



Curriculum Policy

Ysgol Llanfair Dyffryn Clwyd



Cymeradwyaeth	
Pennaeth;	
Cadeirydd y Llywodraethwyr:	
Dyddiad mabwysiadu:	
Dyddiad adolygu nesaf:	

Purpose of the Policy

This Curriculum Policy sets out how Ysgol Llanfair Dyffryn Clwyd wants to design, implement and review the curriculum in accordance with the Curriculum Framework for Wales, which is statutory for all schools and settings maintained in Wales. Curriculum guidelines for Wales were updated in January 2025, including explanations of phonics, definitions, and summaries of legislation. The policy is in line with the Curriculum and Assessment (Wales) Act 2021, which defines curriculum requirements, progression, breadth, balance, and assessment obligations for learners aged 3 to 16 in Wales. [hwb.llyw.cymru] [legislation.gov.uk]

Our curriculum is understood as *everything learners experience in pursuit of the four purposes*, reflecting established sector examples of good practice.

Vision

Our curriculum reflects our school's vision to ensure that every learner is supported to develop as:



These four purposes underpin all curriculum planning, teaching and assessment, as outlined in the Curriculum for Wales statutory guidance. [gov.wales]

Welsh Language Strategy

As a Welsh school, we are committed to promoting and strengthening the Welsh language as part of our statutory curriculum duties. The Curriculum for Wales requires schools to ensure Welsh is a mandatory element of learning and that learners develop both their linguistic skills and understanding of their identity within Wales. The **Curriculum and Assessment (Wales) Act**

2021 further reinforces requirements for Welsh-medium and Welsh language learning within maintained schools, ensuring breadth, balance and progression across all areas of learning and experience for learners aged 3–16. [\[legislation.gov.uk\]](https://legislation.gov.uk)

Our Welsh language strategy seeks to:

- **Promote bilingualism** by ensuring that all learners develop increasing competence and confidence in speaking, reading and writing Welsh in line with national expectations for continuity of learning.
- **Embed the Welsh language across the curriculum**, ensuring it features naturally across Areas of Learning and Experience and daily school life, reflecting guidance that the curriculum must recognise learners' identity, language(s) and background.
- **Foster a positive Welsh ethos**, celebrating the language, culture and heritage of Wales through curricular and extra-curricular activities.

Curriculum Aims

In line with national expectations, our curriculum will:

- Enable all learners to realise the four purposes and secure high expectations for all.
- Offer a **broad and balanced** education across all **Areas of Learning and Experience (AoLEs)**.
- Support **progression** along a continuum of learning, consistent with the *Progression Code* outlined in the Act.
- Promote learners' **well-being**, including mental health and emotional development.
- Recognise learners' identities, backgrounds, abilities and languages, reflecting the diversity of Wales and the wider world.
- Enable learners to become informed citizens who can engage critically with information.

Curriculum Structure & Design

Our curriculum design is guided by the Welsh Government's framework and annual update processes.

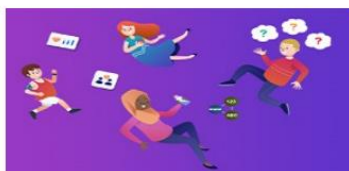
Areas of Learning and Experience

We provide learning through all Areas of Learning and Experiences:

Areas of learning and experience



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and Communication



Mathematics and Numeracy



Science and Technology

These AoLEs are statutory as defined in the Curriculum and Assessment Act 2021.

[\[legislation.gov.uk\]](https://legislation.gov.uk)

Integral Skills

Learners will develop their integral skills during their learning career:

- **Creativity and Innovation:** Encouraging learners to be curious, generate ideas, connect disparate experiences, and turn ideas into value (social, cultural, or financial).
- **Critical Thinking and Problem-Solving:** Supporting learners to analyse information, evaluate evidence, justify decisions, and propose solutions to complex problems.
- **Personal Effectiveness:** Developing emotional intelligence, confidence, and independence, allowing learners to reflect on their own learning and manage their well-being.
- **Planning and Organizing:** Enabling learners to set goals, manage resources, and adapt to changing circumstances.

Cross-curricular Themes

Our curriculum incorporates six cross-curricular themes:

Religion, Values and Ethics

Relationships and Sexuality
Education

Human Rights

Diversity

Careers and Work-related
Experiences

Local, National and
International Context

- **Religion, Values and Ethics (RVE):** RVE must be objective, critical, and pluralistic, reflecting both the Christian traditions in Wales and other principal religions, as well as non-religious philosophical convictions. There is no parental right to withdraw children from RVE, making it a universal entitlement, which aligns with the need for a balanced, objective, and critical approach.
- **Relationships and Sexuality Education (RSE):** Focusing on fostering healthy, respectful relationships and understanding diversity, with an emphasis on empathy, kindness, safety, and understanding changing bodies. There is an RSE Code of Conduct. RSE is compulsory, and parents cannot withdraw their children from these lessons.
- **Human Rights:** Learners can develop knowledge about human rights primarily through the Humanities and the Health and Well-being Areas of Learning and Experience, and can be practiced across other Areas. Learners should develop understanding of citizenship, participation and ethical action. Children are introduced and develop knowledge and understanding of United Nations Convention on the Rights of the Child (UNCRC).
- **Diversity:** Diversity here refers to recognising and celebrating the diverse nature of social groups and communities and to ensuring that the curriculum reflects that diversity and is responsive to the experiences of those groups and communities.
- **Careers and work-related experience:** A school's curriculum should enable learners to gain experiences related to work and careers, developing knowledge of the breadth of opportunities available to them throughout their lives.
- **Local, national and international context:** Exploring local, national, and international contexts, fostering a strong sense of *cynefin* while preparing learners as global citizens. This approach ensures pupils understand their immediate surroundings, Welsh culture and history, and their place in the wider world.

Progression

Progression in learning is a process of developing and improving in skills and knowledge over time. Supporting learners to make progress is a fundamental driver of the Curriculum for Wales. Progression is reflected in the statements of what matters, the descriptions of learning for each of these statements and is also the primary purpose of assessment. The pace at which learners progress will be individual to each learner. Pace of progression should be evaluated by the professionals working with learners.

Five principles of progression underpin progression across all Areas of the Curriculum. The principles are as follows.

Increasing effectiveness - As learners progress, they become increasingly effective at learning in a social and work-related context. As they become increasingly effective they are able to seek appropriate support and independently identify sources of that support. They ask more sophisticated questions and find and evaluate answers from a range of sources. This includes increasingly successful approaches to self-evaluation, identification of their next steps in learning and more effective means of self-regulation.

Increasing breadth and depth of knowledge - Learners need to acquire both breadth and depth of knowledge. As learners progress, they develop an increasingly sophisticated understanding of concepts that underpin different statements of what matters.

Deepening understanding of the ideas and disciplines within the Areas - Holistic approaches are particularly important in early learning as learners engage with the world around them. Learners should become increasingly aware of ways in which ideas and approaches can be coherently grouped and organised.

Refinement and growing sophistication in the use and application of skills - Learners need to develop a range of skills including: physical, communication, cognitive and Area specific skills.

Making connections and transferring learning into new contexts - Learners should make connections with increasing independence; across learning within an Area, between Areas, and with their experiences outside of school.

(Curriculum for Wales Progression Code)

Inclusion and Accessibility

Our curriculum will:

- Be accessible to all learners, including those with Additional Learning Needs.
- Provide appropriate challenge and support for the children's age and ability, ensuring a level of challenge to develop progress and success.
- Ensure equity by recognising different experiences, identities and languages, consistent with national expectations for inclusive curriculum design.

Learning, Teaching and Pedagogy

Pedagogy is central to teaching and learning in Ysgol Llanfair Dyffryn Clwyd focusing on the "why" and "how" of teaching to support the four purposes. It emphasizes 12 pedagogical principles, and promotes a blended, flexible, and inclusive approach to teaching, building on learner, prior experiences, and focusing on well-being. (Hwb)

The 12 Pedagogical Principles:

Create authentic contexts for learning.	Supports learners to take responsibility for their own learning.	Supports social and emotional development and positive relationships.	Encourages collaboration.
Supporting sustained efforts to reach high but achievable expectations.	Employs a range of pedagogical approaches.	Promotes wider skills including problem solving creative and critical thinking.	Builds on previous knowledge and experiences to awaken interest.
Focusing on the Four Purposes.	Uses assessment for learning to accelerate progress.	Makes connections within and between the Areas of Learning and Experience.	Reinforce cross-curricular responsibilities, Literacy, Numeracy Digital Competence.

Assessment

Assessment supports learning and progression, consistent with statutory guidance. It will:

- Focus on identifying next steps for learners.
- Involve learners in understanding their own progress.
- Draw on a range of formative and summative approaches aligned with Curriculum for Wales assessment guidance.
- Be regularly reviewed to ensure fairness and effectiveness.
- The school has a Policy outlining in more detail its Marking, Feedback and Assessment procedures.

Learner Voice and Choice

Our curriculum provides opportunities for learner to shape the curriculum by choosing what and how they learn, in line with requirements of a learning agent and personalised pathways.

[csc.cymru] Following introductions to curriculum themes in the classroom, learners have opportunities to discuss and to decide on how they would like to explore the theme. In partnership with and guidance from the teacher, the six areas of learning and experiences of the curriculum are explored. Learners also have increasing independence on how they would like to display or relay their learning.

Curriculum Summary

A curriculum summary, as required under Welsh legislation, will be published and kept up to date on the school's website and prospectus. This includes our Vision, areas of learning and experience provision, progression, assessment approaches, and key pedagogical principles.

Monitoring, Evaluation and Revision

The curriculum provision is continually evaluated and revised as a live and working process of teaching. The policy will be reviewed and updated every two years.

- Updated in line with changes to the Curriculum for Wales guidance.
- Informed by feedback from learners, staff, governors, parents and wider community partners.
- Governors are an integral part of monitoring the developments of the curriculum. A committee with specific responsibility for the curriculum meet once a term and report to the full governing body. Governors are involved with the monitoring process by taking part in activities such as listening to learners and learning walks.