



Mission, Vision, Values & Curriculum at Glyncod Primary

Mission & Vision

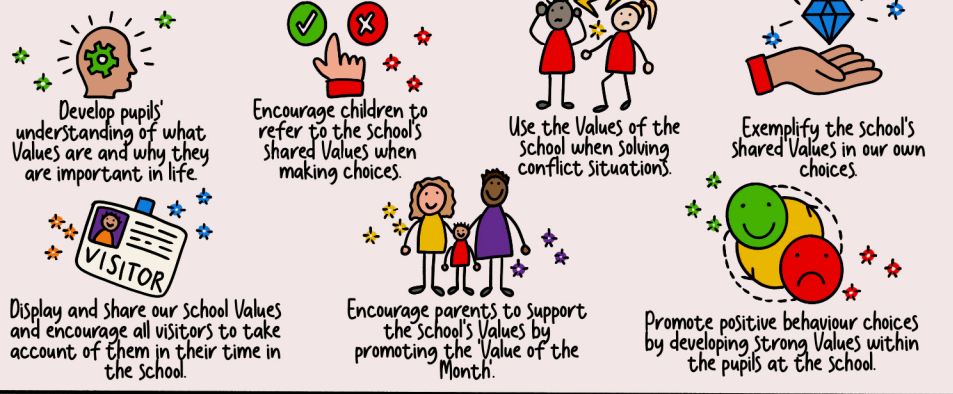
At our school, it is our mission to create the conditions for all our pupils to Grow | Persevere | Succeed

Our vision should bring success to our mission. We want our pupils to...



Values

At Glyncod, we focus on a set of shared Values, which help us to work with one another co-operatively, and with respect. We learn the importance of friendship and unity, and how to approach life with positivity. These Values make our school community happy and harmonious, a fun place, where children feel secure. Our Values are important to all pupils, staff and parents. We aim to:



Curriculum

The 4 Purposes

Our curriculum is driven by the 4 Purposes, led by inspirational teachers and leaders who will drive and sustain it. We will ensure excellence, equity and well being through meaningful, manageable assessment and accountability.

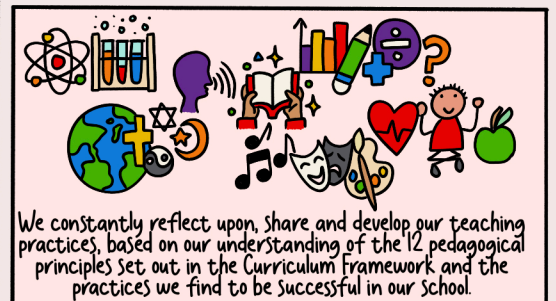
We plan high-quality, rich, broad and deep learning experiences, developing the skills and concepts contained within the 27 Statements of What Matters in the AoLES over our pupils' time at school.

This means giving learners the time to acquire, practice and extend, and deepen their knowledge and skills to embed their learning. Revisiting learning in this way lays a firm foundation for the next stages of their learning; this means that they build on their learning and progress throughout their time here.

We plan to ensure that our provision and teaching develops the integral skills of Creativity and Innovation; Critical Thinking and Problem Solving; Personal Effectiveness; and Planning and Organisation which are essential for our learners to achieve the 4 Purposes.

Our teachers will plan learning experiences across the AoLES that incorporate the cross-curricular skills of Literacy, Numeracy and Digital Competency, as well as integral skills. These will enable our pupils to develop, practice and apply their knowledge, skills and experience effectively across the curriculum. For example, in humanities using elements of maths, language and digital competence when researching and writing a report comparing weather in Wales to other countries.

Teacher Recipe



Assessment



Where The Learners Are — Where They Need To Go — And How Best to Get There

We support all learners along the learning journey, as they move between different groups, different classes, different years and different settings. The understanding of each individual learner gained from our assessment strategies is crucial in supporting this process.

Assessment is key to supporting progression: for identifying learners' strengths, achievements and areas for improvement, and identifying next steps. All those involved with a learner's journey need to collaborate and work together by establishing where learners are in their learning and where they need to go next.

Learning to Learn

Our aim at Glyncod is to teach children what to do when they don't know what to do. We explicitly teach learners strategies to get out of 'I'm Stuck'. In our school, we use the Learning Pit to teach children that it is ok to 'wobble' when learning. Being stuck is used as an opportunity to build each individual's capability to be resourceful, resilient and reflective.

We talk about learning, use specific language and make it visible so that children can talk knowledgeably about their progress understanding 'where they are - where they need to go - and how best to get there.'

