

Glan Llyn Primary School



Curriculum Policy

April 2026



Roots Curriculum

Cwricwlwm Cwreiddiau

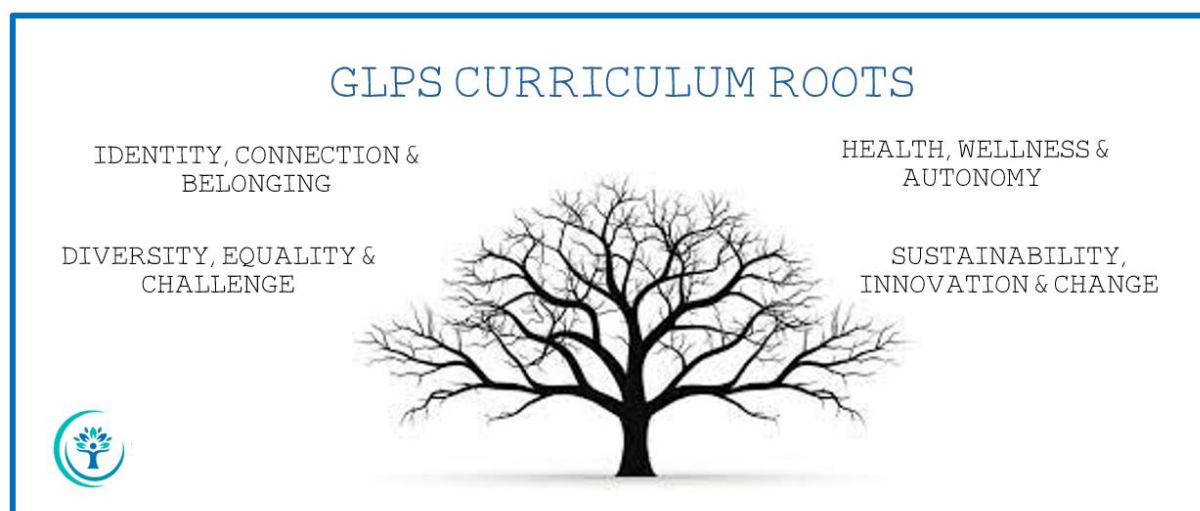
This policy remains under constant review to ensure it meets the needs of our community. It will be continually updated in line with guidance and in conjunction with pupil voice, the community, staff and Governors.

Introduction - Our Curriculum Vision

'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.'
Welsh Government

At Glan Llyn Primary School we have clear and focused aspirations for the school's curriculum. We offer an inclusive, exciting and engaging curriculum which inspires both pupils and staff to achieve their full potential ensuring that we foster and encourage our pupils to be highly motivated and gain a love of learning where wellbeing is the central focus and precursor for learning. Our curriculum is designed for 21st century learning and encourages practical activities, research tasks and creative thinking. It nurtures a love of learning and encourages key skills and personal qualities.

Our 'Roots Curriculum' or 'Cwricwlwm Cwreiddiau' aspires to develop grounded, well-rounded pupils who gain core skills and knowledge that enable and inspire them to lead their own learning and to progress securely and happily on their chosen ambitious paths in life.



At Glan Llyn Primary, we develop our broad and balanced curriculum through our curriculum roots. Important learning concepts were identified, and these were developed as our 'Curriculum Roots'.

Each class will experience the roots throughout an academic year, and some may be explored more than once. Our roots facilitate planned opportunities for teachers to carefully develop both the mandatory elements of CfW and the cross-cutting themes authentically.

We are committed to ensuring all our pupils develop the knowledge, skills and experiences as outlined in Curriculum for Wales. We strive to ignite passion for learning while growing together with the community.

Our aims for the curriculum at Glan Llyn Primary School are to ensure our curriculum is-

- Purpose led
- Pupil centred
- Progressive

- Authentic, holistic and creative
- Broad and balanced allowing rich opportunities to develop a range of knowledge, skills and experiences
- Fully inclusive
- Co-constructed and pupil influenced
- Challenging, ensuring high aspirations for all learners
- Focused on sound pedagogy and research
- Exciting, engaging and instils a lasting love of learning
- Reflective of the needs of our community

All decisions made regarding our curriculum have heavily considered the impact on the mental health and emotional wellbeing of the pupils, staff and whole school community.

Inquiry

The principles of our curriculum and organisation of the school day ensure that the requirements of the New Curriculum for Wales are satisfied, and that all pupils receive an exciting, challenging, aspirational and balanced education.

Purpose driven, our curriculum strives to develop well rounded, confident, nurturing and respectful learners and this is supported by our ongoing professional learning and development of inquiry learning.



Image courtesy of CfW documentation.

Involving pupils in planning is a key element of the 'Learning Culture' which is established throughout the school where curiosity and wonder is recognised as an influential driver of learning. Our curriculum intends to incorporate curiosity and conversation as part of learning. Instead of simply offering pupils information, the staff intrigue the pupils by asking: why, what and how? The urge to discover, learn, explore and create an impact that can only arise from the power of an inquiry. All stakeholders are involved in the planning process and suggest lesson ideas for the context of their learning based on their inquiry question. The recorded first thoughts inform the medium-term plan for learning however this is flexible and can continue to develop throughout these unique inquiries. Staff monitor the quality and breadth of the curriculum carefully and develop annual curriculum overviews to ensure the curriculum is broad and meets all mandatory elements.

The principles of our curriculum and organisation of the school day ensure that the requirements of the Curriculum for Wales are facilitated appropriately and carefully with high quality lessons facilitated that capture the interests of our pupils whilst ensuring literacy numeracy and digital competence are developed progressively within lessons.

The curriculum offer ensures a broad range of knowledge, skills and experiences are facilitated across all six areas of learning and experiences ensuring rich opportunities for the cross-cutting themes to be explored meaningfully within their inquiries.



Image courtesy of CfW documentation.

All staff ensure that the higher-level frameworks are used and plan developmentally appropriate sequences of lessons and our 'Plan, Teach, Assess' model is used to reflect on the appropriate pedagogy, knowledge, skills and experiences that are needed to ensure progress and wellbeing are at the heart of our curriculum.

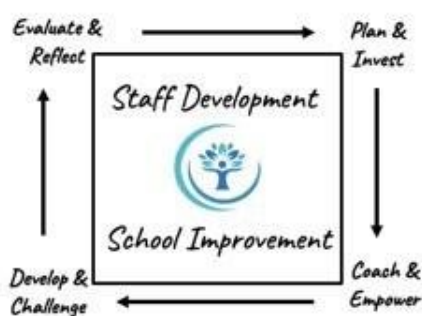
The Teaching and Learning Policy details further information regarding the planning process and how pedagogy is developed across the school.



Staff are directed to use 'GLPS Progression Maps' and our 'Annual Curriculum Map' to form their termly curriculum planning. Staff regularly reflect on our curriculum offer critically evaluate it to monitor the impact of our curriculum.

Discrete Discipline Coordinators are developing their role to regularly immerse themselves in their discrete disciplines and monitor the effectiveness of the curriculum offer using the 'GLPS Progression Maps' based on a range of sources including planning scrutiny, listening to learners, learning walks and lesson observations.

We used the model below to support our development:



Numeracy and Mathematics

All learners at Glan Llyn Primary School are given a wide variety of daily opportunities to develop their Numeracy and Mathematics skills and our aim is to ensure that learners are confident mathematicians. We believe that being numerate means being able to reason with numbers and mathematical concepts with the ability to apply these in a range of contexts and to solve a variety of problems. Our learners are encouraged to develop a positive attitude towards mathematics through exciting and challenging tasks and using a variety of approaches that include real life scenarios and authentic problems to ensure there is a clear purpose for learning.

At Glan Llyn Primary School, learners are given opportunities to develop their reasoning skills through enriched learning experiences. This encourages pupils to develop an ability to solve problems, reason, think logically and to work systematically and accurately while giving them opportunities to work both independently and collaboratively. Learners are also encouraged to be curious thinkers and to challenge the ideas and concepts within different scenarios whereby ideas of others may be incorrect or correct.

Numeracy is a key element of learning at Glan Llyn Primary School. Numeracy skills are further developed from discrete mathematics lessons through inquiry planning to enable our pupils to use the skills taught in mathematics lessons in numeracy rich thematic lessons, for example during humanities or science and technology lessons.

Language, Literacy and Communication (LLC)

Development of Literacy skills at Glan Llyn Primary School runs through all of what the pupils learn and experience. The ability to speak, listen, read, understand and communicate through writing are integral life skills, and we enhance these skills through all of the teaching and learning experiences that we provide.

Oracy

Oracy skills at Glan Llyn Primary School are highly valued. We offer a range of opportunities from Nursery to Year 6 for pupils to role-play, present, perform, respond to and ask questions. Moreover, we expose pupils to a wide range of dialogue, voices and ideas from around the world. Notable highlights are pupils performing in school festivals, pupil-led assemblies, the Pupil Leadership and Ambassador Teams, dedicated role-play areas and school concerts and performances.

Approaches to communication can also be bespoke. Where appropriate, staff implement PECS, use sign and are supported by external agencies to ensure that all pupils are supported to communicate in a way which is required by them.

Reading

Reading and understanding what has been read continues to be at the heart of developing a love of learning. We encourage pupils to read from a range of sources: plays, novels, poetry, newspapers, websites, each other's work and so forth. Collaboration between home and school to develop pupils' reading skills through regular home-reading directly feeds into pupils' enjoyment of reading and progress in Literacy overall.

At Glan Llyn Primary School, we offer plentiful opportunities for every child to develop their reading skills through individual, shared and group guided reading.

When developmentally appropriate, pupils will begin accessing home reading books. Pupils are given a home link reading book where comments regarding reading progress may be made. Parents are encouraged to write evaluative comments when they hear their pupils read and school comments relate to the pupils' progress where appropriate. Upper Junior pupils are also encouraged to record comments about what they have read.

Phonics

Phonics are taught progressively following the DfES Letters & Sounds Scheme with reference to Jolly Phonics in addition. Sounds are assessed and individual pupil assessments inform further development and areas for revision and focus.

Across the school, key words are developed, and these involve the high frequency words from curriculum matters and national curriculum and topic-based words.

Where appropriate, staff plan discrete phonics/ spelling sessions, which includes a focus upon learning definitions of the words as well as how to spell them. Pupils are provided with opportunities, each morning, to use a range of methods to practise their spellings. Staff track the progress of pupils at an individual level through regular assessment opportunities.

Writing

Writing is often the end-product of communication. We encourage this in a wide range of genres, from poetry to story writing to scripts to letters. Staff work with the pupils to develop a sequence of lessons using the writing journey planning tools and genre maps to support progressive and high-quality learning experiences. Written work is regularly celebrated through displays, sharing with other staff, and through sharing learning during assemblies.

Welsh and Bilingualism

English is the main language of communication, teaching, learning and assessment at Glan Llyn Primary School. However, the school is committed to promoting the aims and aspirations of the Welsh Government in developing Bilingualism.

At Glan Llyn Primary School, we promote oracy, reading and writing in both English and Welsh in informal and structured situations. Welsh will be seen and heard around the school, during school assemblies and concerts, signage and display, lessons and indoor and outdoor activities. We aim to motivate the pupils to foster positive attitudes towards bilingualism, provide opportunities to hear and use Welsh in their learning and motivate the pupils to use Welsh naturally.

Welsh is explicitly taught from Nursery to Year 6 as part of our curriculum offer.

Wider Curriculum

We aim to provide a broad and balanced curriculum offer ensuring that our pupils experience rich, authentic learning experiences across the six areas of learning and experiences developed from the four purposes alongside the pupils and community and draw upon the cross-cutting themes to ensure their curriculum is authentic, aspirational and challenging with wellbeing at the heart of all that we do.

Throughout these facilitated sessions, learners will experience plentiful opportunities to use and apply their literacy, numeracy and digital competence skills and record their learning in a variety of ways including in their personal journals and Seesaw. Staff specifically plan to exploit all opportunities to develop cross curricular skills.

RVE

As of September 2022, RVE is a statutory element of the curriculum, and our curriculum reflects both religious and non-religious beliefs.

Daily collective worship in school is conducted through allocated assemblies and class reflection assemblies. Any parent who wishes to exercise their right under the 1988 Education Reform Act to withdraw their child from assemblies are asked to contact the Headteacher in writing.

RSE

The Relationship and Sexuality Education (RSE) ensures learners develop a positive understanding of relationships and sexuality and to recognise misconceptions. It aims to empower learners in line with their needs, experiences and wider development. Through discussion and by responding to learners' questions and needs, it can provide safe and empowering environments that enable learners to reflect on and express their views and feelings on a range of issues. At Glan Llyn Primary School, we use Jigsaw to support the appropriate delivery of RSE as recommended by the Local Authority. Planning and resources are then developed by staff to ensure that the materials are developmentally appropriate, and information is shared with families and carers.

Termly Curriculum Overviews

Year group Termly Curriculum Overviews support a broad and balanced approach to our curriculum. Staff regularly reflect and evaluate their curriculum offer and detail their offer within their overviews and our regular curriculum conversations promote a developing and evolving cohesive curriculum. These overviews ensure that high quality progressive sequences of lessons are planned for and take account of the mandatory elements of CfW as well as being shaped by the pupils and community.

Progression Maps

Staff are directed to use 'GLPS Progression Maps' to plan from which ensure that staff plan for progression within specific curriculum disciplines. All staff, including DDCs and leaders, use these to evaluate the impact of our curriculum.

Cohort Trackers

Cohort Trackers develop a shared understanding of the unique pathways and experiences facilitated across an academic year and are developed annually. This ensures that the learning journey is progressive, unique to the needs of the cohort and details specific elements of the curriculum offer to ensure plentiful purposeful opportunities are developed therefore supporting a seamless learning pathway as they progress through the school.

Curriculum transition plans are further developed alongside the cluster to ensure carefully planned provision for transition to the high school. Planned discussions around wellbeing, pedagogy, knowledge, skills and experiences ensure that the learning journey continues and is cohesive.

Curriculum Calendar

As our curriculum evolves, we continually develop a 'Curriculum Calendar' which shares specific planned opportunities required for individual classes and considers the unique context of our school, a department or individual class. This ensures that our curriculum is cohesive, progressive and inclusive and promotes freedom within guidance for staff and pupils. An example of this can be found within Health and Wellbeing where staff are provided with a specific order of Jigsaw themes which complement the development of knowledge, skills and understanding. Additionally, specific themed assemblies and sessions support awareness such as Down Syndrome and Duchenne to promote an inclusive and informed school culture as well as religious and non-religious celebrations and festivals such as Eid and Holi. Likewise, within this calendar, staff are guided within Expressive Arts to ensure all pupils have an opportunity to perform to an audience at specific times throughout the academic year in a purposeful way. Again, this calendar is continually evolving based on our immersive and focused evaluations and considers our unique position as a growing school with an everchanging context.

Learning Resource Base Curriculum (LRB)

Our curriculum within the LRB is designed for learners with additional learning needs (ALN) who are supported in a specialist base within a mainstream school. LRBs operate under the Curriculum for Wales, with adaptations to meet individual needs, and with provision guided by the ALN Code and IDPs (Individual Development Plans). Within the LRB we ensure that the curriculum is bespoke to

the learner. We use targets within the IDP to inform planning for learners and focus on life skills through curriculum learning. Children in the LRB take part in bespoke learning interventions that are targeted at learners with Autism and need a clear focus on aiding speech and language.

The purpose of the LRB curriculum is to provide a highly personalised, developmentally appropriate, and needs-led learning experience for pupils who require specialist support within a mainstream setting. The curriculum supports pupils to:

- Develop essential life skills
- Build functional literacy, numeracy, and communication
- Improve independence
- Strengthen social and emotional skills
- Make progress at their own pace using the Principles of Progression (Curriculum for Wales)
- Access meaningful learning through adapted, multi-sensory, and experiential approaches

The LRB curriculum is organised into these core areas:

- Communication, Language and Literacy
- Numeracy and Functional Maths
- Personal, Social and Emotional Development
- Life Skills and Independence
- Social Communication and Interaction
- Health and Wellbeing

Within the LRB, sensory profiles are implemented and guide all learning experiences.

Equal Opportunities

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore, the school community is committed to countering all forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity.