

MAESYBRYN PRIMARY SCHOOL

Ysgol Gynradd MAESYBRYN Primary School

Curriculum Policy



Policy Updated: January 2025

Policy adopted by GB Spring Term Meeting 2025

Policy Review Date:

Chair of Governors Signed: *J Fish*

Date: 6th March 2025

Headteacher Signed: *S Roberts*

Date: 6th March 2025

Through Endeavour We Can All Achieve

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Curriculum Definition

Our curriculum is all the planned activities that we organise in Maesybryn in order to promote learning and personal growth and development of every child. Our school curriculum is everything a learner experiences in pursuit of the Four Purposes which are set out in Curriculum for Wales (CfW). It includes what we teach, how we teach and why we teach certain things. Our newly designed Curriculum also encompasses the wide range of extra-curricular activities that the school organises in order to enrich and widen the experiences of our children. At Maesybryn, we strongly believe that children learn and make progress due to the way they are treated and are expected to behave. We aim to teach our children how to grow into responsible, positive individuals who can work, collaborate and cooperate with others while developing key knowledge and skills, so that they achieve their true potential whilst with us at school and in the future. We believe that we are all lifelong learners, children and adults alike, meaning that we are always looking to develop our school, ourselves and embrace change for the better.

Curriculum Vision

Maesybryn's 'Balanced' curriculum is a shared vision for our school community that has been created by all our stakeholders. Here is our vision:

To be a success at MYB you need to be...



AMBITIOUS
CREATIVE
RESILIENT
HEALTHY
CONFIDENT
ETHICAL
ENTERPRISING
INDEPENDENT



Curriculum Aims

To make our vision a reality for our learners, our curriculum and teaching and learning are driven by the Four Purposes of Curriculum for Wales and the pedagogical principles that sit alongside it. Within school, we are on a constant journey of improving and refining our Curriculum, paying attention to the latest curriculum guidance, with the overall aim of meeting the individual needs and abilities of all learners. Our high-quality teaching experiences provide children with the necessary skills, knowledge and experiences to be able to make informed choices about the important things in their lives. We allow our pupils to make choices and where possible influence the direction of their learning experiences. Our learners will experience an integrated approach to learning where possible and will have incorporated all 27 What Matter Statements into the curriculum, deepening their skills and experiences, as they progress through the school. At Maesybryn, we provide a broad and balanced curriculum, where teaching and learning is inspiring, engaging and fun. We ensure that inclusion permeates through the curriculum and ALL learners are able to reach their full potential regardless of needs or disabilities.

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At Maesybryn Primary, our 'Balanced' curriculum provides learners with a curriculum which:

- Enables our learners to realise the four purposes and equips them for work and life; widens horizons, develops appetites for learning and prepares children for full and responsible lives;
- fosters spiritual, moral, social, cultural, intellectual and physical development;
- is broad, balanced, coherent and authentic; allows transferable skills and links to be made across AOLE's
- ensures that children learn effectively and efficiently through well-planned experiences;
- supports progression along a continuum of learning
- builds high expectations and provides equal opportunities for all pupils to reach their full potential, recognising the worth of the different abilities, skills and talents of every child;
- ensures full access to the curriculum for all pupils, recognising our learners' identity, language(s), abilities and background and the different support they may need given their particular circumstances;
- support our learners to critically engage with a range of information and to assess its value and validity;
- fosters self-confidence, self-esteem and understanding of the beliefs, philosophies and questions of others;
- develops partnerships between the family, the school and the wider community including our cluster colleagues
- seeks to enrich the curriculum by developing links with industry, commerce and the community.
- reflects the diversity of perspectives, values and identities which shape our locality and Wales and develop an understanding of the wider world;
- enables 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;
- enables our learners to develop an understanding of their rights and the rights of others.

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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.**

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.**

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**

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

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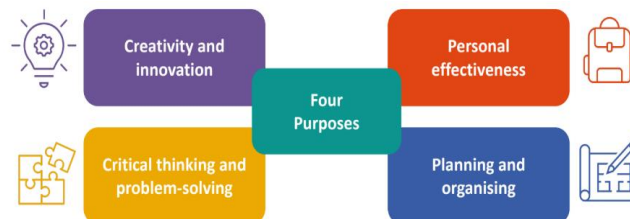
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- 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.**

The four purposes are the starting point for all decisions around curriculum design and our curriculum is planned in a way that supports our learners to make progress toward each of them by the time that they leave us in Year Six.

Integral Skills

The four purposes are also underpinned by integral skills which will be developed through a wide range of teaching and learning activities 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 is designed in a way that develops our learners' critical thinking and problem solving skills by providing the space for, and the 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 is designed in a way that develops our learners' personal effectiveness by providing the space for, and opportunities that support them, to:

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- 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.

Planning and organising

Our curriculum is 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 team roles.

Cross-Curricular Skills

The mandatory cross-curricular skills of literacy, numeracy and digital competence form a key part of our curriculum that will unlock knowledge for our learners. The cross curricular skills enable and equip our pupils with the lifelong skills to realise the four purposes and allow them to the ability to transfer these skills in the future for the world of work and to meet the needs of the modern world. We strive to extend and apply these skills across all AOLE's through developing listening reading, speaking and writing skills, using numbers and problem solving in real-life situations, being competent using a range of technologies to help them function and communicate in the world.

Areas of Learning and Experience

Our school curriculum is designed in a way that ensures learning and teaching encompasses all six Areas of Learning and Experiences (Areas). Each area of learning is led by one of our staff members alongside a team of colleagues.

- Expressive arts
- Health and well-being
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology

Areas of learning and experience



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology

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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. This is carefully planned out.

Statements of What Matters at a Glance

The 27 What Matters Statements should be read as a whole to understand them fully:

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

We use the descriptions of learning as a planning tool to support selection of a 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.

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Progression in our Curriculum

Progression within the Curriculum for Wales is fundamental for us in Maesybryn to guide pupils' development of skills and knowledge over time, supported by effective teaching methods. Progression in learning is a process of increasing depth, sophistication, engagement and learner control, rather than of covering a body of content. It involves a continuous journey of growth across various subjects, aiming to deepen pupils' understanding and abilities in line with the curriculum's objectives. 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. Progression in Mathematics and Numeracy also involves the development of five proficiencies which are connected and interdependent. The five principles of progression underpin progression across all of our curriculum areas, these are:

Increasing effectiveness

As learners progress during their time with us in school, they improve their ability at learning in different situations. They become more skilled at finding help on their own, asking questions, and evaluating information from different places. They also learn to judge their own progress and figure out what to do next without much help.

Increasing breadth and depth of knowledge

As learners grow, our curriculum planning ensures they learn a lot about many things, not just a little about a few. As they learn more, they understand ideas better and see how they connect with each other. This helps them make sense of what they're learning and use it in different ways. Our concept and enquiry-based learning approach

Deepening understanding of the ideas and disciplines within the areas

In early education, it's crucial to take a comprehensive approach, helping learners understand how different ideas fit together. As they advance, they should explore and grasp subjects in each area, connecting them to the broader goals and essential concepts of education.

Refinement and growing sophistication in the use and application of skills

Learners must develop various skills, including physical, communication, cognitive, and subject specific abilities. In the early stages, this involves refining motor skills, social interaction, and learning to process information. As they advance, they refine these skills and acquire new ones, becoming adept at applying knowledge in different situations and effectively communicating their ideas using appropriate methods and resources.

Making connections and transferring learning into new contexts.

As learners progress, they should independently connect what they learn within and across subjects, as well as with experiences beyond school. These connections should become more complex and explained by learners themselves. They should also be able to apply their knowledge and skills in new and challenging situations.

As a school, we aim to integrate these principles into our curriculum frameworks, ensuring that our progression encompasses both subject-specific knowledge and the skills embedded.

The **12 pedagogical principles** outlined in the Curriculum for Wales play a central role in delivering our curriculum and in fostering pupils' progression, adapting to their diverse needs.

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These are guiding principles for teaching, complementing the principles of progression. Progression varies for each pupil, with some needing individualised support, especially those with additional learning needs. We recognise the diversity in pupils' progression rates and durations.

Supporting pupils' progression involves offering opportunities for reinforcement and reflection as they evolve. Progression isn't just about moving forward but also about making connections between subjects and developing a deeper understanding of fundamental concepts. Our planning highlights key learning for each project and exit points that allow teachers to carefully plan learning sequences to allow progression for the pupils.

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.

Early Learning

Children learn through first-hand experiential activities with the serious business of 'play' providing the vehicle. At Maesybryn Primary, our nursery children follow the Enabling Pathways curriculum where curiosity is developed. Through their play, children practise and consolidate their learning, play with ideas, experiment, take risks, solve problems and make decisions individually, in small and large groups. First-hand experiences allow children to develop an understanding of themselves and the world in which they live. The development of a positive self-image and feelings of self-worth and self-esteem in each child are at the core of this phase. The Foundation Phase indoor and outdoor learning environments promote discovery and independence and there is a strong emphasis on using the outdoor environment as a resource for children's learning.

Other Mandatory Elements (not previously mentioned)

Our curriculum includes:

- Provision for Welsh second language with the aim of striving towards the Welsh Government's mission of 1 million Welsh speakers by 2050
- Relationships and Sexuality Education (including the detail of the Relationships and Sexuality Code)
- Religion Values and Ethics (RVE)

Relationships and sexuality education

Relationships and sexuality education (RSE) within the Health and Wellbeing Area of Learning Experience and is planned using the RSE Code . It is designed in a way that is developmentally appropriate, inclusive and pluralistic.

An overview of our RSE policy can be found on the school website and our RSE scheme of learning/provision is linked closely to the Healthy Schools elements within their scheme health and well-being. However, we believe that this should not be taught alone but within the topics and themes that are central to our long-term curriculum.

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

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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.

Cross-Cutting Themes (RSE, RVE mentioned above)

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. As a school we recognise the United Nations Convention on the Rights of the Child (UNCRC).

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

Our staff tell and listen to the stories of different groups, including minority groups, and enable all learners to see themselves and their experiences represented in the topics, experiences and knowledge developed through the curriculum.

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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 inspire 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.
- 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.

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- 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.
- speak Welsh daily within the classroom but also all environments of the school e.g school hall, yard, on school trips etc

(Cynefin) The place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translated as 'habitat', cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it.

A Curriculum accessible for all

Through the design of our curriculum, we ensure it:

- is suitable for each learner's age, ability and aptitude.
- takes account of any additional learning needs (ALN) of learners.
- secures broad and balanced learning and teaching for each learner
- makes 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.

Roles

Leaders

Leaders at all levels in 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;

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- 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.

Practitioners

Practitioners at our school will plan for and provide effective learning experiences that are appropriate to the age and development of our learners and link closely to our shared curriculum. 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;
- Ensuring that learners receive a broad and balanced curriculum that develops the skills and knowledge required through a variety of authentic experiences;
- sharing intended learning appropriately with learners and ensuring that pupils are able to shape their learning;
- evaluating learning, including through observation, questioning and discussion to assess progression;
- 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;
- involving parents and carers in supporting the curriculum provided to their children:
- engaging in dialogue with leaders and fellow practitioners to ensure we have a clear picture of what constitutes our curriculum and how it is taught within all of our classes;
- identifying any additional challenge or support learners may require, engaging with external partners where necessary to ensure equity and inclusion.

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;

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- Use their voice to direct learning. Make choices and suggest ways in which enquiry may lead them;
- 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

Parents and carers

Parents and carers have an important role to play in our curriculum and we will engage with them so that they can support their child's learning and 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 our curriculum and support their child's progression in learning;
- share relevant knowledge and understanding with us which will support the school curriculum;
- 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:

- support the school in developing the curriculum through high quality professional learning experiences and support.
- Supporting the school in effective self-evaluation about its curriculum journey.
- 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.

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 and support individual learner progress.

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Transition meetings are also held annually and a transition form completed for each class so that teachers have a clear idea of the pupils and their needs before they start in September. This is an important of our practice in Maesybryn Primary School.

Links to other policies

There are a range of policies that directly link to our curriculum. How we teach is detailed in the Teaching and Learning Policy whilst assessment and progress is covered in a specific policy for Assessment, Progress and Feedback. Reference should also be made to policies for RSE, RVE and Collective Worship.

The review process

It is the responsibility of the governing body and headteacher to keep the Curriculum Policy arrangements under review, revising them if they no longer comply with our curriculum policy. All policies are reviewed every three years regardless of any changes that may or may not occur.

Appendix

Ysgol Gynradd **MAESYBRYN** Primary School



MAESYBRYN PRIMARY LONG-TERM CURRICULUM PLAN

TERM	AUTUMN TERM 1		AUTUMN TERM 2		AUTUMN TERM 3	
	THEME	BEING THE BEST VERSION OF ME <small>(Well-being, resilience, self-improvement, and growth mindset).</small>		JUST BECAUSE WE CAN, DOES THAT MEAN WE SHOULD <small>(Sustainability, ethical decision-making and financial literacy)</small>		THINKING OUTSIDE THE BOX <small>(Entrepreneurship, innovation, creativity, and problem-solving)</small>
AoLE	HEALTH & WELLBEING		HUMANITIES HEALTH & WELLBEING SCIENCE & TECHNOLOGY		SCIENCE & TECHNOLOGY EXPRESSIVE ARTS MATHEMATICS & NUMERACY	

TERM	SPRING TERM 1		SPRING TERM 2	
	THEME	DREAMCATCHERS AND DISCOVERIES HOW THE WORLD WORKS? <small>(CWRE, citizenship, scientific exploration and innovation)</small>		LAND OF MY FATHERS / TALES OF WALES <small>(Cynefin / Belonging / Identity)</small>
AoLE	SCIENCE & TECHNOLOGY HUMANITIES		EXPRESSIVE ARTS LANGUAGE, LITERACY & COMMUNICATION	

TERM	SUMMER TERM 1		SUMMER TERM 2	
	THEME	FACING THE PAST; SHAPING THE FUTURE <small>(Human Rights, belonging, social justice, diversity and inclusion)</small>		WHAT MAKES ME, ME? <small>(Identity, diversity, relationships, self-expression, and well-being)</small>
AoLE	HUMANITIES SCIENCE & TECHNOLOGY		HEALTH & WELLBEING SCIENCE & TECHNOLOGY	