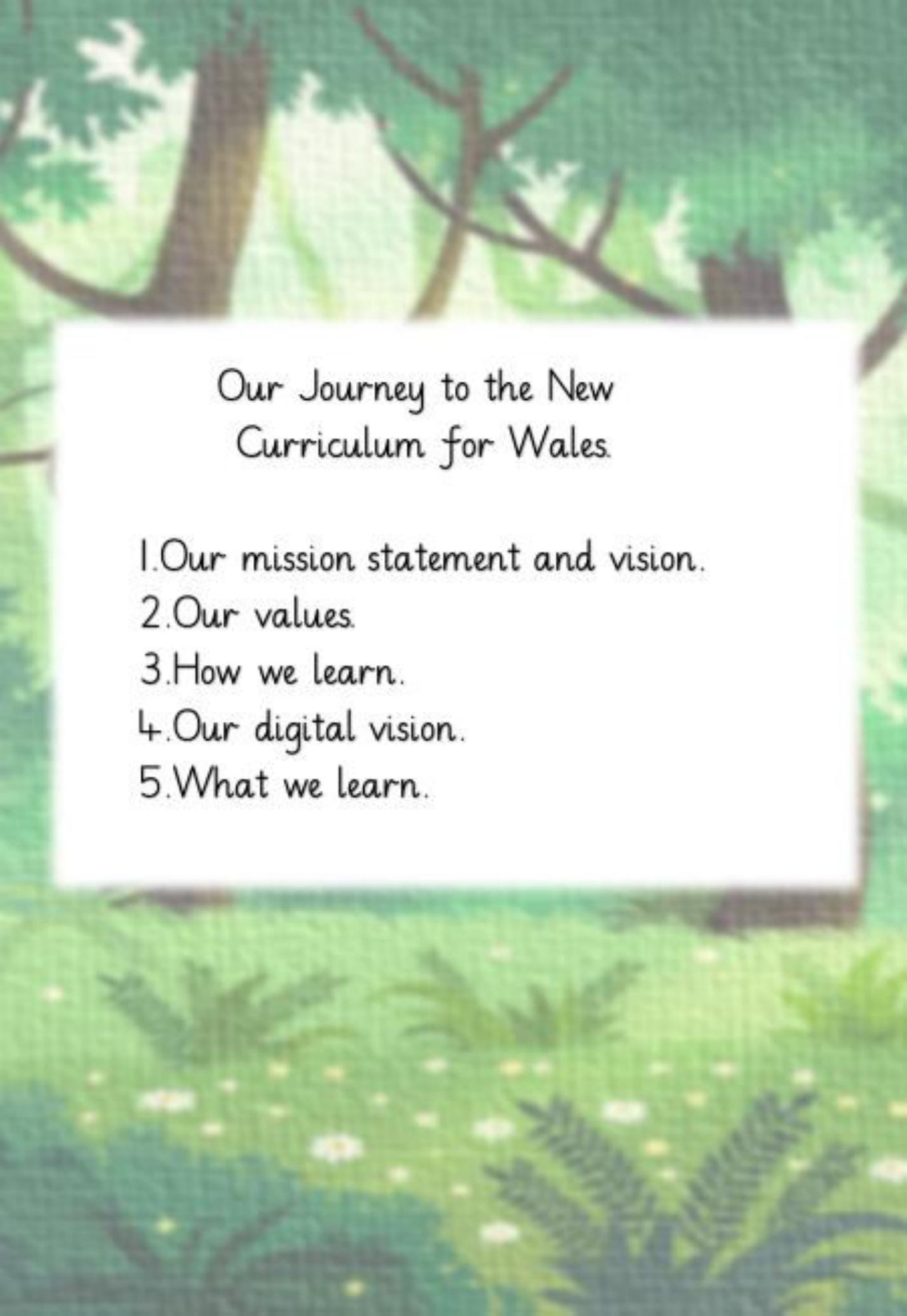




Croeso i Ysgol Drury

The more you learn the more you know,
Ysgol Drury is a great place to grow!



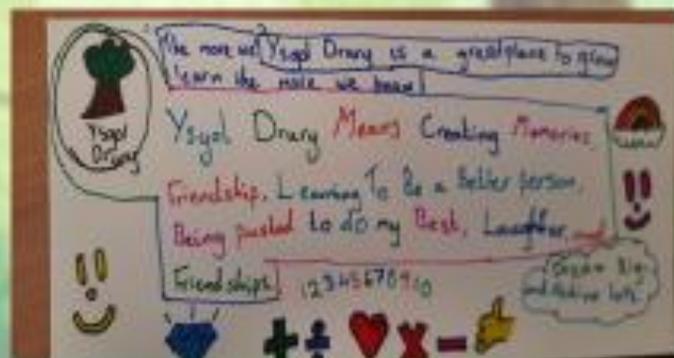
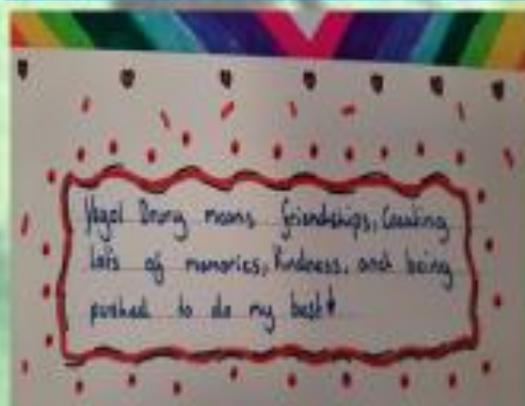
Our Journey to the New Curriculum for Wales.

1. Our mission statement and vision.
2. Our values.
3. How we learn.
4. Our digital vision.
5. What we learn.

1. Mission statement

Our journey towards the new curriculum began with a thorough reflection of our mission statement and core values. All stakeholders were consulted and the findings shaped our current position and is the foundation on which our bespoke curriculum has been built.

The more we learn the more we know,
Ysgol Drury is a great place to grow!



Our mission statement was originally created by our School Council. The children felt that this was an exact representation of how they feel about our school. This motto reflects all our values and the attitudes of our learners perfectly

The process of discovering our core values involved
The canvassing of all our stakeholders, children,
staff, governors and our local community

"Parents and staff at Drury display outstanding commitment, energy and determination." Mrs

"Drury Primary is caring and being environment." Lynette

"An outstanding school community which supports and empowers future generations into well rounded pupils/individuals." Anne

"A happy place where caring staff create the foundation for life long learning." Alan C

"Drury makes learning fun!" Angela

"Children having great fun, learning in this amazing school!" Louise

"Young, able, happy, energetic. I have taught in many schools, none of which compared to Drury. Staff respect, appreciate, empathise and support each other." Alan B

"Exceptional work at Drury Primary in Forest School!" Lynn

"Innovative village school where children are valued." Angharad

"Making children happy and smiling at Drury Primary School in a fun and caring learning environment!" Claire

Building a vision for our school involves all stakeholders and begins with those inside the walls and their capacity for change. Staff were asked to generate images representing what Drury Primary School aspires to be.

Year 2

Beachside Primary

learning love fun family
cosy love happy respect
wellbeing



Our Curriculum Summary at Ysgol Gynradd Drury

Drury Primary's beech tree logo represents our commitment to the nurturing of each individual child as they grow on their journey through the school. We have an inclusive and safe environment where everyone is valued and enveloped in Welsh culture and tradition. We make the most of our beautiful rural surroundings, taking learning outdoors to inspire curiosity, creativity, and provide a deep connection with the natural world.

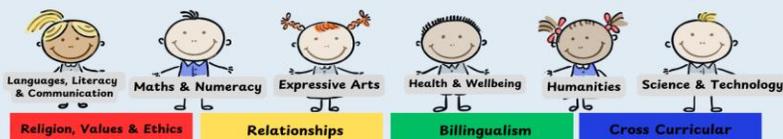


Vision & Values Gwledigaeth a gwerthoedd



Breadth and Balance Ehangder a cydbwysedd

All topics planned ensure an experiential curriculum across the curriculum. Our creative curriculum deepens thinking, challenges discussion and fosters inquiry based activities. Whilst ensuring the experiences shared are current, authentic and experiential and including the use of technology for the 21st century.



What makes us unique?

Drury Primary School is a place where staff and pupils work closely together to create a learning and working environment like no other. The school has a special feeling when you are here that is built on relationships.

The relationships between our staff and pupils is built on mutual respect for each other and the desire to make our school the best it can be. Staff know all the children and the children know all the children which creates a warm and caring environment for all. All staff and Governors put the wellbeing of all learners at the heart of all they do. Time is taken to know our children and to grow the school around their thoughts, needs and ambitions.

Our children value their school and know they are safe and cared for.

"The beginning of my childhood. The reason I wake up in the morning. How I learn to become the person that I am. It's the reason I love learning. It's the place my friendships grew."

"It feels like home."

We have lots of fun!"

"This is our family."



Outdoor Learning

Drury's outside space is rich with natural environments for our children to explore. We have wooded areas, hedgerows, an orchard and pond area of our own. Lessons embrace all opportunities to be in nature, to ground ourselves in mindful working in the outdoors and to celebrate our wonderful environment.

Playtimes make use of all the space. The children have a variety of apparatus and activities to keep them occupied and engaged. Staff facilitate games and play to make breaks fun and active.

Wales and our proud Welsh Heritage.

Our love of the Welsh language is heard in all areas of the school from the classroom to the forest school. Our Nursery begin with simple patterns which fosters a love for the language at the earliest age. Our children run assemblies independently through the medium of Welsh and sing a catalogue of traditional and modern songs with pleasure. Our annual Eisteddfod includes competitive heats for poetry and singing.

Rydym yn caru'r Gymraeg!



Local and National Links

We work alongside local and national links to give our children the insight into the value of the local and wider community.

Lester's Farm Shop

Elimay's Flower Shop

Marleyfield Home

Welsh Water

Sniff and Snails

Asda

Pastor Richie

Community Links

We host several events across the academic year for families and the community to attend. Classes take turn to host and events have been a fantastic way for the children to interact with adults. Opportunities for parents to gain an insight into their child's learning strengthens the bond between home and school.

Reading Café

Sip and Paint

Bingo

Board Games Cafe

The Big Quiz

Lantern Making

Lego Workshop

Macmillan Coffee Morning

Drury Flower Show

Drury Cup Football Tournament

"Excellent time as usual. Lovely children and staff."

"Enjoyable morning painting with the children . All the children have been fantastic. Thank you so much."

"Had a wonderful morning building Lego. We learnt a lot about dynamics and weight."

"A wonderful experience was had by all today and I feel so happy to be a Governor at this school. All of the children were so well behaved and encouraging each other. This is testament to the hard work of the staff."

2. Our values.

Confident, Ambitious, Resilient, Respectful, Family

Confident

We are confident, always believing in ourselves and giving everything our best effort, whether it's in the classroom, on the playground, or trying something new.

We always try our best in all we do. We know that when we make mistakes, we are learning. Every pupil at Drury Primary School has different strengths and interests and we always celebrate achievements.

Ambitious

Resilient

We are resilient, understanding that mistakes help us learn and that we should never give up, even when things feel difficult. We have a positive Growth Mind step! We don't give up, we work hard and we achieve great things.

2. Our values.

Confident, Ambitious, Resilient, Respectful, Family

Respectful

We are respectful, showing kindness to others, treating everyone as we would like to be treated, valuing different cultures and perspectives, and learning how to be responsible citizens of Wales and the wider world.



Most importantly, we are like a family, looking after one another, celebrating each other's successes, and making our school a safe and happy place for everyone. These values help us become ambitious, capable learners, ethical citizens, and healthy, confident individuals.

Family

A stylized illustration of a forest scene. The background is filled with various shades of green, representing foliage and trees. Several dark brown tree trunks are visible, some in the foreground and some in the background. The overall style is soft and painterly. A white rectangular box is centered in the upper half of the image, containing the text.

How we learn,
Our Approach

Everyone is Valued

Our five Values of Confident, Ambitious, Resilient, Respectful and Family are at the heart of all we do at Drury primary School. Every single person is valued and celebrated, regardless of our different needs, ideas, experiences and skills. Pupils support each other in an environment where we discuss our differences and where we appreciate that diversity is what makes us all special and unique.

We raise issues around race, religion, relationships, identity and individual needs in an open environment. We have weekly 'Jigsaw' sessions that encourage open discussion around these subjects and where well-being and emotional development are focused upon

Children across the school are aware of the particular needs of pupils within the school family and the pupils naturally support each other – particularly where the older children can support the younger ones, during social play and through modelling behaviours.

Support

Close supportive relationships with parents are essential in order to support pupils through more challenging times in their lives.

Individual support for pupils requiring intervention includes:

- ELSA
- Lego Therapy
- Talk Boost
- Time in our Nurture Area
- 1:1 sessions to support learning



Safe Spaces

Children have a space within the classroom where they can seek some quiet time. We also have a 'Nurture' area 'Y Nyth', for children to use freely and where structured 1:1 sessions take place. This is a quiet, calming corner with resources to help pupils reflect and take a moment.



Y Nyth



Diversity

While having a limited range of cultural differences within school, we place great importance on teaching children the value of diversity and acceptance. We strive to create an inclusive environment where every child feels respected, regardless of their background or beliefs. Through our curriculum, we educate pupils about different cultures, religions, and traditions, helping them develop an understanding of the wider world. We incorporate lessons on respect, empathy, and equality in RVE and PHSE and have provided training on the UNCRC. Additionally, we celebrate events like Black History Month and other cultural celebrations to broaden perspectives. By encouraging open discussions and promoting kindness, we ensure that our children grow into accepting and respectful individuals who appreciate the diversity that exists beyond our community.

Our School Community



School Council

Our school council takes a leading role in all decisions made within school. They are a point of contact for all pupils, meet regularly, raise issues and discuss improvements to be made, fundraise, meet with governors and PTA to share latest actions and to put forward requests and proposals

Our school
Council



Ysgol Cynradd Drury School council members would like...

- To make everyone feel safe and happy in our school
- To work together with their peers to make their school the best that it can be
- To make sure everyone feels proud of their school
- To make sure everyone respects and takes care of our school

As a school council, we want to make sure that everyone feels safe and happy in school. We are the voice of our peers and want to work together to ensure that everyone at school feels proud, respects and takes care of our school. Each year, we decide on 3 different projects to develop with these values in mind.

Reading champions

The Reading Champions role will include:

- Foster and encourage others to develop a genuine and passionate love for reading
- Offer advice and book recommendation to their peers
- Keeping their class reading area tidy and organised
- Complete a class library audit to ensure each class has wide variety of genres and reading materials
- Develop and run a lunch time book/reading club
- Design posters and promote our 'Drop Everything and Read' (DEAR) initiative
- Create a pupils and staff recommendation shelf/display
- Use the communal library to read with mixed aged children



Our library



Criw Cymraeg



Promoting Welsh Language and Culture

The Criw Cymraeg are dedicated to encouraging the use of the Welsh language throughout the school and promoting a positive Welsh ethos. Having already achieved our Cwobr Efydd - Bronze Award, and they are now working towards Cwobr Arian which is the Silver Award.

The Criw Cymraeg lead weekly assemblies and share 'Pattrwm yr Wythnos' (Phrase of the Week), and hand out certificates to reward 'Siaradwr yr Wythnos' (Speaker of the Week). They make sure we sing Welsh songs and promote all things Wales!

They ensure that:

- Our school has a positive Welsh ethos
- Welsh displays and reading areas are present in all classes.
- 'Helpwr heddiw' is initiated and 'Cymraeg bob dydd' takes place everyday.
- Everybody gets opportunities to play Welsh games inside and outside on the playground.
- A class mascot or cap cymraeg goes home each week, giving everyone a chance to be a Welsh Language Ambassador by promoting the Welsh language to family and friends.



Eco Council



The Eco Council are involved in leading the school to develop sustainable practises, to improve the learning environment and to consider our natural environment in our daily school practises. They share actions with their peers and work together towards a shared goal. For example, it may be making safer play times, creating more spaces for nature, ensuring recycling is happening effectively.



Sports Council

In Sports council this year we have been focusing on three main ways to improve sports in Ysgol Drury.

We have looked at our sport equipment and how we can improve it. We have added some new equipment to our school Wishlist on Amazon.

We have also been focusing on the Drury Cup, our newly annual football competition for Years 3-5 run by the Year 6 pupils. After a successful first Drury Cup last year we have been planning on how we can make it bigger and better this time around.

Finally we have been taking ideas and suggestions on Sports' Day. Thinking about possible new competitions and other ideas to also make it bigger and better than ever. Alongside these three main projects we have also been planning our Dragon Sports Lunch time clubs as well as the competitions we take part in outside of school such as the triathlon, various football competitions, netball, cross country and many more.

Experiential Learning

Making
welsh cawl

'Learning is experience.
Everything else is just
information'
Albert Einstein

Hands on, experiential learning is at the heart of our ethos and approach to learning. Our children have opportunities to learn through experiences, making choices, taking risks, and solving problems. From Nursery to year 6, children embark on a journey that sees them as the architect of their own learning and experiences, supported by adults where necessary. Experiential learning looks different as our children grow and journey through school, pupil voice and hands on experiences are always at the heart.

2d mud
shapes

decorating
our tree

Making sandwiches
(algorithms)

Dosbarth Cwgenyn

Our youngest learners in Dosbarth Cwgenyn are at the beginning of their journey of lifelong learning and exploration. They self register and have free flow access outdoors, what ever the weather. They explore a rich and varied environment which offers a range of learning opportunities. Children build resilience, curiosity and foster a deep connection with the world around them. Staff scaffold learning, make observations, plan next steps, as identified by the children.



Dosbarth Llygoden

Dosbarth Llygoden provides a nurturing and stimulating environment where our reception children learn through play, exploration, and hands-on experiences. Our ethos is centred around fostering curiosity, creativity, and independence. Through experiential learning, children actively engage with the world around them, developing key skills such as communication, problem-solving, and social interaction. Our carefully planned activities encourage exploration both indoors and outdoors, allowing children to learn through real-life experiences, collaboration, and discovery. By following the principles of child-led learning, we ensure that each child's unique interests and developmental needs are met, laying strong foundations for their future learning journey. Weekly 'challenges' are set to encourage independent learning



Dosbarth Pili Pala

As Pupils move into Dosbarth Pili Pala they continue to freely access the outdoors classroom along with Dosbarth Llygoden and Gwenin. The classes share the outdoor area and enhanced provision which allows for successful transition between the classes. Pupils thrive in a free flow, exciting, challenging environment. Staff scaffold experiential learning as well as working closely with groups of learners to teach and develop skills that can be applied in enhanced provision. Pupils have challenges set, to encourage independent learning and to consolidate skills previously taught. This real-world connection makes learning fun and meaningful, fostering a host of skills and an abundance of enthusiasm. Through these rich, hands-on experiences, children develop a love for learning that extends far beyond the classroom walls.

Children also enjoy forest school sessions where they have hands-on experiences in nature which builds confidence, resilience, and a deep connection to the world around them.



Dosbarth Cwddihw

Dosbarth Cwddihw is our first junior classroom where pupils continue to develop their Learning through play. Pupils are supported in the development of skills and independence through a careful balance of child led learning within the provision and whole class and group learning and teaching of skills. We have a big focus on digital learning and exploring the different ways we can present our work and knowledge. Pupils are taught to review and improve their work and to develop confidence. They have regular access to enhanced provision and to learning in the outdoors. They have been a big part in developing their outdoor area and have a say in the equipment/activities on offer through pupils voice.

Outdoors, we enjoy regular opportunities to weed and plant whilst also engaging in various outdoor activities. – well love den building! We see our outdoor area as the extension of the indoor classroom and like to take our sessions outdoors as much as we can.

Beyond the classroom we have ventured to many different places to provide authentic learning experiences such as the Victorian classroom at Park Hall Farm and also the Chester Roman Deva experience. We also like to work alongside our community and have hosted a community paint and sip and also worked with families to code and build Lego.



Dosbarth Broga

In Dosbarth Broga, all children are nurtured, encouraged and supported to become increasingly independent within their learning. Children begin to take ownership of their learning through a wide variety of engaging and interactive activities across the AOLE's. Pupils actively use a range of strategies to 'self-help' and aware of how our Drury curriculum fits within the four core purposes.

Applying learning across authentic contexts is a key focus, with pupils given the opportunity to develop a range of skills across different settings in both the indoors and outdoors. Pupils have visited County Hall Council Chambers, had visits from local authors and bookshop owners, visited St Matthew's Church, Park Hall Farm, Talacre Beach and many more! We believe in the importance of helping others and successfully raised and donated food to the Flintshire Foodbank for our Harvest Festival this year.



Dosbarth Malwen



Dosbarth Malwen love hands on fun engaging activities. We've created lava lamps, explored light by making rainbows with prisms, and used shadow puppets to explain Newton's theories! We've investigated space by making moon craters, experimented with ice to understand changing states of matter, and even used gelatine to create our own bird feeders an example of irreversible changes! We've had great fun coding with Micro:bits, playing rock, paper, scissors, and even reprogramming them to play our own game of solid, liquid, gas! We've also been getting creative with Crumble kits, coding LED lights to bring our creations to life. We've also taken part in many Adobe Express Live Challenges, using digital creativity to enhance our learning. We love art! We've explored a range of media, including textile art, air-dry clay, oil pastels, acrylic paints, and, more recently, decoupage.

Our learning has been enriched through exciting workshops, including a visit from Lego Masters champion Steve Guinness and robotics sessions with Sniff and Snails using Crumble coding kits. Beyond the classroom, we've explored our environment with trips to Talacre Beach, where we've taken part in coastal activities and contributed to citizen science by collecting and submitting data on shark egg cases. We've also visited Danger Point and Xplore, engaging in hands on experiences such as engineering challenges to protect an egg and a Lego coding workshop.

We are proud to have achieved the RSPB Wild Challenge Gold Award and love learning outdoors. We've taken part in the School Birdwatch and planted strawberries and herbs in our planters. We also enjoyed an apple pressing workshop with Iwan Evans, using apples from our very own orchard! Orienteering is another favourite, helping us develop maths, problem-solving, oracy, and fact-finding skills as we navigate our school grounds.



Dosbarth Hebog



In our upper junior class, Dosbarth Hebog children are competent, independent learners. Learning consists of a mix of whole class teaching, both indoors and out doors. We strive to create authentic contexts that allow the pupils to independently apply their skills in real world situations.

An example of this was our Christmas Market. They brought in second hand items from home such as books and toys as well as making craft to sell such as bracelets and decorations. We then invited children from other classes to be our customers. Hebog pupils could barter with the other pupils offering discounts and special offers and at the end they had to total up how much money they made. All proceeds went towards improving our outside area.

The now annual Drury Cup is a football competition run by Year pupils for pupils in Year 3-5. The teams are mixed for fairness and the Year 6 pupils take on a variety of roles including match officials, commentators, camera crew, interviewers, newspaper journalists, team coaches and more. In it's first year the tournament was a great success and the Year 6 pupils did a fantastic job of planning and facilitating the running of the Drury Cup.

In Dosbarth Hebog, we love nothing more than being outdoors and we use our newly created outdoor classroom and wonderful forest school area to host a variety of lessons across the curriculum.



Authentic Contexts



Alongside pupil voice the central driving force in our teaching and learning approach, we also ensure that pupils are presented with authentic contexts for their learning. Pupils are given real life, purposeful problems that encourage them to engage fully in the problem that they are helping to solve, or the information they are trying to discover.



Dobarth Gwenin & Dosbarth Llygoden
Hands on experiences in familiar contexts are key to our youngest learners. They need to explore within their own familiar surroundings, investigating, experimenting, discussing, within an environment that they can touch, see and explore.
Authentic learning experiences based around the seasons, and our natural environment are key. Experiences that they know and can discuss such as families, our locality, celebrations, new life with our chicks, frogs spawn and tadpoles in our pond are all meaningful learning experiences.



Dosbarth Gwdihw
Pupils begin to research and explore their immediate experiences, researching, investigating, discussing, exploring and finding solutions and solving problems.
Pupils interests and pupil voice inform planning for topics:
WWII – trips to Park Hall Farm Victorian classroom
Roman experience



Dosbarth Pili Pala
Pili Pala, experiential learning is at the heart of our approach, with Forest School and our outdoor area playing a vital role in enriching children's development. Through hands-on experiences in nature, pupils build confidence, resilience, & a deep connection to the world around them. Whether they are exploring seasonal changes, building shelters, or identifying plants and wildlife, they engage in meaningful, child-led learning that fosters curiosity and problem-solving skills. These experiences not only support academic learning but also nurture social and emotional growth, ensuring that each child thrives in a holistic and dynamic environment:
Eggs – watching our eggs hatch into chicks
Darts – developing mathematical skills by playing darts, taking inspiration from Luke Littler.



Authentic Contexts

Dobarth Malwen
Hands on experiences in familiar contexts are key to our youngest learners. They need to explore within their own familiar surroundings, investigating, experimenting, discussing, within an environment that they can touch, see and explore. Authentic learning experiences based around the seasons, and our natural environment are key. Experiences that they know and can discuss such as families, our locality, celebrations, new life with our chicks, frogs spawn and tadpoles in our pond are all meaningful learning experiences.



Dosbarth Broga

Pupils have the opportunity to apply their skills within authentic context to enhance their understanding in a 'real-life' scenario. Learners are encouraged to build their resilience, team work and problem solving skills through tasks such as Welsh Water, educational trips, school visitors and raising money for good causes.

Dosbarth Hebog

Our Hebog pupils have been enterprising and creative using a variety of authentic contexts to develop their confidence and skills. These include the 'Drury Cup' which is a football tournament run by Year 6s for the younger pupils. Our Dosbarth Hebog Christmas Market, where the pupils made their own stalls to try and make a profit selling toys and craft. The Drury Flower show is a flower competition involving our local farm shop and Florists.



Outdoor Learning

For our Foundation learners



Outdoor learning is central to all we do. Children have FREE FLOW access to our outdoor classroom throughout the day, whatever the weather. It is carefully resourced and enhanced to develop in depth, challenging, experiential learning opportunities. The outdoor classroom is as integral to our curriculum as the indoor one.



Making welsh cawl



OUTDOOR
CLASSROOM

Outdoor Learning

For our Junior learners

Outdoor learning is central to all we do. Children have FREE FLOW access to our outdoor classroom throughout the day, whatever the weather. It is carefully resourced and enhanced to develop in depth, challenging, experiential learning opportunities. The outdoor classroom is as integral to our curriculum as the indoor one.



Benefits Of Outdoor Learning

- 1. Improves physical and mental health
- 2. Enhances learning and retention
- 3. Encourages social skills and teamwork
- 4. Promotes environmental awareness
- 5. Encourages problem-solving and critical thinking
- 6. Reduces stress and anxiety
- 7. Improves communication skills
- 8. Encourages creativity and innovation
- 9. Promotes independence and responsibility
- 10. Encourages a love of learning



Outdoor Learning

Forest School



At the heart of our educational philosophy is the belief that children thrive when given the freedom to explore, discover, and learn within the natural world. Our Forest School programme is a cornerstone of our outdoor learning approach, providing rich, hands-on experiences that nurture curiosity, independence, and a deep connection to nature.

Through regular sessions in a natural setting, children engage in a wide range of purposeful activities such as den building, tool use, fire safety, wildlife observation, natural art, and imaginative play. These experiences are carefully planned and child-led, allowing learners to take ownership of their learning journey while supported by skilled, reflective practitioners who scaffold and extend their thinking.



Above all, Forest School cultivates a lifelong appreciation for the natural world and instils values of sustainability, stewardship, and environmental awareness. Our vision is for every child to leave our setting not only academically enriched but also deeply connected—to themselves, to others, and to the world around them.



LEADERSHIP



Leadership ensures a clear direction for all, which supports and drives innovation



All staff are aware of the expectations of the Digital Competency Framework and how they are expected to contribute to the schools vision.

All of the school community have an opportunity to contribute towards the schools digital learning developments.

A strategic, costed plan is in place which is sustainable, consistent across the school and impacts positively upon practice and outcomes.

Effective systems are used to monitor evaluate and review the digital learning vision, policies and practises.

EDUCATION TECHNOLOGY



Digital infrastructure that continually evolves with technological advances in conjunction with support partners

A whole school approach to data protection is in place. All stakeholders are engaged and the Data Protection Officer regularly reviews and reports.

A collaborative relationship with support partners. We meet to review aspirations for digital learning and technology.

We show a whole school approach to online safety, digital security and safeguarding which is driven by senior leaders through the 360 Safe Cymru self review tool.

A sustainability plan is in place to manage and maintain digital and technology equipment and services when they reach end of life or are suspended.

PROFESSIONAL LEARNING AND INNOVATION



Staff and the wider school community are empowered through continuous professional development to become confident, innovative, leading lights for change.

Professional learning is fully embedded and an on-going feature of our school's digital strategy.

There is a whole school approach to digital collaboration. Staff regularly share ideas, skills and resources both inside and beyond the school to enhance learner experiences.

We empower staff to develop their professional skills a develop innovative digital services and use these to transform teaching and learning.

CURRICULUM PROVISION AND PEDAGOGY



Providing ambitious, engaging and innovative experiences which are transferable across the curriculum and nurture future potential in the outside world.

Provision across the school, including high-quality teaching, stimulating and engaging learning environments and purposeful supporting resources, ensures that all areas of digital competence can be developed effectively.

Teaching contexts include a wide range of methods, skillfully employed. Learners are able to bring independence and organisation to their own efforts as they undertake digital activities

We have an effective structure for the delivery of digital learning and relevant use of technology.

Planned learning ensures purposeful digital opportunities using a wide range of real-life digital applications across the curriculum, which develops digital competence throughout their education and future lives.



REACH FOR THE STARS!



What we Learn- Our Curriculum

The more you learn the more you know,
Ysgol Drury is a great place to grow!

Drury Primary School Curriculum

Our Curriculum has been carefully designed around the vision we share for our school. We have sought input from staff, the governing body and pupils in order to ensure that our curriculum reflects the needs and ideas of all stakeholders.

We looked at how we were already teaching. We identified approaches and strategies that were successful and we built upon these to create a curriculum that not only meets statutory requirements, but one that we feel is effective, dynamic, innovative and consistently evolving – in order to offer our pupils the best opportunities that we can to become life long learners.

We have designed our curriculum around the 4 core purposes and have thought carefully about what we are teaching and how we are delivering it, in order to ensure that our curriculum fully reflects our vision and ensures that all children can reach their full potential.



Planning and Delivery
Drury Primary School has six classes plus a morning Nursery. We also offer Early Entitlement and Wrap Around care for our younger learners.
Staff collaboration, sharing of ideas and discussion of teaching and learning approaches, ensures that teaching is consistently excellent and teaching approaches are innovative and exciting both for staff and children.

Curriculum – Our Approach

Skills are taught and practised through authentic, real life contexts. Opportunities for experiential, hands on learning are central to mastering these skills and pupils confidently applying them in many different contexts.

Growth Mindset

The confidence to try, persevere, improve, embrace challenge, be resilient, face difficulty and see this as an essential part of learning and growing is central to our curriculum outlook.

To choose and apply skills confidently in unfamiliar contexts relies heavily on a willingness to fail and adapt, without seeing failure as a negative thing.

Teaching approaches ensures that children develop and maintain a 'Growth Mindset'. Dojos recognise enthusiasm and commitment to learning and highlight successes and class wins! Children are encouraged to take charge of their own learning through carefully planned activities that celebrate the process rather than the end result.

Pupil Voice

A Topic-based approach runs across the school. Immersion days allow all pupils to come up with lines of enquiry and ideas on what they want to find out and which direction they would like their learning to take. There are no pre-conceived ideas from teachers. We are proud of this and see it as one of the reasons our pupils are happy and engaged in their learning. Teachers plan learning around 'Pupil Voice' and this teaching and learning can be adaptive and time constraints are not placed on topics, allowing children to follow their interests successfully. 'Super Starter' days are used as a HOOK to ensure children are engaged and that learning is purposeful from the start. We also close the topic with a 'Fabulous Finish' where the whole school come together to share our learning.

Maths lessons are taught as a discrete subject from year 1 up. Numeracy, literacy and DCF skills are integrated into topic work.

Curriculum Planning

We have a Whole School overview of the Curriculum, ensuring that the four purposes and all the AOEs are covered effectively as pupils journey through the school. The progression steps form an 'umbrella' over the curriculum.

Desburth Lligodden - Reception - Activity Planner:

English and Welsh	Health and Well-being	Mathematics	Pupil Voice
<p>English and Welsh</p> <ul style="list-style-type: none"> Use the four purposes as the focus for their learning. Use the four purposes as the focus for their learning. Use the four purposes as the focus for their learning. 	<p>Health and Well-being</p> <ul style="list-style-type: none"> Use the four purposes as the focus for their learning. Use the four purposes as the focus for their learning. Use the four purposes as the focus for their learning. 	<p>Mathematics</p> <ul style="list-style-type: none"> Use the four purposes as the focus for their learning. Use the four purposes as the focus for their learning. Use the four purposes as the focus for their learning. 	<p>Pupil Voice</p> <ul style="list-style-type: none"> Use the four purposes as the focus for their learning. Use the four purposes as the focus for their learning. Use the four purposes as the focus for their learning.

Languages, Literacy and Communication

Description of Learning

- Understanding language is key to understanding the world around us

Progress Step 1	Progress Step 2	Progress Step 3
<ul style="list-style-type: none"> Use the four purposes as the focus for their learning. Use the four purposes as the focus for their learning. 	<ul style="list-style-type: none"> Use the four purposes as the focus for their learning. Use the four purposes as the focus for their learning. 	<ul style="list-style-type: none"> Use the four purposes as the focus for their learning. Use the four purposes as the focus for their learning.

The four purposes of the curriculum for Wales

<p>1. Ambitious, capable learners who:</p> <ul style="list-style-type: none"> are confident in their own abilities and in the abilities of others are confident in their own abilities and in the abilities of others 	<p>2. Healthy, confident individuals who:</p> <ul style="list-style-type: none"> are confident in their own abilities and in the abilities of others are confident in their own abilities and in the abilities of others
<p>3. Entertaining, creative contributors who:</p> <ul style="list-style-type: none"> are confident in their own abilities and in the abilities of others are confident in their own abilities and in the abilities of others 	<p>4. Ethical, informed citizens who:</p> <ul style="list-style-type: none"> are confident in their own abilities and in the abilities of others are confident in their own abilities and in the abilities of others

Drury Primary School Curriculum for Wales

Mrs Ellis
Reception - Lligodden

Cycle One

- Autumn Term : Drury & Beyond
- Spring Term : Changes
- Summer Term : The Great Outdoors

Digital Competency

Element:

- DATA AND COMPUTATIONAL THINKING: Problem-solving and modelling

Progress Step 1	Progress Step 2	Progress Step 3
<ul style="list-style-type: none"> Use the four purposes as the focus for their learning. Use the four purposes as the focus for their learning. 	<ul style="list-style-type: none"> Use the four purposes as the focus for their learning. Use the four purposes as the focus for their learning. 	<ul style="list-style-type: none"> Use the four purposes as the focus for their learning. Use the four purposes as the focus for their learning.

Mathematics and Numeracy

Description of Learning

- Counting focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world

Progress Step 1	Progress Step 2	Progress Step 3
<ul style="list-style-type: none"> Use the four purposes as the focus for their learning. Use the four purposes as the focus for their learning. 	<ul style="list-style-type: none"> Use the four purposes as the focus for their learning. Use the four purposes as the focus for their learning. 	<ul style="list-style-type: none"> Use the four purposes as the focus for their learning. Use the four purposes as the focus for their learning.

Health and Well-being

Description of Learning

- Developing physical health and well-being has lifelong benefits
- How we process and respond to our experiences affects our mental health and emotional well-being
- Our decision-making on the quality of our lives and the lives of others
- How we engage with social influences shapes who we are, affects our health and well-being
- Healthy relationships are fundamental to our well-being

Hi5SOW!

1. My Year ahead
2. Being a citizen of my country
3. Responsibility
4. Rewards and consequences
5. Our learning charter
6. Owning our learning Charter

1. What am I good at?
2. I'm special, I am me
3. Family
4. Hobbies
5. Making friends
6. Standing up for yourself

Whole school topics start with a "Discovery Day" activity session where ideas are born. Pupil voice is a leading light in creating a bank of experiences, skills and knowledge to develop in the coming weeks. The whole school gathers in the hall for the "Fabulous Finish!" session. All classes share where their learning has taken them and show pieces of work they are proud of.

Feedback Marking

Our Effective Marking and Feedback Policy is well understood by all learners. It explicitly outlines how teachers mark and assess pupils work. Children understand expectations and how to improve their work.

Appendix I

✓	Working at expected level
✓✓	Working above expected level
✓✓✓	Working at an exceptional level
S	Working with support
LS	Working with little support
/	New sentence needed
//	New paragraph needed
Ⓐ	Capital letter
●	Full stop
Ⓐ	Finger space
a b c	Write on the line
Green Highlighter	Crafting & Co-crafting

What you will see:

Teacher feedback given in form of ticks
Individual progression evident in our books

What you might see:

Written comments/examples given by the teacher to help pupils improve their work.
Improvements made by pupils in green pen which indicates self-assessment.

What you will not see:

Meaningless comments such as 'Good work'
Stickers

Children writing in each other's books

Lengthy written comments from teacher – verbal 'in the moment' feedback given instead.

Teacher presence in books is kept to a minimum and informs next steps and pathways to improvement only. In the moment marking and support is raising standards in all classes.

Tracking and collaborative working.

Basic skills are an essential tool that we want all of our learners to develop to the best of their abilities.

We provide high quality authentic contexts for learning in and outside our classrooms.

We ensure all our children achieve their potential through meaningful experiences.

Our teachers meet regularly to track skills taught across the curriculum. Our focus on **literacy, numeracy and DCF** ensure that previous knowledge is built upon year on year. Our tracker is the tool which maps skills and how they are taught across all classes and underpins the monitoring of skill progression.

We are dedicated to skill development in these three key areas as they impact every area of teaching and learning in the school. Prioritising these essential skills gives our children the key to success in learning in Primary school and beyond.

Pupil Progress Meetings

We pride ourselves on knowing our children well, a culture we work hard to achieve. This is a benefit of working in a smaller school. Pupil Progress Meetings are a dialogue between SLT, teacher, ALNCO TA to assess progress and ensure interventions are effective. This is how we ensure support continues seamlessly through the years.

Pupil Progress Meetings					
Name Initial	Year/Class	28 observations	Date	Notes What went well? What needs work?	Student's %

SEESAW



SeeSaw is used across the school by staff and pupils. Our children log in to SeeSaw independently from Reception to Year 6 to record their work in all AOLE's. Examples of activities in and out of the classroom create a fantastic personal journal of opportunities and experiences. Staff collate evidence of coverage in the AOLE's to facilitate collaborative planning and tracking as well as sharing good practice and evidence of progression across the year groups.

S 2 Llygoden

LI Class Journal

AA Aaron AD Ada + 13 more

Today in forest school we explored the area for mini beasts and painted what we found. We also made dens and played on the tyre swing.

2 unapproved posts Review

Journal Activities Progress Notifications