

At Ysgol Pen Y Bryn, it is our mission to:

Nurture Healthy, Ethical, Creative and Ambitious Learners who are able to express themselves with confidence and listen to others with open minds and open hearts. Our aim is to provide an inclusive, secure, caring, high quality-learning environment and to strive to develop life-long learning skills for our children's future. By placing an emphasis on resilience and perseverance in learning through positive attitudes, we allow children to respond to challenges, setbacks and be open to aiming high. In doing this we place the wellbeing of our school community at the root of all we do. With a whole school approach we promote positive emotional and physical wellbeing.



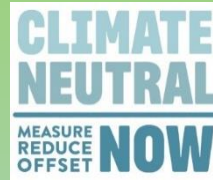
Our Children:

459 pupils on roll



Our Staff:

- 17 full time teachers
- 22 teaching assistants including 1 to 1s
- 5 teachers have completed a Welsh sabbatical (3 for 3 months and 2 for 1 year)



Language:

At Ysgol Pen y Bryn we teach predominately through the medium of English. The home language of nearly all learners is English

- Learners celebrate the Welsh language, culture and heritage throughout their work



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BRONZE - RIGHTS COMMITTED

Our Classes:

- 1 Nursery class (AM and PM)
- 16 single aged classes
- Class sizes – 8 classes below 30 and 8 classes 30 or above 30.

Our Local Area:

- Situated within a large housing estate that includes rented and private housing
- Situated above the coastal resort of Colwyn Bay

Residential Trips:

- YR 2 and Yr4 visit Pentrellyncymr
- YR 5 visit Conway Centre
- YR 6 have a residential visit –the destination varies

Four Purposes

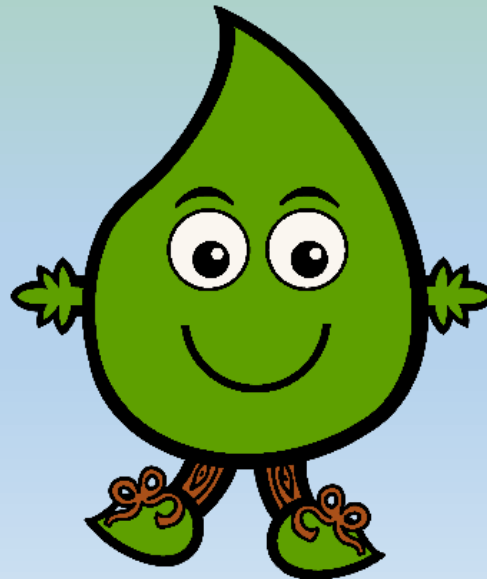
Through our vision the ethos in our school emulates and promote the four purposes. We ensure that the ethos is living and breathing in the school to promote these core values in the day and across the school community. The curriculum that we provide ensures these values are present, suitable for different ages, abilities and aptitudes to ensure progression.

Characters were created to complement our locality, drawing on our well established acorn symbol and the Pwllcrochan woods near the school. A story to exemplify the values of the Four Purpose characters was also created. The Four Purposes are the foundation of our curriculum planning and the children evaluate their learning against them.

Healthy Confident Acorn



Ethically Informed Leaf



Creative Enterprising Squirrel



Ambitious Capable Owl



Healthy
Confident Acorn



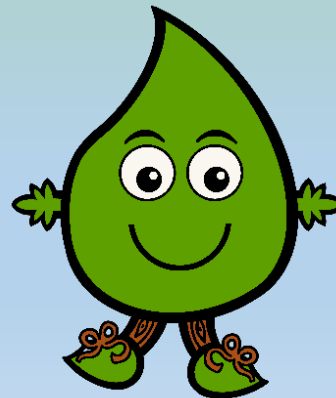
- I am developing my confidence in tackling challenges
- I eat well and take lots of healthy exercise
- I build positive relationships through trust and respect
- I am independent and I look after myself
- I take part in exciting new activities
- I am confident in presenting information and performing
- I understand and demonstrate moral values
- I enjoy learning how to take sensible risks

Creative Enterprising
Squirrel



- I use my energy and skills to help others
- I have the confidence to take part in a performance
- I express my ideas and emotions in different ways
- I take on different jobs in my group responsibly
- I solve problems in a creative way
- I use my knowledge and skills to create ideas and products
- I make the most of opportunities
- I take sensible risks
- I help my group to succeed

Ethically Informed Leaf



- I use evidence to form views
- I enjoy learning about new places and cultures now and in the past
- I think about the effect of my actions on myself and others
- I respect the needs and rights of others
- I am eco-friendly and I help look after the environment locally and globally
- I know my rights and responsibilities in the world
- I am aware of modern issues

- I seek and enjoy challenges and set myself high standards
- I question things and enjoy solving problems
- I can communicate clearly in different ways in both Welsh and English
- I can explain the ideas and topics that I am learning about
- I can use number and data in real life situations
- I can use technology for a variety of activities
- I can reflect on what I have learned and understand how to develop further
- I build on existing skills, learn new skills and apply them in different ways

Ambitious
Capable Owl



Wellbeing



Our whole school approach in promoting positive emotional and physical wellbeing includes the 5 ways to wellbeing. The 5 ways to wellbeing were developed as a set of five evidence-based actions, if taken regularly it can improve wellbeing and enhance quality of life. They are **CONNECT**, **BE ACTIVE**, **TAKE NOTICE**, **KEEP LEARNING** and **GIVE**. Wellbeing is a priority in our school and at the root of all we do in the curriculum. Along with the 5 ways to wellbeing, children can enjoy daily exercise inside and outside, learn about mindfulness and their brains and express themselves through pupil voice. We have a thriving school council, Eco council, Criw Cymraeg, Wellbeing ambassadors and school ambassador scheme to ensure the pupil voice is clearly heard. We have specially trained teaching staff in ELSA (Emotional Literacy Support assistants) Seasons for Growth (evidence-based change, loss and grief education program), Lego Therapy, Draw and Talk and Trauma informed to support individual emotional needs when needed.

Our Values	Our Behaviour
RPM (Respect, Politeness and Manners)	Everyone at the school is unique. We show respect to the views and feelings of everyone. Politeness and manners are visible and important in our school life.
Care and wellbeing	We show care and concern for the wellbeing of ourselves and others.
Rights for all and everyone is heard	We learn and understand everyone's rights and ensure everybody's voice is heard. Every voice matters!
Resilience and Perseverance	Through embracing challenge with resilience and perseverance we can achieve our goals, independently and together.
Welsh and Cynefin	We celebrate our Welsh language, culture and heritage across our curriculum and in school life. We are proud of our locality and national connection.
Locality and Community	We celebrate and use our locality across our curriculum and school life. We play an active part in our community and ensure we act locally and thinking globally.
Innovate and Create	We use our <i>'Learning Fitness'</i> to be innovative and creative and understand we can try new and challenge tasks because <i>'Marvellous Mistakes'</i> are part of the learning process.
Connect and Collaborate	We understand the strength of connecting and collaborating with others. We do this in our classes, across our school, cluster of schools and beyond.
Kind and Happy	We understand that showing kindness to others provides happiness to them and ourselves. This makes our school a happy and enjoyable place to be in and learn and develop in.

Local – National - International



Our planning is child led and considers our locality before spreading out nationally and internationally. It is important we start at a local level and celebrate the uniqueness of our locality, these include, the woods, the countryside and coastal areas.

We celebrate the Welsh language, culture and heritage as well as other countries. Each year group studies a different county in Wales and a different country in the world. This means by Year 6 their learning has travelled around Wales and the World.

Each year group considers the sustainable goals to complement the topics that they cover which include 'Wonderful World, Incredible Oceans and Eryri – Snowdonia.'

ACT LOCALLY, THINK GLOBALLY!



Teaching and Learning

Our highly experienced and excellent teaching staff are able to identify and use the appropriate pedagogical principles (see below) for the learning tasks they set. We believe that a nurturing approach will empower healthy, ethical, creative and confident learners. To enable this our teaching staff skilfully provide stimulating, safe and exciting learning environments and learning opportunities. Learners are encouraged to challenge themselves with a well-established 'Growth Mindset' culture, where they are able to learn from 'marvellous mistakes' independently and collaboratively. Teaching staff enable learners to reflect and celebrate their own and others learning each week, thus maintaining positive attitudes towards their learning and mutual respect.



Toolbox of pedagogical principles

Create authentic contexts for learning

Encourage learners to take responsibility for their own learning

Support social and emotional development & positive relationships

Encourage collaboration

Sustained pupil effort to reach high but achievable targets

Employing a broad repertoire of teaching approaches

Promote problem solving, creative & critical thinking

Build on previous knowledge & experience to engage interest

Focus on the 4 Purposes

Use assessment for learning to accelerate progress

Make connections within & across Areas of Learning & Experience

Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence



Teaching and Learning

The 'growth mindset' culture permeates throughout the school and the teaching staff are encouraged to be innovative, creative and collaborative in their teaching. This can lead to some interesting sights, as our teachers are not averse to getting into character to ignite the learning for the children, as the picture on the right hand side demonstrates!

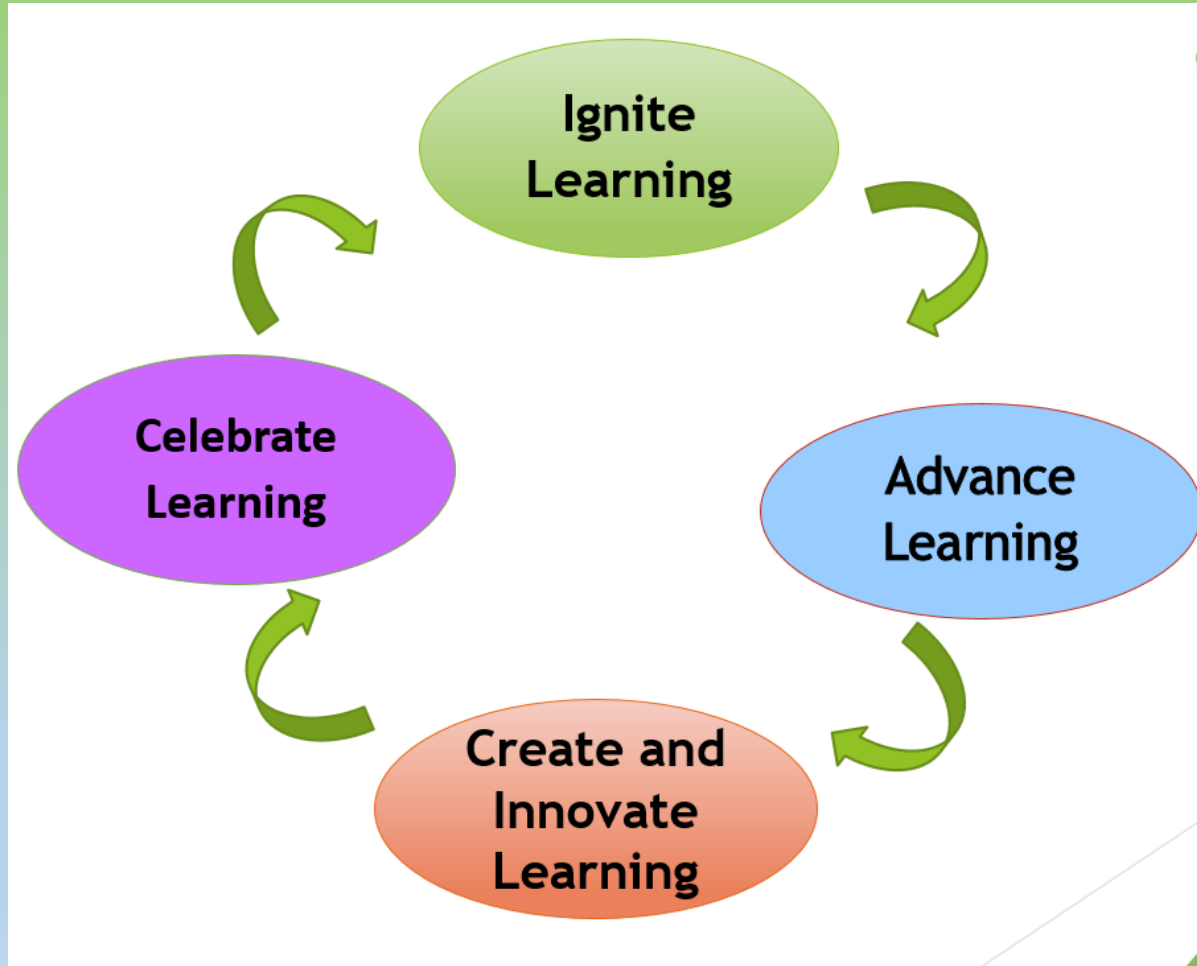
The wellbeing of all is of paramount importance in Ysgol Pen y Bryn and is key to allowing learners to be ready to learn and to achieve the four purposes of the Curriculum for Wales. Specially trained staff in ELSA (emotional literacy support assistant), Seasons for Growth and trauma informed training allow a safe and caring environment for individual needs.

Ysgol Pen y Bryn actively engages in research with Higher Education Institutions and GwE, North Wales regional school improvement service to inform pedagogy, suitable evidence based interventions and to be innovative in teaching and learning.



Curriculum Design

Our Cycle of Planning



Using child-led planning the following cycle – Ignite Learning – Advance Learning – Create and Innovate Learning – Celebrate Learning, is used to ensure learning is exciting, shows improvement, is creative, innovative, reflective and celebrates achievements.

Our aim is to provide rich, broad and deep learning experiences for all using this cycle.

This requires firm foundations which are rooted in the Four Purposes and allows time to consolidate and then progress to the next stage. This is planned with the individual learners needs in mind.

Curriculum Design

In the design of the curriculum careful thought has been given to the integral skills and mandatory elements of the curriculum to ensure the learning experiences include these in an authentic, age appropriate and meaningful way.

Our topics provide a rich and broad curriculum with a depth and breadth of experiences. Topic planning is interdisciplinary as it combines several Areas of Learning into one active project or is organised to cut across subject-matter lines, bringing together various aspects of the curriculum into a meaningful and authentic association.

Some aspects of the curriculum are disciplinary, allowing specialist teaching within disciplines or subjects e.g. spelling, grammar and Mathematics. This is to further deepen and consolidate the knowledge and understanding and allow the transfer of the skills across the curriculum.



The Mandatory Elements of the Curriculum

- ❖ **Religion, Values and Ethics (RVE)**
- ❖ **Relationship and Sexuality Education (RSE)**
 - ❖ **Welsh**
 - ❖ **English**

Structure of the Curriculum

Co-constructed



Strong foundations that embed the Four Purposes of the curriculum

- **Ambitious, Capable Learner**
- **Healthy, Confident Individual**
- **Enterprising, Creative Contributor**
- **Ethical, Informed Citizen**

The solid framework and structure provides experiences, knowledge and skills in the 6 areas of learning and experience (AOLE), Cross Curricular skills Development, 5 cross-cutting themes.



What goes in and out the structure is specific to our learners needs, environment, setting and cluster

It will always need care, attention and up dating

The 6 Areas of Learning and Experience

Language, Literacy and Communication	Health and Wellbeing	Mathematics and Numeracy	Science and Technology	Humanities	Expressive Arts
Welsh, English, International Languages and Literature	Physical Health and development, mental health, emotional and social wellbeing	Conceptual Understanding, Communication using symbols, fluency, logical reasoning, strategic competence and financial education	Biology, Chemistry, Computer Science, Design and Technology and Physics	Geography, History, Religion, Values and Ethics, Business Studies, Social Studies, Economics and Philosophy	Art, Music Dance, Drama, Film and Digital Media

Cross Curricular Skills

We plan for the development of the following cross-curricular skills within and across the Areas of Learning and Experience

Literacy

Numeracy

Digital Competence

Cross-cutting Themes

The following themes are planned across the curriculum

Relationships and Sexuality Education

Human Rights Education and the United Nations Convention on the Rights of the Child (UNCRC)

Diversity

Careers and work-related experience

Local, National and International Context

What Matter Statements

The What Matters Statements for each Area of Learning and Experience is the basis of our planning for progression, depth and breadth of skills and knowledge.

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

Principles of Progression and Assessment



Increasing breadth and depth of knowledge.

Deepening understanding of the ideas and disciplines within the areas of learning.

Refinement and growing sophistication in the use and application of skills.

Making connections and transferring learning into new context.

Increasing effectiveness

Headsprout

PASS[®]



Progression is supported by descriptions of learning which provide guidance on how learners should progress within each 'What Matter' statement. These are arranged in 5 progression steps to guide pace of learning and broadly correspond to expectations for age 5, 8, 11, 14 and 16.

In Ysgol Pen y Bryn we ensure we track each individual's progress using a holistic approach. As we place a high emphasis on wellbeing and 'learning fitness' in our school's ethos it is important to us that we include this in our assessments.

Our well established 'assessment for learning' strategies allow our teaching staff to support learners through differentiation and interventions to build a clear picture of progression allowing the next steps on a day to day basis. This provides the learner with the appropriate support and challenge. We place a high importance in involving the learners in this process with targets set, regular feedback and allowing time for them to reflect on their learning and next steps.

We have a clear assessment schedule that allows the teachers and learners to provide further diagnostic information to promote progress. These include national and standardised tests, e.g. CAT4 (Cognitive assessment test), PASS (pupil assessment of self and school), HAST spelling test and NGRT (reading test). Additionally, interventions such as Headsprout and Power of 2 are regularly assessed and reviewed.

All this information is used to identify and reflect an individual learners progress over time and have a clear understanding of group progress to inform planning.

Communicating with Parents/Carers

We regularly and effectively communicate with parents/carers to inform them about their child's progress in a purposeful and meaningful way. Through our communication, blended learning and homework tasks, we support and encourage the positive relationship between ourselves, the learner and parents.

We welcome feedback from parents/carers and use a variety of communications to inform, engage and receive feedback, e.g. Seesaw, Google Classroom, Microsoft Teams, e/mail, text, newsletter and face-to-face.



Mantle of the Expert

Using drama as a starting point, e.g, Betty the Explorer



Innovative Practice



Safmeds for Maths and Welsh fluency – This is research based with Bangor University



5 ways to Wellbeing

Using collaborative online tool with the pupils to plan and complete task

We were nominated by GwE to be involved in sharing excellent practice in teaching mathematics with the teaching profession. The two Maths interventions observed were Safmeds and IZak9



Researching the attitudes and attention of pupils after daily exercise.



Ysgol Pen Y Bryn. International School Award Re-Accreditation: APPROVED. The international dimension is firmly embedded in your school's curriculum and whole-school ethos, promoting citizenship and foreign language learning, and celebrating cultural diversity across the school and wider community.

Congratulations! Ysgol Pen Y Bryn is an International School in every respect. We wish you continuing success and enjoyment with your ongoing international work.

The Emotional and Mental Health of Children and Young People in Wales

Recommendation 3. That the Welsh Government undertake a review of the numerous emotional and mental well-being initiatives underway in Wales's schools, with a view to recommending a national approach for schools to adopt, based on best practice. The Welsh Government should work with exemplar schools such as Ysgol Pen y Bryn in Colwyn Bay to develop elements of this national approach, including but not limited to mindfulness.

Pedagogy Research Project in collaboration with Higher Education Establishments



Strong pupil voice



We were recognised for our excellent enterprising work when we were awarded one of the three regional winners to go through to the Final in Cardiff. Unfortunately, we were unable to attend the event in Cardiff but we are very proud of being a regional winner. Four children represented the school at the regional event in Venue Cymru in June and went on stage to receive their award. Additionally, a year 6 pupil won the 'Super Trooper' award for presenting information to the judges. We would like to thank all the children that attended the event and representing the school so well.

Mindfulness

INTERNATIONAL SCHOOL AWARD



Communication Friendly Approach in collaboration with GwE