numeracy
- Digital competency

- We will plan to integrate these skills into our Big Questions and disciplinary areas in a structured way.
- The planning will be around how they contribute to help learning in subject disciplines and Big Questions and not about ensuring CCS coverage.

Sgiliau craidd a themâu trawsbynciol

- Bydd sgiliau craidd yn cael eu hymgorffori yn ein cynllunio.
- Defnyddir y sgiliau hyn i gefnogi ac atgyfnerthu cyflwyno'r Cwestiynau Mawr a'r meysydd disgyblu

Integral skills and cross cutting themes

- Integral skills will be built into our planning.
- These skills will be used to underpin the delivery of the Big Questions and disciplinary areas

Ehangder, dyfnder a dilyniant – crisialu'r cynnig

- Dyma'r cwestiynau mawr y byddwn yn mynd i'r afael â nhw
.....
- Dyma'r datganiadau o'r Hyn Sy'n Bwysig y bwriadwn ymdrin â nhw;
- Dyma'r camau dilyniant y byddwn yn eu cynnwys yn y cwestiynau allweddol;

Breadth, depth and progression – capturing the offer

- Here are the big questions that we will address.....
- These are the What Matter statements that we plan to cover within them;
- These are the progression steps that we will be building into the key questions;

Cynllunio

- Cyfeiriwch at ddadbacio sesiynau Meysydd Dysgu a Phrofiad gan Nicola, Victoria a Claire

Planning

- Refer to unpacking AOLE sessions from Nicola, Victoria and Claire

Sut ydyn ni'n gwybod ein bod wedi dewis y cynhwysion allweddol, neu'r nifer cywir ohonynt?

- Byddwn yn mesur effeithiolrwydd ein cynnig trwy werthuso a ydyn ni wedi ymgorffori digon o:
 - ✓ Gyflymder
 - ✓ Dyfnder
 - ✓ Ehangder
 - ✓ Dilyniant
- Byddwn yn defnyddio asesiad o ddilyniant disgyblion ar gyfer dysgu nid ar gyfer barnu nac atebolrwydd;
- Mae atebolrwydd ysgolion a systemau yn gwestiwn gwahanol – ac nid un ar gyfer heddiw!
- Mae'r cyflymder ar hyn o bryd yn cael ei bennu gan lefelau;

How do we know that we have chosen the right or the right amount of key ingredients?

- We are going to capture the effectiveness of our offer by evaluating if we have built in enough
 - ✓ Pace
 - ✓ Depth
 - ✓ Breadth
 - ✓ Progression
- We will use assessment of pupil progression for learning not for judgement and accountability;
- School and system accountability is a different question – not for today!
- Pace at present is determined by levels;



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