Ysgol Rhosymedre



Respect, Care, Persevere, Succeed



We asked pupils, staff, parents/carers, businesses and our local community to describe our school. These words were the most commonly used to describe our school.

Rainbow Colour	Our Values	Our Behaviour
Coch	Respect	We show tolerance and acceptance to everyone in our school and wider community so that we become honest, peaceful and active global citizens.
Oren	Care	We nurture ourselves and each other showing empathy and compassion to others including supporting charities.
Melyn	Persevere	Working as a team and with support, we show curiosity, determination and perseverance to achieve our goals.
Gwyrdd	Succeed	We become more resilient which enables us to experience success. We celebrate the success of ourselves and others.
Glas	Health	We actively promote the mental and physical health of ourselves and others. Wellbeing is at the heart of all the decisions we make as a school and we encourage access to and a love of the natural world.
Indigo	Safe	We keep ourselves safe mentally, physically and digitally. We show courage when standing up for what is right and wrong. We know our rights and the adults around us actively promote and safeguard them.
Fioled	Cymraeg	We show pride in our heritage, community and culture. We actively promote the welsh language and culture, we celebrate the diverse nature of Wales including BAME history.

Ein Hysgol Ni - Our School

Rhosymedre Community CP is located in a semi-rural area on the edge of a large housing estate in Plas Madoc, Wrexham. Within the locality are areas of significant beauty such as Llangollen, Ty Mawr and the World Heritage Site of Poncysyllte Aqueduct.

There are ten classes in Rhosymedre CP, including a Local Authority Resourced Provision for pupils with Moderate Learning Difficulties and an EBD Nurture Resource.

There are currently 239 pupils on role, from age 3 to 11. Staff are experienced in and passionate about adapting the curriculum and developing pupils' emotional literacy and resilience in order to reduce the impact of any barriers to learning.

The school houses and supports a Welsh Government funded breakfast club, an LA funded Flying Start and Early Entitlement provision and a school run after school provision. These services are managed and run in the main by the LA and AVOW and staff work extremely close with the manager to ensure that their services meet the needs of the pupils, school and community.

Ein Hysgol Ni - Our School

Rhosymedre CP's mission statement is 'We will support pupils, families and staff to **R**espect (Rhosymedre), **C**are (Community), **P**ersevere (Primary) and **S**ucceed (School) – **RCPS**. This statement permeates all actions and decisions throughout the school and is at the heart of all partnerships formed. At Rhosymedre CP we strive for the highest standards in teaching and learning, set and model high expectations for all, listen to and value the contributions that all partners can make and don't accept that perceived barriers are an impossible force. Ultimately, we aim to foster aspirational thinking, open closed minds and challenge the perceived norms.

Rhosymedre CP presents as a 'family' with everyone's wellbeing and safety at the core of day to day practice with each member having an equally important role to play in sustaining the effectiveness of the service we provide. Partnership, collaboration, effective communication and honesty are the key to all partnerships at the school. In the last two years we have sadly experienced the untimely death of two much loved, highly regarded and pivotal Teachers, the affects of which have been felt throughout our school community and will do so for many years to come.

Ein Hysgol Ni - Our School

The school houses and supports a funded breakfast club, an LA funded Flying Start and Early Entitlement provision and after school provision. These services are managed and run in the main by the LA and AVOW but our school works extremely closely with manager to ensure that their services meet the needs of the pupils, school and community.

Our Free School Meal Entitlement is 57% and our ALN figure is 8% currently. There are pupils with English as an additional language and there are currently no families with Welsh as a first language.

Standards were at their highest levels pre Covid and over those years school celebrated the highest results in pupil attainment. When staff and partners of the school analyse and report progress and set areas for improvement, we are extremely mindful of the need for inclusivity and ensure that every pupil is given equal opportunity to achieve to their full potential regardless of their ability.

Rhosymedre CP has frequently been used or cited as effective practitioners in Foundation Phase pedagogy and practice, emotional wellbeing, developing Oracy skills, managing attendance, behaviour and wellbeing, inclusion, use of grant funding, parent partnerships and Leadership. We were proud to achieve the Cymraeg Campus bronze award for promoting Welsh throughout the school.
The pupils, staff, Governors and school community are immensely proud of our school and everything that it has achieved and stands for.

The four purposes

Healthy Confident learners

Ethical informed citizens

Ambitious capable learners

Enterprising creative contributors



Healthy confident learners

We Will ;

- Provide meaningful opportunities for everyone to succeed, grow in confidence and self belief.
- Empower children to make decisions on things that impact them and their school community giving them full ownership of their learning journey
- Provide a safe environment that nurtures well-being and mental health
- Use restorative practice to help develop pupils' empathy skills and encourage them to take responsibility for their actions
- Facilitate and scaffold opportunities that encourage independent learners and thinkers
- Work with the community and outside agencies to develop and promote the children's understanding of how to keep themselves safe and healthy
- Celebrate individuality and model acceptance and tolerance towards others
- Understand the importance of the indoor and outdoor learning environment and its impact on developing learner independence in an inclusive safe, secure, authentic and meaningful context.



Healthy confident learners

I can;

- Use my pupil voice to say what I want to learn.
- Share my ideas with grown-ups and classmates.
- Show that I am confident by feeling safe to take part.
- Talk about my own feelings and identify how my actions impact others.
- Try to be independent and do things for myself.
- Identify ways to keep myself and others safe.
- Make choices that will keep me healthy and happy.
- Show care and respect to others.
- Play and explore the indoor and outdoor learning environment.
- Apply, use, consolidate and extend skills.



Ethical, informed Citizens

We will;

- Model and encourage our children to be enlightened and informed citizens of Wales and the wider world showing respect to others.
- Facilitate engagement with contemporary issues so that learners can make their own informed and educated choices forming their own values.
- Actively teach, safeguard and promote the rights of the child so that learners understand how to exercise their rights and responsibilities, living as part of a safe, caring and respectful community.
- Promote pride and knowledge about their culture, community and the world around them today and in the past.



Ethical, informed Citizens

I can;

- Show responsibility for myself and my actions which effect other people within our community, Wales and the wider world.
- Show knowledge and understanding of my culture, community and the wider world both now and in the past. I understand I am a citizen of these places.
- Make informed choices, understand and own my actions to situations and life events
- Find, evaluate and use evidence to inform my views.
- Understand that I have rights which I share with other children, these keep us safe.
- Show respect for myself, and for others in my community, Wales and the wider world.
- Think critically and creatively collaborating with others.
- Understand that my needs and beliefs may be different to others.



Ambitious and Capable Learners

We will;

- Model high standards of behaviour and enthusiasm for our pupils to imitate so that they seek and enjoy learning and challenges.
- Develop learner literacy and numeracy skills which they can use and apply across meaningful contexts.
- Ensure that learners can digitally communicate and research by providing technology and teaching digital skills.
- Teach critical thinking so that learners evaluate what they find out and interpret data and information..
- Show commitment to teaching the skills and passion needed to enable pupils to be ready to learn throughout their lives.
- Facilitate talk about the ideas and concepts pupils are learning about.
- Actively model and teach dispositions to learning including inquisitiveness, curiosity and problem solving so that they enjoy challenges.
- Sensitively plan opportunities led by pupil interest and need as a result of observation and formative assessment.
- Ensure that our learners communicate effectively in different forms and settings, using Welsh, English and British Sign Language.
- Sensitively plan holistic learning experiences which enable learners to develop their skills building a broad range of knowledge.
- Ensure learners have the skills and opportunities to make connections and use and apply knowledge in different contexts.
- Understand and respect a child's development, where they sit on that journey and facilitate next steps.



Ambitious and Capable Learners

I can ;

- Make progress building on what I already know and listen to advice on how to achieve my next step
- Take pride in all my work understanding that the process of learning is as important as the end result.
- Accept challenge and enjoy solving problems. I enjoy learning new things and sharing this with others.
- Explain what strategy I have used. I can problem seek and problem solve.
- talk and listen using words, phrases, sentences and signs in English, Welsh and British Sign Language
- Use numeracy, literacy and digital skills across my learning.
- Ask questions to help me navigate my learning. I understand I am learning all the time in many different ways.
- Take ownership of my work.
- Listen to feedback and use it to make improvements in my work. I can give feedback to others.



Enterprising creative contributors

We will;

- Promote risk taking in pupil learning to ensure that pupils grow to be resourceful citizens.
- Encourage creative thinking and promote opportunities for pupils to cooperate in creative tasks.
- Actively teach transferable skills that learners can use within our school community and the wider world. This is so that our learners are ready, willing and able to engage with learning in school and beyond.
- Promote and teach a broad range of learning styles so that pupils are open to challenges and have the resilience to access them.
- Empower children to have confidence to lead their learning. Staff will reflect , respect and relate to pupils and their needs and interests.
- Develop dispositions in pupils so that they can lead and play different roles.
- Provide opportunities to experience and explore a variety of other cultures and languages.
- Provide play and play based opportunities to develop pupil imagination, exploration and belonging.



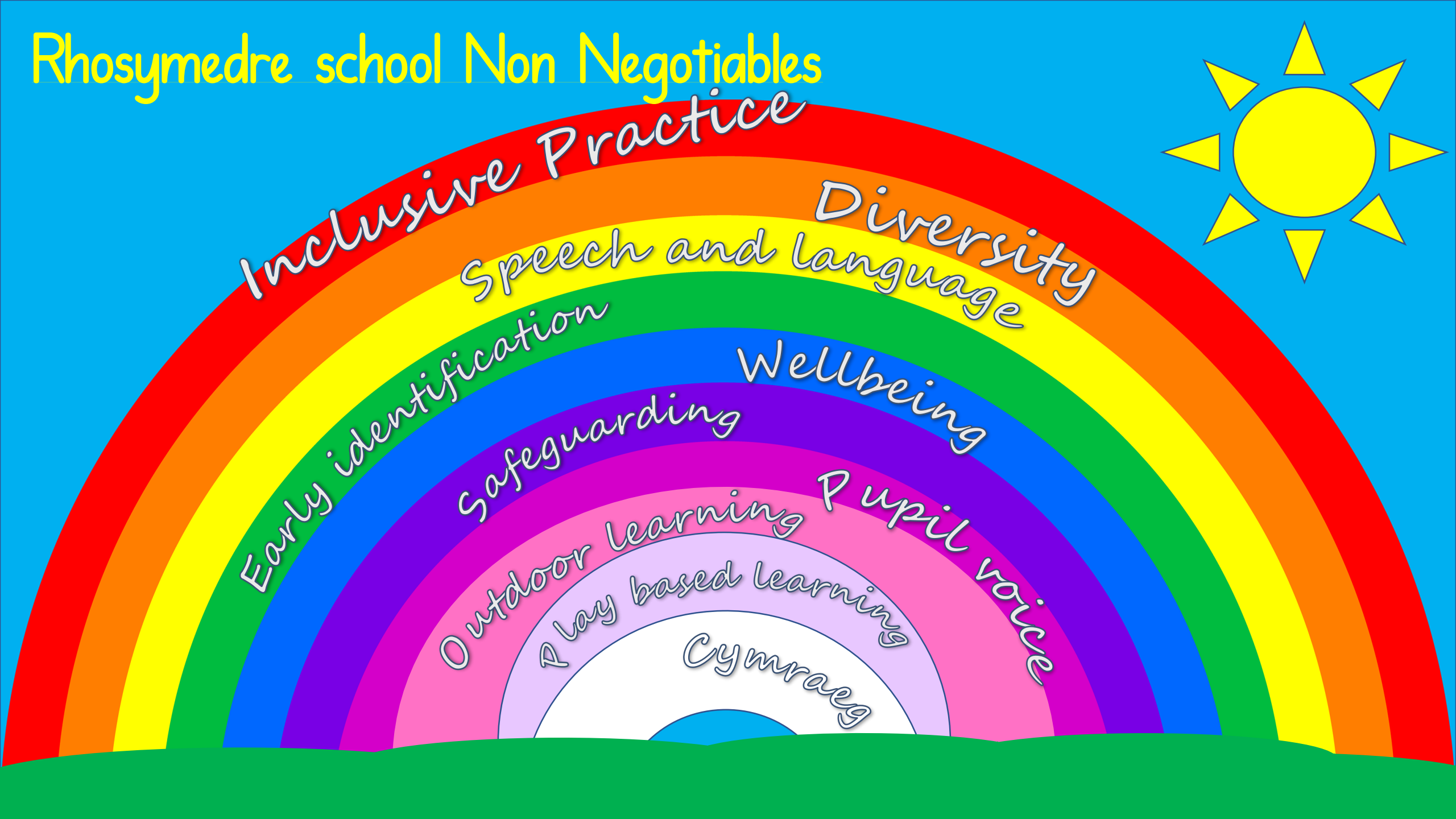
Enterprising creative contributors

I can;

- Make mistakes and understand that it is ok.
- Have the confidence to take risks with my learning.
- Solve problems in lots of different ways.
- Use and develop my skills across a range of learning experiences.
- Be kind and help others. I am ready, willing and able to engage with learning.
- Use my skills to play a positive role in society and help others.
- Enjoy learning in different ways.
- Select from a broad range of learning styles that suit me best.
- Be an active learner and always try my best.
- Take responsibility for my learning.
- Lead, listen and share jobs in a team.
- Enjoy learning about other people and places.
- Enjoy learning about other religions, languages, cultures and customs.
- Use the learning environment to develop and refine my skills and knowledge



Rhosymedre school Non Negotiables



Non negotiable

Inclusive Practice	Our pupil's learning journey will be sensitively planned to reflect their needs. Staff planning will be informed by observation and pupil voice. This will ensure that adults co construct meaningful learning experiences that encourage pupils to develop key dispositions such as perseverance.
Diversity	We are citizens of Rhosymedre School which is part of a multicultural Wales. We will actively teach tolerance and respect across all AOLEs to ensure that pupils are 'ethical and informed citizens of Wales and the world'. Our curriculum will explore and celebrate the diverse experiences and contributions of Black, Asian and minority ethnic people in Wales, past and present.
Speech and language	The development of pupil oracy skills and the early identification of any additional support required is fundamental to our pupil's success in accessing and achieving their educational potential. Therefore, the promotion and development of pupil's oracy skills is at the core of both pupil and adult led learning opportunities. Adults are trained in supporting pupils' speech and language skills and will maximise all opportunities to promote these in authentic and meaningful contexts. The use of signing will support the development of learner's communication skills.
Early Identification	We are passionate about removing barriers to accessing education, a key component to achieving this is our early identification process. Our team approach draws on the expertise and skills within our school and other agencies. By removing barriers to learning pupils will be fully open and receptive to the joy of exploring and learning.

Wellbeing

Wellbeing is at the heart of all decisions made in our school. Without pupil wellbeing learning cannot be fully actualised. The mental and physical health of our pupils and staff will be actively supported through our existing and new initiatives, including, 5 ways to wellbeing, Jenny Mosley Circle time, school council and super ambassadors, restorative practice, student assisted programme (SAP), Forest school. We want our pupils to grow with optimism about the bright and fulfilling life ahead of them.

Safeguarding

We provide a school environment where all pupils feel physically, mentally and digitally safe. Staff understand their role in holistically developing the whole child within their community and collaborate with other agencies including North Wales Police. Staff understand the importance of their role in actively promoting and protecting the safety of all learners.

Pupil voice

Is a thread that runs through all decisions made as a school from daily lesson plans to strategic whole school decisions. Pupils have the right to articulate their thoughts, opinions and feelings and at all opportunities staff will seek these and use them to inform their planning and practice. Staff will take the time to reflect on the needs and interests of pupils and integrate them into planning authentic learning experiences.

Outdoor learning	Rhosymedre Community Primary is blessed with a beautiful outdoor environment with each class having direct access to it. Staff understand the positive impact the outdoor plays in our pupils physical and emotional health and plan both child and adult led activities.
Play Based learning	Learners have the right to play. Staff understand that pupils learn best when they are having fun and are actively and physically engaged in experiential learning opportunities. Staff have a playful, relaxed and good humoured rapport with pupils and plan learning experiences that allow pupils to access through play based opportunities. Staff understand the contribution play makes to a child's wellbeing and their physical health. Staff will facilitate these opportunities understanding that they promote essential learning dispositions such as resilience, independence, curiosity and creativity.
Cymraeg	The promotion and pride of our country, its cultures and customs is actively celebrated throughout the school year. The welsh language is a living language that will be sung, spoken, heard, read and written at all levels in our school. We want our learners to be proud and social welsh citizens of the world.

Assessment

Our Rhosymedre curriculum will enable all learners to make continuous progress whilst realising the Four Purposes. It will be facilitated by holistic teaching and learning and meaningful, reciprocal assessment.

At Rhosymedre the purpose of assessment is to support each individual learner to progress at an appropriate pace, ensuring they are supported and challenged accordingly. We will use a range of assessment strategies to ensure that we;

- Support individual learners on an ongoing, day-to-day basis
- Identify, capture and reflect on individual learner progress over time
- Understand group progress in order to reflect on practice
- Our assessment will continue to be forward-looking and will allow learners to build on prior learning throughout the academic years. Through assessments we will develop a holistic picture of the learner including their strengths, areas for improvement and the support and challenge needed to take their learning forward.

Assessment

The Welsh Government descriptions of learning will assist staff to understand what learner's progress should look like. We will use the Descriptions of Learning for each What Matters Statement to assess and plan for learners' progress. These broadly correspond to expectations for ages 5, 8 and 11 and offer staff guidance on how learners should demonstrate progress within each Statement. In addition, there are Principles of Progression that underpin our planning for learners' progress. These are;

Increasing breadth and depth of knowledge	Deepening understanding of the ideas and disciplines in the Areas	Refinement and growing sophistication in the use and application of skills	Making connections and transferring learning into new contexts	Increasing effectiveness

Assessment

Progression is reflected in the statements of what matters and the descriptions of learning for each of these statements. We will work with other schools to ensure that our expectations for progression compare. This will also ensure coherence and a sufficient pace and challenge in our approach to progression.

Staff at Rhosymedre will complete an 'on entry' assessment whenever pupils join statutory education. This will help us identify learner strengths, their next steps and the support needed to make progress. It will take into account;

- Numeracy and Literacy skills and capabilities
- Well-being abilities, to include physical, social and emotional development.

Assessment

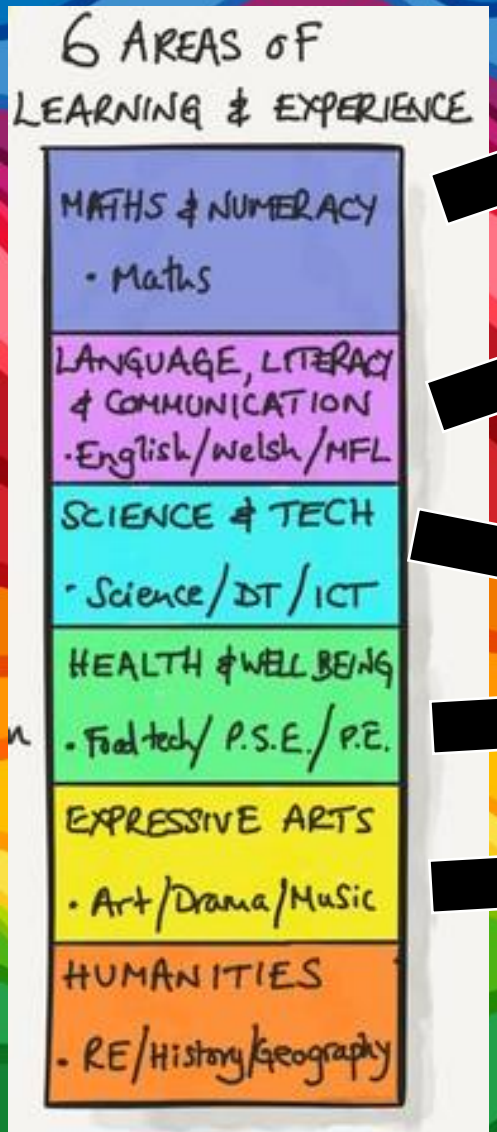
We are proud of our excellent working relationships with home and believe that regular communication with Parents/Carers will ensure the best outcomes for pupils. Seesaw, for example, engages pupils and their family in their learning journey. It will enable understanding of how they and their child is progressing, and how best to support learning. It also allows for pupil and parents/carer's voice to contribute to learning and assessment.

We will utilise various assessment strategies. Initially we will be using Tyfu as an assessment and tracking tool along with the following;

- Pass
- Seesaw
- LNF
- DCF
- Progression statements
- What matters
- Wellcomm
- Personalised assessments WG 2 – 6
- Self and peer assessment
- Learning stories


6 Areas of Learning
Numeracy
Humanities
Science and technology
Expressive arts
Language, literacy and communication
Health and wellbeing
Rhosymedre Community Primary School

To enable experiential learning opportunities our most important resources are; our staff of enabling adults and our highly effective indoor and outdoor learning environment. Continuous provision in the environment facilitates the long term development of learner skills and pupils have the right to a play based approach in which they can use and apply skills taught to them. Along with this we have a long proven successful history of using the resources listed below which will continue to support learning within the New Curriculum from September;



Numicon

Nelson Handwriting Font/Scheme, Wellcomm, Pori Dwy Stori, Neil Griffiths author visit and books
Read, Write, Inc Phonics scheme, Pie Corbett Talk 4 Writing and Storytelling into Writing, Oxford Reading Tree Reading Scheme, ALN Intervention resources including Toe by Toe, Catch Up, Blitz,
Matiau Iaith, Cymraeg Campus (working on Silver award), Naid Ymlaen, Cam Wrth Gam and Fflic a Fflac .

Digital resources including Purple Mash and Seesaw.

Regulation Framework, Jenny Mosley's Circle time, School Council and Super Ambassador Scheme, Student Assistance Programme and Real PE.

Hymme Practice

In September there will be a period of assessment including the completion of an 'on entry' assessment for new learners. Staff will use this information and combine it with listening to learners to determine the context for learning. As enabling adults we will then be informed and in a position to plan a meaningful and bespoke curriculum throughout the Autumn term and beyond. However, staff have identified some predictable needs and interests which can be planned for throughout the school year. These include;

The development of the following skills	Range/Context
Oracy. Self-regulation and emotional literacy skills. Social skills. Keeping safe online. Keeping ourselves safe including stranger danger and the 'pants rule'. Appropriate behaviours including classroom rules, School rules and motto.	Seasonal and cultural events such as Autumn, Harvest, Halloween, Bonfire Night, Christmas, New Year, Ramadan, Eid, Easter. Public concerts and events including a school production for Parents/Carers and Sports Day. School trips and community resources and events e.g. The land, Ty Mawr. Transition. Multi agency working including North Wales Police.

Rhosymedre Community Primary's school curriculum will be composed using the details outlined in the what matters statements and principles of progression steps. Our reciprocal curriculum will facilitate both the predictable needs/interests of our learners and information gathered from actively engaging in 'pupil voice' experiences.