

iDdysgu



# iLearn

Commwng Cymru, Discover, Think, Make, Create

Olchfa School Ysgol yr Olchfa



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*"Creative and effective approaches to the design of the curriculum are a notable strength of the school. The innovative, ambitious and carefully planned 'iLearn' curriculum provides key stage 3 pupils with an extensive range of stimulating and challenging learning experiences. It is effective in helping pupils to develop as reflective, confident and independent learners. The school, through its innovative 'research team' approach, continuously reviews and evaluates this curriculum. This ensures that the curriculum evolves successfully to match pupils' interests, ambitions and abilities."*

**Estyn, Her Majesty's Inspectorate for  
Education and Training in Wales**  
February 2018



## iLearn

iLearn is our innovative approach to curriculum in Years 7, 8 and 9. Through iLearn we provide our pupils with a broad and rigorous curriculum, brought alive with engaging and relevant content and authentic experiences which allow pupils to connect what they learn in class to the real-world.

In iLearn, subject leaders and specialists carefully select the most important concepts, content and skills to explore and develop with our pupils. iLearn also prioritises developing independence and resilience and solving problems by using skills and knowledge acquired from across the curriculum.

iLearn aims to ensure all of our pupils fulfil their potential and achieve their goals by becoming ambitious, enterprising, healthy and informed young people ready to take advantage of the opportunities, responsibilities and experiences of later life.

## iDdysgu

iDysgu yw ein dull arloesol at y cwricwlwm ar draws blynyddoedd 7, 8 a 9. Trwy iDysgu rydym yn darparu cwricwlwm eang a thrylwyr i'n disgyblion, wedi'i ddwyn yn fyw gyda chynnwys deniadol a pherthnasol a phrofiadau dilys sy'n galluogi disgyblion i gysylltu'r hyn y maent yn ei ddysgu yn y dosbarth â'r byd go iawn.

Yn iDysgu, mae arweinwyr pwnc ac arbenigwyr yn dewis yn ofalus y cysyniadau, y cynnwys a'r sgiliau pwysicaf i'w harchwilio a'u datblygu gyda'n disgyblion. Mae iDysgu hefyd yn blaenoriaethu datblygu annibyniaeth a gwytnwch a datrys problemau trwy ddefnyddio sgiliau a gwybodaeth a gafwyd ar draws y cwricwlwm.

Nod iDysgu yw sicrhau bod pob un o'n disgyblion yn cyflawni eu potensial ac yn cyflawni eu nodau trwy ddod yn bobl ifanc uchelgeisiol, fentrus, iach a gwybodus sy'n barod i fanteisio ar gyfleoedd, cyfrifoldebau a phrofiadau hwyrach mewn bywyd.

## Timeline of development

Feb 2015	'Successful Futures' published
Oct 2015	'Curriculum for Wales; Curriculum for Life' published
Nov 2015	Olchfa is awarded Pioneer School status in partnership with Parkland School
March 2016	Partnership present to Curriculum Pioneers in Llandudno
April 2016	Partnership join Assessment and Progression sub-group
June 2016	Senior Leaders and Learning Managers meet in Sketty Hall for a strategic formative meeting on iLearn
June 2016	INSET to launch iLearn to all staff
July 2016	Olchfa joins Curriculum Pioneers Strategic Design Steering Group
Sept 2016	Visit from Welsh Government. Olchfa representative asked to be on Curriculum Reform Legislative team
Sept 2016	The new iLearn curriculum is delivered in all Learning Areas to all Year 7 pupils
Feb 2017	Visit by Professor Graham Donaldson and Estyn.
Sept 2017	The new iLearn curriculum is delivered in all Learning Areas to all Year 8 pupils
Dec 2017	Visit by Kirsty Williams, Cabinet Secretary for Education
Jan 2018	Research Team present their evaluation of the iLearn curriculum and set Action-Based Research themes for each Learning Area based on their findings
Feb 2018	Estyn inspection recognises our innovative approach to curriculum through iLearn
Sept 2018	The new iLearn curriculum is delivered in all Learning Areas to all Year 9 pupils
March 2019	Olchfa present at the Welsh Government Secondary Leadership Conference <a href="https://www.pscp.tv/w/1ynJOOyrPZkJR?t=11">https://www.pscp.tv/w/1ynJOOyrPZkJR?t=11</a>

## Timeline of development *contd...*

April 2019	Draft curriculum published. Launched nationally from Olchfa by Kirsty Williams <a href="https://www.walesonline.co.uk/news/education/first-details-what-wales-new-16197528">https://www.walesonline.co.uk/news/education/first-details-what-wales-new-16197528</a>
June 2019	Secondary Headteachers Conference held at Olchfa to help inform schools about the new curriculum
June 2019	Curriculum for Wales blog features a video of Olchfa staff and pupils to explain the new curriculum <a href="https://curriculumforwales.gov.wales/2019/06/26/inside-view-the-new-curriculum-at-olchfa-school/">https://curriculumforwales.gov.wales/2019/06/26/inside-view-the-new-curriculum-at-olchfa-school/</a>
Jan 2020	Publication of 'Curriculum for Wales - Guidance'
Oct 2020	Publication of 'Curriculum for Wales: The journey to 2022'
Sept 2021	Olchfa joins the National Network Conversation (Progression and Coherence group)
Sept 2021	<b>Evaluation and refinement of the iLearn curriculum commences with a focus on Year 7</b>

National events are shown in blue

School developments are shown in red

## Context: Our journey

Today, in 2022, the curriculum landscape is quite different from that which existed in 1969 when Olchfa was founded. For one, the requirement, set in law from 1988, for all schools to deliver a National Curriculum which stipulated details of course content in each subject and introduced level descriptors to assess progression contrasts the current Curriculum for Wales Framework which affords schools the flexibility and autonomy to choose curriculum right for their pupils.

Our curriculum journey in the years since our foundation in 1969 and culminating in the development of our iLearn curriculum has been an evolution of ideas, punctuated by national developments and collaborations.

The most crucial of these national developments to our curriculum journey was the publication of 'Successful Futures' in February 2015, the recommendations of which were accepted by the Welsh Government shortly after. Professor Graham Donaldson's articulation of the 'Four Purposes' of learning and the grouping of subjects into 'Areas of Learning and Experience (AoLE)' strongly resonated with our desire to better equip our learners for the modern world and to break down 'silo thinking'. A staffing restructure that had already grouped subjects into eight areas, as well as earlier work we had undertaken on developing a skills based curriculum (focused on Gardner's multiple intelligences, which we branded as 'SMART'), meant that we were ready and keen to adapt to the changes, both structural and pedagogical, advocated by Professor Donaldson. Needless to say, the formative work on developing iLearn began in earnest that year.

Soon afterwards in November 2015, together with one of our partner primary schools, Olchfa successfully gained Pioneer School status. This afforded us the platform to share our work, shape the national debate and further develop our emerging iLearn curriculum. Collaboration, both externally with colleagues across Wales, and internally within and across Learning Areas, was and continues to be a crucial characteristic of our curriculum journey.

Our iLearn curriculum was officially launched in September 2016 for Year 7 pupils and was rolled out to year 8 and 9 in the two years following. Further national developments, the most pertinent of which was the publication of 'Curriculum for Wales; Curriculum for Life' continue to shape the evolution of iLearn and our curriculum journey has transitioned from production to reflection, evaluation and refinement. The frustrations felt at the narrowness and limitations of former curriculum structures have been removed by these recent reforms and embraced in our iLearn philosophy. The 'Statements of What Matters' and 'Principles of Progression' have joined the 'Four Purposes' as essential components embedded within iLearn helping us to prioritise the conceptual understanding, content knowledge and specialist skills we want pupils to master in their time with us at Olchfa.

This document is structured by the four key themes essential to the development of our iLearn curriculum, rather than a chronological outline:

## Context: Our journey *contd...*

1. **Defining a vision and purpose** - centred around the Four Purposes as our core purpose, how we aimed to make these a reality for pupils in the classroom
2. **Creating a structure** - how we organise learning - operationally and strategically - to deliver the Four Purposes
3. **Co-creation** - how we engage stakeholders and create the time and space needed for creativity
4. **Evolving** - how we have approached the task of curriculum evaluation and refinement.

Olchfa has always explored and prioritised innovative approaches to teaching and learning and will continue to do so. iLearn is our response to what we see as an indisputable and urgent need to ensure all of our pupils fulfil their potential and achieve their goals by becoming ambitious, enterprising, healthy and informed young people ready to take advantage of the opportunities, responsibilities and experiences of later life. By its own definition of being an interconnected, relevant and authentic curriculum, it is necessary and essential to keep evolving as we respond to local and global events, changing demographics and futures that will be different from those we might imagine today. We find this rather exciting. The timeline of development on page 5 and 6 provides a chronology of iLearn, and hopefully serves to illustrate how it is better understood as a journey, than a destination.



## Defining a vision and purpose

*The challenge was to translate Donaldson's vision for all young people into something tangible for our pupils that they would experience in every lesson.*

### The vision and purpose

Our vision for iLearn was that it would deliver Donaldson's Four Purposes and afford all pupils opportunities to develop as ambitious, capable learners; enterprising, creative contributors; ethically informed citizens and healthy confident individuals.

In all strategic discussions in the formative stages of iLearn, the Four Purposes were centre stage. Learning Managers were asked to ensure that the Four Purposes were covered through subject content of their choice. This was a departure from the highly prescribed National Curriculum which saw content driving teaching and the measurement of learning. Content remained important, of course, but more as a vehicle to illustrate concepts pertinent to the Learning Area and to develop the Four Purposes. This meant Learning Areas had to consider very carefully what content would stay and what would go (what would later be well articulated in the 'Statements of What Matters'), to make way for the deeper learning we envisioned.

Our vision for iLearn was also a more holistic curriculum, capable of encouraging pupils to make connections across subjects or Learning Areas. We envisioned teaching pupils to solve problems by using the skills and knowledge acquired from across their curriculum as well as those specific to the Learning Area. For young people to really engage with their learning we knew it would need to be relevant and opportunities for authentic learning were prioritised.

We wanted iLearn to be a more innovative, creative, engaging and ambitious approach to education than what had come before; a curriculum that was more reflective of, and responsive to, pupils' needs in a technologically advancing world, and one that would prioritise developing independence and resilience.

### Defining the purpose:

In defining the vision and purpose of iLearn it was helpful to think of the curriculum as the 'lived experience' of a pupil. This captured the more holistic approach of iLearn and moved us away from thinking of curriculum as subjects on a timetable. Although different Learning Areas were given a different number of lessons (see next section), all pupils' experiences were equally important and valid regardless of where they were acquired. They shared the common purpose of developing the Four Purposes.

We therefore choose to define our curriculum's purpose, through iLearn as follows:

*Our curriculum is the lived experience of all pupils during their time in Olchfa. Our curriculum provides the knowledge and skills that our pupils need to take advantage of the opportunities, responsibilities and experiences of later life. We work to enable all pupils to maximise their potential as ambitious, creative, ethical and confident learners. The values of respect and tolerance are embedded in our inclusive curriculum and underpinned by a relentless commitment to being 'ready, respectful, safe'.*

## Defining a vision and purpose *contd...*

### Pedagogy

The selection of teaching methods in light of the purposes of the curriculum was crucial to making the 'lived experience' of iLearn a reality for pupils. In the development of iLearn considerable time and resource was spent refining and looking at pedagogy. 'Successful Futures' advocated that decisions about teaching and learning should be made within the school context and that is how we approached it: Subject leaders and specialists went about carefully selecting the most important concepts, content and skills to explore with our pupils alongside carefully selecting how they would be taught.

*"A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it."*  
(Curriculum for Wales)

*"Successful embedding of the Review's proposals on the purpose and structure of the curriculum will depend ultimately on what happens in classrooms" (Successful Futures).*

### 'Bridging the gap' between research and practice

The use of the Research Team and Lead Practitioners was instrumental in making the 'lived experience' of iLearn a reality for pupils. After the introduction of iLearn to two year groups, the Research Team was employed to conduct an initial evaluation, the findings of which led to several action research projects conducted within Learning Areas. These focused on implementing excellent pedagogy in the classroom that would deliver our vision and were relevant to the needs of the Learning Area. Some examples include:

- Great Discussions in iThink (oracy - group work)
- Metacognition in iCalculate and iCommunicate
- Great Decisions - iDiscover
- Meaningful Connections - iThrive
- Core Values - Ready Respectful Safe (whole school)\*

\*To address our school core values of 'Ready, Respectful, Safe' the Research Team also conducted Action Research on this whole school need to ensure that they were embedded within the iLearn curriculum,

## Creating a structure

*From both a strategic and operational perspective, creating a structure was an essential means to making the vision of iLearn a reality. Through the processes of restructuring, careful grouping of subjects into 'Learning Areas' and creating a differential curriculum pattern we were able to implement the vision and purpose of iLearn.*

### Strategic implementation

The existing subject departments were adjusted to more closely match Donaldson's Areas of Learning and Experience, with some variation. The decision was made to place Computing with Mathematics instead of Science and Technology to reflect the relative strengths of each Learning Area and balance line management responsibilities.

All National Curriculum subjects were included in iLearn which are organised into six groups (what we call Learning Areas). These are:

AoLE	iLearn curriculum	Content
Languages, Literacy and Communication	iCommunicate iGyathrebu	English, Welsh, Spanish
Mathematics and Computing	iCalculate iGyfrif	Mathematics, Computing, Digital Technology
Science and Technology	iDiscover iDdarganfod	Science, Design Technology
Expressive Arts	iCreate iGreu	Music, Drama and Art
Humanities	iThink iFeddwl	History, Geography, RVE, Economics, Business and Social Studies
Health and Well-being	iThrive iLwyddo	Physical Education, Healthy Living

Organised in this way, the iLearn curriculum ensures that links and interconnections between subjects are forged. We believe that preparing pupils for a future where they are capable of responding to novel challenges and uncertainty, means teaching them to make connections and embrace the interactions between different subject skills and knowledge. Creating a curriculum structure that enables interconnection is an important means for us to achieve this aim.

## Creating a structure *contd...*

### Rebranding to be more holistic

Learning Areas were 'rebranded' to show that the new subjects were delivering a curriculum that was more holistic, encouraging pupils to make links and connections across Learning Areas. The iLearn subjects appear on pupils' timetables, and are referred to in this way across the school. We work closely with our partner primary schools during transition to help ensure there is a shared understanding of what iLearn and its components mean.

### A differential Curriculum pattern

A differential curriculum pattern was developed with consultation and collaboration between all Learning Managers. This has been subject to amendments over the years. The current curriculum pattern is shown below (numbers indicate lessons per fortnight):

Curriculum pattern for 2022-2023

KS3														Total
Languages, Literacy and Communication			Mathematics and Computing		Science and Technology		Expressive Arts			Humanities	Health and Well-being	iExplore		
iCommunicate			iCalculate		iDiscover		iCreate			iThink	iThrive			
English	Welsh	MFL	Mathematics	Comp	Science	Tech	Art	Music	Drama					
Y7	7	3	3	7	2	6	4	2	2	1	7	6	0	50
Y8	7	3	3	7	2	6	3	2	2	1	7	7	0	50
Y9	7	4	3	7	2	6	3	2	1	1	5	5	4	50

Structuring the curriculum into six Learning Areas helped ensure there was a balance reflected in the curriculum pattern. It provides flexibility so we can adapt to changing needs and demands.

## Co-Creating

*Involving all stakeholders as we developed iLearn was crucial to bringing everyone on board. Importantly, co-creation is necessary at every stage of our journey, from designing and reflecting to refining. Working collaboratively together is exciting and challenging work, requiring good quality time and space.*

### Pupil Voice

At the heart of our iLearn curriculum is the learner. We are always seeking input from our pupil body and listening to their views on what they learn and are taught.

Fundamental to our approach to curriculum lies the understanding that learning today must necessarily look different from how it looked when we were taught. Crucial therefore to the ethos and approach of our iLearn curriculum is that it must be relevant to the modern, changing, increasingly global world our young people inhabit, whilst allowing them to find their place within it.

Pupil voice is sought during their formal meetings held with members of the Senior Leadership Team as well as during the evaluation process undertaken by the Research Team. Recently, pupil voice has been sought on teacher feedback as we reflect on how to further develop our assessment, feedback and reporting processes in iLearn.

### Time

Collaboration has been a key component of iLearn and has required time so that groups of stakeholders can discuss, disseminate, reflect and refine ideas.

Time for Senior Leadership to meet with Middle Managers was essential in the formative stage of iLearn. Following this, time for Learning Managers to meet with one another (in most cases prior to meeting with their respective teams) has been an essential feature of implementing iLearn and was factored into our operational plan throughout. The benefits of this were three-fold: It allowed Learning Managers to converse on their approaches to curriculum design; it aided the breaking down of silo-thinking, drawing out interconnections between subjects which would be a key characteristic of the iLearn curriculum; it helped ensure Learning Areas were taking a consistent approach to embedding the Four Purposes as essential cross-curricular themes. In some cases, meeting time for Learning Managers occurred off-site where it was felt the most creative and focused thinking could occur.

Time was also allocated for learning Managers to meet with their team to disseminate information and plan curriculum content. This time was taken from Learning Area meetings (after school on Mondays), INSET time and 'half days' facilitated during the summer term when the loss of examination classes meant members of each Learning Area could feasibly be given time off timetable simultaneously for co-constructing. The latter proved especially useful. Larger blocks of time, free from other commitments, created a more creative and focused environment. Colleagues with different specialisms (in some cases, with quite different subject expertise within the same Learning Area) were able to work together. This ensured a holistic approach and was powerful in making them think deeply about what would be taught and why.

## Co-Creating *contd...*

### Phases of implementation

The phases below outline the implementation of iLearn from an operational perspective, from its inception in 2016 to the current day. They give a flavour of the time scales involved in the creation and subsequent development of iLearn.

#### Phase 1:

Following a strategic meeting at Sketty Hall in June 2016, teams of staff in each learning Area were given time to design the revised curriculum approach for Year 7. All learning experiences had to address the Four Purposes. Learning Managers met at the end of the term to share their work.

#### Phase 2:

Following one term of teaching iLearn to Year 7 pupils, Learning Areas met in January 2017 to evaluate what had been delivered to date. The time was also spent discussing ideas for the following year, when iLearn would roll out to Year 8.

#### Phase 3:

The outcomes of Phase 2 were consolidated in March of 2017 when Learning Managers met to discuss the progress made in Year 7 so far, share successes and identify the challenges faced and to start to talk about delivery in Year 8. The curriculum pattern for 2018-19 was altered to reflect the reduced content of the applications element of iCalculate.

#### Phase 4:

In the Spring term of 2018, Learning Areas began to reflect upon the Year 8 curriculum that had been taught so far that academic year. The Research Team was deployed to evaluate iLearn and the findings of this report were the focus of discussion and meetings during the remaining year.

#### Phase 5:

Year 9 provision was discussed following recognition that Year 9 should look different to Year 7 and Year 8. The inclusion of an 'option block' called iExplore was created to allow a differential learning opportunity for pupils in Year 9. Learning Areas came up with suitable 'option choices' for iExplore.

#### Phase 6:

The list of 'option choices' in iExplore were agreed and the Year 9 iLearn curriculum was developed for implementation the following year. Discussion focused on designing assessment opportunities that reflected the Four Purposes.

#### Phase 7:

Further work occurred on our assessment and reporting processes and ensuring these reflected the iLearn ethos. The move away from reporting National Curriculum Levels necessitated a review of how we measure pupil progress and saw the introduction of our '123' measure for 'personal progress' and 'attitude to learning'.

#### Phase 8:

Following full roll out to Years 7, 8 and 9 the process of evaluation and curriculum refinement has begun. Curriculum review and refinement is occurring with the school's key priorities in mind and asks important questions of iLearn so we can continue to develop it in a way that benefits our pupils.

## Evolving

*Evaluation has been an essential process throughout the development of iLearn and it continues to be as we now embark on reviewing the full Year 7-9 curriculum offer. We see the process of evaluation as 'on-going evolution' rather than a stand-alone action that occurs at the end of the design process. Designing an approach to curriculum evaluation was the starting point.*

### The Journey to 2022

In 'The Journey to 2022' (released in October 2020) it stated that activity in schools at the 'ongoing curriculum refinement' phase is characterised by:

- Continuing to build on curriculum design and implementation
- Ensuring the four purposes are central to the assessment and pedagogical approach
- Engagement with academic expertise
- Continued co-construction, involving staff, learners, parents/carers and the wider community.

It is important to note that evaluation is something that has occurred throughout the development of iLearn. It has been at the centre of discussion at Learning Area meetings and the focus of substantial Research Team time. However, we are in a position to concentrate on this part of our journey.

### The Olchfa approach to curriculum evaluation

We wanted to develop an approach to evaluation which reflected the ethos of iLearn and would avoid some of the pitfalls of an overly shallow or tick-box style evaluation strategy. The Olchfa approach to curriculum evaluation should therefore adhere to the following principles:

- The evaluation should be set against our **school priorities**.
  - Centering our evaluation against the school priorities was likely to lead to a more focused and purposeful look at our curriculum as well as ensure consistency across different Learning Areas - refinements would not be made adhoc but rather with the same overall priorities in mind.
- Involve **stakeholders** in the construction of the evaluation process.
  - As an integral part of the design process, rather than the end task, evaluation should not be something 'done' to others but something that involves all.
- Reflect the **dispositions** and **characteristics** we value developing in pupils through our curriculum.
  - Modelling the Four Purposes as professionals, so that we approach our curriculum evaluation in an ambitious, enterprising and creative way.

### Refining iLearn to address our school priorities: three questions

With this methodology in mind, the following three broad questions formed the backdrop against which we would evaluate iLearn and begin the process of refining it:

1. Is our curriculum vision right?
2. Does our curriculum fulfil the aims expected from A Curriculum for Wales?
3. Is our curriculum fit for purpose?

## Evolving *contd...*

In our view, these are brave but important questions to ask. Since embarking upon our iLearn journey much has changed, giving extra necessity for this. However, in truth these are questions that should always be at the forefront of our thinking, holding us accountable to the curriculum decisions we make.

Our school priorities identified that we needed to address issues of equality and inclusion. Our curriculum has a central role to play in meeting these priorities. We therefore need iLearn to meet the needs of all our learners by:

- Promoting **respect** for all
- Enabling **progress** for all learners
- Developing in learners' the **content** knowledge, **conceptual** understanding and **competencies** underpinning each AoLE

Work is underway on this within Learning Areas. During our recent INSETs, Learning Areas have re-engaged with the vision of iLearn, refocusing on the centrality of the Four Purposes, but also considering how the 'Statements of What Matters' articulate the purpose and mission of each Learning Area. Learning Areas have spent time assessing how their curriculum choices support equality, diversity and inclusion and are making plans to refine curriculum accordingly. Learning Areas are considering how the choice, range, order and purpose of content, including assessment, support our pupils to make progress in their learning.

### iLearn developments and future plans

As an evolving curriculum, a number of initiatives have emerged over the course of iLearn's development, or are planned to take place in the near future.

### iExplore

We introduced iExplore in response to the identified need to tailor the iLearn provision in Year 9, recognising that these pupils would soon be making choices for study in Year 10. The introduction of 'elective' courses, of which pupils can choose two to study over the year (four hours per fortnight), has proven hugely popular. Learning Areas were given freedom to devise elective courses that they felt would provide an enriching subject experience, appealing to pupils with a talent or passion for a particular subject. Examples have included:

- Turning points in Science
- The making of America
- Fashion
- Sports Leadership
- Young Enterprise
- Playing with programming
- Creative writing
- Forensics
- Musical theatre

## Evolving *contd...*

### iDevelop

We plan to introduce iDevelop to the iLearn complement in the academic year 2022-23. Initially, this will utilise the time pupils have in their form (currently morning sessions) and the drop down PSE sessions. We feel that the time pupils spend 'outside' of their lessons is of equal importance to their 'lived experience'. iDevelop will bring together a number of important curriculum stands and experiences - namely RSE, RVE, areas of Health and Well-being and academic and pastoral mentoring - to further support pupils in developing towards the Four Purposes.

### School Development Leads / Time

We plan to innovate a structure that will provide Learning Areas with time to work on a number of themes central to iLearn. Learning Managers will be given the discretion to prioritise which themes they undertake and which staff will lead them. This will see increased cross-curriculum working and further distributive leadership. Yet to be fully defined, the leads are likely to be deployed to conduct a 360° pupil voice on curriculum experience, trained on curriculum design and involved in sharing great teaching pedagogy.



## Concluding thoughts

It has always been our view as a school that an 'off the shelf' curriculum is unlikely to serve those delivering or receiving it very well. Although we are proud of our curriculum, we do not view it as a 'package of resources' that would necessarily be successful if imposed in another context.

### A note on Covid

As we reflect on the unprecedented circumstances the pandemic has presented us, it has arguably never been more important and relevant to develop in our youngsters their readiness to learn throughout life; their ability to connect and apply knowledge; their ability to be both ethical citizens and active contributors to society.

Covid presented us with profound operational challenges. However, the ethos of iLearn, the findings of Successful Futures and Curriculum for Wales withstand this test.

### Our 'temporary fixed position'

The process of curriculum design, refinement and evaluation are on-going and iLearn is best understood as a curriculum of 'on-going evolution'. The iLearn curriculum we teach today is our 'temporary fixed position' and the mechanisms we have in place will help ensure (and celebrate) that our curriculum adapts to our pupils' needs so they leave us with the skills, attributes and dispositions to be successful in later life.



## Appendices

### Key Terms:

**Learning Manager:** Head of department / faculty. Oversees one Learning Area

**Learning Leader:** Head of Year.

**AoLE:** Areas of Learning and Experience.

**Learning Area:** Our subject groupings, largely following the AoLE.

**iLearn:** Our curriculum for Years 7, 8 and 9, comprising the following:

<b>iCalculate</b>	iCalculate develops a lasting understanding of mathematical concepts and the confidence to use and apply numerical skills in everyday life. It includes experiences that enable children and young people to develop their broader numeracy and computing skills.
<b>iCommunicate</b>	Language is the essence of thinking and is integral, not just to effective communication, but to learning, reflection and creativity. iCommunicate provides the fundamental building blocks for different forms of communication, literacy and learning about language, and also opportunities to develop competence in different languages.
<b>iCreate</b>	Through the expressive arts, we encourage our pupils to develop their creative appreciation and talent and their artistic and performance skills. iCreate provides opportunities to explore thinking, refine, and communicate ideas. It engages pupils' imagination and creativity.
<b>iDiscover</b>	Science and technology are closely linked, each depending upon the other. Science involves acquiring knowledge through observation and experimentation, and technology applies scientific knowledge in practical ways. iDiscover capitalises on our pupils' curiosity about our natural, physical world and universe through investigating, understanding, and explaining.
<b>iThink</b>	Humanities provides fascinating contexts for children and young people to learn about people, place, time and belief. iThink gives pupils an understanding of historical, geographical, political, economic and societal factors and provides opportunities to engage in informed discussions about ethics, beliefs, religion and spirituality.
<b>iThrive</b>	Our pupils need to experience social, emotional and physical well-being to thrive and engage successfully with their education. iThrive helps pupils to build the knowledge, understanding and skills that will enable them to develop as confident and healthy young people.

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iLearn

Learning. Education. Online. That's How We Do It.