Curriculum Policy

Penpych Community Primary School
Ysgol Gynradd Gymunedol Penpych

Policy Leader	**: Mr T Lewis**
Head teacher	**: Mr T Lewis**
Chair of Governors	**: Mr M Cude**

Policy applies to Academic Year 2026 -27

Signed HT: **Date: September 2026**

Signed CoG: **Date: September 2026**

This policy is a:	**School Plan using LA & WG guidelines**
This policy is a:	**Statutory Policy**
Policy / Document Leader:	**Mr T Lewis**
Link Governor:	**Mr M Cude**
Key Personnel in Policy:	**Headteacher,**
Published / located:	**Website/ School Administration Office**
Aims of Policy: • **To outline the policy and provision for the curriculum at the school.**	
Review date	**September 2026**
Next review date	**September 2027**
Reviewed by	**Policy committee**

CURRICULUM FOR LEARNING

Policy and Practice at:

Penpych Community Primary School

Curriculum for Learning Policy

A Guide to our "Purposeful, Authentic & Relevant Curriculum"

Our Mission Statement

'At Penpych Community Primary School we are united in work and play.
Learning, loving, smiling together in a special way'.

Our School Vision Statement

At Penpych Community Primary School, we are committed to inspiring our learners to become ambitious, creative, healthy and confident individuals. Every stakeholder is provided with the chance to reach their full potential as part of an inclusive, diverse and respectful community of learners.

Learners receive an inspiring, rich and engaging education. Our curriculum places pupils at the centre of their learning, allowing them to take ownership of their education, providing the opportunity for each individual to flourish. We embrace learning through authentic experiences, provided within and outside of the school and wider community.

We believe that all stakeholders enrich the lives of our learners. With the support and engagement of all stakeholders, we strive to ensure that Penpych Community Primary is a school the whole community can be proud of.

In addition to our whole school vision, we have worked as a School Community to establish individual visions for each area of the curriculum. The curriculum is split into six key areas (known as 'Areas of learning and Experience' or AoLE) which are:

Health and Wellbeing- Our learners will be provided with learning experiences that will enable them to become happy, healthy, resilient and independent individuals, able to achieve their full potential. Learners will understand the physical and mental benefits of a healthy lifestyle and engage in regular opportunities to promote their emotional and

physical wellbeing. Learners will develop skills that allow them to be active members of society; taking an interest in their respective communities.

Expressive Arts- Our learners will be provided with a range of quality experiences that will enable them to experience enjoyment and contribute to other's enjoyment through creative and expressive performances and presentations. They will appreciate the work of others and become creative, confident and imaginative individuals. Learners will have the opportunity to perform, produce, design, exhibit and share creative work.

Humanities- Our learners will be provided with a whole school approach, showing progression throughout the school, including learning experiences with high quality teaching that enables them to develop and extend their interest in Humanities, as active global citizens. Learners will be provided with an opportunity to contribute actively and constructively to the community and made aware of the history and geography of the locality. Through developing their independence, learners will embrace and celebrate individuality in order to promote a sense of belonging; appreciation and pride of the area that they live and work in, as well as the wider world.

Mathematics and Numeracy – Our learners will be provided with rich learning experiences and real life situations across the school. By making lessons a fun learning experience, children will adopt a resilient and fearless attitude to Mathematics and Numeracy. We will endeavour to produce learners that have ambitious attitude to their learning. Maths will prepare them to be numerate adults, creative thinkers and problem solvers.

Language, Literacy and Communication – Our learners will be provided with a planned and methodical approach to genre coverage. They will experience writing for a purpose, providing authentic experiences. They will be provided with high quality teaching that enables them to achieve their full potential within Literacy Language and Communication. Learners will experience opportunities to write beyond literacy lessons. Our learners will develop a love for languages, become creative and imaginative and gain a deeper understanding of the subject, explored through a range of concepts/contexts, ensuring they fully understand and engage with what they are learning. Learners will develop as literate individuals, able to apply their skills in their everyday lives.

Science and Technology – Our learners will be provided with learning experiences, through high quality teaching, that will enable them to recognise their importance as a global citizen and take responsibility for their environment and wider world. They will engage with scientific and technological stimuli to inform opinions and apply experience, skills and knowledge to develop ideas independently. They will be able to identify questions that can be investigated scientifically and develop into curious individuals and ask many questions, observe, challenge and create solutions to problems. As individuals, our learners will foster a respect for emerging technologies; relating them to their everyday lives.

‘United in Work and Play’

OUR SCHOOL AIMS

- Create a happy welcoming school environment that respects the UNCRC’s Rights of the Child.
- Deliver a “four purpose” driven curriculum
- Develop each individual to their potential through offering a wide range of high quality skills and knowledge based experiences.
- Enable optimum progression of each individual to develop their talents and skills
- Promote equality of opportunity and respect for everyone, irrespective of belief, race and gender.
- Encourage a love of learning and high levels of confidence through a growth mindset approach
- Develop effective thinking, independent learning and the ability to solve problems creatively.
- Use every opportunity to develop the skills of Numeracy, Literacy and Digital Competency enabling each child to experience achievement at all levels.
- Enable pupils to be given progressive responsibility for organising their learning and management of time.
- Enhance self-worth and the ability to value each person’s own worth through a caring, secure environment. This will develop sensibility to others, self-discipline, high self-esteem and acceptable behaviour.
- Develop imagination and creativity by offering wide range of authentic experiences.
- Develop the natural curiosity that children exhibit about themselves and their world, and use their curiosity to foster positive attitudes to learning.

- Develop an appreciation of the heritage and history of Wales, through authentic contexts, as well as learning the Welsh language.

POLICIES TO BE READ IN CONJUNCTION WITH THIS DOCUMENT:

- Planning Policy (CfW)
- Assessment Policy (CfW)
- Assessment for Learning Continuum (CfW)
- Feedback for Learning Policy
- Additional Learning Needs Policy (CfW)

WELCOME TO OUR SCHOOL

We believe that every member of the school community is a learner which includes pupils, staff and parents. Together we develop as a learning organisation, using information from research, other schools, businesses and the real world to build a culture for improvement.

Across all Areas of Learning and Experience (AoLEs), the application of numeracy, literacy and digital competence is robustly planned for. Teachers are expected to plan and deliver learning objectives pitched appropriately to the learners needs. Lessons have success criteria (which also include numeracy, literacy and/or digital competency) to ensure the learners are aware of the particular skills they are looking to develop within that lesson. In addition to literacy, numeracy and digital competence, teachers plan for incidental Welsh and opportunities to address relationships and sexuality education in line with the new Curriculum for Wales.

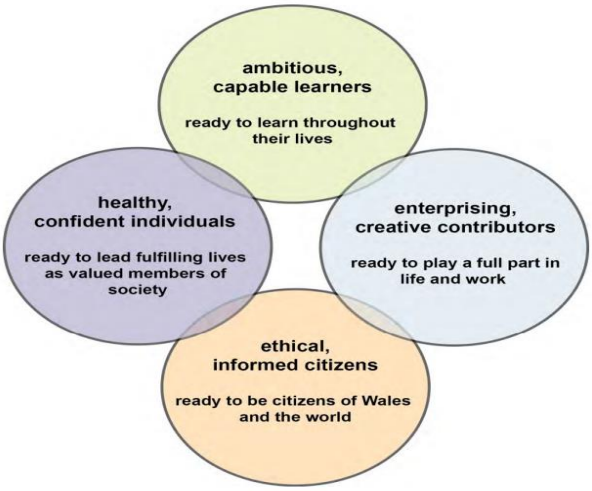
There is a whole school and cluster approach to well-being enabling pupils to understand their own and others' emotions. This is in line with the Health and Well-Being AoLE, and is integrated throughout the school day, and throughout the curriculum itself.

CURRICULUM FOR WALES

Curriculum for Wales 2022 organises learning around six areas of learning and experience. Each of the areas of learning and experience has been designed to support learners to realise the four purposes of the curriculum. They are intended to promote collaboration and cross-disciplinary school-level curriculum development and design

All teachers plan for the cross-curricular responsibilities of literacy, numeracy and digital competence to support almost all learning. These are essential for learners to be able to participate successfully and confidently in the modern world

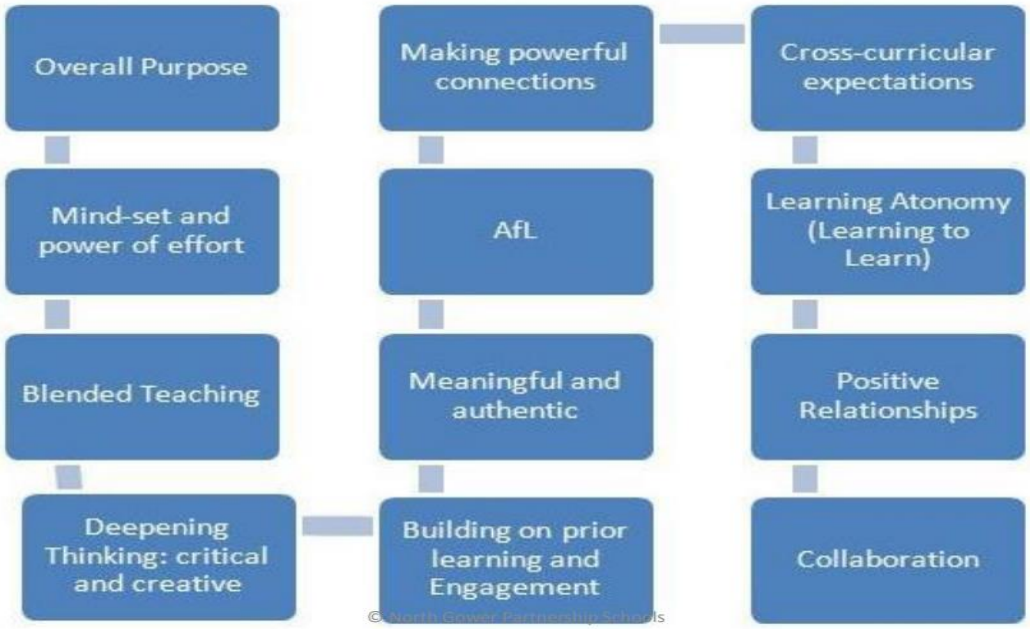
The four core purposes



The six areas of learning and experience

Cross-curricular skills

The 12 Pedagogical principles



Children's Rights

Children and young people have 42 rights under the United Nations Convention on the Rights of the Child (UNCRC). These 42 rights give children and young people what they need to grow up happily, healthily and safely. In 2011 Wales became the first country in the UK to make the UNCRC part of its domestic law.

The principles of a Children's Rights Approach are:

- Embedding children's rights - at Penpych Community Primary this means that all policies are underpinned by the UNCRC, and all our community know and understand about children's rights.

- Equality and Non-discrimination - at Penpych Community Primary we make sure that every child aspires to be the best they can be. This is encapsulated in our school Vision and Mission statements.

- Empowering children - At Penpych Community Primary pupils are actively involved in planning their curriculum.

- Participation - At Penpych Community Primary adults and pupils share the decision making and together drive policy and change.

- Accountability - Penpych Community Primary Primary School is held to account for how pupils experience their rights by the governing body and pupil voice groups

EQUAL OPPORTUNITIES

At Penpych Community Primary Primary School, we are committed to ensuring equity of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life

POSITIVE RELATIONSHIPS

Penpych Community Primary School has a very positive behaviour culture. We are very proud of the excellent behaviour of our learners who are frequently praised by visitors and when visiting other places for their beautiful manners and general behaviour. Good behaviour is a necessary condition for effective teaching and learning to take place.

The most meaningful and positive form of discipline is self-discipline. We work hard at Penpych Community Primary School to instil this in our learners.

The response to misbehaviour is always positive and will depend on the nature of the misdemeanour, and the age and maturity of the pupil. We deal with any misbehaviour using a restorative practice approach. This enables the pupil to explain their thoughts and reasons for their behaviour choice through 3 questions.

- What happened?

- How were you feeling?

- What could we do next time?

This enables pupils to be listened to and also makes them aware of the effect that their actions have on others.

MENTAL HEALTH & WELL-BEING

In Penpych Community Primary we teach and develop mental health through:-

Explicit teaching of the science self regulation

Flexible timetables to meet pupils' needs

Effective links with outside agencies

Daily Check-ins

Restorative Practice

Self regulation areas and resources

We encourage our learners to develop self-regulation, and to understand the "how and why" of their emotions in order for them to develop strategies to best help and support them. Children will regularly self-assess themselves through PERMA, to identify where they are in terms of their feelings, and what they can do to help move them into a more mentally healthy zone.

ADDITIONAL LEARNING NEEDS (ALN)

At Penpych Community Primary we recognise that all pupils come to school at different stages of development and with different needs. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together

Pupils who meet our criteria for having ALN will be supported by class teachers, teaching assistants other adults and their learning environment

The ALN aims of the school:

- To meet the needs of all pupils through excellent teaching strategies, classroom organisation and differentiation.

- ❖ To have a whole school Universal Provision that addresses the needs of all pupils.

- ❖ To ensure that all pupils have access to a broad and balanced curriculum.

- ❖ To ensure that early identification of a pupil's needs is made.

- ❖ To ensure that ALN pupils take as full a part as possible in all school activities.

- ❖ To use a Person Centred Practice where the pupil, parents, school staff and outside support agencies are involved from the beginning in planning actions and ways forward to support pupils with ALN.

- ❖ Every pupil in the school creates their own one page profile which informs adults how best to support them.

- ❖ To ensure that parents are kept regularly informed of their child's progress.

- ❖ To ensure that ALN pupils are involved, where practical, in decisions affecting their future ALN provision.

- ❖ To work in partnership with parents, pupils and other agencies e.g. Educational Psychologist, Speech Therapists, Social Workers, School Nurse etc.

RELATIONSHIPS & SEXUALITY EDUCATION

Relationships and Sexuality Education (RSE) will be mandatory from 2022 and is considered as part of the Health and Well-Being Area of learning, as well as being a cross cutting theme across all learning. Relationships and Sexuality Education will be introduced to the pupils through:

- Circle time activities
- 'Growing Up' resources
- Personal Development and Healthy relationships lessons
- Story books
- Curriculum subjects, e.g. Science, RE
- Personal and Social Education programmes
- Informally as opportunities arise in the classroom

RELIGION, VALUES & ETHICS

In Penpych Community Primary we teach RVE through:-

- Explicit teaching of world beliefs
- Exploring ideas through “Big Questions”
- Encouraging all pupils to see links with real world events
- Reflection on our world and how we can make a difference
- Opportunities to study local and global contexts referring to the Sustainable Development Goals
- Developing critical thinking skills
- Age appropriate daily worship time and reflection
- Stories, school events and visitors

A PURPOSEFUL, AUTHENTIC & RELEVANT CURRICULUM

- authentic: rooted in Welsh values and culture and aligned with an agreed set of stated purposes
- evidence-based: drawing on the best of existing practice within Wales and from elsewhere, and on sound research
- responsive: relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions for future challenges as lifelong learners
- inclusive: easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society
- ambitious: embodying high expectations and setting no artificial limits on achievement and challenge for each individual child and young person

- ❖ empowering: developing competences which will allow young people to engage confidently with the challenges of their future lives

- ❖ unified: enabling continuity and flow with components which combine and build progressively

- ❖ engaging: encouraging enjoyment from learning and satisfaction in mastering challenging subject matter

- ❖ based on subsidiarity: commanding the confidence of all, while encouraging appropriate ownership and decision making by those closest to the teaching and learning process

- ❖ manageable: recognising the implications for and supported by appropriate assessment and accountability arrangements.

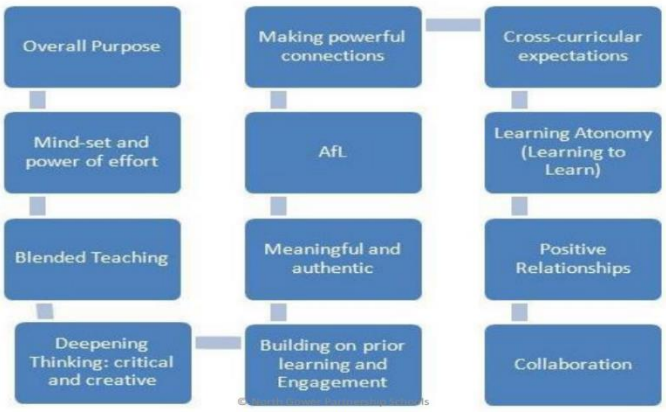
FOUR PURPOSES

Our curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.

It is the whole school experience offered, not merely restricted to lessons and activities within the school day. Our curriculum includes the attitudes and values we promote, the opportunities we provide beyond the school day, and the relationships we have with our families and the community. This is achieved through ensuring the four purposes are at the heart of what we plan and do

PEDAGOGICAL PRINCIPLES

Our teachers teach through a range of approaches, not restricted to, but including those outlined in the 12 Pedagogical Principles.



PLANNING AND PREPARING FOR LEARNING

Our curriculum places emphasis on equipping young people for life. It provides pupils with opportunities to learn, refine and apply new knowledge and skills in different situations. Every opportunity is used to develop the whole learner within real life contexts

Learners get a deep understanding of how to thrive in an increasingly digital world. We follow a digital competence framework developing digital skills across the curriculum, whilst preparing them for the opportunities and risks that an online world presents.

All teachers ensure that learners are ambitiously planned for, within a progression step relevant to their need. Each AoLE has a number of what matters statements, which ensure breadth, and coverage of the fundamental key concepts. The Curriculum for Wales set out clear descriptions for learning within each area of learning and experience. Teachers skilfully plan from these to ensure every pupil receives the support they need to make maximum progress.

Teachers use the PPA time effectively to plan, prepare and assess learning. This takes the form of the skills, knowledge and experiences that each child needs to be able to progress

As a guide to planning, the school has mapped out expectations for each year group. However, learners may be above or below the descriptions of learning within that particular progression step. A child's progression step is not a 'best fit' model but a way to genuinely plan for an individual's progression in different areas of learning.

Year Group	Progression Step	Year Group	Progression Step
Nursery	Working towards PS1	Year 3	PS2
Reception	PS1	Year 4	Embedding PS2 and working towards PS2
Year 1	Embedding PS1 and working towards PS2	Year 5	Working towards PS3
Year 2	Working towards PS2	Year 6	Working within PS3

APPROACHES TO TEACHING & LEARNING

In Penpych Community Primary School, staff deploy three overarching approaches to their teaching and learning preparation.

Teacher Directed – Focused activities and experiences to develop skills across all AoLEs, pitched at the right level for individual learners.

Teacher and Learner Directed – Authentic, pupil influenced and relevant activities and experiences promoting collaboration and enabling pupils to apply their previously learnt skills at an appropriate level of challenge.

Learner Directed - Enables learners to have a range of opportunities to follow their needs and interests. These are open ended and integral skills based. Pupils are encouraged to follow their own lines of enquiry, developing self-efficacy and self-direction

BACKWARD PLANNING

Teachers plan and prepare learning with a clear understanding of pedagogy. Within any given lesson, adults consider their selection of methods in light of the purpose of learning. This involves the teachers' blend of theoretical and practical knowledge, deciding on how best to promote effective learning. This approach is regarded as the "backwards model of planning" which moves away from the traditional model of planning from content.

"Its not what am I going to teach today, it's what do my pupils need today!" Graham

Donaldson

SUPPORTING LEARNER INDEPENDENCE

Independence and interdependence doesn't just happen as pupils get older. Our curriculum carefully considers how our teaching and learning can scaffold and promote their journey along the maturity curriculum. As the child moves away from being directed by the teacher, they will be encouraged to make choices in their learning (andragogy). At a more advanced stage of independence, learners will use the understanding of "what they need to learn" to help inform their choices of "how they are going to do it" (heutagogy). As new learning is introduced the child will need more teacher direction through the school's teacher's directed approaches (pedagogy).

	Pedagogy	Andragogy	Heutagogy
Dependence	Learner is dependent	Learner is independent	Learner is interdependent
Learning Resources	Teacher driven and controlled	Learner and teacher controlled	Learner and teacher provided. Learner negotiates path
Learning Focus	Skill and concept. Prescribed.	Task or problem solving. Negotiated	Problem finding. Learner driven.
Motivation	External	Internal	Self efficacy
Teaching Role	Process designer, knowledge holder, director	Enabler, collaborator	Capability builder

Striving for heutagogy (self efficacy and self direction) is undoubtedly the most difficult aspect of our curriculum design. Giving pupils “choice ” can lead to lack of “challenge”. This is why we have designed a style of teaching and learning (learner directed).

Through learner directed activities, knowledge and skills can be developed through exploration (before targeted learning) or application (after targeted learning).

Learners are challenged through effective questioning from adults, peers or of themselves.

Given that the four purposes are underpinned by four integral skills, teachers use these to plan choice and challenge activities that will promote and support pupils along the maturity continuum. We encourage our pupils to develop these skills under four areas:-

- Be A Thinker
- Be Organised
- Be Creative
- Be Effective
- **ASSESSMENT**

Our Assessment is underpinned by children’s rights principles. It is in line with the principle of using a range of assessment effectively to plan next steps for learners. It is fully inclusive, and considers the progress of all learners in a formative and summative assessment context.

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our planning on a detailed knowledge of each pupil.

We report to parents/carers on their child’s progress so that teachers, children and parents are all working together to raise standards for all our children.

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work;
- To help our children understand what they need to do next to improve their work;

- To allow teachers to plan work that accurately reflects the needs of each child;

- To provide regular information for parents that enable them to support their child's learning;

- To provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school

FEEDBACK TO LEARNERS

In Penpych Community Primary School, we believe that *all* children should be challenged in order to reach their potential. Feedback to pupils is clear, and staff ensure that pupils understand their next steps, and/or what they need to do to improve their work.

The school has a robust Feedback for Learning Policy providing all staff with a consistent, yet progressive approach to feedback to pupils. We mark pupils' work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;

- boost their self-esteem, through use of praise and encouragement;

- give them a clear general picture of how far they have come in their learning, and next steps

- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;

- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;

- share expectations;

- gauge their understanding, and identify any misconceptions;

- provide a basis both for summative and for formative assessment;

- provide the ongoing assessment that should inform future lesson-planning

OUR LEARNING ENVIRONMENT

The learning environment is a means of adding greater depth and breadth to pupils' learning as well as playing an important role in supporting the well-being of our learners. It raises self-esteem, celebrates what we do and encourages pride in the classroom and school

The school's aims for the learning environment are:

- To motivate children by setting high standards to which they can aspire
- To support independence, interdependence and active learning
- To encourage collaboration
- To celebrate achievement
- To create a stimulating teaching and learning environment
- To encourage aesthetic awareness and a positive attitude to their own environments
- To arouse curiosity, pose questions and stimulate enquiry
- To increase children's self-esteem and pride in their work
- To reflect and value different levels of achievement and cultural backgrounds
- To inform and inspire parents, carers, governors, teachers and visitors to the school.

EXPECTATIONS FOR LEARNING – THE TEACHER

- ❖ keep a consistent focus on the four purposes of the curriculum
- ❖ challenge all learners
- ❖ encourage sustained effort
- ❖ use a blend of pedagogical approaches to promote problem solving, creative and critical thinking
- ❖ build upon previous knowledge
- ❖ create authentic contexts for learning
- ❖ employ assessment for learning principles
- ❖ teach across all areas of learning and experiences
- ❖ reinforce cross-curricular responsibilities including literacy (Welsh and English), numeracy and digital competency
- ❖ provide opportunities for pupils to practice their skills in real life situations
- ❖ encourage pupils to take responsibility for their own learning
- ❖ support social and emotional development
- ❖ encourage independence and interdependence
- ❖ value the integral skills within their planning

EXPECTATIONS FOR LEARNERS

The pupils will...

- build from what they know
- ask questions about their learning
- value their own and others' ideas
- learn from their mistakes
- make choices about their learning including when to use ICT
- have time to reflect on own and others' work
- challenge themselves
- use a range of approaches to learning
- enjoy working together and on their own

Appendices

Appendix 1:

CURRICULUM CHECKLIST FORSTAFF – WELL-BEING

Provide opportunities for learners to talk about feelings and needs throughout the day, using the self-regulation tool when necessary

Encourage pupils to talk through their understanding of learning and actions and emotions

Make changes to the environment to suit the needs of the learners when necessary eg routines, displays, groupings, resources, self-regulation tool

Create an emotional environment which actively supports pupils to talk about their feelings and needs

Appendix 2:

CURRICULUM CHECKLIST FORSTAFF – EXTENDING LANGUAGE

Create an environment where learners are encouraged to lead conversations

Encourage effective interactions between learners by encouraging them to participate in purposeful conversations, questions and listening

Play/work alongside learners taking cues from them to develop imagination and creativity

Support language development by modelling appropriate grammar slightly above the child's current level

Provide one to one feedback to every pupil at some point in the school day

Promote an inclusive environment to ensure every child feels included in all activities

Appendix 3:

CURRICULUM CHECKLIST FOR STAFF - CRITICAL THINKING

Activate prior knowledge through learners' schemas and interests

Plan for a range of visitors, experiences and authentic contexts

Effectively utilise the local environment, Wales and the wider World to link learning to global contexts

Use objects, videos and resources effectively to inspire probing questions and problem raising

Provide visual learning opportunities by modelling metacognition and problem solving processes

Provide opportunities for pupils to plan their own learning

Provide opportunities for pupils to raise problems and solve them in a way that suits them

Encourage pupils to plan, undertake and reflect on their learning, linking to four purposes when appropriate

Evoke excitement through strategies such as treasure hunts, code breaking etc

Use factual and authentic materials to support learners' knowledge and understanding of concepts

Engage learners with stories, songs and authentic materials to promote effective questioning, evaluation and prediction

Plan for a focus on each of nine reading behaviours in cross curricular contexts

Model scientific and problem solving approaches through talk and action

Use correct key and technical vocabulary and link these to learners' own experiences

Encourage parents/carers to join in with activities and explorations

Appendix 4:

CURRICULUM CHECKLIST FOR STAFF – ASSESSMENT

Observe, provide learners with instant feedback, ask open ended questions, and scaffold where appropriate

Highlight strengths and difficulties and give clear instruction on next steps to success

Adhere to the Feedback for Learning Policy

Promote resilience at all opportunities e.g. persistence, concentration and completion of tasks

Encourage learners to provide one another with positive and supportive feedback

Share observations and assessments with parents/carers so that they can be supported at home

Appendix 5

CURRICULUM CHECKLIST FOR STAFF - INDEPENDENCE

Value learners' views in planning their environment

Build upon the skills and knowledge learnt by providing opportunities for applications through Choice & Challenge Time

Plan from four purposes and integral skills to ensure readiness for real life

Plan flexibly and meets the needs and interests of the pupils through cross curricular approaches

Engage in activities to model and promote discussions

Provide opportunities, through Choice & Challenge, for pupils to follow

Appendix 6

CHECKLISTS FOR STAFF- WORK DISPLAYED -

Where displays are not working walls, they should include:

Clear title

3D element, where possible, to bring 'learning to life' e.g., books, artefacts linked to the topic

Work should be mounted

Key and technical vocabulary and key questions

Good quality – well-presented and purposeful

Success Criteria – if appropriate

Differentiated, quality examples of work

Cross-curricular – Literacy, Numeracy, Digital

A variety of written texts styles (e.g. handwritten by student/adults, computer fonts, etc). This is because children will see a variety of texts in the world around them.

Appropriate four purposes, integral skills,

QR Codes

Quotes