



Ysgol Gynradd Gynradd Bryniago



'Dim ond ein gorau glas sy'n ddigon da.'

Mae Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn (CRC) yn ganolog i gynlluniau, polisiau, arfer ac ethos ein hysgol. Fel Ysgol sy'n Parchu Hawliau rydym yn addysgu am hawliau plant a hefyd yn modelu hawliau a pharch ym mhob perthynas.

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships.



Curriculum Policy

Dyddiad adolygu a mabwysiadu:

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YGG Bryniago's Curriculum Policy

What is a 'Curriculum' at Ysgol Gymraeg Bryniago?

A school curriculum is everything a learner experiences in school. When designing Ysgol Bryniago's curriculum, the needs of our learners are at the forefront of our minds. We carefully consider the following:

- What are we teaching?
- How do we teach it?
- Why are we teaching it?

The aim of this Policy is to explain what the focus of the curriculum will be at YGG Bryniago. The school will plan against the 6 Areas of Learning and Experience but the 4 purposes will drive the curriculum forward with the key skills underpinning all aspects of the curriculum in our school.

1. Introduction:

Ysgol Bryniago is a happy, safe and inclusive community where well-being is at the heart of everything we do. The whole school community comes together to work together to ensure that each individual is valued, is thriving and reaches their full potential. We inspire our learners to believe in themselves and to trust others so that they all experience success and do their very best in all aspects of school life.

Only our very best is good enough.

2. YGG Bryniago's Curriculum Vision

Our aim at Ysgol Gymraeg Bryniago is to offer a dynamic, relevant, appropriate and stimulating curriculum that sparks a passion for learning in our learners. Our curriculum will offer our learners broad, valuable and memorable experiences. It will empower them to build on their previous skills and knowledge. They will be challenged to prove success. All children will have full access to the experiences, knowledge and skills they need in the world of work, for lifelong learning and to be active citizens. Central to our inclusive curriculum is our commitment to developing positive thinking and relationships so that our learners thrive. Under our care and guidance our curriculum will develop our learners to be independent and co-operative citizens who will be ready to walk forward with confidence in their local community, in Wales and in the wider world. We inspire our children to feel proud of their country and language and to treasure their legacy and culture.

"Language is the key to culture".

We will open the doors of the future to the children of Ysgol Bryniago.

3. Our Values:

Respect	<u>Children learn what they live</u> If children live with criticism, they learn to condemn.
Fairness	

Welshness	If children live with hostility, they learn to fight.
Happiness	If children live with ridicule, they learn to be shy.
Collaboration	If children live with shame, they learn to feel guilty.
Equality	If children live with tolerance, they learn to be patient.
Ethical	If children live with encouragement, they learn confidence.
Kind	If children live with praise, they learn to appreciate.
Ambitious	If children live with fairness, they learn justice.
Perseverance	If children live with security, they learn to have faith.
Thankful	If children live with approval, they learn to like themselves.
	If children live with acceptance and friendship, they learn to find love in the world.

4. Aim and Objectives:

At Ysgol Gymraeg Bryniago we aim to:

- ensure that all our children are bilingual and multilingual by the time they transfer to comprehensive school. Our learners will have opportunities to use Welsh in a variety of circumstances;
- create opportunities for our children to learn through relevant, direct experiences within a happy, caring atmosphere that inspires learning. We aim to promote purposeful learning to develop lively, inquisitive minds in our children;
- give appropriate consideration to the interest of each individual child and ensure that all pupils find pleasure in the learning process, are motivated, are willing to investigate and make every effort to be curious and to work independently and are self-disciplined. We

encourage all children to be aware of their individual talents and to develop these to their full potential in order to become thoughtful individuals;

- ensure all our children develop to their full potential regardless of background and ability by providing differentiated tasks arising from the various teaching experiences. We will also encourage our children's creativity as well as their reasoning skills.

- prepare every pupil to be a responsible member of society by placing an emphasis on values such as honesty, perseverance, respect and tolerance for others and courtesy and the willingness to do their utmost in all that they do.

- develop self-confidence in each child as well as a positive attitude to work. Everyone has an important contribution to make and the ability to excel in some areas. We will provide the opportunity to experience enjoyment and pleasure when fulfilling tasks successfully, and we will ensure that all our children are aware of their important contribution to school life, the community and the environment by providing experiences that will foster this awareness.

5. The Four Purposes:

Ysgol Bryniago's curriculum is informed by the four purposes. The four purposes embody the vision of the Curriculum for Wales, and represent the aspirations of the school as well as our ambitions for all learners, enabling them to become:

- ambitious, capable learners
- ethical, informed citizens
- enterprising, creative contributors
- healthy, confident individuals.

All YGG Bryniago's learning experiences will provide opportunities for learners to progress towards these four purposes. These are the starting point, as well as the destination, and must form the basis of all decisions.



Healthy, confident individuals.

Our learners will develop into:

- Intelligent, honest and confident individuals who display self-belief, self-esteem and have positive personal values.

- Individuals who understand and display empathy towards others' emotions and beliefs, and who value the importance of personal safety, good health and physical health as well as a balanced diet.
- Individuals with an understanding of children's rights and personal responsibilities whilst demonstrating positive social skills, trust and mutual respect.

Ambitious, capable learners.

Our learners will develop into:

- Individuals who show resilience and embrace challenge. They will show positive attitudes towards all aspects of school life.
- Individuals who persevere, who aim for high standards, whilst recognising that making mistakes leads to learning.
- Individuals who are ambitious, who believe in their own ability and who appreciate that a positive effort and attitude to their learning is key to success.

Ethical, informed citizens.

Our learners will develop into:

- Individuals who, by experiencing a wide range of social, emotional, cultural and spiritual opportunities, become responsible citizens.
- Individuals who make good choices.
- Individuals with an understanding of social, moral and ethical issues.
- Individuals with a sense of belonging and pride in their school, their community and their country.

Enterprising, creative contributors.

Our learners will develop into:

- Individuals who are empowered to be enthusiastic, motivated and fully involved in their learning.
- Individuals who are creative and have an independent, unique mind who are ready to participate fully in their learning, their school life and their community.
- Innovative and reflective individuals, who share ideas confidently and use their skills and knowledge to solve problems whilst thinking about their learning.
- Individuals who embrace the challenge of problem solving and show flexibility of mind.

6. 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.

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 wellbeing – 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.

7. Curriculum Planning Principles at YGG Bryniago:

At YGG Bryniago, our Curriculum:

- enables learners to make progress towards achieving the four purposes
- is broad and balanced
- is suitable for learners of different ages, abilities and talents
- provides for the appropriate progress of learners
- includes all six Areas
- covers all statements of what matters
- includes the mandatory elements of the curriculum, namely religion, values and ethics, relationships and sexuality education, Welsh and English
- incorporates the mandatory cross-curricular skills
- includes a range of assessment methods that support learners' progress
- provides broad learning, drawing together a range of experiences, knowledge and skills across a range of contexts, texts and activities, creating links across Areas
- provides for increasingly deep and sophisticated learning (over time)
- is appropriate for development and stimulates learners' progress
- includes opportunities for learning and considers cross-cutting elements, which:
 - enables learners to consider local, national and international contexts
 - fosters an understanding of careers and experiences related to the world of work
 - develops an understanding of human rights education and diversity.

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.

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.

8. 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.



9. Curriculum for Wales:

The Curriculum for Wales gives us freedom as a school to design our own content based on:

- The 6 Areas of Learning and Experience and their 'What Matters' Statements
- Developing Cross-curricular Skills
- The 5 Cross-cutting Themes

The 6 Areas of Learning and Experience					
The Expressive Arts/ The Expressive Arts	Health and Well-being/Iechyd a Lles	Humanities/ Dyniaethau	Mathematics and Numeracy / Mathematig a Rhifedd	Languages, Literacy and Communication/ Ieithoedd, Llythrennedd a Chyfathrebu	Science and Technology/ Gwyddoniaeth a Thechnoleg
In the Expressive Arts, YGG Bryniago's learners will explore art, dance, drama, film, digital media and music to develop their creative, artistic and performing skills.	Health and Wellbeing relates to caring for physical and mental health including emotional well-being. YGG Bryniago's learners will learn about healthy eating and how to make good decisions, deal with influences and develop healthy relationships.	In the Humanities YGG Bryniago's learners will learn about the world, society and past and present events. They will explore the challenges and opportunities we face, and what ethical steps we can take to protect the world and its people in the future.	In Mathematics and Numeracy, YGG Bryniago's learners will develop an understanding of numbers and will use symbols in mathematics. They will explore shapes and measurements and learn about statistics and probabilities.	In Languages, Literacy and Communication, YGG Bryniago's learners will learn about languages. They will understand and use Welsh, English and other languages. They will study and create literature, and communicate in oral, written or visual ways. This could include poetry, drama and film.	In Science and Technology YGG Bryniago's learners will learn about biology, chemistry, physics, computer science and design and technology. They will learn about design and engineering, living things, matter, forces and energy, and how computers work.
Cross-curricular Skills We will plan for the development of the following cross-curricular skills within and across the Areas of Learning and Experience by using the revised national frameworks.					
Literacy		Numeracy		Digital Competence	
Cross-curricular themes We will include and extend the themes below across the curriculum					
Relationships and Sexuality Education: statutory guidance	Human Rights	Diversity	Careers education and experiences relating to the world of work	Local, national and international contexts	

10. Areas of Learning and Experience:

In order to realise the vision of the four purposes, YGG Bryniago's learners must be supported to make connections within the Areas and across the Areas. This process will lead to deeper knowledge and a more sophisticated understanding as learners progress along the learning continuum. Collaboration and whole school planning for learning is essential to the delivery of this holistic curriculum. At YGG Bryniago we ensure that pupils receive a range of experiences within all areas of learning and experience in the curriculum.

11. Cross-curricular Skills:

Learners will have opportunities to:

- develop listening, reading, speaking and writing skills
- use numbers and solve problems in real situations
- develop their confidence in using a range of technologies to help them operate and communicate effectively and make sense of the world

12. Compulsory elements of a curriculum:

In addition to the above, Ysgol Bryniago will introduce and develop the compulsory elements of the curriculum:

- Religion, Values and Ethics.
- Relationships and Sexuality Education.
- Welsh.
- English.

13. Cross-curricular Themes:

We will include and extend the themes below across the curriculum

Relationships and Sexuality Education

Helping our learners to form and maintain a range of relationships, based on trust and respect, is central to the school's relationships and sexuality education. Developing these relationships is vital to developing the emotional well-being, resilience and empathy of our learners. An understanding of sexuality with an emphasis on rights, health, equality and fairness empowers our learners to understand themselves, take responsibility for their own decisions and behaviours and form relationships that are fully inclusive, reflecting diversity and promoting respect. Relationships and sexuality education has a positive and empowering role to play in the education of our learners and it is essential to give them a focus in order to enable our learners to achieve the four purposes.

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: At Ysgol Bryniago we recognise and celebrate the diverse nature of social groups and communities and ensure that the curriculum reflects that diversity and is able to respond to the experiences of the groups within our community. As our learners progress, they should become increasingly aware of the range of specific characteristics that can define our identity, including 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

Education, careers and experiences relating to the world of work: Learning about education and experiences in the world of work is vital to us at Ysgol Bryniago. Learning about this develops skills for life and work. This helps our learners to understand the relationship between their learning and the world of work.

The school curriculum enables learners to have experiences relating to the world of work and careers. It builds their knowledge of the breadth of opportunities that will be available to them throughout their lives. This learning will help them make informed decisions about their career paths.

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

Local, national and international contexts: Placing a focus on local, national and international contexts within the school curriculum helps our learners make sense of their relationship with their community, their national identity and the wider world. By planning a curriculum with a local, national and international focus we ensure that we support our learners to become multilateral citizens, reflecting on their roles and responsibilities in all contexts and recognising the diversity of each of them.

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
- 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

Religion, Values and Ethics

Religion, values and ethics are a statutory requirement of the Curriculum for Wales and are compulsory for **all** learners between the ages of 3 and 16. It is a locally determined subject and so we as a school follow the syllabus set by the City and County of Swansea's Education Authority.

14. A curriculum that's 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 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.

15. 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

16. Pedagogy:

The 12 Teaching principles are at the heart of the school's pedagogy. We will apply the 12 teaching principles within the activities noted above.

We constantly reflect on, share and develop our teaching practices, based on our understanding of the 12 pedagogical principles set out in the Curriculum Framework and the practices that are successful in our school.

Good Teaching is about:

1.	2.	3.	4.
consistently focusing on the general purposes of the curriculum	challenging all learners by encouraging them to recognise the importance of continually striving to meet expectations that are high, but within their reach	using a range of methods that include direct teaching	using a range of methods including those that promote problem-solving skills, creative skills and the ability to think critically
5.	6.	7.	8.
setting tasks and selecting resources that build on previous knowledge and experience, and are	creating valid contexts for learning	following the principles of assessment for learning	extending within and across the Areas

engaging			
9.	10.	11	12
regularly reinforce the cross-curricular skills, namely literacy, numeracy and digital competence, and provide opportunities to practice these	encourage learners to take increasing responsibility for their own learning	promote social and emotional development and positive relationships	promote collaboration

17. Curriculum Delivery Procedure at YGG Bryniago:

Our aim is to provide a happy, safe and challenging learning environment where every child can develop their self-confidence, ability, aptitude and maturity. Emphasis is placed on learning basic skills – language (Welsh and English) and numeracy. We also believe that it is essential that these skills are meaningful to pupils.

It is important that all children are aware of their local area, their country and the world. By using teaching methods based on themes, what is important and the descriptions of learning within the Curriculum for Wales, we ensure that children have access to a broad and balanced education. Children's progress is assessed and monitored in all areas and if necessary, we will contact parents.

Emphasis is placed on the fact that all children should develop an awareness of their Welsh heritage and culture. The school also has an equal opportunities scheme. This policy is promoted by integrating its principles into the curriculum and lessons wherever the opportunity arises.

YGG Bryniago's learners develop the Four Purposes, The 6 Areas of Learning and Experience and the literacy, numeracy and digital competence skills through a range of cross-curricular activities. They have the opportunity to learn within the classroom and outdoors. A combination of direct and indirect techniques is used to foster children's learning so that they have opportunities to learn through research and exploration, as well as by receiving instructions.

Various grouping strategies are used to organise teaching and learning. We ensure that there is a good balance between whole-class, group and individual work. When children collaborate, our aim is to provide them with opportunities to do so collectively, in pairs or in small groups.

All YGG Bryniago's learners learn by theme:

Nursery: Fortnightly topic

Reception – Year 6: Seasonal theme.

	Term 1	Term 2	Term 3
Reception	Vroom vroom! 	Castles 	The Market 

Year 1	Mae gen i dipyn o dŷ bach twt 	Wales 	Animals 
Year 2	Food 	Colours 	Our Big Round World 
Year 3	The Body 	Artists 	Gwlad, Gwlad!! 
Year 4	Volcanoes 	Lights, camera, action! 	Habitats 
Year 5	Keeping fit 	The seven wonders of the world 	Green World 
Year 6	Space 	I am unique 	My Square Mile 

The school curriculum is delivered through the following methods:

Nursery

a. Focus Weeks:

The focus weeks give learners the opportunity to study a theme for a short period (1-2 weeks).

- Mathematics and Numeracy task linked to the theme.

- Language, literacy and Communication task linked to the theme.
 - Cross-curricular tasks based on the theme.
- *Learners have the opportunity to develop their digital skills across the whole curriculum set out above

Reception and Years 1, 2 and 3:

a. Focus Weeks:

The focus weeks give learners the opportunity to study a theme for a short period (1-2 weeks).

- Mathematics and Numeracy task linked to the theme.
- Language, literacy and Communication task linked to the theme.
- Cross-curricular tasks based on the theme.

*Learners have the opportunity to develop their digital skills across the whole curriculum set out above

b. Theme Work/Rich task:

- Mathematics and Numeracy task linked to the theme.
- Language, literacy and Communication task linked to the theme.
- Cross-curricular tasks based on the rich tasks

*Learners have the opportunity to develop their digital skills across the whole curriculum set out above

c. Literacy session:

A focus on developing learners' Welsh and multilingual oral, reading and writing skills.

d. Religion, Values and Ethics Session:

A focus on developing learners' knowledge and understanding of

- Christian religious traditions in Wales
- the practices of the other main religions represented in Wales;

e. Health and Well-being session

A daily focus to support learners' emotional well-being. A weekly focus to develop learners' physical fitness.

Years 4, 5 and 6:

a. Upskilling Weeks

. The upskilling weeks are an opportunity to introduce new skills within the following areas:

- Language, Literacy and Communication (Welsh and English)
- Mathematics and Numeracy
- The 6 Areas of Learning and Experience

Learners will have the opportunity to practise these skills before using them within the theme menu and/or the rich task.

b. Theme Menu:

An opportunity for the pupil to choose what he/she wants to learn more about within the theme.

First Course: What would you like to learn more about within the theme?

Appetisers: Agree on an investigation question with your partner/group. Cut the big question into smaller questions to help you with your investigative work

Main course: Investigate. Work with your partner/group

Sides: These are the books, the websites and any other resources you have to help you with your investigative work

Dessert: You can choose how you would like to present what you have learned.

c. Rich task:

An opportunity to create a rich task as a group/class based on the theme. 5 different tasks will rotate over a 5 week period. During week 6, the pupils and the teacher are given the opportunity to combine the work to create the finished task.

d. Literacy session:

A focus on developing learners' Welsh and multilingual oral, reading and writing skills.

e. Numeracy Session:

A focus on developing learners' numeracy, algebraic, geometry and data skills.

f. Religion, Values and Ethics Session:

A focus on developing learners' knowledge and understanding of

- Christian religious traditions in Wales
- the practices of the other main religions represented in Wales;

g. Health and Well-being session

A daily focus to support learners' emotional well-being. A weekly focus to develop learners' physical fitness.

18. Planning the Curriculum at YGG Bryniago:

Teachers plan carefully against themes that enable the school to reach a balance in terms of the six areas of learning and experience. At YGG Bryniago, emphasis is placed on developing and enriching pupils' Language, Literacy and Communication and Mathematics and Numeracy skills so that they can confidently apply these skills across the curriculum in the six areas of learning and experience. It is expected that Health and Well-being will appear clearly in the planning and when considering Humanities, Science and Technology and the Expressive Arts, it will be possible to choose a theme which lends itself towards a particular area of learning and experience e.g. Humanities by studying the local area, Science and Technology by considering inventions etc. The pupil's voice will be key to the planning process.

When planning at Ysgol Bryniago, there is an emphasis on offering rich, varied and deep learning experiences of a high quality to our learners. This means giving learners time to acquire, practise and apply knowledge and skills to embed their learning and not rush through the work. This provides a solid foundation for the next stages of their learning and means that they build on their learning and progress throughout their time here

YGG Bryniago's Phase 1 and 2 planning process is as follows:



Taflen gynllunio tymor hir:
Trosolwg Blwyddyn Tymhorol:
6 MDaPh:
Yr hyn sy'n bwysig
Cam cynnydd
Disgrifiadau Dysgu

Taflen gynllunio tymor hir:
Trosolwg Ysgol:
6 MDaPh:
Yr hyn sy'n bwysig

Cynllunio tymor hir:
Iaith, Ugheddodd a Chyfathrebu:
Cymraeg
Saesneg
Ansoltirwydd
Mathemateg a Rhifedd
Digidol
Crefydd, gwerthoedd a reolwng
6 MdaPh Dysgu a Phroffad

Tymor byr	Tymor canol	Tymor hir	Trosolwg Ysgol
6 MdaPh	6 MdaPh	6 MdaPh	6 MdaPh

YGG Bryniago's Phase 3 planning process is as follows:



Taflen gynllunio tymor hir:
Trosolwg Blwyddyn Tymhorol:
6 MDaPh:
Yr hyn sy'n bwysig
Cam cynnydd
Disgrifiadau Dysgu

Taflen gynllunio tymor hir:
Trosolwg Ysgol:
6 MDaPh:
Yr hyn sy'n bwysig

Cynllunio tymor hir:
Iath, Lythrenedd a Chyfathrebu:
Cymraeg
Sesneg
Arallwngwydd
Mathemateg a Rhifedd
Digidol
Crefydd, gwerthoedd a rhesymeg
6 Mda Dysgu a Phroffesiad

Tymor byr	Tymor canol	Tymor hir	Trosolwg Ysgol
Ôthgawon	Ôthgawon 6 MdaPh	Ôthgawon 6 MdaPh	6 MdaPh

Organising and Planning the Curriculum

Stage 1 : Long term planning:

Area of Learning and Experience long-term maps showing which aspects of the areas are to be studied seasonally.

- Skills overview
- An overview of 'What Matters'
- Descriptions of Learning

Lead plans:

- Language, Literacy and Communication (Welsh and English)
- Mathematics and Numeracy
- Science and technology
- Expressive Arts
- Health and Wellbeing
- Humanities

Stage 2 : Medium Term Planning

Plans that set out the details of units or aspects of schemes of work:

- Focus Weeks (Nursery-Year 3)
- Upskilling Weeks (Years 4-6)
- Theme Menu Week (Years 4-6)
- Rich Tasks (Reception – Year 6)

Stage 3 : Short Term Planning

Plans that note the aspects of teaching and learning with a focus over a shorter period - individual, daily, weekly lessons.

	Nursery	Reception	Year 1/2	Year 3
Frequency	Fortnightly	Weekly	Weekly	Weekly
Expectations Planning	Theme	Focus week or theme (including rich task) Health and Wellbeing Numeracy and Mathematics Focus Literacy focus	Focus week or theme (including rich task) Health and Wellbeing Numeracy and Mathematics Focus Literacy Focus (including multilingualism)	Upskilling/Theme Menu/ or rich task Mathematics Literacy Multilingualism Health and Wellbeing

When planning themes and choosing a theme menu, pupils' input will be at the heart of the planning and the teaching and learning. During the transition day to the new class in July, pupils have the opportunity to express an opinion on the themes for the year. As a result, our hope at YGG Bryniago is that the pupils will take ownership of the activities and their own learning.

19. The school's language of teaching:

Ysgol Bryniago is a designated Welsh-medium school. All subjects are taught through the medium of Welsh up to the age of 7. English is introduced formally in Year 3. However, ensuring that we develop our learners into multilingual learners from a young age is of key importance to us at Ysgol Bryniago.

20. Additional Learning Needs

The curriculum offered at this school is organised in a way that it is accessible to all pupils attending the school. As a school we have considered how every learner will be supported to achieve the four purposes and to move forward. We have considered our ALN provision and how we will meet the needs of different groups of learners.

Our focus groups are catered for through our inclusive provision within the school.

YGG Bryniago focus groups:

- Literacy focus groups
- Numeracy focus groups
- Well-being focus groups

If a child has profound learning needs or a disability, an IDP will be provided for them following the guidance within the ALN code

21. 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.

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.

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

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.

22. Assessment:

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.

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.

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.

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 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.

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.

On-entry assessments

At any point a learner enters our school, [including when they enter compulsory school-age education {primary only}], 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.

Assessment at time of admission (Reception)

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

23. 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: o achieve continuity of learning o support individual learner progression

24. Review and Evaluation:

Our school curriculum will be continuously reviewed. The reviews will take account of the views of stakeholders and will be approved by the Governing Body. We will publish a summary of our curriculum and review the summary if changes are made to the curriculum during the review process.

This policy will be constantly revised. It is essential to allow for adaptation and change to truly take advantage of the flexibility of the new Curriculum.