



# YSGOL LLYWELYN

# SCHOOL CURRICILUM POLICY

**School: Ysgol Llywelyn**

**Responsible: Headteacher & Governing Body**

**Last Reviewed: June 2025**

**Next Review Date: June 2026**

**Review Period: 1 Year**



*Be Brave, Risk Being Exceptional*



# Ysgol Llywelyn Curriculum for Wales Policy

## Description of School and its Community

Ysgol Llywelyn is a large town Community Primary school. There are currently 700 pupils arranged in 21 classes. Facilities include two outdoor learning classrooms, Hall, Gymnasium, Dining room and a Library. The school provides high quality and purposeful teaching and learning, encouraging all pupils, regardless of race, ability or gender, to achieve their full potential. Approximately 23% of the pupils are acknowledged as having Additional Learning Needs and less than 5% are from ethnic minority groups. The school draws from a mix of private, local authority and housing association housing.

## Description of Policy Formation and Consultation Process

The policy has been developed following consultation with pupils, staff and governors and reflects the consensus of opinion to the schools interpretation and application of teaching and Learning at Ysgol Llywelyn. The policy also reflects the school's legal duties in accordance with the Education and Inspections Act 2006 and the School Standards and Framework Act 1998.

## Curriculum definition

A school curriculum is all the experiences a learner has in school. At Ysgol Llywelyn, the needs of our learners is most important and informs **WHY, WHAT** and **HOW** we teach. Our curriculum is meaningful and relevant in order for our learners to reach their full potential. The wellbeing of our pupils is the highest priority in our curriculum. Our curriculum rationale (available on the school website goes into more detail on this)

## Our vision

At Ysgol Llywelyn we want to motivate and inspire our pupils to be the best they can be. We truly believe in our motto – 'Believe, Achieve, Shine!' and want our pupils to be happy and be confident individuals but prepared for the ever changing world! We listened to learners, parents, staff and governors.

These key words occurred most frequently when discussing our vision.

**Ambitious, Caring, Confident, Creative, Happy, Inclusive, Independent, Nurturing, Positive, Resilient, Respectful, Social, Successful**

## The 4 purposes of the curriculum

These four purposes will be the foundation of everything our pupils learn, and will be supported to be:

- **Ambitious, capable learners** who are ready to learn throughout their lives.
- **Enterprising, creative contributors** who are ready to play a full part in life and work.
- **Ethical, informed citizens** who are ready to take part in Wales and the world.
- **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.

## Areas of learning and experience (AoLES's)

Our curriculum uses a range of contexts, perspectives, topics and activities to help the learners progress and develop. There are 6 AoLE's in our curriculum these are:

- **Language, Literacy and Communication** – speaking, reading, writing and listening in English and Welsh. For pupils in years 4, 5 and 6, a modern foreign language.
- **Maths and Numeracy** – number, statistics, measure, reasoning, using and applying.
- **Science and Technology** – science, technology and design work.
- **Humanities** – history, geography, religious studies, social studies and business studies.
- **Health and Wellbeing** – physical and mental health education, how we develop and grow, relationships and keeping safe, looking after ourselves and each other.
- **Expressive Arts** – art, drama, music, dance and digital media.

## Our curriculum model

Each year, our pupils will participate in a variety of topics that incorporate the AoLE's, integral skills and cross-curricular skills. These topics form part of the whole school curriculum map with key questions to investigate and look into. Pupil voice-led activities help engage children and develop positive attitudes about school.

Topics provide a wide range of knowledge, skills and experiences. Our curriculum needs to provide first-hand experiences to develop our pupils' cultural understanding and knowledge of the world.

Our topics are designed using the 5C's of planning:

- **Content** – what will the pupils learn.
- **Coherence** – how does it link to previous and future learning.
- **Compassion** – how will it help the child care for themselves, others and the world.
- **Cynefin** – how does the topic develop the children's sense of belonging to school, Rhyl, Wales and the world.
- **Creativity** – how will the topic develop the pupil's creativity and problem solving skills.

Using stories, books, characters, 'let's say...' scenarios and real-life experiences, we aim to create an emotional link to learning. Topics have ethical and philosophical questions linked to them which help develop the children's thinking skills while also helping achieve the 4 purposes.

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<i>Create authentic contexts for learning</i>	<i>Encourage learners to take responsibility for their own learning</i>	<i>Support social &amp; emotional development &amp; positive relationships</i>	<i>Encourage collaboration</i>
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<b><i>Sustained pupil effort to reach high but achievable targets</i></b>	<b><i>Employing broad repertoire of teaching approaches</i></b>	<b><i>Promote problem solving, creative &amp; critical thinking</i></b>	<b><i>Build on previous knowledge &amp; experience to engage interest</i></b>
<b><i>Focus on the 4 purposes</i></b>	<b><i>Use assessment for learning to accelerate progress</i></b>	<b><i>Make connections within &amp; across Areas for Learning &amp; Experience</i></b>	<b><i>Reinforce cross curricular responsibilities, Literacy, Numeracy, Digital Competence</i></b>

These principles provide guidelines for our teachers on high quality teaching and learning for our pupils. Our curriculum does not place emphasis on one particular learning style. Class teachers will use a variety of approaches depending on the pupils, context and purpose of the learning.

### **What matters**

Our pupils learning should focus on things that matter to them now and when they grow up. Each area of learning and experience contains statements of what matters which shape learning for children of all ages. These help our pupils think about what they are learning and how topics link to each other, to work and to life. They also support our pupils to progress each year as they build their understanding and skills.

### **Pupil voice**

Our Curriculum must be meaningful for our learners. Listening and building on their ideas is crucial to make a difference.

Pupil Voice is informing the development of our curriculum in a variety of ways:

- Reviewing previous learning opportunities.
- Suggesting new learning opportunities.
- Surveying pupils, communicating findings and impacting on curriculum.
- Developing and adding to the vision of what a learner at Ysgol Llywelyn needs.
- Collaborating with the community and all stakeholders.

### **Right Respecting Schools – UNCRC**

Article 28: I have the right to an education.  
 Article 19: I have the right to be protected from being hurt or badly treated.  
 Article 12: I have the right to be listened to and have my opinions taken seriously.

Ysgol Llywelyn upholds The United Nations Convention on the Rights of the Child (UNCRC), an international agreement setting out the rights of children. The rationale for the UNCRC is that children's rights need specific consideration due to the special care and protection often needed by children and young people. In 2004, the Welsh Government formally adopted the UNCRC as the basis of policy-making, relating to children and young people.

There are 54 articles outlining the Rights of the Child that are important to make sure children and young people:

- are safe
- are not discriminated against
- have their best interests protected
- have the things they need to survive and develop
- and have a say in decisions that affect their lives



### **Religion, Value and Ethics (RVE)**

Religion, Values and Ethics is a mandatory part of our Humanities curriculum and is built upon a series of concepts and big ideas. Our curriculum provides a range of disciplinary approaches to support learners to engage critically with a broad range of religious and non-religious philosophical convictions. Religion, Values and Ethics in our school has been designed having regards to the 'Agreed Syllabus' (the guidance for RVE). It is taught both as part of a wider topic building meaningful links through key question, and as a separate lesson.

### **Relationships And Sexuality (RSE)**

Relationships and Sexuality Education is a mandatory element of our curriculum, which is weaved into pupils learning as they progress through our school as well as forming part of the Health and Wellbeing AoLE. There are 3 strands:

- Relationship and Identity.
- Sexual Health and Wellbeing.
- Empowerment, Safety and Respect.

Our RSE curriculum is designed to be suitable to our learners and their developmental stage.

### **Assessment**

Assessment at Ysgol Llywelyn is intrinsic to our curriculum design. Its overarching purpose is to support every learner to make progress.

We use a wide range of strategies and tools to support us with assessment which include: verbal/written feedback, plenaries, shared targets. Online assessments are used and outcomes analysed in Pupil Progress Meetings.

Developing our use of Taith 360, to log and review learner's progress on their learning journey. Progress is reviewed through Learning Showcases and talking with pupils about the experiences.

#### **Assessment has 3 main roles:**

- Supporting individual learners on an ongoing, day-to-day basis.
- Identifying, capturing and reflecting on individual learner progress over time.

- Understanding group progress in order to reflect on practice.

## **Reflect and Review**

Our curriculum, like our world, is fluid and will develop and change continuously to reflect modern society and the children's progression. It will incorporate new ideas based on robust educational research and engaging materials. We want our curriculum to be relevant, exciting, to inspire the pupils in our community.

We will conduct a yearly formal review of our curriculum which will take pupil progress, pupil and staff wellbeing, latest research and guidance and all stakeholder views into account.

## **Wellbeing**

We are a very busy and inclusive school, that prides itself on the very high standard of care and wellbeing that we offer all our pupils and staff. At Ysgol Llywelyn we recognise that the wellbeing of our pupils is essential. It is a curriculum driver and is central to our school vision and ethos. It helps shape and drive the curriculum and is incorporated across all Areas of Learning and themes. We invest in the wellbeing of our learners, not only so that they can become better learners, but to set them up for a more fulfilling life in the long term too. The wellbeing of our staff and stakeholders is a priority too.

Developing happy, caring, independent and well-rounded pupils is at the heart of everything we do.

## **Equal Opportunities**

All learners at Ysgol Llywelyn are supported, challenged and given opportunities to realise their full potential. Our curriculum provides inclusive and accessible learning experiences for all learners, including learners with Additional Learning Needs (ALN), More Able and Talented (MAT), pupils with English as an Additional Language (EAL) and pupils with medical conditions.

We have high expectations for all learners and our provision enables them to make appropriate progress throughout school. We celebrate individual achievements and recognise that progress through the continuum will vary from child to child.

Our curriculum design and school support allows opportunities for enrichment, reflection, interventions and additional focus to promote skills, knowledge and understanding for every learner.

The school welcomes pupils from all backgrounds and faiths, and believes that all pupils have equal rights to an education regardless of their culture, race, religion, gender, disability or ability. We are committed to creating a positive climate that will enable everyone to work free from harassment to achieve their full potential.