



# Trinity Fields School & Resource Centre

Phases of Learning  
February 2025

**Dysgu gyda'n gilydd  
mewn byd sy'n newid a  
chreu llwyddiant i bawb**

**Learning together in a  
changing world and  
creating success for all**

**Gwerthoedd  
Ein Hysgol**

- Arloesi
- Dathlu
- Ymholi
- Uniondeb
- Hwyl
- Dyhead
- Darganfod

**Rydyn ni:**

- yn uchelgeisiol a galluog
- yn unigolion iach, hyderus
- yn gyfranwyr mentrus, creadigol
- yn ddinasyddion gwybodus, moesegol



**Our School Values**

- Innovation
- Celebration
- Enquiry
- Integrity
- Fun
- Aspiration
- Discovery

**We are:**

- Ambitious & capable
- Healthy, confident individuals
- Enterprising, creative contributors
- Ethically informed citizens



# Trinity Fields Learning Organisation



‘Learning Together in a Changing World, Creating Success for All - A strategy for Local, Regional, National and International Excellence

**Embedding Schools as Learning Organisations Methodology** – Vision, continuous learning, collaboration, enquiry, systems, external learning, leadership

**World Class Learning and Teaching** – Pushing boundaries and creating life changing moments

Developing highly specialist teaching- Instructional Rounds & CONTINUA = T&L Policy

Enrichment Programme – including mainstream partners, external agencies/partners

World Class, Curriculum Design – CFW purpose led, specialist frameworks = meaningful progression exciting/authentic content

Corporate professional learning offer – helping ALL staff to be the best they can be

Economies of scale to create internal supply agency = increasing professional learning time and reducing staff turnover

Robust Links with University – LEAD PRAC PGCE status. Becoming a teaching school supported by mainstream partners

Enquiry Based Practice/Research - leading to National Trinity Learning Journal

**Inspirational Leaders** – Demanding elite behaviours and ensuring vision, values & clarity of purpose

Establish high quality relationships high performing teams via ColourWorks/Chrysalis wellbeing strategy

Clarity of Roles and Responsibilities – AOLE leadership, committee structures, GB alignment for Quality Assurance

Coaching and Mentoring – at all levels across the organisation leading to improved teaching

Learning from the System – CCBC, EAS, Health Board, mainstream partner collaboration

Clear Business Strategy and Rebrand – generating substantial income and maximising community

Internal & External Leadership Programmes accredited by university and supported coaching

Continuous Succession Planning – leading to sustained improvement

**Wellbeing, Equity and Inclusion** – Promoting outstanding multi-agency working to enrich lives

Listening to Learners, Staff and Families – pupil committees investing in staff, reducing absenteeism

Aligning PCP and IDP practices – ensuring objectives at the heart of learning journeys

Rich Intervention Strategy – QTV/HI/MSI, communication, behaviour, TIS, MOVE, Att Aut, pets, Forest School, technology, creative, inclusion, surfing, EVC, nurture

Improved Engagement with the Community  
parent committees, PTA, businesses, Educational Visits, satellite consolidation, Health

Positive Behaviour Management - using additional tools to reduce incidents of challenging behaviour

- Disability Sport Wales Elite venue  
-High profile musical productions

Co-construction of 19-25 Curriculum. Social enterprise ltd company – CYC college

**Quality Assurance which drives Improvement** – promote excellence for all.

SLO/NEIR Methodology for Evaluation – real time, purposeful data, enquiry focusses child focussed

School wide Quality Assurance/Peer Review & Challenge – maximising partnerships and

Governor Improvement Groups – based on self-evaluation. Connecting governors internally and externally for QA

Agreed Specific SDP Targets for Medium Term – involving all school stakeholders, aims for the future

High Levels of Engagement with ALN Self-improving system to Challenge and Support

Learning From the International System – pupil and staff exchanges

All Aspects of Organisation to be Considered as Highly Effective

**Learning Environment** – Outstanding 21<sup>st</sup> Century learning environments

Safeguarding/H&S and Safety Compliance – ensuring clarity over process and policy

Short Term Accommodation Pressures - and review entry/exit criteria of satellites

Satellite Class in the College – improve transition expand 19-25 provision and manage pressure

Co-construct Final Building Design – ensuring pupil voice is paramount

Building Completion – leading to innovative new features

Pupils' Transition to New Build Strategy - One additional INSET to ensure clarity?

Address Long Term Capacity Pressures conceptualised and feasibility study with CCBC

**EMBEDDING THE 4 KEY PURPOSES** – ambitious capable learners, enterprising contributors, ethical citizens, healthy individuals



# Trinity Fields School

## Curriculum Overview



### 4 Purposes which have been articulated and refined by Each class

1. Ambitious & Capable 2. Healthy & Confident 3. Enterprising & Creative 4. Ethical & Informed

### 6 AOEs form the basis for the curriculum

1. Language, Literacy and Communication 2. Maths and Numeracy 3. Expressive Arts 4. Humanities 5. Science & Tech 6. Health & Wellbeing

### Whole School Themes

Content developed Collaboratively – Spiral Curriculum differentiated by age and phase of learning.  
Focussed on authentic learning experiences

#### Formal Learners

Skills, Experiences & Knowledge Targets set using:

- 3-14 - Communication, Literacy, Num, DCF, Wellbeing
- 14-19 Skills 4 life, Communication, Wellbeing



#### Semi Formal Learners

Skills and Experiences

Targets linked to IDP using:

- Developmental pathways
- Lit, Num, Comms, DCF, Wellbeing
- 14-19 Skills 4 life, Communication, Wellbeing



#### Pre-Formal Learners

Skills and Experiences

Targets set using Developmental Pathway linked to IDP:

1. Belonging
2. Comms
3. Exploration
4. Physical Dev
5. Wellbeing

### Enabling Adults

#### Appropriate Pedagogy

- Play / play based learning
- Outdoor learning
- Authentic & purposeful activities
- Physical Literacy

#### Rich and specific Professional Learning

### Enabling Experiences

#### Pupil Voice

- Evaluation of themes
- Student Council
- Eco Council
- Digital champions
- Criw Cymreag

#### Intervention Suite

– provides additionality and link to IDP

### Enabling Environments

#### Cross Cutting Themes

RSE, RVE, DCF, Careers, Diversity, Human Rights - Maximising our locality and heritage

#### Extra-Curricula Opportunities

- Sport
- Music
- Drama

### Purposeful/Specialist/bespoke Assessment frameworks & Target Setting = highlighting progression

- Purposeful observation
- B-squared
- MOTIONAL
- Reading Eggs
- Communication Profile
- MOVE
- AET Framework
- DCF framework
- Health
- IDP
- Bespoke
- Target Setting







# Explorers



# Our Purpose...

<b>Ambitious, Capable Learners</b>	<b>Enterprising, Creative Contributor</b>	<b>Healthy, Confident Individuals</b>	<b>Ethical, Informed Citizens</b>
<b>Engage in an activity in the classroom</b>	Take part in a group activity	Use kind hands when playing with friends	Keep themselves safe by trusting an adult
<b>Make eye contact within preferred activity</b>	Take part in an event in sports day	Share toys with their friends	Use physical literacy skills to develop important play skills
<b>Use a form of communication to ask for wants and needs</b>	Take part in a Christmas concert	Begin to take turns in an activity	Begin to play alongside a friend or adult
<b>Sit with an adult and enjoy shared attention in a story or activity</b>	Paint a picture and enter it in Eisteddfod	Look after books and show interest in them when turning pages	Begin to develop strategies to self-regulate when upset
<b>Put their coat on and carry their own bag</b>	Make a structure out of sticks, mud, play dough or blocks	Take part in a celebration assembly	Begin to understand their different body parts
<b>Put their shoes and wellies on with assistance</b>	Contribute to their person centred meeting	Try new foods with encouragement	Being to develop important self-help skills
<b>Develop physical literacy skills according to need</b>	Engage in a performing art e.g. theatre, music session	Begin to understand that they live in Wales	Begin to accept help and support to carry out tasks
<b>Engage in an educational visit to a local park/facility</b>		Communicate wants and needs	Begin to develop an awareness of danger in their environment





Adventurers



# Our Purpose...

Ambitious, Capable Learners	Enterprising, Creative Contributor	Healthy, Confident Individuals	Ethical, Informed Citizens
<b>Purposefully engage in classroom activities for extended periods of time</b>	Take part in group activities for a longer period of time and with larger number of people	Develop further understanding of their emotions and self-regulation. Begin to develop strategies to regulate their behaviour	Introduce the idea of public and private and changes which happen to your body over time
<b>Make eye contact with an increasing number of people within a preferred activity</b>	Take part in a sporting event with increasing confidence and enjoyment	Understand the importance of taking turns in learning and play	Begin to use appropriate names for parts of their body and how to communicate if they are feeling unwell
<b>Develop a consistent and purposeful method of expressive communication</b>	Take part in Christmas concerts and special assemblies with increasing confidence and enjoyment	Develop an understanding of their sensory systems and how to meet these needs in order to stay calm, engaged and happy	Develop further play skills and learn to take different roles within play. Begin to incorporate communication and physical skills in their play
<b>Sit with an adult/small group to enjoy a story and explore a book</b>	Begin to engage more with the culture of Wales e.g. artists, famous people, musicians and sports	Take part in an assembly/school performance with increasing confidence	Begin to accept other people's point of view when playing. Develop further turn taking skills during play
<b>Begin to engage with ICT and expressive creativity through digital media</b>	Experiment with a range of art materials/techniques to express themselves creatively	Begin to try new foods with support and develop important life skills associated with meal and snack times	Further develop independence skills in learning, play, meal and break times
<b>Put on and take off a coat with increasing independence and show an increasing desire to look after own possessions</b>	Actively participate in their person centred review at a level appropriate to them.	Begin to explore the local environment outside school with increasing confidence and enjoyment	Further improve communication skills and begin to ask for help in managing social situations
<b>Begin to understand the purpose of wearing different clothes for different weathers/activities</b>	Begin to engage in role play related to the World of work	Begin to take care of their personal hygiene needs	Continue to understand risk in their environment and how to stay safe
<b>Refine physical literacy skills and use these skills in play and exploration of the environment</b>			Gain experiences of the role of the police, fire service, health service in helping us



# Investigators

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# Our Purpose...

Ambitious, Capable Learners	Enterprising, Creative Contributor	Healthy, Confident Individuals	Ethical, Informed Citizens
Have high expectations of what I can achieve	Use my skills and knowledge to create ideas and begin to share them with others	Begin to make independent choices and explain the reason	Understand the concepts of private and public and respect the right of people to say no. Begin to understand hormones, puberty and changes to body
Develop skills and knowledge to apply to real life e.g. functional literacy, functional numeracy money	Develop a 'can do' attitude and give new challenges a go	Begin to understand that different people have different views and sometimes make different choices	Begin to enjoy visiting places in my local community
Feel confident to ask questions and begin to solve problems in school and at home	Enjoy new opportunities and begin to look at challenges in a different way	Understand the difference between right and wrong	Begin to understand that other people have different beliefs, cultures and religions
Learn to communicate effectively using Welsh/English words, signs, symbols, gesture, AAC	Take measured risks with learning and accept that its ok to be wrong	Respect the needs and opinions of other people	Accept help to develop my own resilience and empathy by forming strong relationships
Use a range of ICT to communicate, play, code, have fun and to find answers to questions	Begin to work effectively in teams and partnerships	Understand my own background, culture and community	Know where to find information to keep myself safe online
Develop an enjoyment for learning and accept that I will get things wrong and this is OK	Begin to understand the world of work and that there are many different jobs	Understand the importance of regular physical exercise and leading a healthy life style	Understand those people who are there to help me including a range of professionals
Begin to undertake research and understand what I find out	Use art materials and techniques with increasing sophistication and for enjoyment	Further explore their local environment and enjoy taking part in activities such as local attractions, sport facilities, leisure facilities in Caerphilly	Begin to talk about feelings, and which things make me happy, upset or angry



Researchers





# Our Purpose...

Ambitious, Capable Learners	Enterprising, Creative Contributor	Healthy, Confident Individuals	Ethical, Informed Citizens
Develop a love for learning and be ready to continue learning throughout school and beyond	Be an active part of the school and wider community by engaging in community projects	Understand the impact of their own actions on the people/environment around them	Develop healthy, positive relationships with an increasing number of people
Develop as much independence as possible in learning and in life	Enjoy a wider range of educational visits to local, regional and National places of interest	Gain an understanding of what is right and wrong and make increasingly good choices	Improve understanding of RSE showing respect for others and improved understanding of public, private and consent
Learn important skills for life and further education	Engage in pupil voice activities and have their voice heard	Expresses their own opinion with increasing confidence	Improve understanding of how to stay safe online and how to manage their digital footprint
Make clear and informed choices and have the confidence to share them	Engage in careers and world of work activities in school and being to show an interest in work experience	Participate and contribute to the planning of whole school celebration days e.g. red nose days	Participate in celebrations from around the world showing increased understanding and respect for different cultures
Engage in all aspects of curricula and extra-curricula learning. E.g. take part in sports and music competitions	Develop skills which are important to sustainability and eco-schools	Engage in a wider range of physical activities and expressive arts in order to start developing 'hobbies' to enrich their lives	Learn more about the culture of Caerphilly and Wales in general. Gain an improved sense of Cynefin
Understand the expectations in school and try to stick to the rules.	Be willing to give things a go and demonstrate resilience and regulation when things don't go well	Access facilities in the local community with increasing independence and confidence	Learn how to create shopping lists, go shopping and prepare simple meals
Display resilience and perseverance when things don't go quite right	Connect and apply knowledge to solve real world problems	Engage with other professionals who support other aspects of their life e.g. physio, social worker, play worker etc...	Talk about feelings and emotions and refine strategies to remain calm and happy
Begin to investigate things that affect their life	Follow school rules and actively role model these to younger pupils	Have the skills and knowledge to manage every day life as independently as possible.	Engage with cadets programme and gain an awareness of the role of police in keeping people safe
Achieve a level of literacy, numeracy and digital skills which prepares them for the next stage of learning			Respect the needs and rights of others as a member of a diverse society
Begin to engage in and appreciate the importance of formal and informal qualifications			

Aspire



# Our Purpose...

Ambitious, Capable Learners	Enterprising, Creative Contributor	Healthy, Confident Individuals	Ethical, Informed Citizens
Develop the skills needed for a purposeful transition. Use their knowledge, skills and experiences to ensure their opinion is heard	Connect and apply all skills and knowledge to develop creativity for enjoyment and learning	Engage with a range of other professionals to support their transition from school	Understand the legal aspects of relationships and sexuality education
Achieve a range of purposeful and relevant qualifications to support their transition	Think creatively to solve problems in real life contexts	Maintain a healthy and balanced lifestyle with a secure understanding of a healthy diet and importance of education	Engage with the local police community to Improve understanding of County Lines, drugs and substance misuse
Use a range of digital techniques to communicate, find and analyse information.	Engage in meaningful work experience opportunities both within school and beyond	Build on their experiences to secure a good range of extra curricula hobbies	Develop important social skills which demonstrate respect for a diverse range of people and cultures
Undertake research and evaluate if it is real or not	Develop further understanding of money and how to manage their money appropriately	Develop a good understanding of the environment and importance of sustainability and recycling	Use digital technologies to improve their life but secure an effective understanding of staying safe on line
Explain ideas, preferences and opinions with increasing clarity and confidence	Take measured risks in learning whilst keeping an understanding of personal effectiveness	Have the confidence to take part in public events on behalf of the school	Build their own mental health strategies to ensure happiness and resilience
Communicate effectively in different forms and with different people inside and outside of school	Play different roles within the team with growing confidence and represent themselves with effectively	Face and overcome challenges in a safe and secure way to help them lead a fulfilling life after school	Show understanding, respect and tolerance of people from different backgrounds, culture, religion, disability etc...
Navigate their life with as much independence as possible	Express ideas and emotions through different media ensuring they are aware of pros and cons of different types of media		Ready to be an active and important citizen of Caerphilly and Wales



# Trinity Fields Embedding a Whole School Approach to Health and Wellbeing Model 2024-2025

## **PBS & TIS**

Raise awareness of Positive Behaviour Support and Trauma Informed Schools as the main approach

## **Motional**

Motional assessment tool trial to evaluate pupils need for nurture/CLA pupils.

## **Physical Literacy**

Continue to promote physical literacy for pupils through sport/MOVE

## **Healthy & Eco School**

Work towards new quality marks in both areas

## **N-gage Intervention Hub**

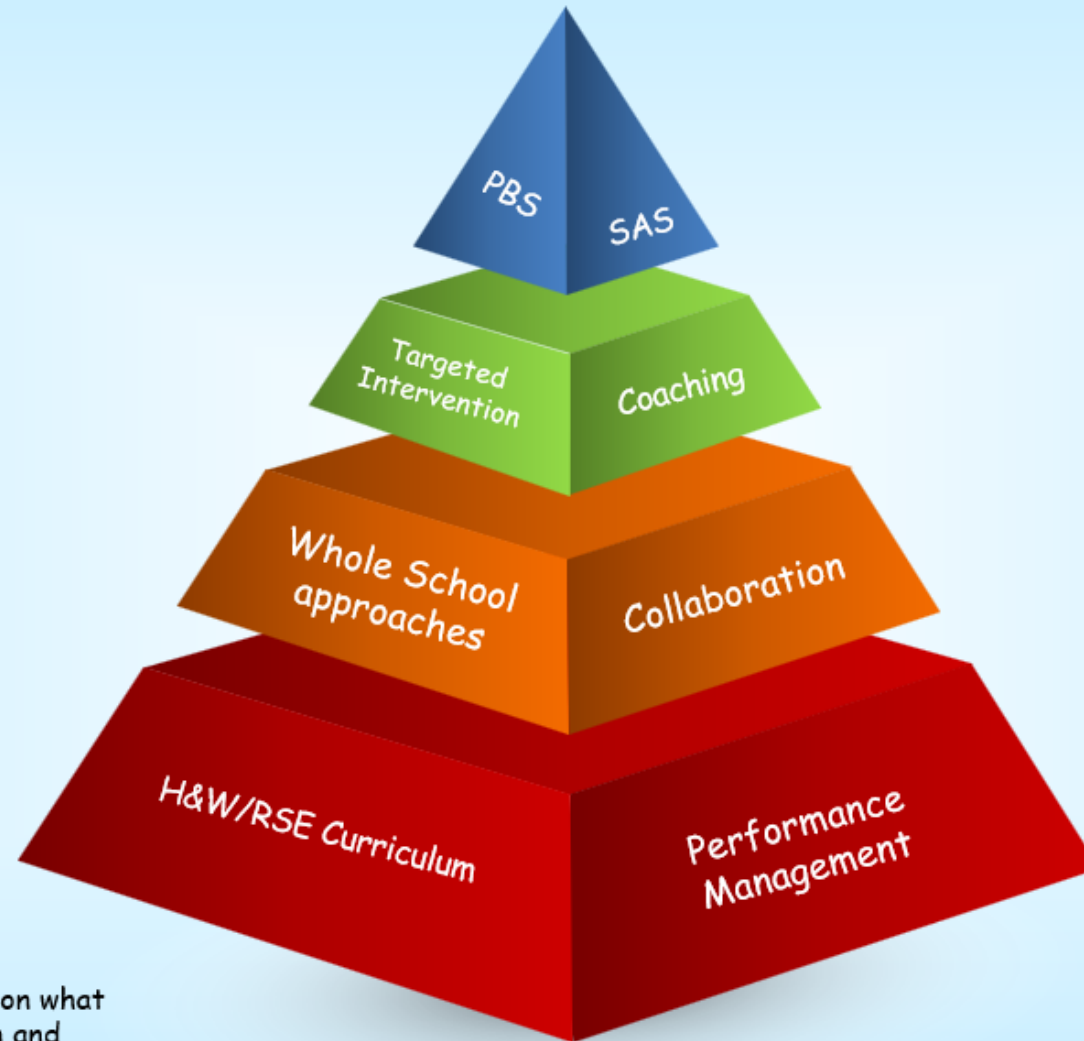
Suite of interventions including Nurture, ICT, Communication, Sensory, Home Support, Expressive Arts, Youth & Leisure Services, Forest School, Careers

## **Health and Wellbeing/RSE**

Co-constructed curriculum design which focusses on what matters, robust target setting for pupils in health and wellbeing including RSE.

## **Listening to Learners**

Student councils & ensuring pupils feedback on their teaching and learning experiences



## **SAS Insurance**

Health and wellbeing insurance and range of benefits for staff

## **Coaching and Mentoring**

Embedding a formal approach to coaching and mentoring to ensure everyone feels supported

## **The Colour Works**

Strong values base developed together and which underpins our work

## **Multi-Agency Working**

Working with other agencies to ensure specialist advice is embedded in teaching and learning

## **Collaboration**

Involving staff in key policy decisions based on evidence and professional enquiry

## **Rich Professional Learning**

Equitable professional learning and performance management for all staff which increases effectiveness

## **Staff Wellbeing Committee**

Working together to ensure school is a vibrant, friendly and purposeful environment to create a culture of being part of something bigger than yourself