

CURRICULUM POLICY

2025 - 2026





CURRICULUM POLICY

Ysgol Gynradd Groes-wen Primary School

Together stronger

Together we are stronger, Groes-wen bilingual school will establish an inspiring, warm and welcoming community that celebrates Welsh culture and language while developing an inclusive and sustainable environment.

Our children will develop as creative, confident, principled, ambitious individuals and enterprising linguists!

Policy approved:

Headteacher:	Chairman of Governors:
<i>Ruth Ials</i>	<i>D. R. Tiplady</i>
Date: 15.06.23	Date: 15.06.23

Policy to be reviewed:

Date:	Adolygydd:	Details:
November 2025		



CURRICULUM POLICY

CURRICULUM DEFINITION

Our school curriculum is defined as everything our learners experience in pursuit of the four purposes. It's more than just what we teach. It's also about how we teach it and, crucially, why we adore it.

OUR CURRICULUM VISION

At Ysgol Groes-wen we walk hand in hand on our journey. We develop individuals who feel pride for their Welshness, citizens who belong and collaborate, curious and comprehensive learners and are confident contributors willing to take risks.

We work together to realise the same goal of all pupils feeling confident communicating with a range of rich vocabulary. The community is a central part of our vision here at Ysgol Groes-wen. As an all-new district in Cardiff, our school is the heart of the community. The pupils, parents and society will play a key role in reaching our agreed goal which develops pupils into effective neighbours in society. We open our door to anyone in our school and sicily we include all on our houses th. Develop pupils who feel a sense of pride in various aspects of their life – their effort, contribution, Welshness, society and loneliness. It is our hope that we develop each pupil to their full (b)potential, who are ready and proud/brightyo in their life after school. Nature is an all-important part of Croes-wen with the recent developments happening around us. We will develop pupils who value and respect what is around them and understand the consequences and impact of what maent do. Opening technological doors for pupils who will be confident in using a range of competency skills and resources. Provide a wide range of rich experiences that are active and develop key skills to prepare them for everyday life. Gvalues, respects and prides all individuals to their full potential.

CURRICULUM OBJECTIVES

To realise our vision for our learners, our curriculum will:



- enabling our learners to realise the four purposes and equip them for continuous learning, work and life; fosters high expectations and enables all learners to reach their full potential
- offer a broad and balanced education, enabling your learners to createau links between the different areas of learning and experience (Fields), and apply their learning in new situations and in relation to more complex issues
- support progress along a learning continuum, and how you work with others to ensure consistency in the pontio phases along continuum 3 to 16
- supporting the health and wellbeing of your learners, including their mental health and wellbeing
 - supporting the development of your learners' knowledge which is the foundation of becoming an informed citizen
- recognise the identity of your learners, their language(s), ability and background, and the different support they may need given their specific circumstances
- reflect the diversity of views, values and identities that shape your local area and Wales, and gain an understanding of the wider world
- enabling your learners to make sense of the experience of growing older in contemporary Wales and of issues that will be important in the future, including wellbeing, sustainable development and citizenship;
- support your learners to engage critically with a range of information and assess its value and authenticity
- enabling your learners to gain an understanding of their rights and the rights of others
- be put together in collaboration with our stakeholders (learners, families, the wider community, our cluster colleagues

CHILDREN'S RIGHTS

Article 3

All children-involved organisations should always do what is best for each child.

Article 6

You have the right to life and to grow to be healthy.

Article 7



Your right to name and nationality.

Article 12

Your right to say what should happen and for someone to listen to you

Article 15

Your right to meet friends and join groups and clubs.

Article 23

Your right to special care and support if you are disabled so that you can live a full and independent life.

Erthygl 28

Your right to learn and go to school.

Article 29

Your right to be the best you can be.

Article 30

Your right to use your own language.

CURRICULUM STRUCTURE AND LAYOUT

The Four Purposes

The four purposes are the aspiration of all learners in Wales.

Ambitious, capable learners who:

Our curriculum is designed to support all learners to develop as:

- set high standards for themselves and seek and enjoy challenges

- develop a body of knowledge and have the skills needed to relate that knowledge and apply it in different contexts
- inquisitive and enjoys problem solving
- able to communicate effectively in different forms and settings, through Welsh and English
- being able to explain the ideas and concepts they learn about
- being able to use a number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- creatively using digital technologies to dissect, find and analyse information
- investigate and critically evaluate their findings

and *who are willing to learn throughout their lives*

bold, creative contributors who:

- connect and apply their knowledge and skills to generate ideas and procreate
- think creatively to reframe and solve problems
- identify opportunities and take advantage of them
- bolding caution
- leads and plays different roles in teams effectively and responsibly
- expressing ideas and emotions through different media
- giving of their energy and skills so that others will benefit

and *who are ready to play a full part in life and work*

principled, informed citizens who:

- finds, evaluates and uses evidence in forming an opinion
- discuss current affairs based on their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions in choosing and acting
- knowledgeable about their culture, community, society and world now and in the past
- respecting the needs and rights of others, as a member of a diverse society
- demonstrate their commitment to ensuring the sustainability of the planet

and *who are ready to be citizens of Wales and the world*

healthy, confident individuals who:



- with assured values and who establish their spiritual and principled beliefs
 - fosters their mental and emotional wellbeing by developing confidence, resilience and empathy
 - applies knowledge about the impact of diet and exercise on physical and mental health in life
 - know how to find the information and support needed to stay safe and healthy
 - participates in physical activity
 - make measured lifestyle decisions and manage risk
 - with the confidence needed to take part in performances
 - form positive relationships based on mutual trust and respect
 - faces and overcomes challenges
 - with the skills and knowledge needed to deal with their daily life as independently as they can
- and *who are willing to live a fulfilled life as valued members of society.*

The four purposes are the starting point for all curriculum design decisions. Our curriculum is designed in a way that supports our learners to make progress towards them.

Essential skills

Essential skills underpin all four purposes and should be developed within a wide range of learning and teaching within our curriculum.

Creativity and innovation

Our curriculum will be designed in a way that develops creativity and instills in our learners by providing them with space and opportunities that support them to be:

- curious and inquisitive and to generate many ideas;
- connecting different experiences, knowledge and skills and seeing, exploring and justifying alternative solutions;
- able to identify opportunities and communicate their strategies.

This should support learners to create value of various kinds.

Critical thinking and problem solving

Our curriculum will be designed in a way that develops learners to think critically and solve problems by giving them space and opportunity that supports them to:



to ask meaningful questions and to evaluate information, evidence and situations;
analyzing and justifying potential solutions, identifying potential issues and problems;
becoming antiracist as they make decisions, identifying and developing arguments;
able to offer value-creating solutions of various kinds.

Personal effectiveness

Our curriculum will be designed in a way that develops the personal effectiveness of our learners by giving them space and opportunity that supports them to:

- cultivating emotional intelligence and awareness, becoming confident and independent;
- leading debates and discussions, becoming aware of the social, cultural, principled and legal implications of their arguments;
- evaluating their learnings and mistakes, identifying areas for development;
- become responsible and reliable;
- be able to identify and recognize value of various kinds and use that value.

Planning and organisation

Our curriculum will be designed in a way that develops the planning and organisation of learners by giving them space and opportunity that supports them:

- goal setting, decision making and interim outcomes monitor (where development appropriate);
- reflect and adapt, as well as manage time, people and resources.
- check accuracy and create value of various kinds.
- fostering an appreciation for the development of repressive sustainment and the challenges facing humanity
- building awareness of emerging technological developments
- being supported and challenged so that they are ready to meet the demands associated with working in precarious situations with confidence, with local, national and global contexts leads to new challenges and opportunities for success
- build their resilience and develop strategies that will help them manage their wellbeing.
- have experiences where they can respond positively in the face of challenges, uncertainties or failure



- learn to work effectively with others, appreciating the different contributions they themselves and others make.
- recognise the limitations of their own work and the limitations of others as they gain an understanding of how different people play different roles in a team.

Areas of Learning and Experience

Our curriculum will be designed in a way that ensures learning and teaching covering all Areas of Learning and Experience.

- Expressive Arts
 - At Ysgol Groes-wen there will be an opportunity for children and young people to explore the arts and learn how to enjoy and think about the art of others. All pupils should also have a cycle to be creative. She can learn and appreciate work through a mix of different lessons such as:
 - Art
 - Dawns
 - Film
 - Drama
 - Music
 - Digital media
- Health and wellbeing
 - Ysgol Groes-wen will teach children and young people how to look after their health. This means:
 - making sure our body is healthy.
 - keep our minds healthy.
 - ensure healthy relationships with people.
 - the ability to make good life decisions.

This curriculum will include activities such as cooking, movement and lessons about well-being. Well-being is defined as anything to do with your health and happiness. In teaching Health and Wellbeing, at Ysgol Groes-wen circle times, promoting national mental health weeks and classroom assemblies are used to educate and promote wellbeing.



- Humanities:
 - Ysgol Groes-wen will teach children and young people to think about the world to help them understand it better. This can be through topics such as:
 - History
 - Geography
 - Religions, values and ethics
 - Business
 - Social Studies

- Languages, literacy and communication
 - Ysgol Groes-wen will teach children and young people to understand and use different languages, including Welsh, English and other modern languages. In setting up the school, we will take every opportunity to teach multiple languages while taking advantage of the opportunities and unique linguistic experiences of our pupils and their families.
 - Ysgol Groes-wen is a very unique school with the structure in category 2, meaning the school has a Welsh stream and a dual stream. We will develop pupils into confident linguists who value their Welsh culture and language and the diverse cultures in our society. It is our hope that the pupils at Ysgol Groes-wen pupils when they leave school will be confident and proud bilingual (dual stream) and biliterate (Welsh Stream) pupils with a good grasp of a third language, with some being multilingual.
 - When referring to Literacy we consider pupils' speaking, listening, reading and writing skills; skills that enable them to make sense of the world around us.
 - Ysgol Groes-wen will also teach our pupils to understand and appreciate literature and create their own. When considering literature, we give pupils the opportunity to experience and enjoy books, poems and films.

- Mathematics and numeracy
 - Ysgol Groes-wen will teach children and young people to understand and use numbers. The use of numbers in everyday life is called numeracy. Learning about maths and numeracy will mean:
 - understanding how numbers work
 - understand how symbols can be used and what they think

- understand how to measure using various resources and work with different shapes
 - understand how to gather information using this information to make decisions
- Science and technology
 - Ysgol Groes-wen will teach children and young people to understand various scientific aspects in research, experimentation and evaluation. Pupils will also learn about how technology works to solve problems. This can be understood as
 - biology
 - chemistry
 - physics
 - computer science.

All areas have equal status within our curriculum.

Statements of What Matters

Our school curriculum provides opportunities for our learners to engage with and understand the key concepts within all the elements and develop their understanding of the statements of what is important.

Datganiadau o'r hyn sy'n bwysig					
Iechyd a Lles	Gwyddoniaeth a Thechnoleg	Mathemateg a rhifedd	Iaith, Llythrennedd a Chyfathrebu	Celfyddydau Mynegiannol	Dyniaethau
Mae datblygu iechyd a lles y corff yn arwain at fuddiannau gydol oes.	Mae bod yn chwilfrydig a chwilio am atebion yn hanfodol i ddeall a rhagfynegi ffenomenau.	Defnyddir y system rif i gynrychioli a chymharu'r perthnasoedd rhwng rhifau a meintiau.	Mae ieithoedd yn ein cysylltu â'n gilydd.	Mae archwilio'r celfyddydau mynegiannol yn hanfodol er mwyn dyrnhau sgiliau a gwybodaeth gelfyddydol, ac mae'n galluogi dysgwyr i ddod yn unigolion chwilfrydig a chreadigol.	Mae ymholi, archwilio ac ymchwilio yn ysbrydoli chwilfrydedd am y byd, ei orffennol, ei bresennol a'i ddyfodol.
Mae'r ffordd rydym yn prosesu ein profiadau ac yn ymateb iddyn nhw yn effeithio ar ein hiechyd meddwl a'n lles emosïynol.	Mae meddylfryd dylunio a pheirianeg yn cynnig ffyrdd technegol a chreadigol i ddiwallu anghenion a dymuniadau cymdeithas.	Mae algebra yn defnyddio systemau symbolau i ffiguri strwythur perthnasoedd mathemategol.	Mae deall ieithoedd yn allweddol i ddeall y byd o'n hamgylch.	Mae ymateb a myfyrig, fel artist ac fel cynulleidfia, yn rhan hanfodol o ddyddu yn y celfyddydau mynegiannol.	Mae digwyddiadau a phrofiadau dynol yn gymhleth a chânt eu hamgylfred, eu dehongli a'u cynrychioli mewn gwahanol ffyrdd.
Mae'r ffordd rydym yn gwneud penderfyniadau yn effeithio ar ansawdd ein bywydau ni a bywydau eraill.	Mae'r byd o'n cwmpas yn llawn pethau byw sy'n dibynnu ar ei gilydd i oroesi.	Mae geometreg yn canolbwyntio ar berthnasoedd sy'n ymwneud â siâp, gofod a safle, ac mae mesur yn canolbwyntio ar feintoli ffenomena yn y byd ffisegol.	Mae mynegi ein hunain drwy ieithoedd yn allweddol i gyfathrebu.	Mae creu yn cyfuno sgiliau a gwybodaeth, gan dynnu ar y synhwyrau, ysbrydoliaeth a dychymyg.	Mae ein byd naturiol yn amrywiol a deinamig, wedi'i ddylanwadu gan brosesau a gweithredoedd dynol.
Mae'r ffordd rydym yn ymwneud â dylanwadau cymdeithasol yn siapio pwysd yn ni, ac yn effeithio ar ein hiechyd a'n lles.	Mae mater, a'r ffordd y mae'n ymddwyn, yn diffinio ein bydysawd ac yn ffurfio ein bywydau.	Mae ystadegau yn cynrychioli data, mae tebygolrwydd yn modelu siawns, ac mae'r ddau yn cefnogi casgliadau a phenderfyniadau gwybodus.	Mae llenyddiaeth yn tanio'r dychymyg ac yn ysbrydoli creadigrwydd.		Mae cymdeithasau dynol yn gymhleth ac yn amrywiol, ac maen nhw'n cael eu llywio gan weithredoedd a chredoau pobl.
Mae cydberthnasau iach yn hanfodol ar gyfer ein lles.	Mae grymoedd ac egni yn gosod sail i ddeall ein bydysawd.				Mae dinasyddion gwybodus, hunanymwybodol yn mynd i'r afael â'r heriau s'r cyfleoedd sy'n wynebu dynoliaeth, ac yn gallu cynryd camau ystyrlon ac egwyddorol.



Our curriculum uses the statements of what is important to inform the development of curriculum content. In particular they are used to do the following:

- Choose a range of experiences, knowledge and skills that enable our learners to gain an understanding of the 'big ideas' and key principles within each statement
- supporting the progress of our learners within the 'big ideas' and key principles and their ability to be able to develop an increasingly sophisticated understanding and use of the statements of what matters
- enabling learners to explore topics and activities through different perspectives – the same concept or idea is explored through different statements of what is important
- helping our learners to make sense of a range of experiences, knowledge and skills within each area ensuring that content helps learners develop a rational understanding of a range of knowledge

Learning descriptions

In our school, we use the learning descriptions as a planning tool to inform the wide range of U.S. knowledge, skills and experience within our curriculum. Our curriculum also uses the learning descriptions to inform planning for a range of contexts for learning across the stage of progress to create depth and breadth across our curriculum.

Our curriculum does not use the learning subscriptions to create independent tasks, activities, assessment tasks or provisional reports to make judgments about our learners' outcomes at a particular time on the continuum.

Progress

Learning progress is a process of increasing the depth, sophistication, engagement and control of learners, rather than encompassing a body of content. Progress is not linear and different learners are likely to



make progress in different eras. Progress is at the heart of our curriculum plan. In selecting the content of our curriculum and assessment we use the progress principles for each Area to guide our approach to progress.

We work closely with the Plasmawr Cluster in developing shared curriculum ideas e.g. developing a LLC Portfolio of work.

The role of disciplines within our curriculum

As our learners progress through our curriculum, they will have more opportunities to engage with and specialise in the different disciplines within each Field as they reach the later progress ca mau. Discipline-specific learning and teaching in our curriculum will ensure that appropriate and meaningful links to learning are made across our entire curriculum where appropriate.

Mandated Elements of the Curriculum

Relationship and Sexuality Education

Relationship and Sexuality Education (RSE) within our curriculum is designed using the RSE Code and is designed in a way that is appropriate in terms of pluralism, development and inclusiveness. It is linked directly to the Cardiff Plcy.

Religion, Values and Ethics (RVE)

The Religion of Values and Ethics (RVE) is a compulsory subject in Humanities Learning and Experience for learners aged 3-16. Teaching and learning in RVE reflects the fact that religious traditions in Wales are predominantly Christian but taking into account the teachings and practices of the main other religions represented in Wales. It also reflects the fact that a range of non-religious philosophical convictions are also held in Wales. RVE is intended to align with the mandatory requirements of the Humanities Learning and Experience Area. RVE is intended taking into account the statutory RVE guidance within the Humanities Field, and Agreed Syllabus. There is no right to withdraw from RVE.

Cross-curricular skills

The mandated cross-curricular skills of literacy, numeracy and digital competence are essential for learners to access information. They enable learners to take advantage of the breadth of our curriculum,



providing them with the lifelong skills to achieve all four purposes. These are the skills that can be transferred to the world of work, enabling learners to adapt and thrive in today's world.

Our curriculum is designed in a way that enables learners to develop competence and ability in the cross-curricular skills and extend and apply these across all Fields.

Across our curriculum learners will have opportunities to do the following:

- Develop listening, reading, speaking and writing skills
- Ability to use numbers and solve problems in real-life situations
- Be confident in using a range of technologies to help them operate and communicate effectively and make sense of the world

We will use Digital Literacy, Numeracy and Competence Frameworks to guide our approach to the development of the cross-curricular skills.

Variety

We want our curriculum to recognise and celebrate the various social groups and communities in our school community, the communities we are or serve and society as a whole. We want our learners to be aware of the characteristics of others and treat them with compassion, empathy, understanding and fairness, despite those traits. As learners make cin, they should become increasingly aware of the range of specific characteristics that can define our identity, including sex, gender, race, religion, age, disability and sexuality. Our curriculum includes opportunities for our learners:

- develop empathy and compassion for others
- celebrating diverse backgrounds, values and characteristics
- developing their own values and a sense of their identity
- Gaining an understanding of people with different beliefs and views
- Challenging stereotypes

Careers and experiences related to the world of work (CWRE)

We believe that learning about CWRE is essential to developing skills for work and life. Our curriculum includes opportunities for Education and Plus Experiences that inspire our learners to:

- gaining an understanding of the purpose of the world of work for themselves and for society as a whole
- becoming increasingly aware of the range of opportunities available to them, broadening their horizons

- develop the attitudes and behaviours needed to overcome a stray rush to employability, career management and lifelong learning
- appreciate the growing range of opportunities in the workplace where being able to communicate in Welsh is important
- consider opportunities through a range of meaningful experiences in learning, work and entrepreneurship
- Develop resilience and adaptability in response to work and life challenges, choices and responsibilities

Local, national and international context

The local, national and international contexts provide key perspectives for our learners and are of particular importance in supporting learners to achieve all four purposes. Our curriculum includes opportunities for learners to:

- develop learning through a range of significant places and events
- Making connections with local communities and organisations
- learn about the contribution and experiences of different individuals that shape each context
- learn about cultural diversity, values, history and traditions that shape all contexts
- understanding the different identities, history, 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
- developing an authentic sense of habitat, developing knowledge of different cultures and history, and enabling them to cultivate a strong sense of individual identity and understand how this connects to and is informed by wider influences
- take advantage of the histories and differences of a local school district
- understand their role as citizens and the structures of government that affect them in all contexts
- Critically examine, analyse and respond to current issues and challenges affecting their lives and the lives of others through all contexts
- Understanding Sustainable Development, the challenges faced by the environment and society and how they can engage with these issues and make a difference supporting sustainable citizenship



- understanding contemporary Wales providing opportunities to reflect, understand and analyse society and the way learners engage with it
- identifying Wales' diverse linguistic and cultural legacy and its links beyond Wales
- identifying how our languages unlock knowledge of our literature, geography and history and their links beyond Wales
- identifying the links between local, national and international contexts, understanding the way in which they continually influence each other
- using critical analysis skills in all contexts, recognising with positive and challenging insights all of them

Pupil's Voice

When planning cross-curricular themes or rich tasks, pupils' input will be at the heart of planning and teaching and learning. As a result, it is our hope at Ysgol Groes-wen that our pupils will take ownership of the activities and their own learning. We hope this will develop pupils who are independent and able to transfer the skills into their personal life.

The voice of the Pupil is encouraged at all aspects of the planning Process in the Under 7's Department. An example of this is the development of the classroom provision.

An Inclusive Curriculum

In designing our curriculum, we will ensure that it:

- suitable for the age, ability and aptitude of all learners
- takes into account the additional learning needs (ALN) of each learner, if any
- ensures broad and balanced learning and teaching for all learners
- make arrangements for assessing learners' ability and orientation in relation to the relevant curriculum, on access to a school or placement, to identify the next steps in their progression and the learning and education you need to support that progress

Environment

Our curriculum will instill pride and passion for our learners themselves, our school community, the wider community and Wales. Our curriculum will enable our learners to explore and understand different haute haïet, landscapes and histories that come together to form their habitat. This will enable



learners to develop a sense of their identity and that of others and to make connections with people, places and history elsewhere in Wales and on the draws of the world.

LEARNING AND TEACHING

See our Learning and Teaching Policy here.

ASSESSMENT

The purpose and role of assessment in our curriculum

Assessment plays a fundamental role in enabling each individual learner to make progress. For assessment to be effective, we recognise that partnerships between our practitioners, learners and parents and carers are important.

Progress in learning is a process of increasing development in depth, sophistication, interest and control of learners, rather than a body of content to be studied. Progress is not linear and different learners are likely to progress in very different ways. The process of conceiving and implementing assessment arrangements, which form part of curriculum and classroom practice, should recognise this and allow for a variety of deviations, breaks and variations in the pace of the learner's journey.

We will assess all learners across the continuum based on the progress expressed in our curriculum, based on the progress expressed in our curriculum, and in the planned learning intentions. This will happen regularly within the classes, using both formal and informal assessment.

The role of different contributors in our assessment processes

Leaders

Leaders in our school will establish a robust learning culture that supports and challenges practitioners to enable learners to make appropriate progress. This should be achieved by:

- create a clear curriculum vision that helps learners realise the four purposes and supports the progress of individual learners
- creating an environment that fosters the knowledge and skills necessary to promote learner well-being

- creating an environment based on mutual trust and respect, rather than one focused on compliance and reporting
- enabling practitioners to develop the knowledge and skills needed to effectively fulfil their assessment role
- sow certainty that curriculum will be designed, adopted, reviewed and revised providing opportunities for practitioners to design bespoke learning that meets the needs of all learners
- developing and embedding processes and structures that enable practitioners to develop a common liturgical deal of progress
- to ensure a clear picture of learners' progress in school or setting, and that is a picture that all practitioners understand – a process that includes ongoing and regular professional dialogue on progress as part of the systems to help verify self-reflection and drive improvement
- ensuring there is a clear understanding of learner progress across schools and, where appropriate, placements, which feeds into discussions on learner progress in school or placement
- Consider how best to provide additional challenge and support for learners, including working with other partners
- encourage engagement between all participants in the learning and teaching process to develop effective partnerships
- ensure that the statutory requirements have been met and that due attention has been given to these assessment guidelines, and that practitioners take this into account in learning and teaching planning and in their daily practice.

Practitioners

Practitioners in our school will plan for, and provide, effective learning experiences appropriate to the age and development of each individual learner. They effectively support and challenge learners to ensure they are making progress. This should be achieved by:

- be clear about the intended learning and plan engaging learning experiences accordingly
- help promote learner wellbeing through assessment practices
- properly sharing intended learning with learners
- evaluating learning, including through observation, questioning and discussion
- using the knowledge gained from ongoing assessments to reflect on their own practices to inform next steps in teaching and planning for learning



- provide relevant and specific feedback that engages learners, encourages them to take a good look at their learning, and moves their learning forward
- encouraging learners to reflect on their progress and, where appropriate, encouraging them to consider how they have progressed, what learning processes they have taken advantage of and what they have achieved to
- providing opportunities for learners to participate in assessing their own work and that of their peers, and supporting them to develop the relevant skills to do this effectively
- develop learners' skills in making effective use of a range of feedback to move their learning forward
- involving parents and carers in learner development and progress, increasingly engaging the learner in this dialogue over time
- engage in dialogue with leaders and fellow practitioners to ensure they have a clear picture of the progress each are making within their school
- identify any additional challenge or support learners may need, engaging with external partners where needed

Learners

Our learners will contribute to and participate in the learning process, in a way that is appropriate to their age and stage of development. This will help learners develop knowledge, skills and understanding, and apply them in different contexts. As they progress and with increasing independence, learners should be supported and encouraged to work the following:

- understand what stage they are learning at and where they need to go next
- develop an understanding of how they will get there
- actively respond to feedback on their learning and develop positive attitudes towards getting feedback, responding to it and acting on it as part of their learning
- review their learning progress, and communicate this individually and with others
- reflecting on their learning journey and developing a voluminous account of their own learning over time

Parents and carers

Parents, carers have an important role to play and schools and settings should engage with them so they can support learner progress in an appropriate way. We will encourage and enable parents and carers to:

- regularly engage with the school or venue and its practitioners(s) to understand and support the child's progress in their learning
- share relevant information and understanding with the school or venue and its practitioners/inpractices, which will support their child's learning and progress
- Actively respond to information provided about their child's learning and, in collaboration with the school or setting, plan ways to support that learning within and outside of school or HR placement.

External Partners

We will engage with external partners to:

- help practitioners assess and determine the needs of learners who may need additional support, and then help them by providing advice and support. This can include specialist educational support and support from other agencies such as health
- providing information about learning progress that has occurred for our learners who may be spending their time in other contexts
- providing extra-curricular opportunities with specialist partners e.g. Glamorgan Cricket, the Urdd

Continuously supporting our individual learners on a daily basis

In order to continuously support our individual learners on a day-to-day basis, continuous assessment is an integral part of daily classroom practice in a way that supports learning and is no different from learning.

Our assessment practices will identify the strengths of each individual diver, their achievements, areas for development and, where applicable, barriers to learning. Practitioners should use this understanding, in discussion with the learner, to determine the next steps needed to move in order to develop the learning, including any additional challenges and support needed.

Methods that support us to determine progress, individual learners over time, draw a picture of it and reflect on it

The Curriculum and pedagogical procedures are with one purpose only; to enable all pupils to make appropriate progress so that they reach and demonstrate their full potential.



Consistent assessment will take place including;

1. Baseline to discover pupils' Knowledge and understanding and then I second stand the baseline to measure progress
2. White Rose maths tests
3. National Tests (To be performed twice – October and June)
4. Little Wandle and Tric a Chlic
5. Maths Factor

Assessment For Learning:

Every quality practitioner is a deal that assessment happens every day all day. Assessment is not an isolated tool, but an opportunity to achieve a picture on a pupil's progress and the areas to improve.

We will use several AfL stats that assess the understanding of the pupils on the spot, and allow us to act on them immediately.

Assessment for blackouts at our school will include;

1. Impact feedback – verbal and written
2. Effective questioning
3. Self-assessment
4. Peers assessing each other's work

Understand group progress to reflect on your practice

Assessment enables our practitioners and leaders to understand the extent and in what ways different groups of learners are making appropriate progress. This understanding contributes on our processes of self-evaluation and continuous improvement.

Understand group progress to reflect on your practice

Assessment enables our practitioners and leaders to understand the extent and in what ways different groups of learners are making appropriate progress. This understanding contributes on our processes of self-evaluation and continuous improvement

Communicating with parents and caregivers



In communicating and engaging with parents and carers, we share knowh about:

- the progress their child is making
- its needs for future progress
- how its needs can be met to make future progress at home
- their overall well-being at school