



Curriculum Policy

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1. Introduction

At Ysgol Golwg Pen y Fan, our curriculum is defined as everything our learners experience in pursuit of the four purposes. It includes what we teach, how we teach, and most importantly why we teach it.

This policy outlines the philosophy, structure, and practice of curriculum design and delivery at our school and is grounded in:

- Our BEACON vision
- Our values of Ready, Respectful, Safe
- Our commitment to an inclusive, nurturing environment
- The Curriculum for Wales guidance
- Practitioner professional judgement and learner voice
- The expectations outlined in our Learning and Teaching Handbook (2025)

2. Vision & Values

Our school vision is represented through BEACON:

Belonging – Engaging – Aspiring – Creating – Opportunity – Nurturing

These foundations shape every aspect of our curriculum. We aim to create a school where every learner feels:

- Safe, supported and valued
- Eager to explore, create and innovate
- Able to develop confidence and independence
- Motivated to aspire, achieve and reflect
- Connected to their community and their sense of cynefin

We live our values of Ready, Respectful and Safe daily. These guide behaviour, relationships, and expectations across our learning environment.

3. Curriculum Aims

Our curriculum will:

- Enable all learners to realise the four purposes and lay foundations for lifelong learning, work and wellbeing.
- Raise expectations and secure high-quality learning for all, including those with additional needs.
- Provide a broad, balanced and enriched education.

- Make meaningful connections across the curriculum and the wider world.
- Build progression in knowledge, skills and dispositions.
- Celebrate learners' identity, language and culture, recognising the richness of our locality and Wales.
- Support learners' emotional, physical and social wellbeing.
- Develop resilience, curiosity and independence.
- Recognise diversity and promote empathy, equity and inclusion.
- Be designed in co-construction with learners, staff, families, governors and community partners.

4. Curriculum Design Principles

Ysgol Golwg Pen y Fan's curriculum is designed so that learning experiences are:

- Developmentally appropriate
- Aspirational and challenging
- Engaging and relevant
- Grounded in real-life contexts
- Enabling of independence
- Reflective of our BEACON ethos
- Underpinned by progression
- Inclusive of pupil voice
- Reflective of cynefin

We follow a two-year thematic cycle aligned to "Big Ideas" that support depth, creativity, curiosity and connections between the AoLEs.

5. The Four Purposes

Our curriculum enables all children to become:

Ambitious, capable learners

- curious, reflective and motivated
- confident communicators in Welsh and English
- able to apply knowledge, problem-solve, use digital tools and seek challenge

Enterprising, creative contributors

- imaginative and innovative
- collaborative, resilient and willing to take risks
- able to generate ideas, create solutions and express themselves

Ethical, informed citizens

- connected to their local, national and global communities
- aware of the rights of others
- respectful of diversity, sustainability and democratic values

Healthy, confident individuals

- secure in their emotional, mental and physical wellbeing
- confident in forming relationships, overcoming challenges and making safe decisions
- equipped with life skills for independence

These purposes underpin all planning, teaching and assessment across the school.

6. Integral Skills

Learners will develop the following skills across all Areas of Learning and Experience:

- Creativity and innovation
- Critical thinking & problem-solving
- Personal effectiveness
- Planning and organising

These skills support the four purposes and are intentionally embedded across our curriculum design, learning opportunities and progression expectations.

7. Curriculum Structure

Learners engage with the full scope of the six AoLEs:

- Expressive Arts
- Health & Wellbeing
- Humanities
- Languages, Literacy & Communication
- Mathematics & Numeracy
- Science & Technology

All AoLEs are valued equally and woven through our thematic “Big Ideas” model.

8. Areas of Learning & Experience

Our curriculum includes meaningful opportunities for all learners to explore the Statements of What Matters, ensuring depth, coherence and progression.

Where appropriate, disciplines within AoLEs are taught discretely while maintaining meaningful links across learning.

Expressive Arts

At Ysgol Golwg Pen y Fan, the Expressive Arts inspire creativity, imagination and emotional expression. Learners explore, create, perform and respond through:

- Art, craft and design
- Music, song and movement
- Drama and performance
- Digital and creative media
- Outdoor creative experiences

We provide opportunities for learners to experiment, take risks, collaborate and reflect. Creativity is celebrated and nurtured, aligned with our BEACON values of Creating and Aspiring.

Through Expressive Arts, learners develop:

- Confidence in expressing ideas and emotions
- Understanding of creative processes
- Skills in improvisation, performance and critique
- Awareness of cultural and artistic diversity
- Opportunities to celebrate Welsh heritage and local creative traditions

Expressive Arts plays a significant role in school celebrations, productions, pupil voice projects and community events.

Health & Wellbeing

Health and Wellbeing underpins all aspects of school life. We are committed to fostering **healthy, confident individuals** who demonstrate resilience, empathy and personal effectiveness. Our curriculum ensures learners:

- Develop emotional literacy and positive relationships
- Understand how to keep themselves physically and mentally healthy
- Learn strategies for self-regulation
- Build resilience and independence
- Engage regularly in physical activity
- Understand personal safety and risk

This AoLE is embedded across daily routines, playtimes, class charters, positive behaviour approaches and the wider enabling environment. Continuous provision supports independent choices, including quiet spaces, wellbeing areas and opportunities for role play and social development.

We work closely with families, external agencies and Powys support services to ensure every child is nurtured and supported.

Humanities

Humanities at Ysgol Golwg Pen y Fan connects learners with their cynefin, helping them understand their place in the world and their role as ethical, informed citizens.

Learners explore:

- History
- Geography
- Religion, Values and Ethics
- Local heritage and traditions
- Welsh culture, identity and language
- Global citizenship and sustainability

Through enquiry-led learning, debates, fieldwork and exploration, learners develop:

- Curiosity about people, place and time
- Understanding of diversity, culture and global connections
- Respect for human rights, democracy and sustainability
- Empathy and ethical decision-making

The Big Ideas cycle supports this AoLE extensively, particularly themes such as *Cynefin and Belonging*, *Diversity and Empathy*, and *Discovery and Adventure*.

Languages, Literacy & Communication (LLC)

LLC underpins all learning across the curriculum. At Ysgol Golwg Pen y Fan, learners develop as confident communicators in both Welsh and English. We aim to:

- Develop a love of reading, writing and oracy

- Provide rich, purposeful communication experiences
- Promote bilingualism in authentic contexts
- Build accurate transcription, grammar and spelling skills
- Use language across all AoLEs

We follow:

- **Sounds Write** for phonics and spelling
- A genre map that aligns with the Big Ideas
- A whole-school progression approach to reading and comprehension
- Clear expectations for recorded learning and presentation

The enabling environment includes purposeful mark-making, writing opportunities, high-quality texts, learning walls and prompts that support talk and thinking.

Learners develop:

- Fluency and accuracy in Welsh and English
- Confidence in expressing opinions
- The ability to evaluate and reflect
- Cultural understanding through literature and media

Mathematics & Numeracy

Mathematics and Numeracy at Ysgol Golwg Pen y Fan help learners make sense of the world through number, pattern, relationships and problem-solving.

We aim to develop:

- Mathematical fluency
- Reasoning and justification
- Application of skills in authentic contexts
- Resilience and independence when tackling problems

We use **White Rose Maths** as the foundation for our progression and planning, complemented by:

- Concrete, pictorial and abstract approaches
- Continuous provision mathematics in early years
- Real-life numeracy experiences across the Big Ideas
- Digital tools to support visualisation and modelling

Maths skills are applied across all AoLEs for example in data handling in Science & Technology, measurement in Expressive Arts, or mapping in Humanities.

Classrooms provide manipulatives, prompts and tools that promote independence and accuracy.

Science and Technology

Science and Technology nurtures learners' curiosity about the natural and man-made world. Learners develop an understanding of:

- Scientific enquiry and investigation
- Computing, coding and digital competence
- Materials, forces, living things and ecosystems
- Technological processes and problem-solving
- Engineering, design and construction

Through hands-on exploration, observation and experimentation, learners:

- Ask questions and test ideas
- Analyse data and draw conclusions
- Use digital tools confidently and safely
- Design, build and improve products
- Collaborate to solve problems creatively

This AoLE aligns closely with our BEACON values of Engaging, Creating and Aspiring, emphasising innovation, resilience and curiosity.

Outdoor learning, inquiry cycles and STEM projects enrich this area, enabling learners to make meaningful connections to local industry, nature and sustainability.

9. Big Ideas – Two-Year Curriculum Cycle

Our long-term plan follows the six whole-school “Big Ideas” agreed by staff:

Year 1 Cycle

Autumn: Cynefin and Belonging

Spring: Awe, Wonder and Curiosity

Summer: Changes and Journeys

Year 2 Cycle

Autumn: Enterprise and Creativity

Spring: Diversity and Empathy

Summer: Discovery and Adventure

These support:

- Child-led ideas and interests
- Depth of concepts over time
- Opportunities for continuous and enhanced provision
- Links to local, national and global contexts
- Cross-AoLE integration
- Progression through the Principles of Progression

10. Progression

Progression at Ysgol Golwg Pen y Fan is:

- A continuum, not a checklist
- Focused on increasing depth, sophistication, independence and learner control
- Informed by the Principles of Progression
- Supported through practitioner professional dialogue and cluster collaboration
- Evidenced through observation, discussion, recorded learning and learner voice
- Descriptions of Learning support planning but are not used as assessment criteria.

11. Curriculum Planning Expectations

All planning follows the expectations in our Curriculum Planning Document and Learning and Teaching Handbook, including:

- Long-term planning through Big Ideas and Statements of What Matters
- Medium-term planning using agreed storyboards
- Weekly planning including learning intentions, success criteria, provision planning and opportunities for the Literacy, Numeracy and Digital Competence Frameworks
- White Rose Maths used as a basis for teaching Maths
- Sounds Write used consistently for phonics and spelling
- Continuous Provision planning (for FP and developing across the school)
- High-quality learning environments aligned to the enabling environment guidance

12. Learning, Teaching & Enabling Environments

Teaching and learning at Ysgol Golwg Pen y Fan reflect:

- High expectations
- Clear routines and strong relationships
- Consistent use of the school's Ready/Respectful/Safe values
- Evidence-informed pedagogy
- Learner independence
- Co-constructed success criteria
- Effective feedback
- A culture of praise and peer collaboration
- Enabling Environments

Classrooms reflect:

- The BEACON ethos
- Calm, organised and inclusive spaces
- Opportunities for collaboration and independence
- Access to high-quality resources
- Diversity representation
- Clear learning displays and working walls
- Outdoor learning is valued and incorporated where appropriate.

13. Cross-cutting Themes

Embedded authentically across all Big Ideas:

- Human rights & UNCRC
- Diversity & representation
- Careers & work-related experiences
- Local, national and international contexts
- Sustainable development & ethical citizenship

14. Mandatory Curriculum Elements

Relationships and Sexuality Education (RSE)

Taught through the RSE Code, developmentally appropriate and inclusive. Please see the Relationships and Sexuality Education Policy for further information.

Religion, Values & Ethics (RVE)

Planned using Powys SACRE's agreed syllabus and the Humanities AoLE guidance.

Please also see the Collective Worship Policy.

Welsh

Bilingual Approach

A strong bilingual approach supports learners to develop their Welsh language skills across the curriculum. As a school, we promote Welsh daily through a range of structured, immersive and incidental opportunities, including:

- **Incidental Welsh used naturally throughout the day**, with staff modelling everyday Welsh phrases and encouraging learners to use Welsh in routines, transitions, and social interactions.
- **Criw Cymraeg** leading whole-school initiatives to promote the use of Cymraeg and celebrate Welsh culture.
- **Welsh assemblies and singing**, ensuring regular exposure to Welsh songs, phrases and cultural traditions.
- **Helpwr Heddiw** embedded in every class to encourage use of conversational Welsh and sentence patterns.
- **Tric a Chlic** used consistently in the Foundation Phase to support early Welsh reading and phonics.
- **Progress towards the *Siarter Iaith***, with learners and staff working collaboratively to strengthen our Welsh ethos and increase the use of Cymraeg across the school.

This consistent and authentic approach helps children build confidence, fluency and pride in Cymraeg, supporting the aims of the Curriculum for Wales and deepening their sense of Welsh identity (cynefin).

15. Additional Learning Needs (ALN)

Our curriculum is inclusive, accessible and adapted according to learners' needs.

Adaptations include:

- Multi-sensory resources
- Scaffolding and modelling
- Personalised learning pathways
- Support from Teaching Assistants
- Specialist external agencies

- Use of one-page profiles
- Risk assessments and behaviour support where relevant

16. Feedback, marking and assessment

Assessment reflects the expectations in our Feedback, Marking & Assessment Policy.

Assessment is:

- Ongoing, formative and embedded in everyday learning
- Used to identify next steps, not to label learners
- Based on progress towards learning intentions
- Shared with learners to promote independence
- Recorded where appropriate to build a picture of progress over time
- Used to adapt teaching

Tools include:

- Verbal feedback
- Self and peer assessment
- Observation and discussion
- Book looks and review of recorded learning
- On-entry assessments
- National personalised assessments
- Tracking systems and progress meetings

17. Learner Voice and Choice

Learners contribute to:

- Concept learning lines of enquiry
- Class charters
- Success criteria
- Environment organisation
- Self-assessment and peer feedback
- Evaluation of learning experiences
- School leadership through pupil groups such as School Council and Criw Cymraeg

18. Cynefin

Our curriculum helps learners understand:

- Who they are
- Where they come from
- How their identity links to the local and national story
- Their place within Wales and the wider world
- We draw on local people, landscapes, histories and stories to develop authentic learning experiences.

19. Working with Parents, Carers and Communities

We maintain strong relationships with families and community partners through:

- Open communication
- Curriculum information events
- Celebration of learning
- Workshops
- Involvement in contextual projects
- Consultation on policy and curriculum development
- Parents receive termly progress updates and annual written reports.

20. Monitoring, Evaluation & Review

The curriculum is reviewed annually by the Headteacher and Governing Body to ensure statutory compliance and alignment with school vision.

Self-evaluation includes:

- Book looks and learning walks
- Stakeholder questionnaires
- Listening to learners
- Progress data
- AoLE team reviews
- Powys Local Authority/External monitoring
- Findings inform the School Development Plan

21. Curriculum Summary Statement

A one-page curriculum summary will be published on the school website as required by Welsh Government.