Curriculum Policy

Bryn Deri Primary School

October 2026

A Community Developing Happy, Confident, Caring Children with a Positive Attitude Towards Life and Learning

Bryn Deri Primary Curriculum Policy

Introduction

'Learners in Wales will enjoy teaching and learning that inspires them to succeed, in an education community that works cooperatively and aspires to be great, where the potential of every child and young person is actively developed.'

This policy has been developed in accordance with the principles, legislation and statutory guidance of the Welsh Government, including:

- Curriculum and Assessment (Wales) Act 2021
- Curriculum for Wales: Framework
- Statements of What Matters Code
- Progression Code
- Relationships and Sexuality Education (RSE) Code
- Supporting Learner Progression: Assessment Guidance
- Additional Learning Needs Code for Wales 2021
- United Nations Convention on the Rights of the Child (UNCRC)

Bryn Deri Primary prides itself on providing access to the curriculum for all, enabling success for all and the opportunity for pupils to reach their full potential and become ambitious, confident, inspirational and well-informed individuals.

'A school's 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.' The curriculum at Bryn Deri reflects the cultural linguistic and ethnic diversity of Wales as a whole and our local area in Radyr and Morganstown Community within the City of Cardiff.

Curriculum Purpose & Vision

The curriculum at Bryn Deri has been designed with the school vision and the core purposes of the curriculum as set out in 'Curriculum for Wales.' at its centre. When planning learning experiences, we endeavour to enable all pupils to become:

- **ambitious, capable learners ready to learn throughout their lives**
- **enterprising, creative contributors, ready to play a full part in life and work**
- **ethical, informed citizens of Wales and the world**
- **healthy, confident individuals, ready to lead fulfilling lives as valued members of society**

We are a community developing happy, confident, caring children with a positive attitude to life and learning.

Aims and Objectives:
At Bryn Deri we set high expectations for all and in line with Welsh Government guidance, the curriculum at Bryn Deri aims to;

- Enable all learners to make progress towards the four purposes.
- Be broad and balanced
- Be suitable for learners of differing ages, abilities and aptitudes
- Provide for appropriate progression for learners and include a range of provision to ensure this (linked to ages, abilities and aptitudes).
- Promote individual well-being for all

The broad and thematic approach to the curriculum at Bryn Deri allows for the **Statements of What Matters** and Descriptions of Learning to be revisited and explored through a range of rich and authentic contexts. We are committed to enabling our children to develop excellent literacy, numeracy and digital skills during their time in school. Mandatory cross Curricular Skills of Literacy, Numeracy and Digital skills are given high priority. Within the teaching and learning experiences we aim to give all children an understanding of their rights and embed the United Nations Convention on the Rights of the Child (UNCRC) in all aspects of school life.

Curriculum and Entitlement:
Pupils are unique individuals with different aptitudes and abilities. They learn at different speeds and they are motivated by different experiences.

At Bryn Deri, all learners are entitled to access a broad, balanced and inclusive curriculum designed to support progress towards the four purposes. This entitlement includes learning across all six Areas of Learning and Experience, development of the mandatory cross-curricular skills, and access to the statutory elements of the Curriculum for Wales. Learners are also entitled to rich, authentic learning experiences that promote wellbeing, equity, Welsh identity, creativity, community engagement and lifelong learning.

At Bryn Deri Primary School, we aim to consciously and positively ensure that every individual in our school receives equality of opportunity irrespective of social background, ethnic or religious origin or gender, ability or disability. We consider all pupils to be of equal worth and it is insisted that equal value is placed on their abilities, achievements and talents, whatever form these qualities may take.

As a school we are committed to ensuring that all learners with additional Learning Needs (See ALN Policy) are supported to overcome barriers to learning and achieve their full potential. We are committed to deliver an inclusive and equitable education. Wherever feasible, we aim to ensure children and young people are supported to participate fully in mainstream education.

Our school endeavours to treat everybody equally favourably and with respect.

Additional Learning Needs

The school aims to provide full access to the curriculum for all learners and is committed to the principles of inclusion, equity and person-centred practice. Provision is informed by the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the Additional Learning Needs Code for Wales 2021.
We are committed to person-centred practice that identifies needs early, provides timely and effective support, and reviews progress regularly. Provision is adapted in response to individual needs to ensure learners are supported to achieve their potential and participate fully in school life.

The Organisation of the Curriculum
The curriculum aims to motivate all learners and prepare them for life in the 21st century through learning in the following Areas of Learning & Experience:

The Areas of Learning and Experience

Within the curriculum there are six areas of learning and experience

- Expressive Arts.
- Health and Well-being.
- Humanities.
- Languages, Literacy and Communication.
- Mathematics and Numeracy.
- Science and Technology.

The Curriculum at Bryn Deri has been designed to ensure an integrated approach to learning. These six Areas of Learning and Experience (AoLE) bring together familiar 'subjects' or 'disciplines' and encourage strong and meaningful links across different disciplines. This integrated approach to learning enables our children to make connections and build on experiences, knowledge and skills across the Areas of Learning and Experience.

Statements of What Matters

Within each Area of Learning and Experience are a number of **Statements of What Matters**. By exploring and revisiting these Statements of What Matters, learners develop increasingly deep knowledge and understanding of the key concepts, ideas and principles within each Area.

Descriptions of Learning

These are arranged across five progression steps which provide reference points for understanding learner progression over time. Progression is a continuum and learners will progress at different rates according to their needs, experiences and starting points.

The broad and thematic approach to the curriculum at Bryn Deri allows for Statements of What Matters and Descriptions of Learning to be considered and reflected upon across a range of rich and authentic contexts to develop deep and sophisticated understanding.

Mandatory cross-curricular skills
Mandatory cross-curricular skills are taught across all Areas of Learning and Experiences they are:

- Literacy
- Numeracy
- digital competence

Integral skills
Across all Areas of Learning and Experience pupils at Bryn Deri will be provided with opportunities to develop:

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

Mandatory Elements
Within our broad and balanced curriculum all pupils will be required to learn new knowledge and skills from the mandatory elements of the Curriculum for Wales Framework. These are:

- Religion, values and ethics.
- Relationships and sexuality education (RSE).
- Welsh.
- English

Relationship and Sexuality Education:
We follow the statutory Relationships and Sexuality Education (RSE) Code and provide a developmentally appropriate programme tailored to the age, stage of development and needs of learners.

Curriculum Delivery
We are committed to ensuring that all learners can access, engage with and make progress within the curriculum. This includes learners who may require additional support, challenge or adaptation at different stages of their learning journey, including those with Additional Learning Needs, learners with English as an Additional Language, learners who are looked after or previously looked after, and learners requiring additional challenge and enrichment.

Good teaching and learning means employing a blend of approaches including direct (focused) teaching in order to meet the learning objectives and learning needs whilst providing appropriate challenge and support for all pupils. The Curriculum is therefore delivered in several ways:

Blended Learning Approaches

Blended learning is an approach to learning that combines face-to-face, distance, digital and online learning experiences. Depending on circumstances and considering the age of the child, learning will look slightly different across the school.

During periods of school closure and face to face learning, the use of blended learning resources such as Class Dojo and Google Classroom will be used both in class and at home. Pupils will also access online Reading via Reading Bugs and online resources for Mathematics via Active Learn. A range of synchronous and asynchronous teaching will support blended learning approaches. These tools will be used in class to support the development of skills and experiences across a range of topics. Work will continue to be set in line with the school blended learning policy. The continued development of pupils' confidence and skills across a range of ICT is a priority across the school.

The following pedagogical principles are central to the delivery of the Curriculum at Bryn Deri:

- A consistent focus on the overall purpose of the Curriculum
- High yet achievable expectations
- A blend of approaches including direct teaching
- A blend of approaches that promote problem solving, creative and critical thinking
- Tasks and resources that build on previous knowledge and experience and engage interest
- Authentic contexts for learning
- Assessment of, for and in learning
- Learning ranges within and across areas of learning
- Regular opportunities to reinforce and practise literacy, numeracy and digital competence across the curriculum
- Opportunities to regularly encourage children to take and increased responsibility for their own learning
- Support social and emotional development and positive relationships
- Encourage collaboration

We are committed to providing an inclusive curriculum that meets the needs of all learners. Through adaptive teaching, practitioners adjust learning experiences, resources, support, challenge and questioning to ensure all pupils can access the curriculum and make progress. Where appropriate, learners may receive targeted interventions, small-group or individual support, or personalised provision informed by specialist advice. This approach promotes equity and enables every learner to achieve their potential within the Curriculum for Wales.

Children in Bryn Deri are taught with their year groups, but by the above means, Bryn Deri endeavours to meet the particular needs of all individual pupils, as appropriate. Pupils whose needs are significantly different to those of their peers are included in the ALN Register and their progress carefully monitored.

(See also ALN policy).

Assessment, Recording and Reporting

Assessment is an integral part of teaching and learning at Bryn Deri and is fundamental to the successful implementation of our curriculum. Its primary purpose is to support all learners to make progress along the 3 to 16 continuum of learning. Assessment is embedded within day-to-day practice and informs planning, teaching and learning, enabling practitioners to identify strengths, address barriers to learning and plan appropriate next steps for individual learners.

At Bryn Deri, assessment supports progression through increasingly deep, connected and sophisticated learning over time. Practitioners draw upon the Principles of Progression and the descriptions of learning within Curriculum for Wales to develop a shared understanding of learner progress and achievement. Assessment is used collaboratively by practitioners, learners and families to support continuous improvement and to foster learner ownership of learning.

A range of **Assessment for Learning (AfL)** approaches are used to actively involve learners in understanding their progress and identifying their next steps. These include effective questioning, success criteria, self-assessment, peer assessment, feedback, reflection, learner dialogue and target setting. Through these strategies, learners develop increasing independence, resilience and responsibility for their own learning.

Assessment in learning (AIL) is an integral part of everyday classroom practice at Bryn Deri. It is embedded within learning experiences and enables learners and practitioners to continually reflect on progress, identify strengths and determine next steps. Through effective questioning, discussion, observation, feedback, success criteria, self-assessment and peer assessment, learners develop a clear understanding of what successful learning looks like and how they can improve. Assessment in learning promotes learner voice, resilience, independence and ownership of learning, whilst providing practitioners with ongoing information to adapt teaching, provide appropriate challenge and support, and ensure all learners make meaningful progress from their individual starting points.

Assessment of Learning (AOL) is used to provide an accurate picture of learners' achievement and progress over time. Through a range of summative assessment activities, practitioners gather evidence of what learners know, understand and can do independently. Assessment information is used to monitor progress, identify strengths and areas for development, inform curriculum planning and support reporting to parents and carers. At a whole-school level, assessment outcomes help leaders evaluate the effectiveness of provision, identify priorities for improvement and ensure that all learners receive the support and challenge needed to achieve their potential.

Assessment information is gathered from a wide range of sources, including observations, learner discussions, work scrutiny, practical activities, independent application of skills and standardised assessments. This evidence is used to inform professional judgements about learner progress and to identify appropriate support, challenge and intervention where required.

The school maintains robust systems for monitoring and tracking learner progress over time. This information is used to support individual learners, evaluate the effectiveness of provision and inform school improvement priorities.

Assessment may include:

- Ongoing formative assessment embedded within daily learning experiences.
- Learner self-assessment and peer assessment.
- Professional observations and discussions.
- Standardised assessments in reading and numeracy.
- Personalised assessments where appropriate.
- School-based assessment activities to support understanding of learner progression.

Learner progress and wellbeing are shared regularly with parents and carers through ongoing communication, consultation meetings, annual reports and other opportunities to discuss learning. Reporting focuses on individual progress, achievements and next steps in learning, in line with Curriculum for Wales expectations.

(See also ARR Policy.)

Monitor and Review

Leaders at all levels monitor and evaluate the effectiveness of the curriculum through a range of first-hand evidence, including learner voice, work scrutiny, learning walks, lesson observations, planning reviews and analysis of assessment information.
Findings from monitoring activities inform self-evaluation, school improvement planning and professional learning. Leaders use a range of evidence to evaluate the quality and impact of curriculum provision and identify priorities for further improvement

According to the Education Act of 1988 it is incumbent on Governing Bodies to ensure that the Curriculum is implemented at Bryn Deri. Governors are kept regularly informed of all Curriculum matters at governing body meetings. The Governing Body has a Teaching and Learning Committee whose terms of reference are available on request. Bryn Deri has named link governors for all

areas of the curriculum. The governors liaise with the AoLE leaders and monitor closely the way the school teaches these aspects of the curriculum.

Learning Environment

At Bryn Deri Primary School, we recognise that the learning environment plays a vital role in supporting high-quality teaching, learning and wellbeing. Our learning spaces are designed to be welcoming, inclusive, purposeful and inspiring, enabling all learners to feel safe, valued and motivated to achieve their best. This ethos is reflected in feedback from pupils and staff, who value engaging displays, calm reading areas, the celebration of learning and the strong sense of care and belonging within the school community.

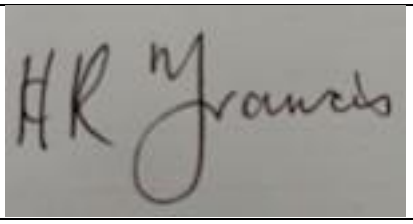
The learning environment will:

- Provide well-organised, stimulating and inclusive indoor and outdoor spaces that support the four purposes of the Curriculum for Wales.
- Celebrate and value pupil achievement through high-quality displays that reflect current learning, showcase progress and promote pride in work.
- Promote literacy, numeracy, digital competence and Welsh language development through meaningful, accessible and interactive learning resources.
- Ensure key vocabulary, learning prompts, questions and curriculum concepts are visible and actively used to support understanding and independence.
- Include attractive reading environments with a broad range of high-quality texts that reflect learners' interests, needs and experiences.
- Support positive wellbeing, behaviour and attitudes to learning through environments that foster belonging, respect, collaboration and success.
- Provide opportunities for enquiry, creativity, problem-solving and pupil voice through flexible learning spaces and accessible resources.
- Make effective use of outdoor learning opportunities, recognising the importance of active, authentic and nature-based experiences.
- Ensure resources are well maintained, clearly labelled and readily accessible to promote independence and ownership of learning.
- Reflect the school's Welsh identity through bilingual signage, displays, resources and opportunities to develop learners' confidence in using Welsh.

The school will regularly evaluate its learning environment through pupil voice, staff reflection and learning walks to ensure that learning spaces remain effective, engaging and responsive to the needs of all learners. Current evaluations highlight strengths in classroom displays, reading spaces and the welcoming ethos of the school, whilst ongoing development focuses on enhancing outdoor learning opportunities, improving resource organisation and ensuring all spaces support high-quality learning experiences.

Arrangements for reviewing the policy

- The implementation of this policy is the responsibility of all stakeholders
- Staff and Governors will review the policy when there are major updates or every year

Date Approved by FGB	14-10-26
Signed on behalf of FGB	
Name (Chair of Governors)	Mrs H. Francis
Date	14-10-26
Date of next review	October 2027