Pembroke Dock Community School

Ysgol Gymunedol Doc Penfro

@PDCSPrimary
@HeadPdcs

650+ Flying Start, Learning Resource Centre, 32% e-fsm, 21% ALN, 2% EAL

www.pembrokedockcommunityschool.co.uk

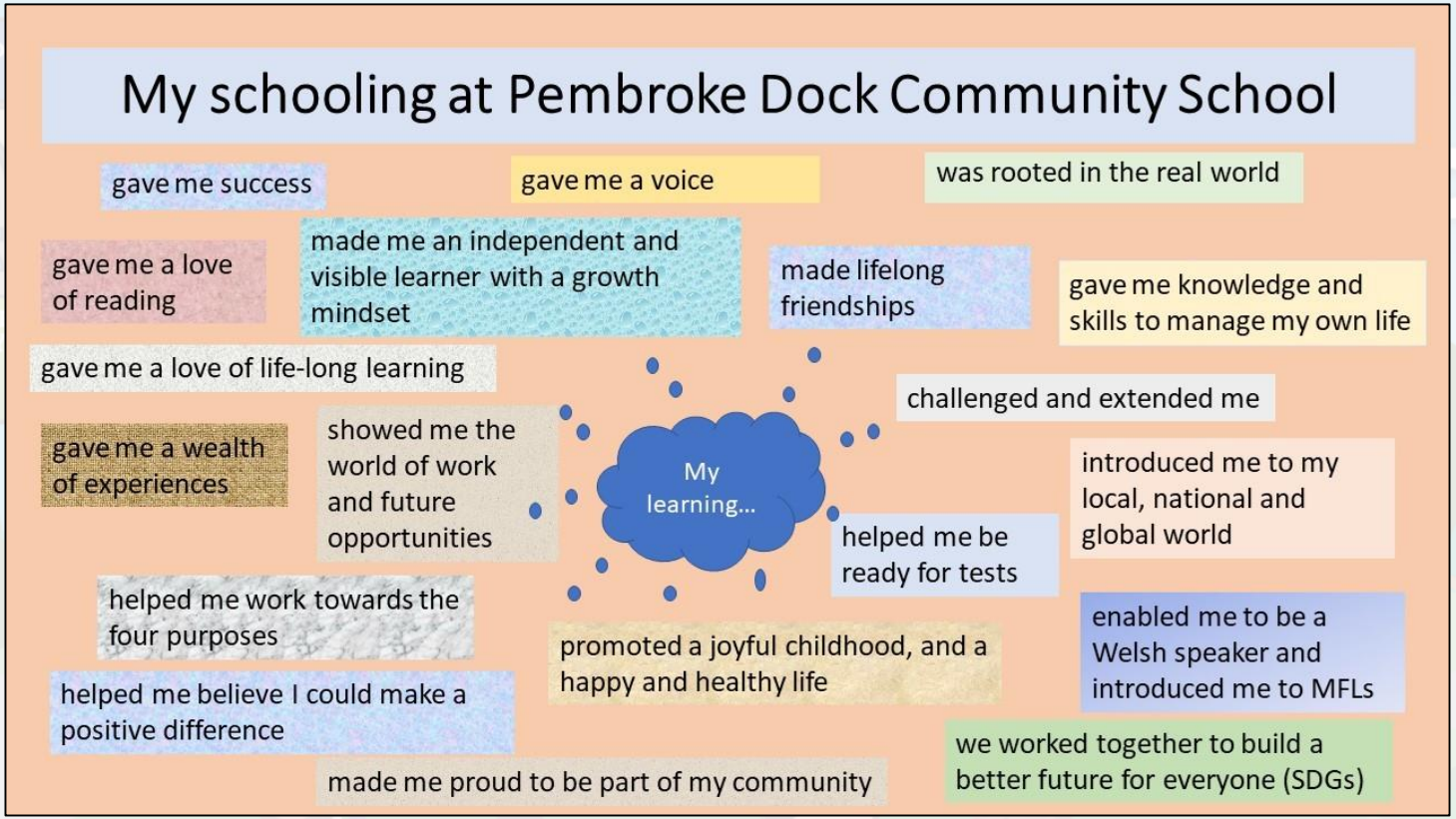
Welcome Croeso

Pembroke Dock Community School

Ysgol Gymunedol Doc Penfro

Proud to be a community school, striving for success for all

Our Mission Statement



Made in collaboration with all stakeholders at Pembroke Dock Community School

Our Vision

Pembroke Dock Community School

Ysgol Gymunedol Doc Penfro

Developing our Curriculum

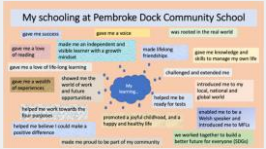
We looked at the data that related to our catchment area and community on www.streetcheck.co.uk, and also considered what we already knew about Pembroke Dock.

We asked staff, parents, and governors what they considered our learners needed in their curriculum and what skills and values we wanted our learners to leave us with.

We reflected on the pedagogical principles and the pedagogy that we have developed over the years, that we wanted to further develop e.g., visible learning & cooperative learning, as well explore new pedagogies.

We asked the learners what they aspired to, what they wanted to achieve, and what knowledge, skills, and values they needed.

We created, with the input of stakeholders, what our vision is for learning, and what education will look like at Pembroke Dock Community School



We looked at the Four Purposes, (4P) and learners created the school four purpose characters. Collectively we decided on their values and dispositions.

Learners' self-assessed themselves against the 4P values and dispositions.

We considered what new skills staff required and developed a comprehensive professional learning schedule and introduced the asymmetric week. This included time for staff to work on collaborative research enquiries.

We have planned a breadth of learning, drawing together a range of experiences, knowledge, and skills across the topics, making links across each AoLE, covering the statements of what matters. The local, national and international helps to make sense of our community, our national identity and the wider world.

In designing the curriculum we have incorporated opportunities for learners to: develop empathy and compassion for others, celebrate diverse backgrounds, values and characteristics, develop their own values and sense of identity, develop understanding of people with different beliefs and perspectives and challenge stereotypes.

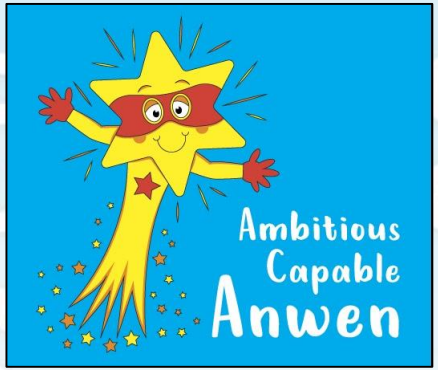
Our curriculum is ever evolving and will be regularly evaluated, and further contributed to by current stakeholders

Our curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply about what we teach, but how we teach and crucially, why we teach it. From the collated information we are in the process of co-constructing our rich, authentic, and relevant spiral curriculum, which is broad and balanced. There is a strong emphasis on the cross curricular skills - literacy, numeracy, and digital competence. In addition, we include RSE, RVE, Careers and work-related experiences. We consider the Well-being of Future Generations Act 2015 and the UNCRC and UNCRPD. We include Welsh and MFLs. The curriculum is for all learners. Whole school themes to date (2020 – 22):

* 'Don't Hate, Educate' * Cynefin * A Happy Life * Global Goals * Let's Get Outside.

We have taken a backwards approach to planning to ensure that progression and assessment is at the heart of our curriculum design. Learners are continually involved in the planning process of each topic and choose their own level of challenge in lessons.

Building our Curriculum



The curriculum will be driven by the four purposes. They are the guiding principles to aid planning decisions on content and experiences developed as part of the curriculum. The four purposes will develop pupils who are:

- **ambitious, capable learners ready to learn throughout their lives**
- **enterprising, creative contributors, ready to play a full part in life and work**
- **ethical, informed citizens of Wales and the world**
- **healthy, confident individuals, ready to lead fulfilling lives as valued members of society**

Four Purposes

The pedagogical principles

Curriculum design for all learners is underpinned by twelve pedagogical principles, which state that good learning and teaching:

- Create authentic contexts for learning
- Encourage learners to take responsibility for their own learning
- Support social and emotional development & positive relationships
- Encourage collaboration
- Sustained pupil effort to reach high but achievable targets
- Employing a broad repertoire of teaching approaches
- Promote problem solving, creative & critical thinking
- Build on previous knowledge & experience to engage interest
- Focus on the 4 purposes
- Use assessment for learning to accelerate progress
- Make connections within & across Areas of Learning & Experience
- Reinforce Cross Curricular responsibilities - Literacy, Numeracy & Digital Competence

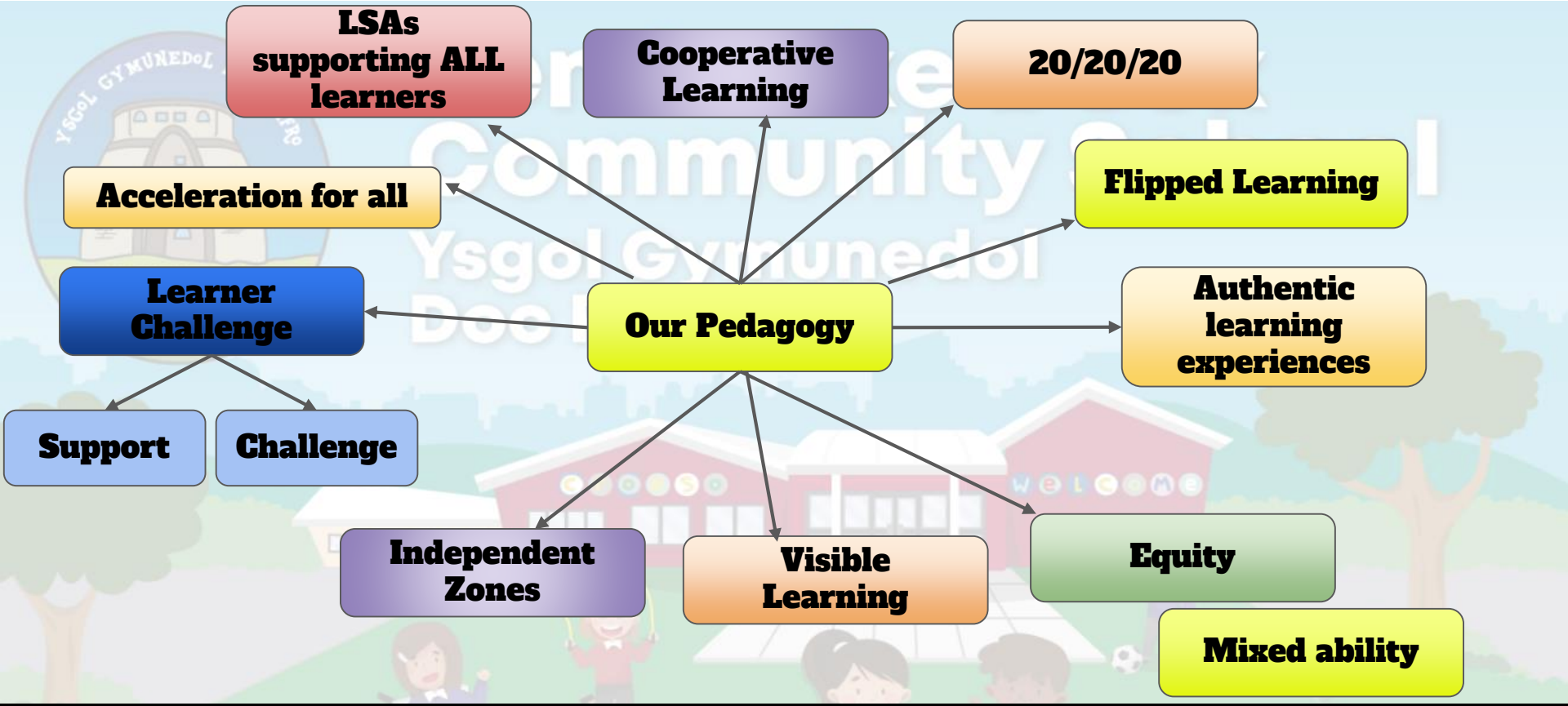
Pedagogy

Pedagogy is at the heart of curriculum. In designing their curriculum, schools should consider the pedagogical approaches they will need to employ to support learners in realising the four purposes. Schools should seek to develop a strong vision of learning and teaching which considers the 'why' and 'how' as well as the 'what'. This vision will recognise the integral role of the learning environment in supporting effective learning.

Schools should ensure that practitioners have a deep and thorough understanding of the pedagogical principles and the research on which they are based. Effective pedagogy relies on an in-depth understanding of child and adolescent development. It involves exploring and reflecting on which teaching strategies will best support learning in a given context, and inquiring about the impact of this on learners.

Curriculum design for learners of all ages and abilities should be underpinned by pedagogical principles. These reflect well-documented evidence about effective pedagogy.

Pedagogical Principles



The 'PDCS' Pedagogy

Pembroke Dock Community School

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Cooperative Learning

https://drive.google.com/file/d/1ryCcE_fbeqyXIz75pI_ucmJUQQgiPc0K/view?usp=sharing

Developing our Curriculum

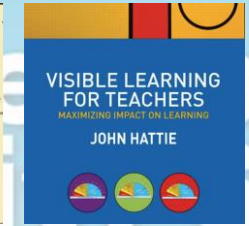
At Pembroke Dock Community School we are working towards becoming a Visible Learning School. The Visible Learning development model is based upon the principles developed by John Hattie's research.

Pupils take ownership of their own learning. Using their skill slips they can identify their own progress. Make decision on their level of challenge and know what to do when they come across something they don't know and have strategies to progress with their learning. Pupils seek feedback and respond to it, and more importantly they give feedback to staff about their teaching.

Pupils are active in their learning and are assessment capable. Assessment Capable Learners can ask and find the answer to: Where am I going? How am I going there? Where to next?

Pupils can employ a range of meta-cognitive strategies developed through a shared language of learning. Pupils see learning as hard work, have a growth mindset and a desire to succeed.

Through the introduction of Visible Learning, we encourage children to really challenge themselves. Each class, has a 'learning pit' when they find the learning difficult and challenging. The children often put themselves in to the pit, and work on strategies and skills to assist in their learning in order to achieve their learning intention and success criteria. We encourage the children to place themselves in the pit as this is where learning is at its best.



visible learning plus

Visible learners are able to:

Understand their learning intentions

Know and are challenged by the success criteria

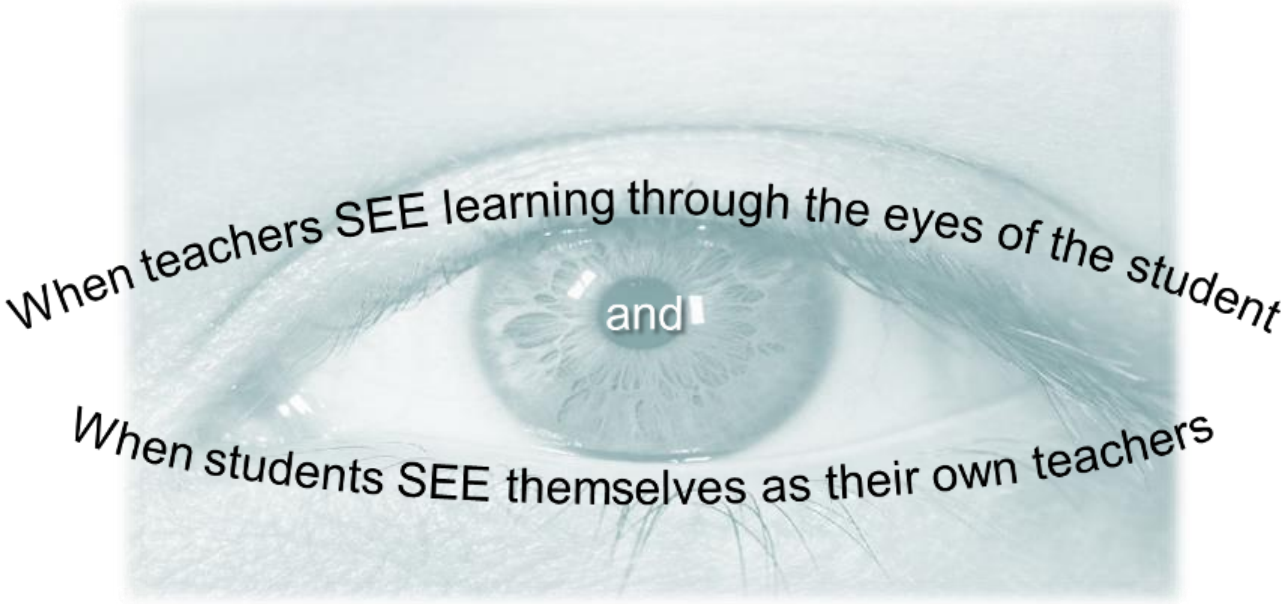
Develop a range of learning strategies

Seek feedback and look for their next steps in learning

See learning through the eyes of the teacher

Visible Learning

Visible Teaching – Visible Learning



Making learning visible – involving pupils

Students …

- Growth Mindset – Carol Dweck - Learner Dispositions
- Brainology + Aspirations
- Austin's Butterfly – power of feedback from peers

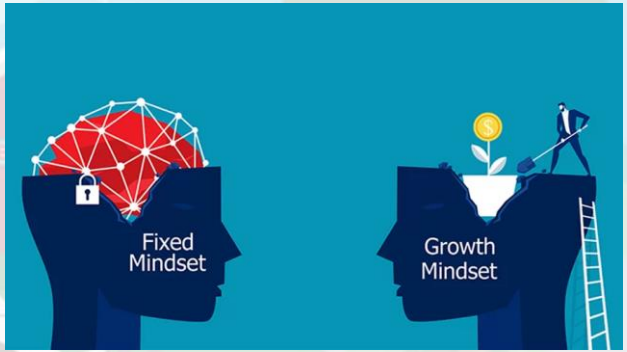
- **Understand learning intentions**
- **Know and are challenged by the success criteria**
- **Develop a range of learning strategies**
- **Know when they are not progressing**
- **Seek feedback**
- **Visibly teach themselves**

In Pembroke Dock Community School we want our pupils to develop a growth mindset when learning. Mind set explains:

- **Why brains and talent don't bring success**
- **How they can stand in the way of it**
- **Why praising brains and talent doesn't foster self-esteem and accomplishment, but jeopardizes them**
- **How teaching a simple idea about the brain raises grades and productivity**

Mindset is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck in decades of research on achievement and success—a simple idea that makes all the difference.

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. They're wrong.

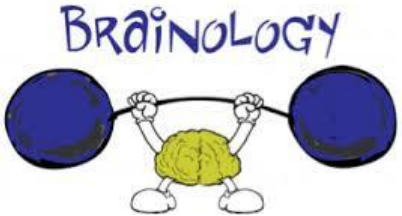


In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.

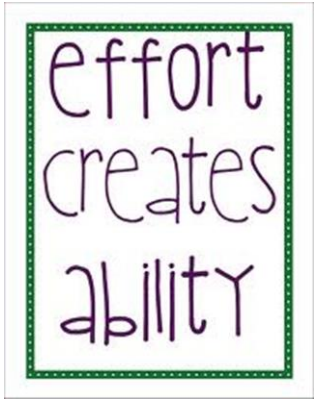
Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports. It enhances relationships.

Growth Mindset

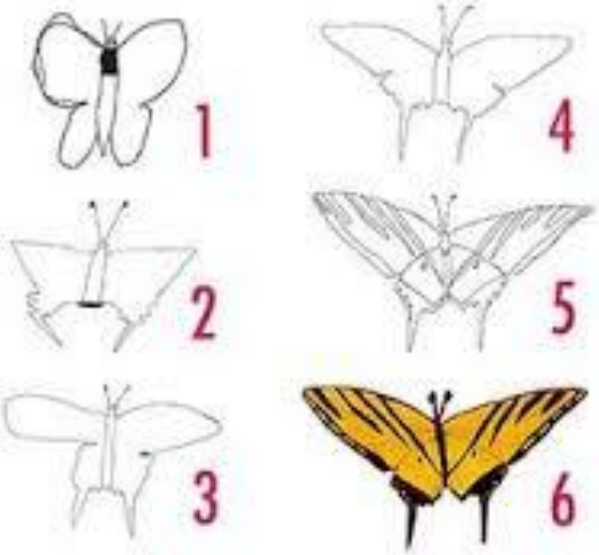
Growth Mindset – Carol Dweck



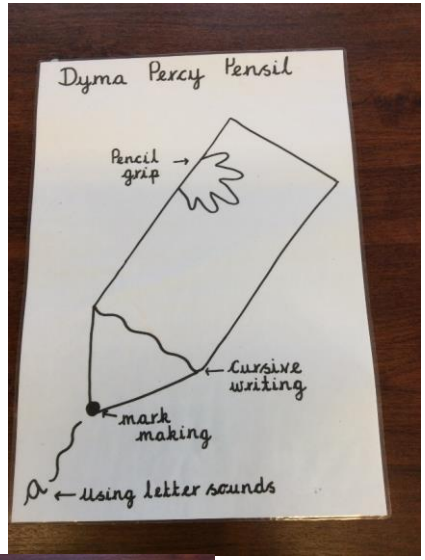
FIRST
ATTEMPT
IN
LEARNING



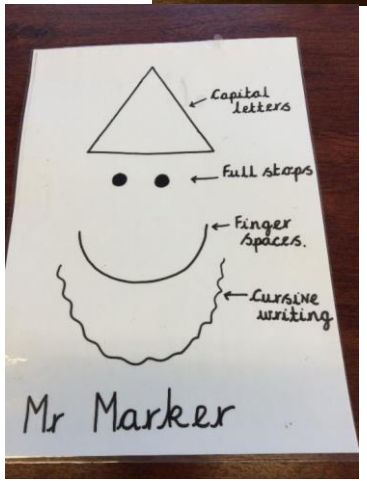
Austin's Butterfly



Are you happy with your learning today?
I am happy with my learning today
Hapus
Wyt t'n hapus?
I think I could do better
OKAY to not know
but, it's NOT OKAY to not try.

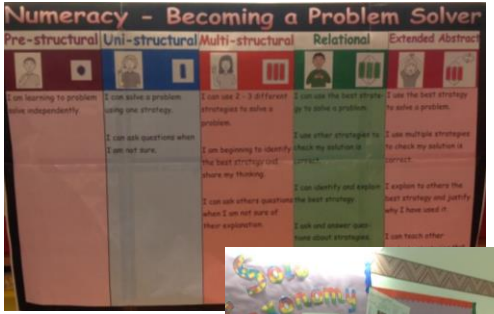

Dyma Percy Pensil
Pencil grip
Cursive writing
mark making
Using letter sounds

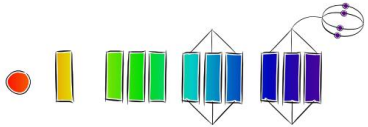
Mr Marker
Super spelling
Capital letters
Punctuation
Full stops
Connectives
Finger spaces
Cursive handwriting
The Learning Pit


Capital letters
Full stops
Finger spaces.
Cursive writing
Mr Marker

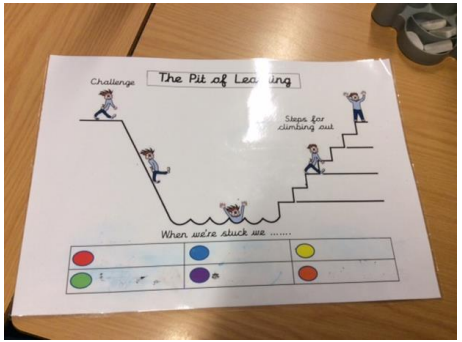
Assessment capable learners

- Active in their learning
- Peer and self assessment
- Solo Taxonomy
  https://www.youtube.com/watch?v=uDXXV-mCLPg



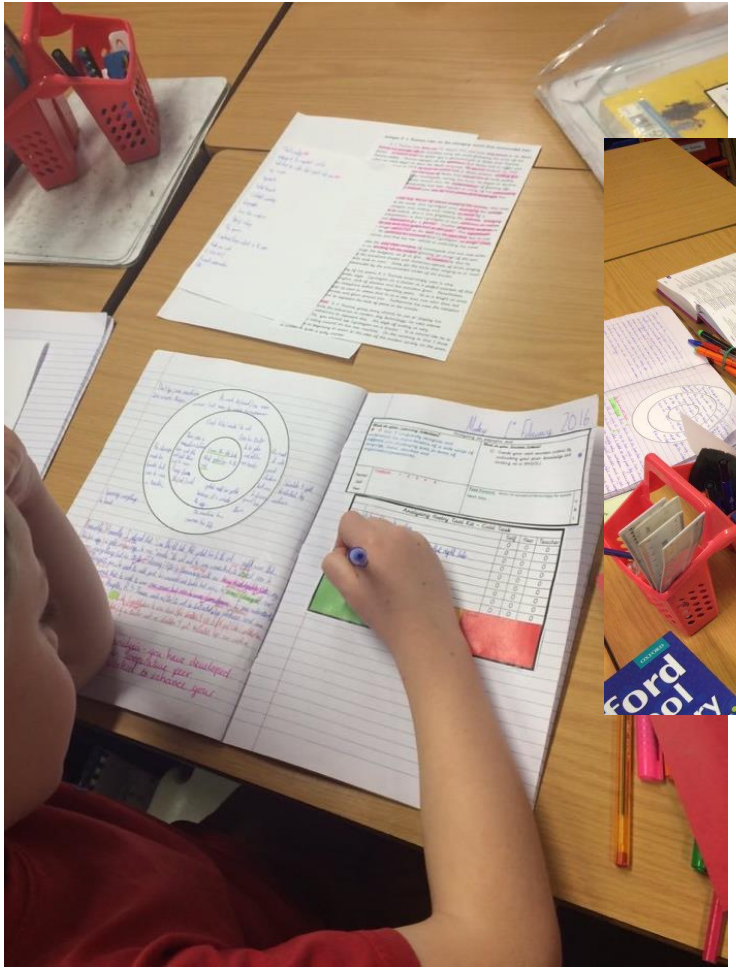


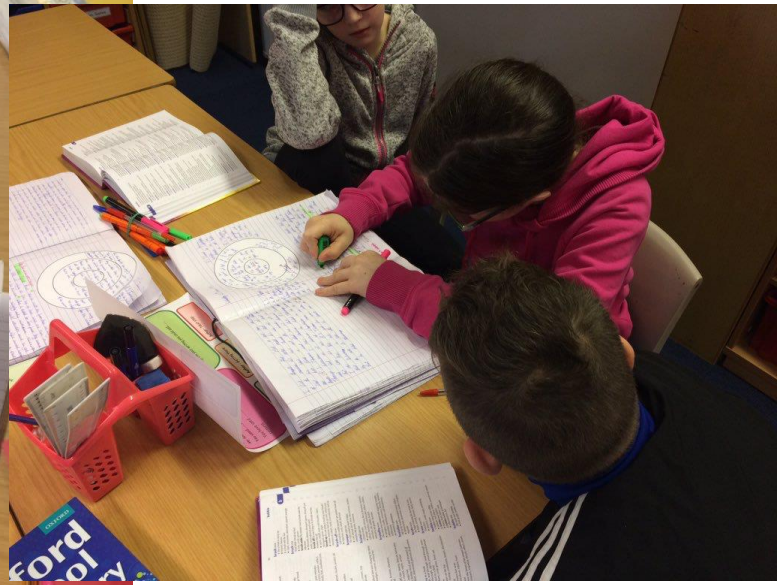
Learning Pit



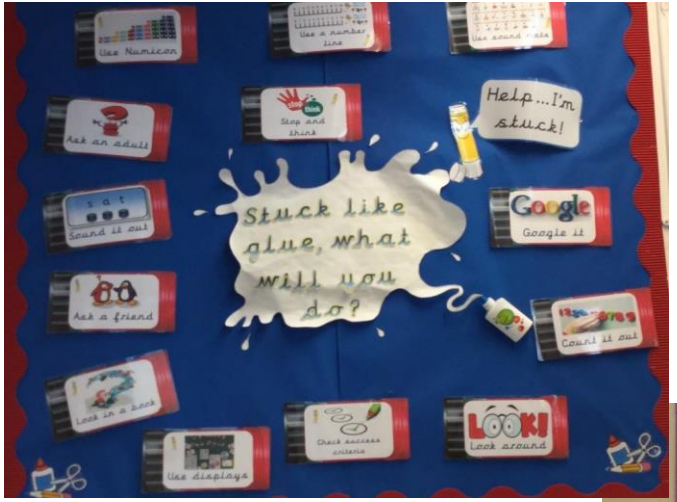
Video clip

http://www.pembrokedockcommunityschool.co.uk/visible-learning-in-year-5/





Strategies


Use Numicon
Use a number line
Use sound mat
Ask an adult
Stop and think
Help...I'm stuck!
Stuck like glue, what will you do?
Sound it out
Google
Google it
Ask a friend
Count it out
Look in a book
Check success criteria
LOOK!
Look around
Use displays

Sound it out
Touch and count
Ask a teacher
Use a sound mat
Ask a friend
Use a number line
Stuck Tree
Use the numicon
Look around

Stuck in the mud
LOOK
Stop and think!
Ask a friend
Google it

VIP
C3B4ME
VIP SELF
VIP PARTNER
VIP TABLE
VIP OTHERS
Very Independent Person Parks

Digital Competence

Digital Citizenship refers to the ability to engage positively, critically and competently in the digital environment, drawing on the skills of effective communication and creation, to practice forms of social participation that are respectful of human rights and dignity through the responsible use of technology. Through the digital competence framework, pupils' digital skills will be utilised across the curriculum, ensuring they are developing the appropriate skills across many different areas of learning.

Numeracy

Numeracy across the curriculum is at the core of our planning. We provide pupils with authentic and engaging learning opportunities which enable them to apply their mathematical skills independently and purposefully. Pupils are encouraged to choose their own level of challenge so they can succeed and develop mathematical resilience, collaborate with their peers and establish real life connections so that mathematical concepts can be built on and deepened.

Literacy

Literacy skills are developed through all areas of learning and experience. Literacy enables learners to read subject information and enables pupils to write in order to demonstrate an understanding of their learning. Children are encouraged to select their differentiated level of challenge. Through a cross curricular approach, Literacy skills are developed in an authentic and creative way.

Cross Curricular Areas

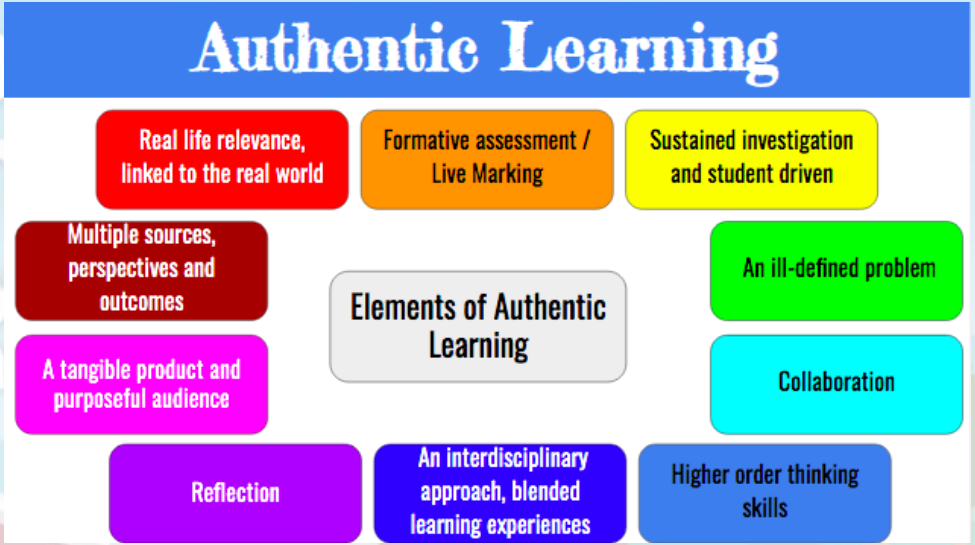
In 2019, we recognised that as we prepared for Curriculum For Wales, we needed to ensure that we were providing experiences for our pupils were authentic.

Monitoring exercises and learning walks revealed that recycling familiar topics over a two year period was very common. There were key questions we wanted to ask as we planned learning experiences for our pupils:

How could we make them authentic?
How could we make them relevant?
How could we make it matter to our pupils?

We took it upon ourselves to investigate this further with our first NPEP enquiry focus

Click here for more information



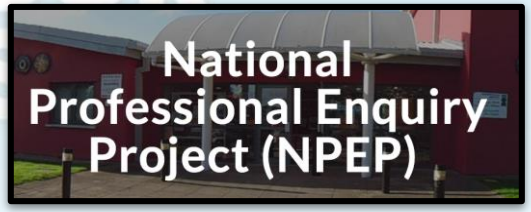
Authentic Learning Experiences through Whole School Topic

- Don't Hate, Educate
- Cyfneithin
- What are our Global Goals

Authentic Learning Experiences

For some time, it has been a philosophy of the school to use research to inform our pedagogical practice.

In an environment where there can be sudden shifts and evolving ideas, it is important that any implemented change is measured for impact. Being research-informed means we get a better understanding of what will work and be successful.



Due to our asymmetric week we are able to provide our teachers with the necessary time to engage in enquiry.

Our teaching staff regularly use enquiry to inform their practice and as a school, we have been part of the National Professional Enquiry Project since its inception.

As a lead enquiry school, we are also able to support other schools on their journey of enquiry process.

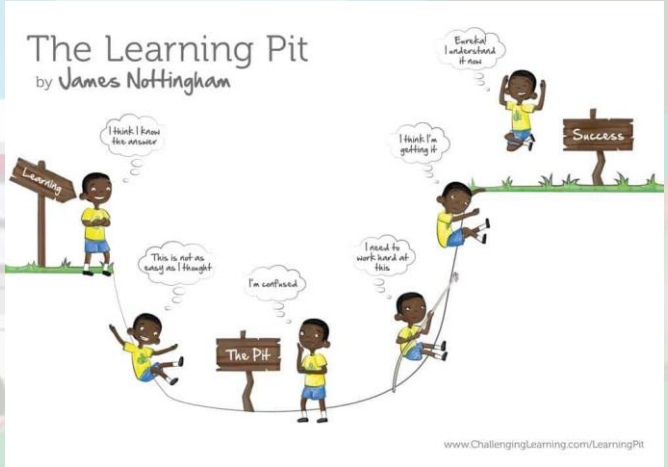
Enquiry and Research

Pupil choice is now an integral part of how we differentiate at Pembroke Dock Community School.
Pupils are given 3 to 4 levels of challenge as part of their task or skill development.
Pupils are given the agency to select the level of challenge suitable to them.
This means they can:

- **Challenge themselves**
- **Be supported if unsure**

There is now no longer a traditional approach to differentiation which saw a class split into 3 or 4 ability groups with a ceiling placed on the challenge/skill development.

Pupils sit in mixed ability groups and choose their own challenge!



Pupil Choice and Challenge

Pupil voice in schools means a whole-school commitment to listening to the views, wishes and experiences of all children and young people. Pupils need to know that it is safe and that it is important for them to express their views on what happens at school. It helps build a true sense of community as pupils are championed to take their skills and involve themselves in pertinent discussions around the direction of the school.

Pupil voice groups at PDCS

- Digital Leaders
- Rights Respecting School
- Criw Cymraeg
- Junior Road Safety Officers
- Eco Group
- School Council

Pupil Voice

We are proud to be a **Gold Rights Respecting School**. The Gold status was granted to us by **UNICEF UK** for fully embedding children's rights throughout the school in our policies, practice and ethos, as outlined in the **RRSA Strands and Outcomes**. Our **RRS** pupil voice group play a leading role in driving progress. We ensure that:

- Teaching and Learning about rights is at heart of our curriculum. Rights are interwoven through the school through training, assemblies, topics, focus days/weeks, displays and **UNCRC** charters.
- Teaching and Learning through rights is integral. By modelling rights respecting language and attitudes and making strategic decisions that involve pupils we ensure that the **UNCRC** is at the heart of our school.
- We are proud to be ambassadors for the rights of others, developing our community as rights respecting citizens.

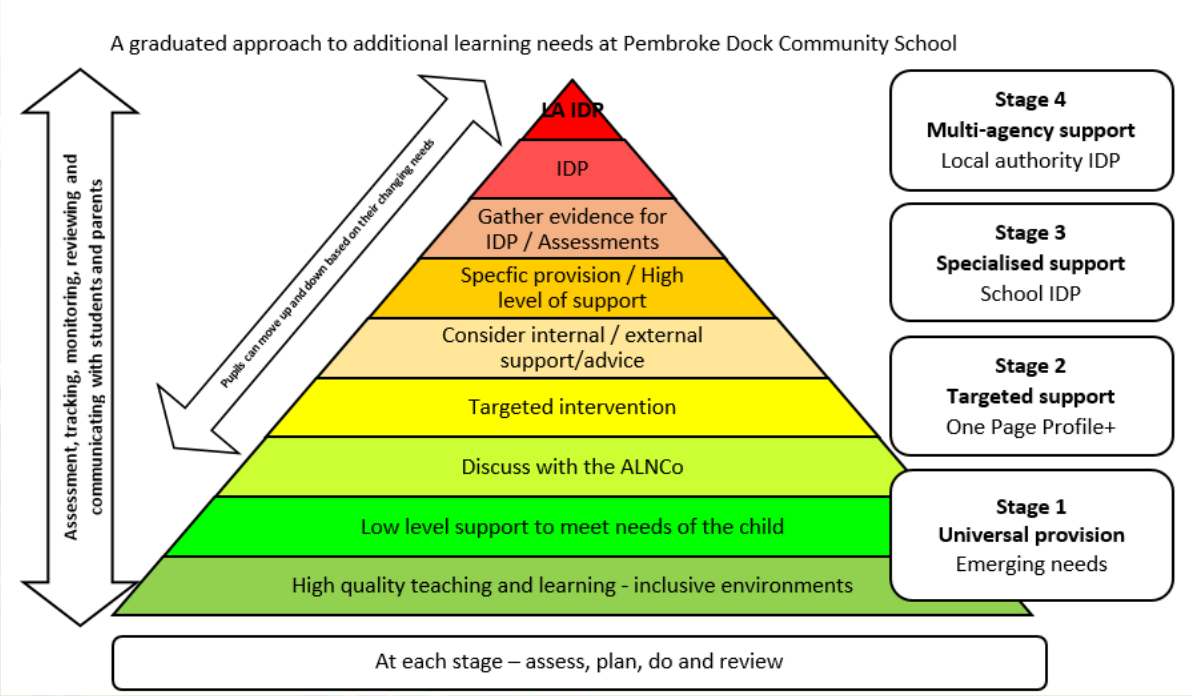
[Click here for more information on Rights Respecting Schools]

Rights Respecting School

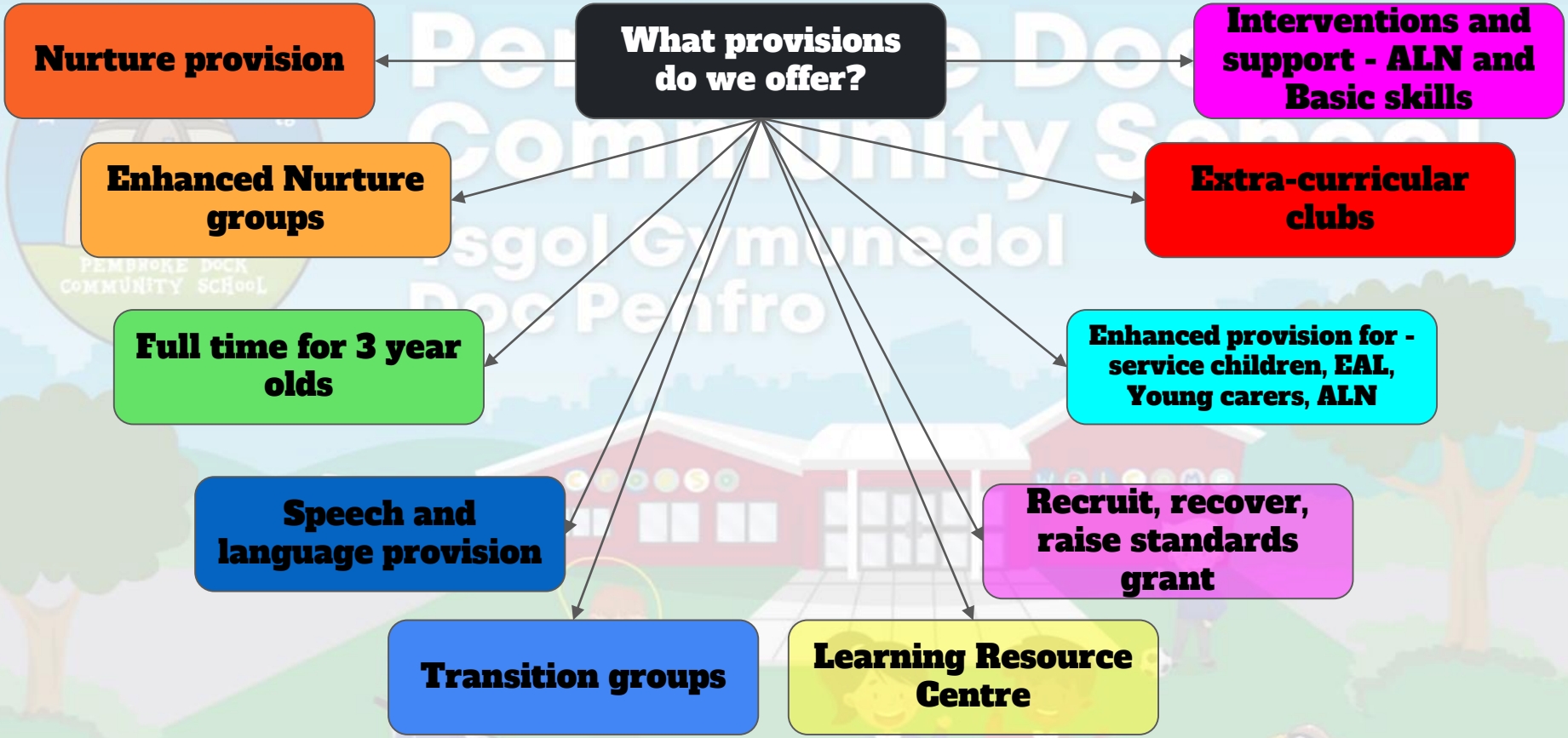
At Pembroke Dock Community School we recognise the every child is unique and will come to school at different developmental stages and with different abilities and needs. There will be many factors that contribute to the range of abilities, difficulties and needs experienced by our children but we believe that by working together, we can support our children and put strategies in place to overcome any barriers.

We have a graduated response to pupils who experience any difficulties or needs when at Pembroke Dock Community School. To ensure we are meeting the needs of our children we have the following aims at the heart of everything we do:

- **High quality teaching and learning along with a supportive and inclusive environment**
- **Whole school universal provision to address the needs of pupils**
- **Early identification of needs**
- **Person centred practice – where the child is involved in all processes**
- **One page profiles to share vital information with all stakeholders**
- **Good communication with parents and guardians**
- **Working in partnerships with external agencies**



Additional Learning Needs



Enhancing our provision

Inclusion *is related to learners with SEN, socioeconomic status or are newcomers. An inclusive school responds to the learners' needs in all areas of school life. Staff must be able to deal with these needs through personalised education, additional support and resources ensuring well-being, achievement and the development of learner aspirations*

Fair *education is a universal right that guarantees every child to achieve their highest individual potential*

Equity in education is the right to a **fair** and **inclusive** educational system that ensures **access** to a high quality education and provides **opportunities** for **personalised learning**, **personal and social development**

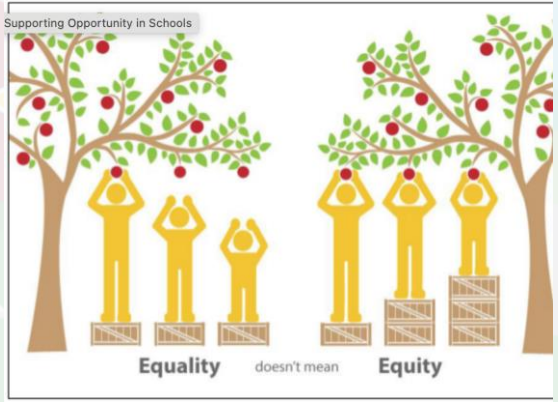
Opportunity *in education is the possibility for learners to develop themselves through a wide range of chances to reach their maximum potential, both personally and socially*

Personal and social development *is the process in which every learner should achieve their own goals through activities in order to empower their wellbeing and self-confidence*

Personalised learning *is a process taking into account the context of the learner (including personal characteristics and social and cultural background) in order to achieve the optimal progress (skills and personal development)*

Access *is the right to a high quality education which provides a wide variety of learning opportunities to support the development of academic attainment and the socioemotional skills needed for the learner to take their place in modern society*

The school has developed policies and practices that enhance equity in education, including: organisation of teaching groups, resourcing, equal opportunities, working with families, extended early education, high quality teaching, social and emotional support, academic support, extra curricular opportunities, and personalised learning.

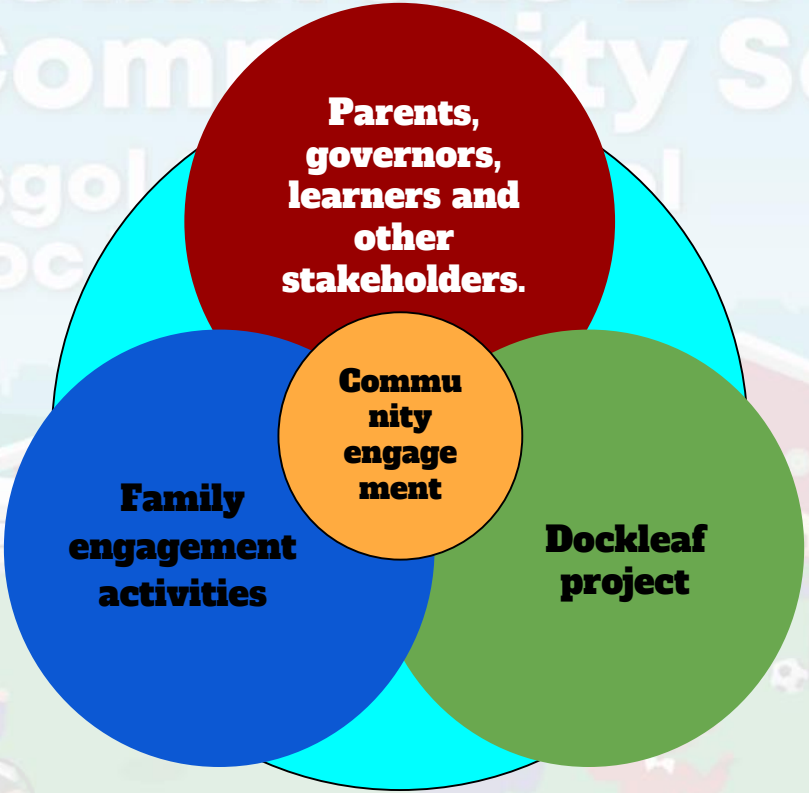


Equity

Views of stakeholders are important to us and shape the decision making and development of the school. We seek views in a variety of ways, through questionnaires, audits, focus groups, and a range of forums. Stakeholder views to date have shaped our curriculum development, grant spends, school development and health and safety procedures. We use social media and our school app to ensure that all the latest news and important information is shared with all stakeholders.

The school is renowned for its family engagement activities. These are extensive and include:

- Whole year group sessions where parents and learners can work together.
- Small group sessions for parents of our: Young Carers, Service families, Inclusion groups, parents of learners in receipt of nurture support, parents of EAL learners.
- Sessions for families in EYs and Reception - how to support your child at home.
- Support for families in receipt of free school meals.
- Drop in sessions for families - Find Out Fridays (supported by other professionals).



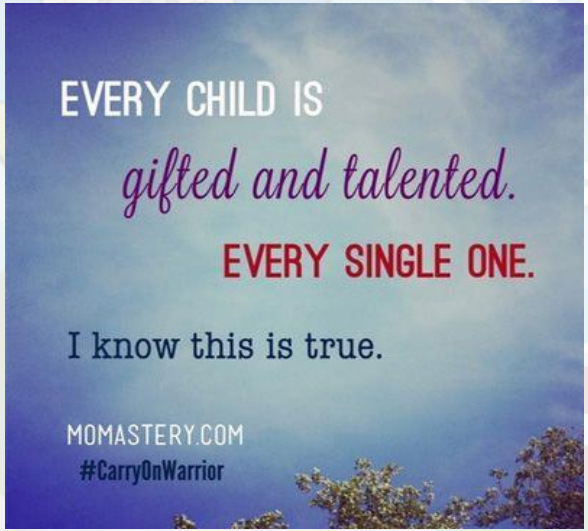
The school offers parents and members of the community an opportunity to gain qualifications whilst volunteering in the school.

The main aim of the Dockleaf project is to get people in the community back into the workplace. Volunteers are expected to work in the school for a minimum of 16 hours a week, whilst completing diplomas in Childcare or Teaching and Learning.

Volunteers will have the support of Pembrokeshire College and a school based mentor. The school has now trained over 150 trainees in the community, and through them gaining employment have put over 1.5M back into the local economy.

Community

'Acceleration for All' is the new term and approach for More able and Talented at Pembroke Dock Community School. 'Acceleration for All' promotes equity and identifies every child's talents and achievements through our AfA whole school register and linking to the four purposes and new curriculum design.



Click here for more A4A information

The old 'MAT' - More able and talented

- **Only the top 20% identified in certain fields**
- **The same 20% always being recognised**
- **Pupils with other talents being missed**
- **The 'Select' few**

Acceleration for all

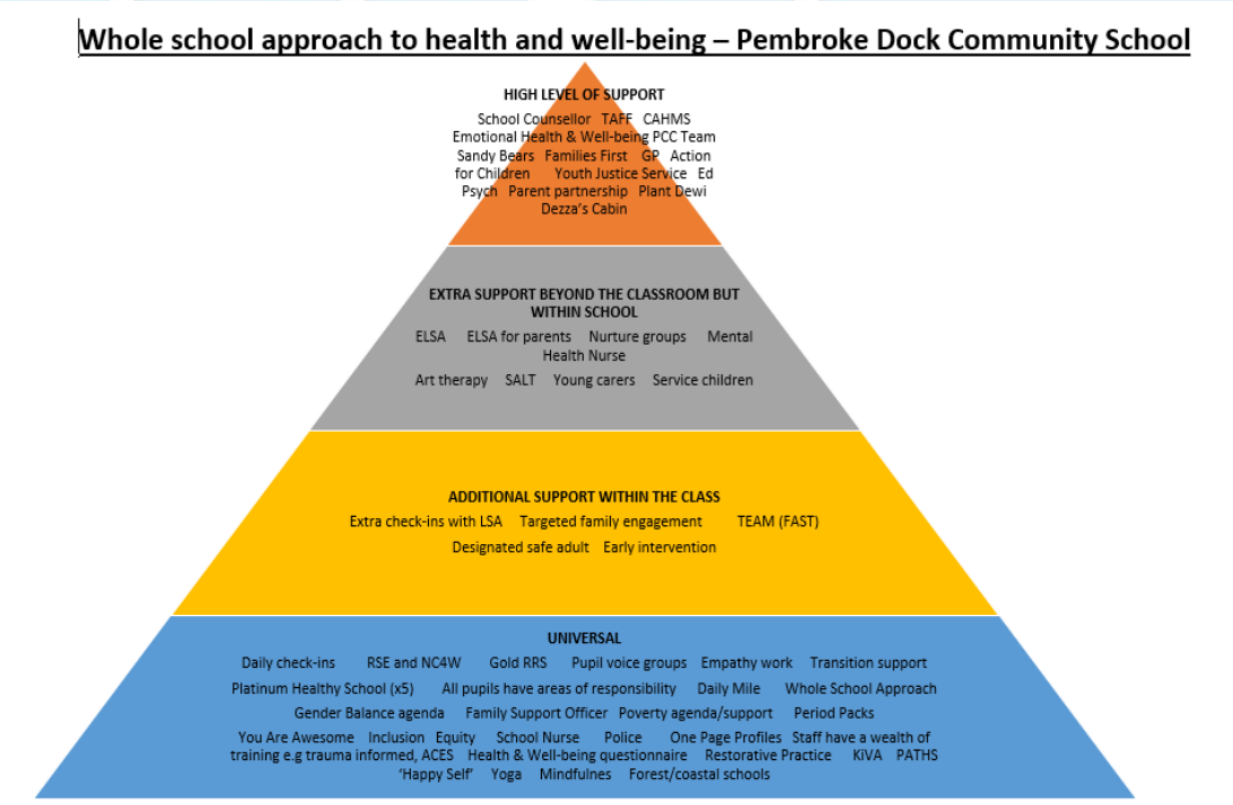
- **Equity at the heart of the system**
- **All pupils recognised as having talents which need nurturing and celebrating**
- **Celebrating everyone's strengths**

Acceleration for All

At PDCS, we are committed to supporting the emotional health and wellbeing of our pupils.. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play. At PDCS we excel as a health promoting school, health behaviours are embedded into the life of the school. We aspire to continually find and implement initiatives which improve the health and well-being of the whole school community.

CLICK HERE FOR MORE INFORMATION LINKED TO OUR HEALTH AND WELL BEING JOURNEY

Wheel of Well-being



Health and Well-Being

We have worked with Empathy Lab as part of their 18 month cluster programme and are proud to join them in their Alumni Programme in 2022.

Empathy Lab is the first organisation to help build children's empathy, literacy and social activism through the use of empathy-rich literature. The goal is to 'Read stories. Build empathy. Make a better world'. The strategy is built on two key areas of scientific research – that empathy is a learnable skill and that reading builds real-life empathy.

Empathy is mentioned 35 times in the new curriculum and is part of our ethos in PDCS. Our work with Empathy Lab is helping our pupils develop the skills they need to thrive in an ever more complex world. Through reading, they are making connections with other people around the world and learning about their different experiences and perspectives. They are developing empathy skills that will help them act in a way that makes a better, more inclusive, kind and tolerant world for everyone.

For more information on our Empathy journey click here

EmpathyLab

Empathy

All pupils have an opportunity to learn a musical instrument at Pembroke Dock Community School. From Year 3 all learners have ukulele sessions. Children who want to go on to learn another instrument can then participate in peripatetic music lessons.

The key benefits of learning music.

1. **Music boosts school improvement**
2. **Music improves learning skills**
3. **Music fosters team working**
4. **Music builds life skills**
5. **Music underpins better behaviour**
6. **Music encourages creativity**
7. **Music is for life**
8. **Music is an educational building black**
9. **Music is fun**
10. **Music is for everyone**

Music for All

The New Curriculum sets out expectations for all pupils to develop as ambitious, capable and confident learners who can communicate effectively using both Welsh and English. At Pembroke Dock Community School, we strive to develop and promote the Welsh language through a variety of contexts.

Following the new Continuum Cymraeg - a scheme of work that adopts a spiral curriculum approach - enables pupils to consolidate and embed key language patterns, which they can make use of in a range of real-life situations.

Our Criw Cymraeg play a vital role in the development of Welsh at Pembroke Dock Community School. They show great enthusiasm when promoting the Welsh language both inside and outside of the classroom, taking responsibility for developing a strong Welsh ethos across the school.

The aim of the Language Charter is to provide a clear framework for schools to develop and promote Welsh in a whole school context. We are proud to have achieved both the Bronze and Silver Language Charter Award and we are committed to working towards the Gold Award.

Bilingualism

Quadruple Literacy

In addition to learning English and Welsh, many of the pupils have the opportunity to learn both French and Spanish. The children in the foundation phase were initially introduced to French and Spanish mascots and enjoy learning basic sentences through a range of approaches, including games, songs and hands on activities.

Quadruple Literacy