



Education for Sustainable Development and Global Citizenship (ESDGC) Policy

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Signed: _____ Chairperson schools governing body, on behalf of the governing body

Date: _____

Signed: _____ Headteacher

Distribution: Staff, governors, pupils, parents and carers

Welsh National Curriculum Changes

On June 30th, 2015, The Education Minister Huw Lewis accepted all of Professor Graham Donaldson's curriculum recommendations for a new Welsh National Curriculum. The draft recommendations 'Curriculum for Wales 2022' was published in April 2019 and will become statutory in 2022. In Ysgol Ty Coch, the systematic implementation of this curriculum has already begun. This work includes:

1. A review of the curriculum arrangements in Ysgol Ty Coch which was undertaken in October 2015. This involved pupils, parents, staff, Governors and Multi-Disciplinary Agencies. There has been further work undertaken by the Senior Leadership team on further refining the updated curriculum review during May/June 2019. This work will continue to be ongoing over the next three years.
2. A crucial recommendation from the curriculum review detailed a requirement to promote thematic learning to increase relevance for our pupils
3. Subjects have now been grouped into Areas of Learning and Experience (AoLEs) and these are directly taken from the 2019 Draft curriculum to form an holistic and thematic ESDGC curriculum, aspects of which are part of the Humanities AoLE, although there are some aspects which are found in other AoLEs.
4. All staff have been involved in developing exciting and motivating teaching and learning activities which align to NC subjects but which fit broadly under the Donaldson Areas for Learning (Appendix 1)
5. The LNF and a draft Digital Competence Framework are now embedded in curriculum delivery
6. Under the new proposals, '*...schools will be under a duty to provide a broad and balanced curriculum which comprises the six areas of learning and experience. Welsh, English, religious education, relationships and sexuality education, and the three cross-curricular responsibilities of literacy, numeracy and digital competence must be embedded in the areas of learning and experience as appropriate.*

Curriculum for Wales 2022 seeks to allow for a broadening of learning, supporting settings and schools to be more flexible in their approaches, and

provides education leaders and practitioners with greater agency, enabling them to be innovative and creative.

At the heart of this are the four purposes of the curriculum, setting out the aspirations for all children and young people by the age of 16, enabling them to be successful learners, who play an active part in their community and wider society, and who are prepared to thrive in an increasingly complex world.'

Welsh Government 2019

The Four Purposes of the Curriculum

The four purposes of the curriculum, as set out in Successful Futures, have guided the whole design and development of Curriculum for Wales 2022. They are the starting point for all decisions in respect of Curriculum for Wales 2022 and school-level curricula should be designed and guided by these same four purposes.

'Curriculum' includes all the learning experiences and assessment activities planned in pursuit of the four purposes of the curriculum, which are to develop children and young people as:

- 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.

Curriculum for Wales 2022 is designed to help all learners realise these four purposes. Each purpose is more than a headline; it is also described in terms of key characteristics. In their entirety they should underpin all teaching and learning in Wales.

'What Matters' in Humanities

The Curriculum for Wales 2022 guidance organises learning within each Area of Learning and Experience by 'What Matters' statements. Each 'What Matters'

statement articulates fundamental key concepts that express what matters most in that Area of Learning and Experience.

Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered, ethical and sustainable action.

Learners will develop an understanding of their roles as citizens and the importance of creating a just and sustainable future for themselves and their communities in an interconnected world.

It encourages learners to be active, informed, and responsible citizens, who are able to identify with and contribute to their local, national and global communities, now and in their future lives. Humanities will invite learners to identify and engage with past, contemporary and anticipated challenges and opportunities facing themselves, their local community, Wales and the wider world. They will also come to understand the nature of economic, environmental and social sustainability, justice, interconnectedness and authority, and realise the significance of living in and contributing to a fairer and more inclusive society.

Learners will develop not only an awareness of their own rights, but also of the rights, needs, concerns and feelings of others in creating a sustainable and interconnected world. Questioning and evaluating existing responses to challenges and opportunities will help learners develop as self-aware, informed, ethical global citizens who critically reflect on their own beliefs and values. They will be able to consider the impact of their actions when making choices and exercising their democratic rights and responsibilities. Learners will also be able to justify their decisions when acting socially, politically, economically and entrepreneurially. This will enable learners to take committed social action as caring, participative citizens of their local and global communities, showing a dedication to justice, diversity and the protection of the environment. What is more, by responding to challenges, and taking opportunities for social and sustainable action, they can create meaning and purpose in their own lives.

Ysgol Ty Coch Special School is a Rights Respecting School. As a Rights Respecting School, we aim to embed children's human rights in our ethos and school culture. We base our practice on the principles of equality, dignity, respect, non-discrimination and participation. Working within these principles not only empowers our children and

young people, but also leads to enhanced learning, improved standards and better relationships.

The United Nations Convention on the Rights of the Child (UNCRC) is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history. This policy relates to Article 23, 29 and 31 of the UNCRC.

Article 23: Children who have any kind of disability should have special care and support so they can lead full and independent lives.

Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures

Article 31: All children have a right to relax and play, and to join in a wide range of activities.

Core Purpose of the Curriculum

The curriculum at Ysgol Ty Coch Special School reflects the holistic needs of all the pupils. Its priorities are the learning outcomes for our children who experience complex, severe and profound learning disabilities. It has therefore been designed by staff, parents and pupils who have an acute knowledge of the learning needs of the children.

When designing the curriculum, staff incorporated statutory and non-statutory guidance and the following broad range of principles. The curriculum has been designed to meet National Curriculum requirements, including the Literacy and Numeracy Framework and Digital Competence Framework, with specialized consideration being given to the future of education in Wales to ensure a curriculum which is flexible, reflective, takes into account stakeholder views and which will evolve to reflect the needs of the pupils.

We ensure that the teaching of all curriculum areas is fully inclusive and all pupils, irrespective of race, gender, ethnicity or additional need, have equal access and opportunity.

Subject Vision Statement

This guidance is not designed to approach ESDGC as a separate subject, but a way of approaching the existing school curriculum and all strands of life in school and the community.

ESDGC is a subject that is linked across the curriculum but not seen as an additional subject. It is an ethos that is embedded throughout the school, an attitude to be adopted, a value system and a way of life.

ESDGC links the environment and the people who live in and from it. It looks at the world and the ways that all living things relate to each other. It recognises that the world is unjust and unequal, but that it can be shaped and changed by the attitudes, values and behaviour of the people who populate it.

ESDGC should be viewed as an integral part of all staff and students responsibility as a member of the school community and as a global citizen. It should reflect the urgent and important problems that we all face. It cannot be viewed as someone else's problem, if we do not all play our part then we all share collective responsibility for the potential problems faced by us and future generations.

Opportunities to link work in the classroom to 'the real world' should be taken at every possible junction.

Aims

To ensure that ESDGC is delivered in such a way as to engage our learners, in order that we:

- help students to learn how they can help to care for the environment, both locally, in the immediate community and the wider world.

- show that students' and staffs' actions and choices no matter how small can make a difference. When these actions are carried out by others in Wales and the world, big differences can be made.
- develop an enthusiasm for the natural world and creatures that live in it, and understand why it is important to protect them and where they live.
- develop respect for others that we share the planet with and understand their rights and responsibilities as citizens locally and as part of a global community
- celebrate cultural, religious and linguistic diversity and foster positive attitudes towards others who are different from us.
- reduce the school's impact on the environment through recycling, composting (food waste composting), promoting alternative transport (cycling) and reducing and reusing materials.

Strategies, Global connections and Awards

The ESDGC Co-ordinator is responsible for maintaining all resources. Any resources needed to deliver contexts for learning will be identified and included in teacher planning documents.

All staff will be offered training as an ongoing process for their own professional development.

Students on the Eco committee have come up with the schools eco code.

Tidy the school

You can help

Care for the world

Our world needs us

Cleaner school

Happy Planet

In July 2019 Ysgol Ty Coch gained a Platinum Green Flag Eco Schools award in recognition of the standards and quality of the environmental good practice demonstrated throughout the school.

We are also working towards the International School Award (ISA) and have developed an International Policy, which is run along with our Connecting Classrooms project.

Ysgol Ty Coch has been involved with many different awards and schemes that promote good practice in ESDGC including the Healthy Schools Scheme. We are currently working towards Fair Trade School status.

Overseas Links

We have a link to The Overcomers school in Uganda. Previously, there was a well established link with Lwandubi Primary School, Mbale in Uganda. Two members of staff, Mrs Tilley and Ceris Griffiths, visited the school in Uganda. The Head Teacher from Mbale has also visited our school. We have exchanged letters and photographs with students and developed a project to compare the plants that were grown in each of our gardens. We also helped to raise funds to help pay for solar panels to be installed at the school. These panels enable the school to generate electricity to run lighting, computers and cooking facilities.

We also had links through the British Council with a school in Germany and a school in Portugal. This school shares a similar population to ours and we have undertaken a mutually beneficial project and had exchange visits between the schools.

Pupil Voice

Students participated in Pupil Voice on regular occasions and it is well established through the school. Through Young Persons Participation (YPP) and the School Council, students have a voice and are able to put across their ideas and thoughts to staff and the school's Senior Management Team (SMT).

The Eco-Schools Committee is responsible for putting the students' ideas into practice and help to direct some elements of the School Development Plan.

Fair Trade

The school has previously won Fair Trade School of the Month for working towards Fair Trade Status.

Recycling

Each classroom or area has separate recycling containers for plastics and paper. Classes put out bags ready for collection on a Tuesday morning. Students from the KS4 and KS5 collect bags and place them on the curb side ready for collection.

Students and staff have been nominated for, and won, awards in the Rhondda Cynon Taff “Love Where You Live Awards” for their work in recycling and looking after the local environment.

Equal Opportunities and Racial Awareness

Students celebrate a range of festivals through the school year with activities and special assemblies. Religious Education (RE) and Personal and Social Education (PSE) subjects also cover topics that make students aware of different cultures, races and religious groups (see RE subject documents and the school diary for details).

Outdoor Learning Classroom and Activities

Students take part in activities in the local area and across Wales. The school has a sensory garden that has been developed over the years to include places for outdoor learning and quiet reflection. It has a raised area for growing vegetables, a green house and an outdoor classroom.

Students use the garden for many lessons and some pupils in the sixth form undertake an accreditation in OCR Life and Living Skills in horticulture, gardening or environmental studies. The area is also used for composting materials from the garden and some food waste from the school.

The garden has also become a home for hedgehogs, with the school working with an animal rescue organisation to rehome hedgehogs being released after rescue.

Wellbeing

Each year we have a wellbeing week with the timetable given over to activities focusing on student and staff wellbeing.

Wellbeing describes our happiness, confidence, physical condition and general outlook on life. It is about feeling good and taking care of yourself; responsibilities that can often be neglected when juggling the rigorous demands of everyday living in the 21st century.

The school is well established in using THRIVE initiative and has trained two members of staff as licensed practitioners. The school uses the Thrive Approach to identify pupil's emotional needs and put in place supportive strategies and activities to promote social development.

The wellbeing of staff is also of paramount importance. The school has a commitment to promoting the wellbeing of staff to ensure they are well placed to provide outstanding learning experiences for pupils.

Planning

Pupil's individual learning needs are addressed through their Statement of Educational Need, the Annual Review process and the provision of Individual Development Plans (IDP). These, in turn, determine the balance between the NC and the holistic therapies to meet the needs of each pupil

All work is planned on established proformae in line with whole school planning to ensure consistency. In order to demonstrate progression and to gain evidence, tasks are broken down into smaller, achievable steps. These are then recorded on class assessment sheets.

The class teacher will set specific targets for individual pupils, according to their needs, taking into account advice from other professionals such as Speech and Language Therapists, Physiotherapists, Occupational Therapists, Medical staff and specialist teachers of the visually and hearing impaired.

Planning for pupils aged between 3 – 16 is now in line with the Curriculum for Wales 2020 in conjunction with the termly Context for Learning. This is delivered as part of a rolling programme cycle (4 year cycle in Primary, 3 year cycle in Key Stage 3 and a two year cycle in KS4 14 -16). Within these Contexts for Learning, ESDGC is further planned for holistically across the AoLEs.

In Key Stage 4 pupils, for whom it is appropriate, study for the Essential Skills Wales accreditation. In addition, pupils may study WJEC Entry Pathways ESDGC or Personal Progress units of Communication, Reading and Writing.

In sixth form, there is a requirement to teach ESDGC. It is taught throughout the curriculum as functional skills which are incorporated into the pupils learning pathways e.g. ESDGC is used as part of the cultivating of the Marsh Fritillary Butterfly. Units of work are linked to the accepted accredited pathways, which can be accredited externally.

ESDGC provides the opportunity for many cross-curricular links as it provides access to all other areas of the curriculum.

Learning and Teaching

For the majority of our pupils, ESDGC is delivered via the skills associated with the Key Stage. This is differentiated by individual teachers to ensure its relevance to each child's development.

Pupils experience ESDGC, via discrete learning sessions in line with their Individual Education Plan targets. ESDGC is also a focus throughout all curriculum subjects. Teachers will use a variety of approaches including group teaching and individual teaching. Teaching of ESDGC is at its most effective when pupils are provided with opportunities to practise their skills in and outside the classroom environment. To this end, all activities in ESDGC should provide a balance between formal learning and practical, 'hands on' experiences (see the Teaching and Learning Policy).

Effective teaching of ESDGC includes:

- using a wealth of first hand and sensory experiences. It is a subject that is practical and stimulates curiosity and a willingness to explore the environment
- differentiation which is applied to all pupils who work to individually prepared targets which comprise of small, achievable steps to ensure success
- support staff playing a vital role to help all pupils, however challenged, to participate fully in the experience. They need to be fully conversant with recommendations from other professionals in the Multi-Disciplinary team
- teaching pupils in the Secondary Department, where there is a greater emphasis on Life Skills, in an age appropriate way relevant to their personal development
- enabling pupils in Key Stage 4 and 5 to follow individual programmes which are linked to accredited modules. Pupils work towards accreditation such as WJEC Entry Pathways, Personal Progress and Essential Skills Wales. ESDGC is largely presented in relation to real life situations such as the encounters that pupils have when requesting items or reading recipes in hospitality.

In Ysgol Ty Coch, we believe each pupil is an individual and this means we need to be flexible in our approach. The effectiveness of the teaching and learning depends on:

- the use of appropriate language
- time given for responses
- meaningful, motivating and age appropriate contexts
- encouraging and developing positive interaction
- the use of a variety of communication methods – signing, demonstration, objects of reference, symbols, voice output communication aids, computers and switches
- the provision of a variety of tools and equipment for mark making and recording which may be reinforced through ICT

- opportunities to access a variety of texts and symbols for both information and pleasure

Assessment and Recording

Effective Assessment and the systems underpinning it, is key to high quality teaching and learning and to successful schools. Effective assessment combines **Assessment of Learning** with **Assessment for Learning** to produce a linked overview of pupil progress. Summative assessment occurs through annual Instep Scores or at 14-19 through BKSB.

Whilst assessment can take different forms, the prime reason for all assessment remains constant. Assessment information should help learners to improve their learning and help teachers plan for progression. The information that assessment generates should provide a shared language for discussing progress and planning improvement. It should be dependable and purposeful. Assessment information and evidence should include a combination of the following which should be assessed using the accepted marking and assessment policies:

- INSTEP and P-Level summative assessments
- BKSB – 14-19 only – gives the direct route into accredited learning pathway
- Routes for Learning
- Jolly Phonics, Dockside reading schemes
- Salford Reading Test – Digital version developed as part of PHD studies
- Squiggle while you wriggle and write dance writing scheme
- Gaze viewer – Eye Gaze reading software
- IEPs
- A range of assessment for learning strategies (see policy)
- LNF and Digital Competence Cross Curricula tracking
- Records of Achievement (ROAs)
- 'post-it note' observations
- video evidence
- photographic evidence
- formal written statements
- work sheets

- exercise books which should be marked using the school's accepted marking policies

In Year's 2, 6 and 9, summative assessment is carried out and reported to Welsh Government using Outcomes or National Curriculum Levels. Owing to the needs of our pupils, this approach rarely meets their needs. Pupils are dis-applied from the National Reading Tests although this is revisited on an individual basis.

Subject/Key Skill Acquisition

Our curriculum is skills based, in line with Curriculum 2008 but makes increasing reference to the recommendations in the Donaldson Report. To this end, pupils are assessed and tracked according to their skill acquisition in individual subject areas.

The Skills Wheel, which is used throughout Ysgol Ty Coch, makes reference to 5 key skills. These skills should be taught in a cross curricula fashion and be apparent in most lessons

- literacy
- Numeracy
- Digital Competence
- Thinking
- Wellbeing



We feel that this approach generates a more accurate picture of our pupil's development and progress.

Health and Safety

The school follows the recommendations within the Local Authority's Health and Safety Policy. Staff accept the responsibility to plan safe experiences / activities in ESDGC and to match the level of adult supervision and support to the degree of risk involved as determined by the dynamic risk assessment.

Any specific issues relating to Health and Safety that require immediate attention should be brought to the attention of the Head teacher, Curriculum Co-ordinator and Health and Safety Officer.

Welsh Language Development

Curriculum Cymraeg is embedded in Ysgol Ty Coch's curriculum and reflects the rich culture and heritage of Wales. This involves many aspects of Welsh culture: the music/songs, the greetings, folk stories, geography, history, food and famous Welsh people. Pupils are taught Welsh as a second language from 11-14 years of age and are also taught Modern Foreign Languages.

Wales, Europe and the World is embedded into Ysgol Ty Coch's curriculum and enables learners aged 14-19 to have opportunities for active engagement in understanding politics, current affairs, social, economic and cultural aspects of Wales, in relation to the world around them and the wider world.

Religious Education (R.E.)

RE is a key component of curriculum delivery. RE is taught practically and experientially across the curriculum in all key stages. RE is taught best when linking to specific religious celebrations and festivals. This enables pupils to connect meaningfully with the very abstract nature of RE. The school calendar and associated 'mini-contexts for learning' identify religious festivals and provide effective stimuli for teaching. Literacy skills are integral to this understanding.

Safeguarding

The safeguarding of pupils is of paramount importance. The school understands its duty to keep learners safe and adheres to the PREVENT agenda and broader safeguarding guidelines. Regular and well planned lessons are taught in e-safety and Sex and Relationship education to ensure our pupils are given the very best advice on how to keep themselves safe. Literacy skills are integral to this understanding.

Therapeutic Curriculum

The holistic needs of our pupils are met through planned use of therapies, technology for communication, working alongside multi-agency partners such as counsellors, Speech and Language, physiotherapy and occupational therapy practitioners.

Equal Opportunities

The school operates a policy of equality for all pupils regardless of gender, ethnicity, religious beliefs or culture.

Pupils identified as Looked After Children (LAC), More Able and Talented (MAT) and those on the child protection register are supported in line with their particular needs to afford them equal access to the curriculum.

Pupils with varying diagnoses are also treated equally and have access to high quality learning environments.

All teachers at Ysgol Ty Coch must take account of all pupils' learning styles and their learning needs. They must demonstrate an understanding of how our pupils' development and wellbeing are affected by a range of social, religious, ethnic, gender, cultural and linguistic differences. All teachers take account of diversity and promote equality and inclusion in their teaching.

Staff Development

Staff will have access to in-service training as and when appropriate. This is in accordance with the school's policy for staff development. In addition, the ESDGC Co-ordinator will hold annual subject feedback to all staff in the school hall. Any new developments in the subject will be disseminated by the ESDGC Co-ordinator throughout the year.

Role of the Co-ordinator

A curriculum co-ordinator provides leadership and direction for learning within the School's Curriculum. Whilst the Senior Leadership Team carry overall responsibility for school improvement, a curriculum co-ordinator has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice. Throughout their work, a curriculum co-ordinator ensures that practices improve the quality of education provided, meets the needs and aspirations of all pupils and raises standards of achievement in school.

The co-ordinator plays a key role in supporting, guiding and motivating teachers and other adults in the subject. They evaluate the effectiveness of teaching and learning and progress towards targets for pupils and staff to inform future priorities and targets for the subjects through subject monitoring. The co-ordinator will identify needs in their own subject and recognise that these must be considered in relation to the integrated curriculum planning across the school.

Role of the Head teacher

- To discuss future developments for ESDGC with the Curriculum and subject co-ordinator.
- To help motivate staff to create a rich and stimulating learning environment.
- To support and encourage other professionals to develop their skills and teaching of all aspects of ESDGC.
- To ensure budget provision for current resources and materials.
- To ensure budget provision for staff training.

Links With Other Agencies

These are some of the agencies we have worked with on ESDGC activities:

- PONT
- British Council
- Eco Schools
- Fair Trade
- Duke of Edinburgh Award
- Get Set (British Olympic Association)

Links to Other Policies

Ysgol Ty Coch School policies refer heavily to ESDGC/literacy related issues and should be read in conjunction with this policy. This policy should be read in conjunction with the following:

- Teaching and Learning Policy
- Curriculum Policy
- Food and fitness
- Positive Behaviour Management

- Sex and Relationship education
- E-safety
- Foundation Phase
- RE policy
- Equality

Appendix 1

Donaldson Area for Learning	Current Foundation Phase Alignment	Current National Curriculum Alignment
	<ul style="list-style-type: none"> • Creative Development 	<ul style="list-style-type: none"> • Art • Drama • Music • Dance • Film • Digital Media
	<ul style="list-style-type: none"> • Personal and Social Development, Wellbeing and Cultural Diversity • Physical Development 	<ul style="list-style-type: none"> • PE • PSE - Healthy Eating and Cooking, Substance Misuse, Mental, physical and emotional wellbeing • SRE & E-Safety • Work related learning, learning for life.
	<ul style="list-style-type: none"> • Knowledge and Understanding of the World 	<ul style="list-style-type: none"> • History • Geography • RE • Business Studies • Social Studies

	<ul style="list-style-type: none"> • Language, ESDGC and Communication Skills • Welsh Language Development 	<ul style="list-style-type: none"> • ESDGC – Reading, Writing and Oracy. • Welsh • Modern Foreign Languages (MFL) • Digital Communication
	<ul style="list-style-type: none"> • Mathematical Development 	<ul style="list-style-type: none"> • Maths – Arithmetic, mathematics, statistics and logic
	<ul style="list-style-type: none"> • Knowledge and Understanding of the World 	<ul style="list-style-type: none"> • Science – Physics, Chemistry, Biology • Design @ Technology – Food, Textiles, Resistant Materials • Computer Science/ICT • Craft, Design, Graphics • Engineering