

Curriculum for Wales in Llantwit Major School—March 2023



'Pupil voice is central to our development of the new curriculum'

Languages, Literacy and Communication AOLE

The creation of our Area of Learning Experience has allowed us to develop links between our languages to help pupils really understand how language works. In lessons, we have been drawing connections between English, Welsh and French, such as in the English Department's Evolution of Language scheme of learning that Year 7 studied in the autumn term. It has helped pupils understand how other languages, from Ancient Greek and Latin to French, have influenced the development of the English language, and how we can use our knowledge of different languages to help us understand more complex vocabulary.

I am really enjoying being a part of the AOLE and contributing to the new curriculum. It's all about reshaping education and indeed adapting how we teach. It is certainly proving to be a refreshing change and I believe it will give students the best chance to succeed.

Mrs Reid, English Teacher

I am enjoying the opportunities to link topics and activities with English and Welsh. Teaching students the links between the three languages has been interesting and enlightening for me also. I have especially enjoyed marking students' homework tasks where they have used the vocabulary that they have been learning in more creative ways, such as writing poems.

**Mrs Marshallsay,
MFL Teacher**

While the Welsh and Modern Foreign Languages (MFL) departments are experts in teaching languages, this side to teaching the English language is new to English departments across Wales. Here at Llantwit Major School, this has meant our Welsh and MFL departments have provided some fantastic training for the English department on how to teach new vocabulary. Consequently, if you walk down the Languages, Literacy and Communication corridor, you will hear pupils chanting their new vocabulary, practising pronunciation using repetition and regular recall practice, no matter which classroom you pass.

Furthermore, we have tried to help pupils understand why the skills and knowledge they develop within the AOLE are important, making it clear how and why they will help them succeed in the future.

AOLE
Area of Learning
Experience

Science & Technology AOLE

The new Curriculum for Wales has enabled the STEM subjects to develop and deliver a curriculum that taps into our pupils' natural curiosity, creativity and innovation. Our Science and Technology AOLE also has a diverse network of external partnerships who are always very eager to come into school to support our pupils and nurture their natural talents, ensuring everyone is offered an opportunity to progress. One project some of our Year 7 pupils have been working on recently was delivered by Melissa Hill, who flew all the way from the Massachusetts Institute of Technology (MIT) in the USA! Melissa designed and delivered a bespoke three week hands-on experience of urban planning and hopefully inspired some of our pupils to research and investigate other potential STEM related careers for their future.

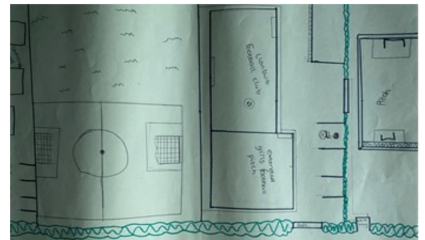
URBAN PLANNING:

IDEAS:

- more greenery
- more job opportunities
- train station in St Athan
- more shops (local/small businesses)
- Wash secondary school
- Clothes shops
- Benches and bins
- Places to eat (bakery, restaurants)
- Tourist attractions (exhibits)
- Affordable shops
- Petrol station
- Bike station
- Nature reserve

PROS + CONS:

- Less pollution - no buses
- Too busy in town
- Less driving, more accessible
- Takes up a lot of space
- Sense of community
- Not enough business/money
- Convenient
- More expensive
- Fresh, healthy food
- Food waste
- Convenience
- Pollution



Science and Technology AOLE

The aim of the Science and Technology AOLE is to raise the aspiration of all our pupils by offering a wide range of STEM related opportunities both inside and outside the classroom.

We actively promote our pupil's natural curiosity and inquisitiveness and encourage them to consider how STEM impacts all aspects of everyday life.

What the technology teachers say:

"The new Curriculum for Wales has allowed me to really think about what matters in design and technology in regards to pupil progression at the relevant points of their education, and how it can feed into their future education and careers within design and engineering. It has also allowed me to create learning experiences that we feel are truly relevant to their development from both a skills and knowledge perspective."

"The new Curriculum for Wales has allowed me to think more carefully about the knowledge and skills that pupils are acquiring. This has enabled pupils to design and make products that solve real and relevant problems within a variety of contexts."

"The new Curriculum for Wales has allowed me to design projects that will help students gain the knowledge and skills they need to be successful in all aspects of life. It has also allowed me to link their learning to the local area and effects on wellbeing."

STEM
Science, Technology,
Engineering and
Mathematics

Science and Technology AOLE cont..

What the science teachers say

"The new Curriculum for Wales has allowed the development of more relevant and accessible lessons, encouraging pupils to consider more deeply the relevance of science to their lives and as potential career in the future."

"The new Curriculum for Wales has allowed more focus on pupils' futures. Discussions about career progression through immersion in the subject has improved pupil vision across the board."

"The new Curriculum for Wales has allowed me to adapt my teaching instruction to have a blended learning approach. This method gives the learner an increased ownership of their learning and allows them to spend crucial time in the classroom finessing knowledge and identifying any gaps."

"The new Curriculum for Wales has allowed me to understand students' learning from a different perspective and incorporate exciting real world examples of science into my teaching."

"The new Curriculum for Wales has allowed me to really think about the relevance of areas of learning to the learners. It has facilitated me in improving context and engagement for the learners."

"The new Curriculum for Wales has allowed me to offer an increased number of opportunities for the pupils to be more creative and more inquiring. The pupils can use their developing knowledge to design investigations which delve into aspects of the topic we are studying that specifically interests them."

"The new Curriculum for Wales will support young people to develop the skills they need to make the most of life. It will give me more freedom to teach in ways the learners themselves feel will lead to the best outcomes."

Mathematics and Numeracy AOLE

Mathematics is acknowledged as an essential life skill which supports progression across many subjects. Numeracy concerns the application of mathematics concepts to real life situations. It is in our homes, at the shops and allows us to keep score at sports!

Practical applications of mathematics are at the heart of our mathematics lessons ensuring that learners value the purpose of the skills they are learning about.

Mathematics in the Kitchen



When cooking we need to make sure that we have weighed the ingredients correctly so that a recipe is perfect. No-one wants a cake with a soggy bottom! We also need to use proportion when we need to increase a recipe to make a higher quantity.

Mathematics at the Shops



We need to apply our numeracy skills when we work out how much we need to pay, and to work out how much we will save when something is on offer in the sale.

Mathematics and Money



Knowing about how interest is calculated, and understanding the cost of borrowing can help us budget for our future. Learning how to balance your pocket money budget is a great way to learn the basics of managing your finances when you are older.

“One of the highlights of teaching mathematics is when pupils see the value of what they are learning. The surprise that comes with the realisation that they would not have mobile phones or computer games without algebra is a favourite of mine.”

Mathematics Teacher

Mathematics and numeracy help learners to do well in their other subjects. Geometry skills such as knowing areas of shapes helps when carrying out design projects in DT, and being able to understand graphs is essential in science, geography and health & wellbeing lessons.

“The new curriculum has allowed us to develop stronger links between departments. Using data analysis skills introduced in mathematics lessons to research changing trends in society has enriched learners’ awareness of these issues when studying geography”

Geography Teacher

**Without mathematics,
there’s nothing you can do.**

**Everything around you
is mathematics.**

**Everything around you
is numbers.**

Health and Wellbeing AOLE

Health and Wellbeing Lessons

This year a new 'health and wellbeing' lesson has been timetabled for one hour per week. The following topics will be covered over the course of the year:

- ◆ **Celebrating diversity and equality**
- ◆ **Careers**
- ◆ **Emotional Health and Wellbeing**
- ◆ **Rights, responsibilities and British voting**
- ◆ **Life beyond school**
- ◆ **Staying safe**



This spring term, all Year 7 students will take part in the Moondance project. This is a project that aims to increase bowel cancer screening rates in the Vale of Glamorgan.

The Moondance project will be delivered across a number of AOLE areas including Science, English, ICT and Health and Wellbeing.

As part of the project, further information on signs and symptoms and reducing the risk of bowel cancer will also be sent home to parents and guardians.

In October, students received First Aid training from Mini First Aid.

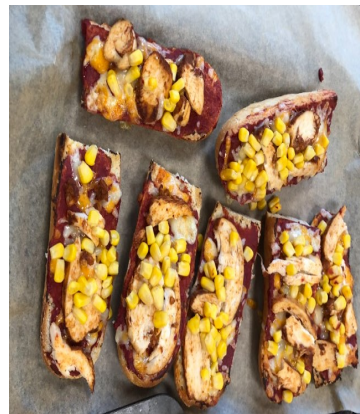
Students were taught how to administer CPR, deal with bleeds, burns, choking and more.



Following feedback from parents, we have extended this offer into swimming lessons, where students learn personal survival skills.

Food and Nutrition

Year 7 food and nutrition students have been planning and preparing foods such as fruit salad, French bread pizza, apple crumble and flapjacks. They have also been learning about the eat well guide, the importance of the nutrients within food and the illnesses and diseases that can occur from having an unbalanced diet.



Health and Wellbeing AOLE cont..

PE

During the Autumn term, all Year 7 students took part in a Health and Wellbeing project during their PE lessons. This project has allowed Year 7 students to complete a team building scheme of work which has focused on a skills and qualities audit carried out by all new students based on their own evaluation of themselves as a healthy and active young person. On completion of their own self-analysis, students have then taken part in various team activities and challenges including orienteering, map reading and problem solving. All pupils have then completed a second skills audit following their development through the term and evaluated their progress.

Using these highlighted personal strengths and weaknesses, pupils have then researched their desired professions and assessed whether they currently possess the desired skills and qualities needed. Pupils have then been given the opportunity to compare various occupations and explore roles that may be best suited to them based on their audit which has provided occupational information resulting in future learning and lifelong goals. Pupils also compared occupational details such as hours worked, pay and criteria needed to access various professions.

Name: _____





1. I complete my homework, even when it is challenging.	2. I don't like hard work.
Very much like me <input type="checkbox"/>	Very much like me <input type="checkbox"/>
Mostly like me <input type="checkbox"/>	Mostly like me <input type="checkbox"/>
Somewhat like me <input type="checkbox"/>	Somewhat like me <input type="checkbox"/>
Not much like me <input type="checkbox"/>	Not much like me <input type="checkbox"/>
Not like me at all <input type="checkbox"/>	Not like me at all <input type="checkbox"/>
3. I am very patient.	4. I interrupted other children when they were talking.
Very much like me <input type="checkbox"/>	Very much like me <input type="checkbox"/>
Mostly like me <input type="checkbox"/>	Mostly like me <input type="checkbox"/>
Somewhat like me <input type="checkbox"/>	Somewhat like me <input type="checkbox"/>
Not much like me <input type="checkbox"/>	Not much like me <input type="checkbox"/>
Not like me at all <input type="checkbox"/>	Not like me at all <input type="checkbox"/>
5. I get excited when there is something new to learn.	6. I get bored very easily.
Very much like me <input type="checkbox"/>	Very much like me <input type="checkbox"/>
Mostly like me <input type="checkbox"/>	Mostly like me <input type="checkbox"/>
Somewhat like me <input type="checkbox"/>	Somewhat like me <input type="checkbox"/>
Not much like me <input type="checkbox"/>	Not much like me <input type="checkbox"/>

GRIT	TOTAL	
SELF CONTROL	TOTAL	
ZEST	TOTAL	
SOCIAL INTELLIGENCE	TOTAL	
GRATITUDE	TOTAL	
OPTIMISM	TOTAL	
CURIOSITY	TOTAL	

Expressive Arts AOLE

Expressive Arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals. Each term, art, music and drama students are focusing on their skills to 'explore, respond & create' under the themes of *Developing Skill*, *Curriculum Cymraeg* and *Health & Wellbeing*.

Expressive Arts: Overarching Themes

	Developing Skills		Curriculum Cymraeg		Physical, Social and Emotional Development. (Wellbeing & Health)	
Year 7	HT1 September	HT2 November	HT3 January 	HT4 March 	HT5 April 	HT6 June 
Art	Introduction, Creativity & Presentation	Basic Skills, Drawing	Lliw/Colour	Welsh Landscapes	Printmaking, Packaging (DCF)	Printmaking, Packaging
Music	Transition Unit <i>Performing</i>	Pitch, Rhythm & Texture <i>Salva Nos Arranging</i>	Musical Structures <i>Y Gwaw Performing & Composing</i>	Timbre Music for film DCF <i>Composing</i>	Solo Performance	Solo Performance
Drama	Introduction to Theatre & Mime <i>Performing & Appraising</i>		Gresford Mining Project <i>Devising & Directing & Appraising</i>		Our Day Out - Willy Russell <i>Performing & Appraising</i>	
Year 8	HT1 September	HT2 November	HT3 January	HT4 March	HT5 April	HT6 June
Art	Introduction, Creativity & Presentation	'Selfies', Pop Art Portrait (DCF)	Welsh Portrait Artist Research	Portrait, Welsh Celebrity	Appearance and Expressions, Clay	Appearance and Expressions, Clay
Music	Tonality & Harmony Band Skills <i>Performing</i>	Form & Structure DCF Theme & Variation <i>Composing</i>	Own Choice <i>Performing</i>	Form & Structure Welsh Anthem <i>Performing</i>	Tonality & Harmony Arriba <i>Performing</i>	Form & Structure Arriba <i>Arranging</i>

'The new curriculum enables the arts to deliver a relevant, real world curriculum that provides learners with the opportunity to develop knowledge and creative skills that can be transferred in to a number of different professions. The inclusive nature of progression within the new curriculum means that all abilities are catered for and that we, as teachers, are able to encourage and nurture a range of artistic talent.'

Kirsty Donaldson, Art & Photography



By working on themes across the subject disciplines, students can experience topics holistically which helps to prepare them for a broad and diverse world of work. This term, in each subject they will have opportunities to develop their appreciation of cultures and societies in Wales, exploring Welsh folk song, Welsh landscape and Welsh history. They will work as individuals and in groups to explore and create theatre, music and art which will be celebrated in the whole school *Eisteddfod*.



Humanities AOLE

In Year 7, history, geography and religion, values and ethics (RVE), we have a thematic approach. One unit in particular that receives excellent feedback from students is our 'I Love Llantwit' project. For this unit of study, all of our Year 7 pupils have an opportunity to visit St Illtyd's Church, discover the rich history of our local area and explore key places of geographical interest.

We also had an opportunity to explore several of the impressive buildings along the Blue Plaque Trail and learned more about the role of these places in our local community.

At St Illtyd's Church, we were given a warm welcome. Pupils were given an chance to explore its key features. Pupils also had a great time exploring the church and learning about the role of the Church in Llantwit today.

For this particular project, pupils are encouraged to develop group skills and work together in order to present their love of Llantwit in a creative way. Some composed their own song about Llantwit, some made websites all about Llantwit and some made their own version of Llantwit Monopoly!



Dwyieithrwydd / Bilingualism

Siarter Iaith – Cymraeg Campus

At the end of the last academic year, Ysgol Llanilltud Fawr celebrated receiving the Bronze award for bilingualism.

Here at Ysgol Llanilltud Fawr, we are very proud of our Welsh language and culture. We strive to ensure it is at the heart of everything we do.

This academic year, we are working towards receiving the Silver award. We have plenty of activities planned including the Eisteddfod, Year 7 Pen Pal Scheme and Gig Cymraeg as part of 'Dydd Miwsig Cymru'. Year 7 have the opportunity to join Welsh Club which is run through a partnership with the Urdd and Menter Iaith. The Urdd provide opportunities for our pupils to enjoy using the language outside of a classroom environment.



Urdd



Cymraeg yn gyntaf!

-  **1. Boost brain Power**
-  **2. Improve Memory**
-  **3. Sharpen the mind**
-  **4. Enhance decision making**
-  **5. Improve your first language**
-  **6. Improve academic performance**
-  **7. Increase networking skills**
-  **8. Provide more career choices**
-  **9. Meet new people**
-  **10. Keep the mind active**

Curriculum for Wales

Bilingualism and the Welsh language are at the heart of the new curriculum. It is essential to ensure that our pupils leave as confident Welsh citizens.

We encourage every student to use as much Welsh as possible throughout the day. Year 7 have a Welsh pastoral team where their form teachers and Progress Leader speak Welsh. Form times and progress assemblies are delivered bilingually. Pupils are awarded weekly for their use of Welsh and are recognised for their positive attitude towards learning the language. The curriculum supports the Government's vision of 1 million Welsh speakers by 2050.

Ambitious Learners and Pupil Input



At Llantwit Major School we are passionate about the aspirations of our pupils. The curriculum for Wales has allowed us to develop a model where our students are challenged, given responsibility to develop and immersed in their surroundings to give them ideas about possible career progression.

Enrichment

To provide enrichment, we organise a variety of experiences where pupils gain a wider perspective of the world outside of Llantwit Major. We have strong links with CERN in Geneva as well as other excursions, both abroad and within the British Isles.

How do our lessons develop ambitious learners?

In line with the new Curriculum for Wales, we are actively discussing how lessons link to careers. “What’s the point?” is an excellent method adopted by staff to allow pupils to develop their understanding of how each lesson can apply to their future aspirations.

Our learners have regular discussions about potential careers. This enables the pupils to broaden their horizons through regular exposure.

Sixth Form Aspiration Awards

We have developed a number of aspiration awards to reward our pupils for going the extra mile and gaining positive points.

The awards have already allowed over eighty pupils to socialise in our school garden and use our outdoor pizza oven, whilst spending time with our sixth form pupils and raising aspirations toward the sixth form.



Readiness to Learn

At Llantwit, we believe that readiness to learn is the ability for an individual to actively engage in the learning process. As such, we expect all of our students to follow three clear rules which will ensure they are ready to learn.

BE READY

Your child can 'be ready' by:

- ◆ **packing bags the night before school;**
- ◆ **arriving at school and lessons on time;**
- ◆ **completing homework.**

It would be helpful for parents and carers to ensure that your child knows where their uniform is and that it is ready for them to wear each morning. All pupils are also expected to arrive at school fully equipped. This means that they bring a school bag with them each day containing their own stationery equipment, a water bottle (energy drinks are not permitted in school), healthy snacks, lunch fob and bus pass etc.

BE RESPECTFUL

We expect our learners to be respectful to all staff and peers in school. Some examples of how students can show respect would include:

- ◆ **following instructions the first time;**
- ◆ **being polite;**
- ◆ **not using bad language;**
- ◆ **listening to and respecting others when answering questions;**
- ◆ **not sending any unkind messages or posting negative comments on social media.**

Parents can help support this behaviour by setting clear boundaries and routines and supporting school with consequences for poor behaviour at home. It is also equally important to praise your child for positive behaviour.

BE SAFE

Students should not be behaving in a way which someone could become hurt. For example, if wrestling with friends, even if it is play, someone could get hurt and this is not to take place in school.

We do still have a one way system in place in school to avoid congestion of corridors.

Please talk to your child about how they can be safe in school.



Those who are always 'Ready To Learn' will be eligible for a number of rewards including:

- ◆ **reward trips;**
- ◆ **Eisteddfod;**
- ◆ **year group access to canteen reward breaks;**
- ◆ **non-school uniform days.**

Careers & Work Related Experiences (CWRE)

Careers and Work Related Experiences (CWRE) is a statutory part of the Curriculum for Wales (CFW) and, as such, has an important contribution to make to the education of all our learners at Llantwit Major School. Creating opportunities that supports our CWRE vision is central to everything we do:

“We aim to encourage pupils to explore opportunities whilst promoting careers creativity and independence so that our learners can imagine their dream jobs and make realistic and achievable plans for shaping their career.”

Here are some examples of what curriculum areas are doing to promote CWRE.

Expressive Arts

In Expressive Arts, students are given lots of opportunities to connect their learning to the world of work through collaborations with employers. Year 7 have already worked with Tangent Creativity, developing maths through Beatboxing & Pen and Paper Theatre in Stage Combat.

Project Information

Information

Client Information

Information

Learning Objectives

Information

Desired Outcome

Information

Timescale

Information

Audience

Information

What Matters?

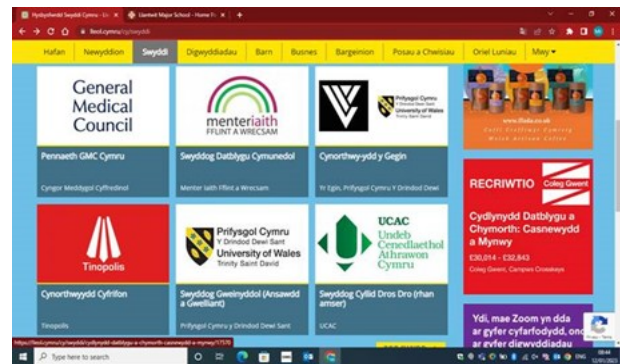
Information



New Horizons Gorwel Newydd The Elements of Music – An Introduction to Music
St David's Hall Cardiff Neuadd Dewi Sant
To develop knowledge and understanding of the elements of music and successfully perform a piece of music demonstrating practical musicianship.
St David's Hall are putting together a concert to show how performing music can build confidence. Your performance will feature as part of programme of pieces celebrating 'New beginnings.'
Starts: September/Misef. Ends: October/Hydrif.
General Public
<ol style="list-style-type: none"> EXPLORE Develop ensemble skills and communication with others. CREATE Compose a short piece of music using the elements of music. RESPOND & REFLECT Appraise pieces of music and described them using the elements of music. CREATE Produce a performance of 'New Horizons' demonstrating practical musicianship.
Musician As a Musician, you will perform live at concerts and festivals. You'll also record music for sale to the public. You'll spend a lot of time auditioning and practising for performances. You might also get involved in teaching or writing music. UK Average Salary: £35,049 - £55,380
Events Manager Event managers plan and organise promotional, business and social events. They're responsible for running a range of events, ensuring the target audience is engaged and the message of the event is marketed properly. Events play a huge part in the success of a brand or an organisation. UK Average Salary: £18,000 - £40,000
Time Management, Perseverance, Problem Solving, Creativity, Communication and Collaboration.

Welsh

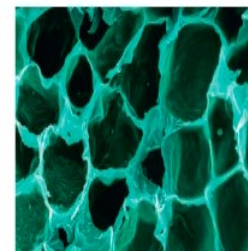
Pupils have been exposed to job adverts and career paths which link with Welsh language skills on different websites. Attention has been drawn to careers where Welsh is essential and other jobs that state a knowledge of Welsh would be advantageous and desirable. The jobs have been within different areas including the media and within universities and colleges.



Science

Our aim in science is to encourage all of our pupils to engage with a wide range of STEM based experiential learning opportunities and to raise aspirations through the exploration of a wealth of STEM related careers.

Ever considered a career in a laboratory as a lab technician or as a forensic scientist? How can we investigate things that are too small to see with just our eyes?



Required Skills

Student Voice & Transition

Students of Llantwit Major School and our cluster primary schools have been heavily involved in the planning and embedding of the new Welsh curriculum model. They have worked with parents, teachers, leaders and governors to reflect on best practice and give ideas about what they feel their learning should be like and what it should look like. Our Student Council work regularly with a variety of stakeholders, but this year we have also introduced pupil forums for each Area of Learning. So far, in 2022/2023 50% of the year group have been directly involved in working with teachers to feedback on their experiences. They will meet at least two more times to reflect through the year.



Our Cluster Council, which is made up of students from our link primary schools, is also talking to us about what is fantastic about learning at their school so that we can work collaboratively to share good practice across the cluster.

“Student feedback can be used to improve the way the curriculum is delivered. We are the ones who are being taught so we know how to make it better and more engaging for us”.

Sam Lee Year 8

Digital Competence: developing pupils' digital skills

The development of pupils' digital competence is a key part of our curriculum. The digital competence framework (DCF) provides opportunities for pupils to develop their digital skills and the resilience to adapt to the changing technological world. Skills are delivered through taught courses, enhancing the learning of cross-curricular subjects and through extra-curricular clubs and challenges. There are four areas of digital learning outlined below, together with examples of curricular and extra-curricular challenges.

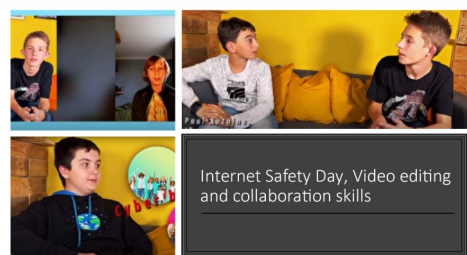
DCF DIGITAL LEARNING



CITIZENSHIP

A digital citizen who contributes positively to the digital world.

Digital identity, health and well-being
Digital rights, licensing and ownership
Online behaviours



Internet Safety Day, Video editing and collaboration skills



INTERACTING AND COLLABORATING

Digital communications for a connected world.

Communication
Collaboration
Storing and sharing



Designing and programming robots for STEM challenges



PRODUCING

Planning, creating, evaluating and refining digital content.

Sourcing, searching and planning
Creating digital content
Evaluating and improving



Minecraft hour of code

Collaboration
Problem solving and coding challenges

Speed build challenges

Build a Farm and farming technology



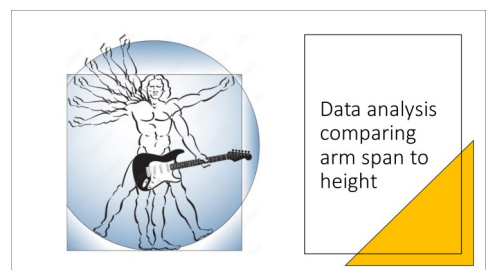
Data analysis
comparing
arm span to
height



DATA AND COMPUTATIONAL THINKING

Developing problem-solving and thinking skills and exploring aspects of collection, representation and analysis of data.

Problem-solving and modelling
Data and information literacy



Data analysis
comparing
arm span to
height



Block coding skills
and algorithms
leading to python
programming

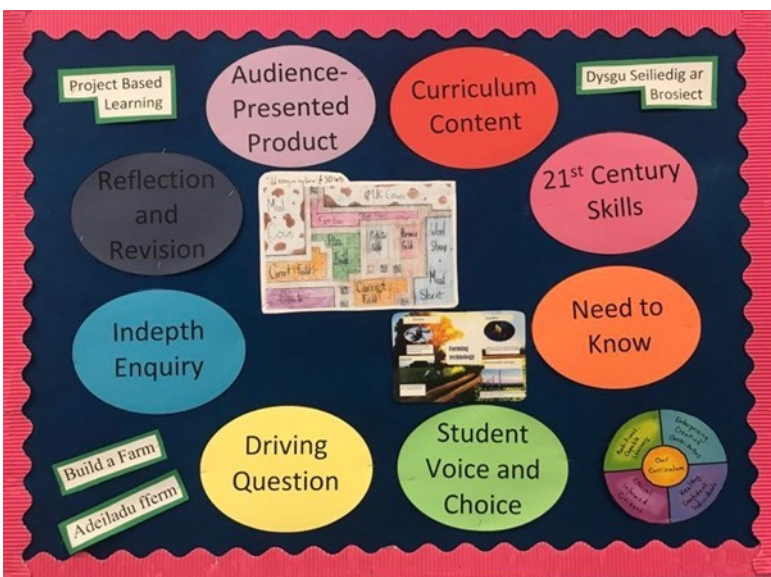
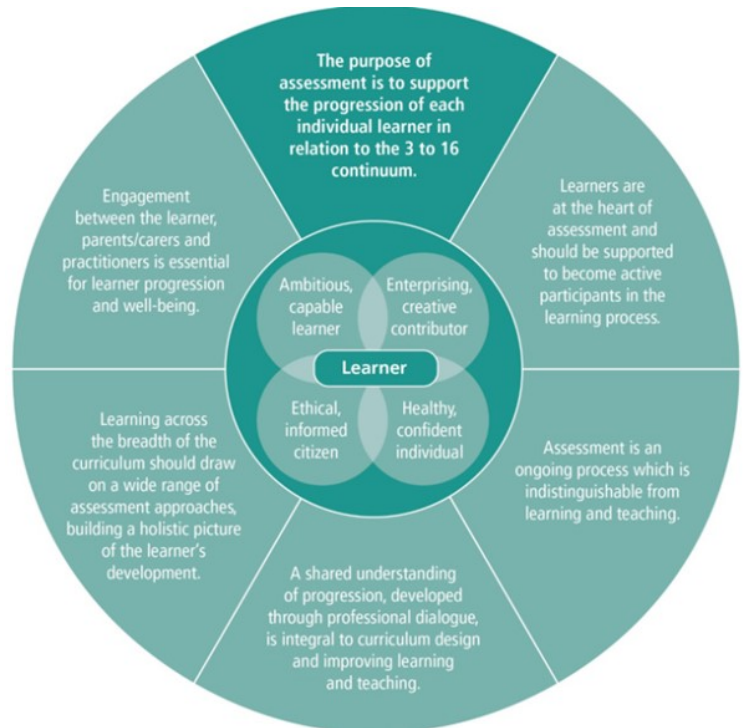


Progression and Assessment

Assessment is an integral part of your child's learning every day.

Assessment is a fundamental part in ensuring each learner is making progress at a pace that is appropriate to them. It is a collaborative and ongoing process where each child is supported to understand how well they are doing and what they need to do to progress further. It means that learners can be both supported and challenged as appropriate.

Learner understanding is viewed on an ongoing/continual basis to build up an holistic view to support progression. This allows learners to develop, display and progress their understanding in a variety of ways to match their aptitudes and interests, making learning relevant and purposeful to them.



By considering progress across all subjects, we can identify any issues that may be holding back general progression, for example reading or recall of key mathematical facts, and put in support to help address this.

From a teacher's perspective
"Assessing learning in practical ways, including outdoor or while working in groups can alleviate anxiety students may have with traditional testing, which I have found has really helped me understand my students' areas of strength or where they need support"

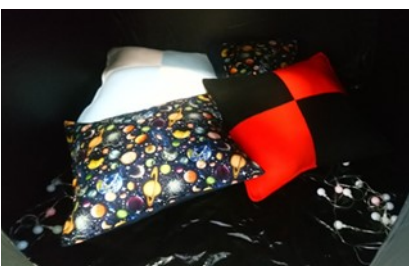


Additional Learning Needs and Nurture UK Award

Additional Learning Needs

As a school, we have been adapting to the many changes of the Additional Learning Needs Tribunal Act over the past three years. The new code of practice works in conjunction with Curriculum for Wales, where the young person is at the heart of all decisions made. We are working as a Person Centred Practice School, which is a way of working together with the young person, parents/guardians, outside agencies and communicating positively with each other, with the child or young person at the centre of the process.

This has proven to be a valuable tool in helping our young people to achieve their aspirations and hopes for the future.



Nurture UK Award

Eighteen months ago, we started on our journey to achieve the Nurture UK award. We have been working on the six principles of Nurture across the school:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives.

Nurture UK have been working with us to support our commitment to creating a more nurturing environment for all pupils to learn in. We are improving all the wellbeing areas to make them more sensory enriched, including our sensory rooms. All staff are using nurture techniques and strategies with pupils in interventions. In addition, we offer a breakfast club to help our young people start the day as positively as possible. To help pupils understand their responses to situations, we have updated the noticeboards around the school with strategies and explanations to understanding the brain.