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# Coedpenmaen Primary School Curriculum Policy

The following is provided as an example of a curriculum policy which covers all mandatory elements of Curriculum for Wales. It may be appropriate for individual schools to remove or amend sections as appropriate to reflect their approaches.

## Policy Approved

Headteacher	Chair of Governors
Arianne Ansell-Jones	Cllr Mike Powell
Date 9th October 2024	Date 9th October 2024

## Policy Reviewed

Date of review	Reviewer	Details
October 2025	Policy Committee	
October 2026		
October 2027		
October 2028		



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## Curriculum definition

Our school curriculum is defined as everything our learners experience in pursuit of the four purposes. It is not just what we teach but is also how we teach it and importantly, why we teach it.

## Vision

### Vision Statement

At Coedpenmaen we strive to develop a love of learning through a challenging and engaging curriculum inspired by our learners. Our vision is driven by the four purposes where pupils' happiness and wellbeing are at the heart of our school which enables successful futures.

At Coedpenmaen we equip our learners with the skills, knowledge and experiences through authentic and purposeful activities. With a safe, supportive and inclusive environment all learners are encouraged to reach their full potential with values rooted in Welsh language and culture.



### School Aims

- To establish and maintain an atmosphere of a nurturing and caring environment where learners feel safe, secure, motivated and inspired to learn;
- To make a happy place where staff and learners share a mutual respect for each other, understand and accept our differences and make positive choices in terms of our health and wellbeing;
- To identify and remove barriers to pupils learning and development to allow them to reach their full potential;



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- To foster a positive relationship with the local and wider community to support to our learners in becoming active citizens within a diverse world whilst respecting the needs and rights of others;
- To provide a challenging curriculum that supports our learners to maximise opportunities to develop learner's resilience, independence, collaboration, problem-solving and creativity;
- To provide opportunities for all pupils to have a voice, understand their rights and the rights of others and contribute to the life of the school and their own learning;
- To ensure our learners are knowledgeable about the Welsh culture, local community of Pontypridd, society and the world, now and in the past.

## **AoLE Visions**

### **Coedpenmaen vision for LLC**

In Coedpenmaen, our vision for Languages, Literacy and Communication is for pupils to fulfil the four purposes by becoming confident explorers of languages and literature.

Throughout their time in Coedpenmaen pupils will learn to read and write effectively. We aim to ignite curiosity and enquiry skills through a range of quality literature, as well as promoting a love of reading for pleasure. Our pupils will have plentiful opportunities to explore the writing of others, and use this wealth of experience to inspire their own writing skills through a variety of genres.

Alongside this, pupils will make connections between their life, work, heritage and language, to that of others, fostering a pride in the connections and differences we all share.

We will build confidence, enthusiasm and pride in pupils' ability to use the Welsh language, and a desire to confidently explore worldwide languages, in order to become meaningful citizens of Wales and the wider world.

### **Our Mathematics and Numeracy Vision**

At Coedpenmaen we strive to develop a love of learning through a challenging and engaging curriculum inspired by our learners. Our vision is driven by the four purposes where pupils' happiness and wellbeing are at the heart of our school which enables successful futures.

Mathematics and Numeracy plays a critical part in our everyday lives, and in the economic health of the nation. It is imperative, therefore, that mathematics and numeracy experiences are as engaging, exciting and accessible as possible for learners, and that these experiences are geared towards ensuring that learners develop mathematical resilience, independence, collaboration and problem-solving. The language of mathematics is international. The basic skills of mathematics are vital for the life opportunities of our children. Our aim is for all children to think mathematically, enabling them to reason, solve problems and assess risk in a range of contexts.



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Pupils at Coedpenmaen Primary School will learn to develop their wonder of number and its role in the world and their lives. We equip our learners with the skills, knowledge and experiences through authentic and purposeful activities with a range of manipulatives. With a safe, supportive and inclusive environment all learners are encouraged to reach their full potential. We will use the what matters statements to help enable them to reach this level of numeracy understanding and the importance of being numerate.

Pupils at Coedpenmaen Primary School will learn to be numerate through a pupil-influenced curriculum enabling them to develop towards the four purposes. We will endeavour to resource and plan opportunities for the learners to improve their numeracy skills and use them to improve all other AoLEs.

### **Health and Wellbeing Vision**

The health and wellbeing of pupils is at the heart of our school. A holistic structure helps to develop pupils' ability to navigate life's opportunities and challenges. Teaching in this area will encourage pupils to show respect, empathy, to value equality, to listen to and evaluate social influences affecting them. Our vision is for pupils through experiences and opportunities to become resilient, confident, motivated and happy individuals who recognise that good health and wellbeing is important to enable successful learning.

### **Humanities Vision**

At Coedpenmaen Primary school, our aim is to allow all pupils to develop a wide range of skills and knowledge linked to all aspects of the Humanities Area of Learning. The teaching and experiences will help pupils develop a sense of awe and wonder about the Physical and Natural World and develop understanding of how they play a role in shaping this. The opportunity to develop these skills through age and stage appropriate activities including visits, pupil led learning, hands on activities and open ended tasks will support the 4 purposes and help Coedpenmaen pupils become active learners, developing their own journeys and appreciation of the 'hows', 'whys', 'whens', 'wheres', 'whats' and 'whos' of our World.

### **Expressive Arts Vision**

Through the expressive arts our children will have rich opportunities to be creative and imaginative and experience inspiration and enjoyment. They will learn to understand the important roles of the arts in our society and through their experience will also learn to appreciate the contributions of the arts in the lives of individuals and communities. As they learn through the expressive arts, it will enable them to express themselves creatively in different ways, experience enjoyment (and contribute to other people's enjoyment) through



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creative and expressive performance and presentations, develop important transferable skills specific to expressive arts, develop an appreciation of aesthetic and cultural values and ideas, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts industry.

## **Science & Technology Vision**

Children at Coedpenmaen are encouraged to nurture their passion for all aspects of Science and Technology. Lessons will provide children with opportunities to be curious about the world around them through experiential learning, inspiring our children to be confident scientists, engineers, skilled critical thinkers, problem-solvers, collaborators, designers and innovators. They will be encouraged to ask questions and apply scientific knowledge to a variety of learning opportunities, whilst understanding the impact of our actions on the world. They will become global citizens and therefore overcome the challenges of the environment that we face today and in the future. Respect for all living things will be nurtured, fostering a collective ethos of care. Through a contemporary understanding of how our world works, our children will endeavour to drive change with a sense of collective responsibility, empathy and respect, enabling them to become conscientious citizens of Wales and the world.

## **Curriculum aims**

To make our vision a reality for our learners, our curriculum will:

- enable our learners to realise the four purposes and equip them for ongoing learning, work and life;
- build high expectations and enable all learners to achieve their full potential;
- offer a broad and balanced education, which enables our learners to make links between the different areas of learning and experience (Areas) and apply their learning to new situations and to more complex issues;
- support progression along a continuum of learning;
- support our learners' health and well-being, including their mental health and well-being;
- support our learners' development of knowledge that is the foundation of being an informed citizen;
- recognise our learners' identity, language(s), ability and background and the different support they may need given their particular circumstances;
- reflect the diversity of perspectives, values and identities which shape our locality and Wales and develop understanding of the wider world;
- enable our learners to make sense of growing up in contemporary Wales and of issues which will be important in the future, including well-being, sustainable development and citizenship;



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- support our learners to critically engage with a range of information and to assess its value and validity;
- enable our learners to develop an understanding of their rights and the rights of others.
- be built in co-construction with our stakeholders (learners, families, the wider community, our cluster colleagues)

## Curriculum structure and design

### The four purposes

The [four purposes](#) are the aspiration for all learners in Wales.  
Our curriculum is designed so that all our learners will be supported to develop as:

#### **ambitious, capable learners who:**

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find

and are **ready to learn throughout their lives**



Ambitious, capable learners





### enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit

and **are ready to play a full part in life and work**



Enterprising, creative contributors

### ethical, informed citizens who:

- find, evaluate and use evidence in forming views
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet

and **are ready to be citizens of Wales and the world**



Ethically, informed citizens





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### healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

and **are ready to lead fulfilling lives as valued members of society.**



Healthy, confident individuals

The four purposes are the starting point for all decisions around curriculum design. Our curriculum is planned in a way that supports our learners to make progress toward them.



## Integral skills

The four purposes are also underpinned by [integral skills](#) which will be developed through a wide range of teaching and learning within our curriculum.

### Creativity and innovation

Our curriculum will be designed in a way that develops our learners' creativity and innovation by providing the space for and the opportunities that support them to:

- be curious and inquisitive, and to generate ideas;
- link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions;
- be able to identify opportunities and communicate their strategies.

This will support our learners to create different types of value.

### Critical thinking and problem-solving

Our curriculum will be designed in a way that develops our learners' critical thinking and problem solving by providing the space for and opportunities that support them to:

- ask meaningful questions, and to evaluate information, evidence and situations;
- analyse and justify possible solutions, recognising potential issues and problems;
- become objective in their decision-making, identifying and developing arguments;
- be able to propose solutions which generate different types of value.

### Personal effectiveness

Our curriculum will be designed in a way that develops our learners' personal effectiveness by providing the space for and opportunities that support them to:

- develop emotional intelligence and awareness helping them to become confident and independent;
- lead debate and discussions, helping them to become aware of the social, cultural, ethical and legal implications of their arguments;
- evaluate their learning and mistakes, helping them to identify areas for development;
- become responsible and reliable;
- be able to identify and recognise different types of value and then use that value.



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## Planning and organising

Our curriculum will be designed in a way that develops our learners' planning and organising by providing the space for and opportunities that support them to:

- set goals, make decisions and monitor interim results (where developmentally appropriate);
- reflect and adapt, as well as manage time, people and resources.
- check for accuracy and be able create different types of value.
- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances
- confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- generate creative ideas and to critically evaluate alternatives
- build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.

## Areas of Learning and Experience (Areas)

Our school curriculum is designed in a way that ensures learning and teaching that encompasses all six Areas of Learning and Experiences (Areas)

- [Expressive arts](#)
- [Health and well-being](#)
- [Humanities](#)
- [Languages, literacy and communication](#)
- [Mathematics and numeracy](#)
- [Science and technology](#)

All Areas have equal status within our curriculum.



## Statements of what matter

Our school curriculum provides opportunities for our learners to engage with and develop their understanding of the key concepts within all the [statements of what matter](#).

<b>Expressive Arts WM1</b> Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	<b>Expressive Arts WM2</b> Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	<b>Expressive Arts WM3</b> Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	<b>Humanities WM1</b> Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
<b>Humanities WM2</b> Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	<b>Humanities WM3</b> Our natural world is diverse and dynamic, influenced by processes and human actions.	<b>Humanities WM4</b> Human societies are complex and diverse, and shaped by human actions and beliefs.	<b>Humanities WM5</b> Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
<b>Health and Well-being WM1</b> Developing physical health and well-being has lifelong benefits.	<b>Health and Well-being WM2</b> How we process and respond to our experiences affects our mental health and emotional well-being.	<b>Health and Well-being WM3</b> Our decision-making impacts on the quality of our lives and the lives of others.	<b>Health and Well-being WM4</b> How we engage with social influences shapes who we are and affects our health and well-being.
<b>Health and Well-being WM5</b> Healthy relationships are fundamental to our well-being.	<b>Languages, Literacy and Communication WM1</b> Languages connect us.	<b>Languages, Literacy and Communication WM2</b> Understanding languages is key to understanding the world around us.	<b>Languages, Literacy and Communication WM3</b> Expressing ourselves through languages is key to communication.
<b>Languages, Literacy and Communication WM4</b> Literature fires imagination and inspires creativity.	<b>Mathematics and Numeracy WM1</b> The number system is used to represent and compare relationships between numbers and quantities.	<b>Mathematics and Numeracy WM2</b> Algebra uses symbol systems to express the structure of mathematical relationships.	<b>Mathematics and Numeracy WM3</b> Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
<b>Mathematics and Numeracy WM4</b> Statistics represent data, probability models chance, and both support informed inferences and decisions.	<b>Science and Technology WM1</b> Being curious and searching for answers is essential to understanding and predicting phenomena.	<b>Science and Technology WM2</b> Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	<b>Science and Technology WM3</b> The world around us is full of living things which depend on each other for survival.
<b>Science and Technology WM4</b> Matter and the way it behaves defines our universe and shapes our lives.	<b>Science and Technology WM5</b> Forces and energy provide a foundation for understanding our universe.	<b>Science and Technology WM6</b> Computation is the foundation for our digital world.	

Our curriculum uses the statements of what matter to guide the selection of all curriculum content. Specifically, they are used to:

- select the range of experiences, knowledge and skills that enable our learners to make sense of the 'big ideas' and key principles within each statement
- support our learners' progression within the 'big ideas' and key principles and their ability to be able to develop an increasingly sophisticated understanding and application of the statements of what matter
- allow learners to explore topics and ideas through different lenses – the same concept or idea will be explored through different statements of what matter
- help our learners to make sense of a range of experiences, knowledge and skills within each Area by ensuring that content helps learners to develop a coherent understanding of a range of information.



## Descriptions of learning

At our school, we use the [descriptions of learning](#) as a planning tool to inform the wide range of knowledge, skills and experiences within our curriculum. Our curriculum also uses the descriptions of learning to inform planning for a range of contexts for learning across a progression step to create depth and breadth across our curriculum.

**Our curriculum does not use the descriptions of learning to create stand-alone tasks, activities, assessment tasks or interim reports to make judgements about our learners' outcomes at a particular point on the continuum.**

## Progression

[Progression](#) in learning is a process of increasing depth, sophistication, engagement and learner control, rather than of covering a body of content. Progression is not linear and different learners are likely to progress in markedly different ways. Progression is at the heart of our curriculum design. When selecting the content of our curriculum and assessment, we use the [principles of progression](#) for each Area to inform our approach to progression.

Coedpenmaen Primary School has worked with our Cluster schools and CSC Strategic AoLE Leads to develop Progression maps from PS1-PS5 for all AoLEs.

Link to supporting [understanding of \(gov.wales\)](https://gov.wales)



guidance: [Shared progression.pdf](#)

## The role of disciplines in our curriculum





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## Curriculum For Wales Topic Map - Two Year Cycle

	Autumn Term	Spring Term	Summer Term
Cycle A	Humanities	Language, Literacy and Communication	Science and Technology
	Our Wonderful World!	Words, Words, Words!	A Cog in the Machine!
	World gratitude day (Sept 21st) European day of languages (Sept 26th) Black History Month (Oct) Shwmae Day (15th Oct) Harvest (23rd Oct) Remembrance 11th Anti Bullying week (14th-18th Nov) Chn in Need (18th Nov) Christmas jumper day	National Handwriting Day (23rd Jan) Santes Dwywren Day (25th Jan) National Storytelling Week (29th - 5th Feb) Welsh Language Music Day Dydd miwg Cymru (Feb 4th) Chn mental health week (7th-13th) Safer Internet Day (Feb 8th) Fair Trade Fortnight (21st-6th March) Sign Language Week (14th-20th March) Red Nose Day (March 18th)	Science Week Earth Day (22nd April) G7 Summit (June) Endangered Species Day Insect Week (June 20th-26th) Worst Turtle Day
Cycle B	Expressive Arts	Mathematics and Numeracy	Health and Well-being
	The World's a Stage!	It All Adds Up!	Alive and Kicking!
	Dot Day (15th Sept) Recycle Week (24th-30th) National Poetry Day (6/7th Oct) Shwmae Day (15th Oct) Harvest (23rd Oct) Remembrance Day Anti Bullying week (14th-18th Nov) Chn in Need (18th Nov) Christmas jumper day	Big School Bird Watch (5th Jan- 2nd Feb) Santes Dwywren Day (25th Jan) Chinese New Year (Feb 17th) NSPCC number day (Feb 4th) Chn mental health week (7th-13th) Safer Internet Day (Feb 8th) Fair Trade Fortnight (21st-6th March) World Maths Day (March 23rd)	Science Week World Health Day (April 7th) International Dance Day (April 29th) National Walking Month (Walk this May) Mental Health Awareness Day World Asthma Day Cycle Week (June)

We have a two-year topic cycle in place, which ensures an AoLE is the main driver for the term. Topic titles are broad and allow each class to create an enquiry question that is pupil-influenced.

As our learners progress through our curriculum, they will have greater opportunities to engage with the different disciplines within each Area and to specialise in them as they reach the later progression steps.

Discipline-specific learning and teaching in our curriculum will ensure that appropriate and meaningful links to learning are made across our whole curriculum where appropriate.



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## Mandatory curriculum elements

### Relationships and sexuality education

Relationships and sexuality education (RSE) within our curriculum is planned using the [RSE Code](#) and is designed in a way that is developmentally appropriate, inclusive and pluralistic.

An overview of our RSE policy can be found here -

[https://drive.google.com/file/d/1TL2GmNoqH7\\_pA7PpVQ3ljkBKLnbNqgM/view?usp=drive\\_link](https://drive.google.com/file/d/1TL2GmNoqH7_pA7PpVQ3ljkBKLnbNqgM/view?usp=drive_link)

An overview of our RSE scheme of learning/provision map can be found here -

[https://drive.google.com/file/d/1ybJ\\_IRnytQZB5kBSs8qGgWpMqtPLgFm/view?usp=sharing](https://drive.google.com/file/d/1ybJ_IRnytQZB5kBSs8qGgWpMqtPLgFm/view?usp=sharing)

[https://drive.google.com/file/d/1fzHC4NcvBYADUWX3kOHxPvtduvOA74bR/view?usp=drive\\_link](https://drive.google.com/file/d/1fzHC4NcvBYADUWX3kOHxPvtduvOA74bR/view?usp=drive_link)

### Religion, Values and Ethics ([RVE](#))

Religion, Values and Ethics (RVE) is mandatory for all learners aged 3 – 16 and sits within the Humanities Area of Learning and Experience. Teaching and learning in RVE reflects that the religious traditions in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Wales. It also reflects the fact that a range of non-religious philosophical convictions are held in Wales. RVE is planned to meet the mandatory requirements of the Humanities AoLE, and to have regard to both the statutory RVE guidance within the Humanities Area, and the RCT Locally Agreed Syllabus. There is no right to withdraw from RVE.





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## Cross-curricular skills

We believe that the [mandatory cross-curricular skills](#) of literacy, numeracy and digital competence are essential for learners to be able to access knowledge. They enable learners to access the breadth of our curriculum, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling our learners to adapt and thrive in the modern world.

Our curriculum is designed in a way that enables learners to develop competence and capability in the cross-curricular skills and extend and apply them across all Areas.

Across our curriculum, learners will be given a range of opportunities to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world

We will use the [Literacy, Numeracy and Digital Competency Frameworks](#) to guide our approach to the development of cross-curricular skills.

## Cross-cutting themes

[Cross-cutting themes for designing your curriculum - Hwb \(gov.wales\)](#)

## Relationships and sexuality education (RSE)

Our curriculum is designed in a way that identifies and makes authentic and meaningful links between learning within a particular Area and learning within the RSE Code.



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## Human Rights

We believe that learning about human rights empowers learners as rights-holders. This enables our learners to critically examine their own attitudes and behaviours and to develop skills to be ethically-informed citizens of Wales and the world, who can be advocates for their rights and the rights of others.

Our curriculum incorporates opportunities for our learners to:

- learn about human rights by developing their understanding of what human rights are and where those rights have come from including. This includes developing their understanding of the UNCRC and UNCRPD.
- learn through human rights which supports our learners to develop values, attitudes and behaviours that reflect human rights.
- learn for human rights, which motivates them to social action, empowerment of active citizenship and to advance respect for the rights for all.

## Diversity

We want our curriculum to recognise and celebrate the diversity that exists within the social groups within our school community, the communities we serve and society as a whole. We want our learners to be aware of the characteristics of others and treat others with compassion, empathy, understanding and equity, regardless of those characteristics. As our learners progress in our curriculum, they will become increasingly aware of a range of specific characteristics which can define our identity, including sex, gender, race, religion, age, disability and sexuality.

Our curriculum incorporates opportunities for our 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
- challenge stereotypes



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## Careers and work-related experiences (CWRE)

We believe that learning about CWRE is fundamental to developing skills for work and life.

Our curriculum incorporates opportunities for CWRE that inspires our learners to:

- develop an understanding of the purpose of work in life, both for themselves and for society as a whole
- become increasingly aware of the range of opportunities available to them, broadening their horizons
- develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning
- appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important
- explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship
- develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life

## Local, national and international contexts

Local, national and international contexts provide key perspectives for our learners and are important in supporting them to realise the [four purposes](#).

Our curriculum incorporates opportunities for learners to:

- develop learning through a range of places and events of significance
- make links with the local community and organisations
- learn about the contributions and experiences of different individuals that shape each context
- learn about cultural diversity, values, histories and traditions that shape each context
- understand different identities, histories, cultures, perspectives and values that shape communities and societies
- recognise and engage with factors, influences and impacts (including economic, social and environmental impacts) locally, nationally and internationally
- develop an authentic sense of cynefin, building knowledge of different cultures and histories, allowing them to develop a strong sense of individual identity and understanding how this is connected to and shaped by wider influences
- draw on the stories and distinctiveness of our school's local surroundings
- understand their role as citizens and the structures of government which affect them in each context
- explore, critically analyse and respond to contemporary issues and challenges affecting their lives and the lives of others through each context
- understand sustainable development, the challenges the environment and society face and how they can engage with and make a difference on these issues supporting sustainable citizenship



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- understand contemporary Wales, providing opportunities to reflect, understand and analyse contemporary society and their engagement with it
- recognise Wales' diverse linguistic heritage and culture, and its connections with the rest of the world
- recognise how our languages unlock knowledge about our literature, geography, history and their links beyond Wales
- recognise the links between local, national and international contexts, understanding how they constantly influence each other
- use critical analysis in each context, recognising both positive and challenging aspects within each

## Learner choice

Our Curriculum is pupil influenced not pupil led.

## A curriculum accessible to all

Through the design of our curriculum, we ensure it:

- is suitable for each learner's age, ability and aptitude
- takes account of each learner's additional learning needs (ALN), if any
- secures broad and balanced learning and teaching for each learner
- make arrangements for assessing the ability and aptitude of learners in respect of the relevant curriculum, on entry to a school or setting, to identify the next steps in their progression and the learning and teaching needed to support that progress.

## Cynefin

Our curriculum will instil our learners with a pride and passion in themselves, our school community, the wider community and Wales. Our curriculum will allow our learners to explore and understand the different identities, landscapes and histories that all come together locally and nationally to form their cynefin. This will allow learners to develop their own sense of identity and to understand the identities of others and make connections with people, histories and landscapes elsewhere in Wales and internationally.



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## Learning and teaching

Teaching and Learning Policy can be found here:

<https://docs.google.com/document/d/1xvAalpvCexXVvOzm54JS6DZJLaBIC-36nt5RIY6M6x8/edit?usp=sharing>

## Assessment

### The purpose and role of assessment within our curriculum

Assessment is an integral part of teaching and learning and plays a fundamental role in enabling our learners to make progress. For assessment to be effective, we recognise that partnerships between our practitioners, our learners and parents and carers are important.

Progression in learning is a process of increasing depth, sophistication, engagement and learner control, rather than of covering a body of content. Progression is not linear and different learners are likely to progress in markedly different ways. Assessment planning and practice, built into the curriculum and classroom practice, should recognise this and allow for a variety of diversions, stops and variations in pace in a learner's journey.

We will assess all learners across the 3 to 16 continuum based on the progression articulated in our curriculum, against planned learning intentions.

Link to Welsh Government supporting guidance: [Assessing learner progress.pdf \(gov.wales\)](#)



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## The role of different participants in our assessment process

### Leaders

Leaders at our school will establish a strong learning culture that supports and challenges our practitioners to enable them to make appropriate progress. This is achieved by:

- creating a clear vision for curriculum that supports our learners' realisation of the four purposes and supports individual learner progression;
- creating an environment that develops the necessary knowledge and skills to promote learner wellbeing;
- creating an environment based on mutual trust and respect, rather than one focused on compliance and reporting;
- enabling our practitioners to develop the knowledge and skills necessary to carry out their role in assessment effectively;
- ensuring the design, adoption, review and revision of our curriculum that affords opportunities for our practitioners to plan purposeful learning that addresses the needs of each of our learners;
- developing and embedding processes and structures that enable our practitioners to develop a shared understanding of progression;
- ensuring there is a clear picture of learner progression within our school that is understood by all our practitioners, a process that embeds regular ongoing professional dialogue on progression into our systems to support self-reflection and inform improvement;
- ensuring there is a clear understanding of learner progression across our cluster of schools that feeds into discussions on learner progression within each school or setting
- considering how additional challenge and support for our learners can be best provided, including working with other partners
- encouraging engagement between all participants in the learning and teaching process in order to develop effective partnerships
- ensuring that the statutory requirements have been met and that due regard has been paid to this guidance for assessment, and that practitioners are taking account of this in planning, learning and teaching and within daily practice.



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## Practitioners

Practitioners at our school will plan for and provide effective learning experiences that are appropriate to the age and development of our learners. They support and challenge learners effectively to ensure individuals make progress from their own starting points. This is achieved by:

- being clear about the intended learning, and planning engaging learning experiences accordingly;
- supporting the promotion of learner well-being through assessment practice;
- sharing intended learning appropriately with learners;
- evaluating learning, including through observation, questioning and discussion;
- using the information gained from ongoing assessment to reflect on their own practice to inform next steps in teaching and planning for learning;
- providing relevant and focused feedback that actively engages learners, encourages them to take responsibility for their learning, and moves their learning forward;
- encouraging learners to reflect on their progress and, where appropriate, to consider how they have developed, what learning processes they have undertaken and what they have achieved;
- providing opportunities for learners to engage in assessing their own work and that of their peers, and supporting them to develop the relevant skills to do this effectively;
- developing learners' skills in making effective use of a range of feedback to move their learning forward;
- involving parents and carers in learner development and progression, with the learner's involvement in this dialogue increasing over time;
- engaging in dialogue with leaders and fellow practitioners to ensure we have a clear picture of the progress being made within our school;
- identifying any additional challenge or support learners may require, engaging with external partners where necessary.

## Learners

Our learners will participate in and contribute to the learning process in a way that is appropriate to their age and stage of development. This will help them develop knowledge, skills and understanding, and to apply them in different contexts. As they make progress with increasing independence, our learners will be supported and encouraged to:

- understand where they are in their learning and where they need to go next;
- develop an understanding of how they will get there;
- respond actively to feedback on their learning, and develop positive attitudes towards receiving, responding to and acting upon feedback in their learning;
- review their progression in learning and articulate this both individually and with others;
- reflect on their learning journey and develop responsibility for their own learning over time





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## Parents and carers

Parents and carers have an important role to play in assessment and we will engage with them so that they can support their child's progress in an appropriate way. We will encourage and enable parents and carers to:

- engage regularly with our school and our practitioners in order to understand and support their child's progression in learning;
- share relevant knowledge and understanding with us which will support their child's learning and progression;
- respond actively to information provided about their child's learning and, in collaboration with us, plan ways of supporting that learning within and outside of school.

## External partners

We will engage external partners to:

- help our practitioners assess and identify the needs of learners who may require additional support and then help them through the provision of advice and support. This includes specialist educational support and support from other agencies such as health
- provide information about learning progression that has taken place for our learners who may spend some of their time in other contexts.

## Supporting each of our learners on an ongoing, day-to-day basis

To support our learners on an individual and ongoing, day-to-day basis, assessment is embedded into everyday classroom practice in a way that supports and is indistinguishable from learning.

Our assessment practices will identify each individual learner's strengths, achievements, areas for improvement and, where relevant, barriers to learning. This understanding will be used by our practitioners, in discussion with our learners, to ascertain the next steps required to move their learning forward, including any additional challenge and support required.



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## Identifying, capturing and reflecting on each learner's progress over time

Our practitioners will identify the progress being made by our learners, and record this, where appropriate, to understand each learner's journey over different periods of time and in a variety of ways. This includes developing an understanding of how a learner has learned, as well as what they have learned and are able to demonstrate.

Reflecting on a learner's progress over time will enable our practitioners to provide feedback and plan their future learning, including any interventions, additional support or challenge that may be required. This feedback will include both immediate next steps and longer-term objectives and goals that the learner should work towards to help keep them moving forward in their learning. This information will also be used as a basis for communicating and engaging with our parents and carers.

## Approaches that support us in identifying, capturing and reflecting on each of our learner's progress over time

Our Feedback Policy can be found here:

[https://docs.google.com/document/d/1ChFBC6BGLHRAYDgl2mk\\_4vkhlpDTzHL63vtFmS-D4Xo/edit?usp=sharing](https://docs.google.com/document/d/1ChFBC6BGLHRAYDgl2mk_4vkhlpDTzHL63vtFmS-D4Xo/edit?usp=sharing)

Our school utilises the system Traciwr to record and analyse pupil data. The identification of learners needing Literacy and Mathematics and Numeracy interventions is agreed upon analysing Salford and BNST data. The identification of learners needing Wellbeing interventions is agreed upon analysing Perma data and SDQs.

[Supporting learner progression assessment guidance - Hwb \(gov.wales\)](#)

## Understanding group progress in order to reflect on our practice

Assessment enables our practitioners and leaders to understand to what extent and in what ways different groups of learners are making appropriate progress. This understanding contributes to our processes of self-evaluation and continuous improvement.

## Approaches that support us in understanding group progress in order to reflect on our practice

Our Traciwr System is utilised to analyse different groups of learners progress.

## Understanding group progress in order to reflect on our practice

Assessment enables our practitioners and leaders to understand to what extent and in what ways different groups of learners are making appropriate progress. This understanding contributes to our processes of self-evaluation and continuous improvement.



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## Communicating with parents and carers

When communicating and engaging with parents and carers, we share information about:

- the progress their child is making
- their future progression needs
- how future progression needs can be supported at home
- their general well-being in school

We share learner information with parents and carers termly.

Parent Consultations are held in Autumn and Spring term. Written annual reports are provided to parents in Summer Term with an optional Parent Consultation meeting offered to provide a summary of individual learner information annually. Our learners are provided with opportunities to contribute to the communication process with their parents and carers through completing a pupil reflection sheet and joining in 'Amser Teulu' sessions where they have the opportunity to articulate their own progress and achievements, and convey their aspirations and views on the next steps in their learning

Termly 'Amser Teulu' book looks are held for parent.carers to view progress in pupils books.

Information on any support, interventions or additional needs required for the learner's development is also shared termly.

## Reading and numeracy assessments

Statutory online personalised assessments are part of our wider assessment arrangements and are designed to help our practitioners and learners understand how reading and numeracy skills are developing and what the next steps should be. These assessments take place in Summer term.

## On-entry assessments

At any point a learner enters our school, including when they enter compulsory school-age education, we will assess the capabilities, skills, knowledge and aptitudes of learners against our curriculum to determine the next steps in their progression and the learning and teaching needed to make that progress.

Our Nursery baseline will use the Non-Maintained Assessment arrangements to record their observations. Reception pupils will follow our Cluster agreed baseline assessment.



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## Transition

In accordance with the [2022 Transition Regulations](#) our transition plan covers the following matters:

- proposals for managing and co-ordinating the transition of learners from feeder primary schools to the secondary school
- proposals for how continuity of learning will be achieved through curriculum design and planning for learning and teaching for learners in Year 6 transitioning to Year 7
- proposals for how each individual learner's progression will be supported as they transition from primary school to secondary school
- proposals for how the learning needs and the well-being of each individual learner will be supported as they transition from primary school to secondary school
- proposals for reviewing and monitoring the impact of the transition plan in respect of how it has helped:
  - achieve continuity of learning
  - support individual learner progression

A copy of our cluster's transition plan can be found here:

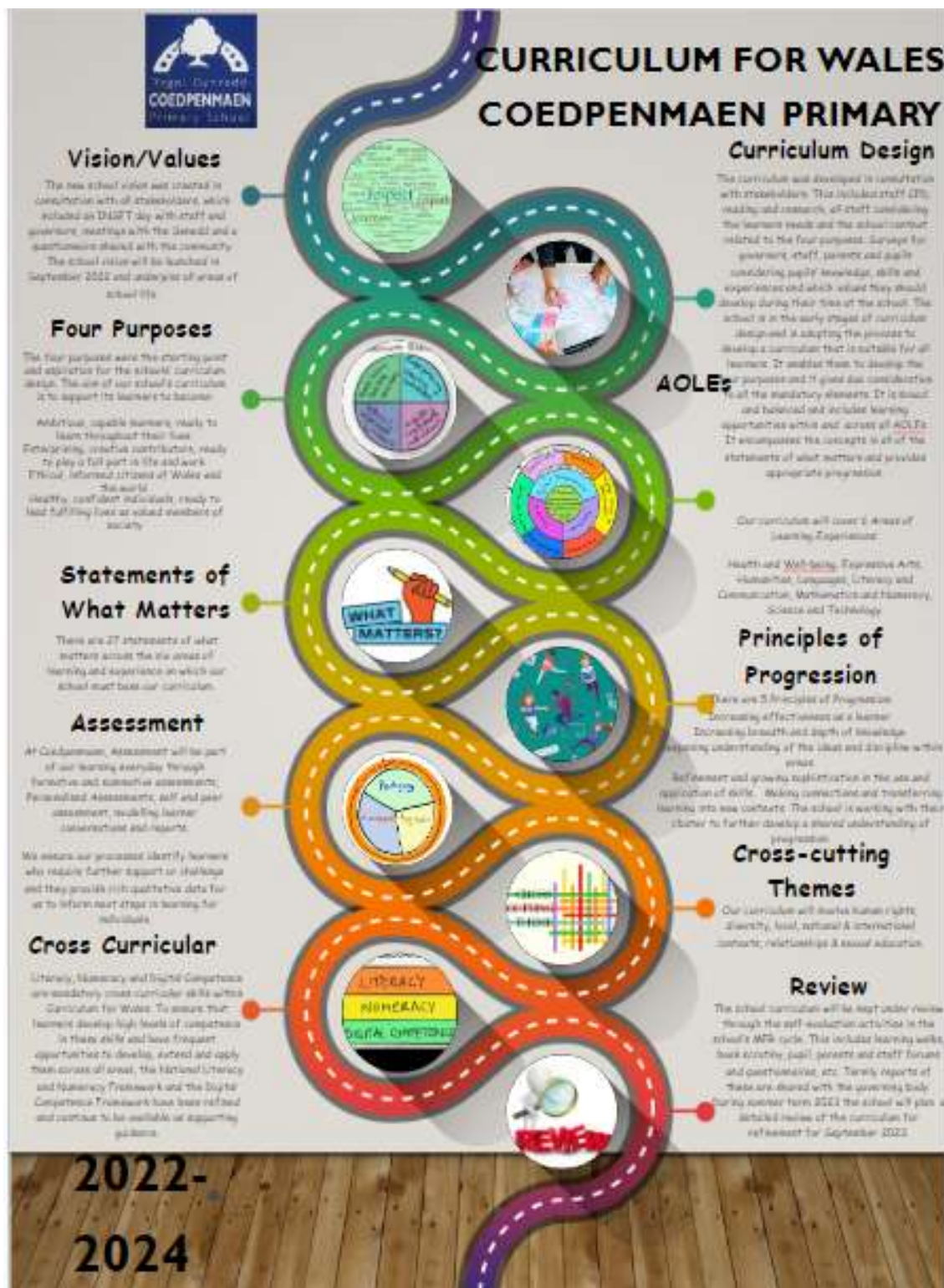
[https://docs.google.com/document/d/1hdOpjqmO0FpSvJuDM56lQuPoFxqgbPSCX0\\_KOAHW4pc/edit?usp=drive\\_link](https://docs.google.com/document/d/1hdOpjqmO0FpSvJuDM56lQuPoFxqgbPSCX0_KOAHW4pc/edit?usp=drive_link)





## Curriculum Summary

In line with the mandatory requirement for schools to publish a summary of their curriculum, a copy of our curriculum summary can be found below:





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## The review process

It is the responsibility of the governing body and headteacher to keep the curriculum and assessment arrangements under review, revising them if they no longer comply with our curriculum policy.