



Ysgol Bryn Castell



Curriculum for Wales Policy v0.1

Person	Date	Activity
SMT	12 th July 2023	Draft policy v0.1 developed
Stakeholders including GB	From 13/07/2023 to 20/07/2023	Consultation with stakeholders on draft policy
TLR3 CfW	21/07/2023	Final document published

Our school curriculum is defined as everything our learners experience in pursuit of the four purposes. It is not just what we teach but is also how we teach it and importantly, why we teach it.

Vision

Our vision is... to enable all of our learners to enjoy success. We are dedicated to the individual development of attitudes, skills, knowledge, and responsibility essential to successful achievement in school and society. We actively involve Parents/Carers and the community in supporting pupil learning and development.

To fulfil our vision... we are committed to a strong individual and progressive curriculum which enhances self-esteem, provides role models, optimises each learner's potential, develops a lifelong love of learning, builds personal responsibility, and accentuates individual respect.

Fundamental to our vision... is a commitment to the active involvement of a competent and caring staff, teamwork, shared leadership, the effective management of resources, and a safe and orderly learning environment. We pride ourselves on our dedication to our learner, families, community, each other, our profession, and to continuous learning.

YBC are committed to enabling equity and excellence, based on valuing every learner and the knowledge and experience that they bring to school as the starting point for developing inclusive teaching. The school is committed to developing positive relationships with Parents/Carers and other stakeholders, to genuinely work together to help and support all learner to achieve their best: **'Together we can achieve ...'**.

Curriculum aims

To make our vision a reality for our learners, our curriculum will:

- enable our learners to realise the four purposes and equip them for ongoing learning, work, and life.
- enable all learners to achieve their full potential.
- offer a broad and balanced education, which enables our learners to make links between the different areas of learning and experience and apply their learning to new situations.
- support progression along a continuum of learning.
- support our learners' health and well-being, including their mental health and well-being.
- support our learners to develop the skills, knowledge and experience to participate in their chosen society.
- support our learners' development of knowledge that is the foundation of being an informed citizen.
- recognise our learners' identity, languages, ability and background and the different support they may need.
- reflect the diversity of perspectives, values and identities which shape our locality and Wales and develop understanding of the wider world.
- enable our learners to make sense of growing up in contemporary Wales and of issues which will be important in the future, including well-being, sustainable development, and citizenship.
- enable our learners to develop an understanding of their rights and the rights of others.

- be built in co-construction with our stakeholders, learners, families, the wider community, our cluster colleagues.

Child development

YBC's curriculum design recognises the importance of child development and considers the five developmental pathways, which are fundamental to the development of all learners and are used to ensure learners are supported to make progress at their own pace and in their preferred learning environment:

- Belonging
- Communication
- Exploration
- Physical development
- Well-being

The pathways are child-centred and are interdependent, having equal value in supporting overall development and progress.

Enabling learners

YBC follows the Enabling Learning guidance ([Enabling learning - Hwb \(gov.wales\)](https://www.gov.wales/guidance/enabling-learning)) which focuses on the key principles that are essential for holistic and meaningful learning for all learners.

Fundamental to this are three 'enablers', identified in the guidance as:

- enabling adults
- engaging experiences
- effective environments

These enablers are interrelated and interdependent and the interplay between them is integral to teaching and learning across Curriculum for Wales. While the [twelve pedagogical principles](#) apply to all curriculum design, particular attention should be paid to the following key features, which are essential for learning:

- play and play-based learning
- being outdoors
- observation
- authentic and purposeful learning

Curriculum structure and design

The four purposes

The [four purposes](#) are the aspiration for all learners in Wales.

The Curriculum for Wales at YBC is taught through an inter-disciplinary approach that is underpinned by the four purposes. The four purposes are the starting point and aspiration for YBC's curriculum, enabling each learner to develop in the ways described in the four purposes, supporting learners to become:

Ambitious, capable learners who:

- set themselves high standards and seek and enjoy challenge.

- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts.
- are questioning and enjoy solving problems.
- can communicate effectively in different forms and settings.
- can explain the ideas and concepts they are learning about.
- can use number effectively in different contexts.
- use digital technologies creatively to communicate, find and analyse information.
- undertake research and evaluate what they find.
- are ready to learn throughout their lives.

Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products.
- think creatively to reframe and solve problems.
- identify and grasp opportunities.
- take measured risks.
- lead and play different roles in teams effectively and responsibly.
- express ideas and emotions through different media.
- give of their energy and skills so that other people will benefit.
- are ready to play a full part in life and work.

Ethical, informed citizens who:

- find, evaluate, and use evidence in forming views.
- engage with contemporary issues based upon their knowledge and values.
- understand and exercise their human and democratic responsibilities and rights.
- understand and consider the impact of their actions when making choices and acting.
- are knowledgeable about their culture, community, society, and the world, now and in the past.
- respect the needs and rights of others, as a member of a diverse society.
- show their commitment to the sustainability of the planet.
- are ready to be citizens of Wales and the world.

Healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs.
- are building their mental and emotional well-being by developing confidence and resilience.
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives.
- know how to find the information and support to keep safe and well.
- take part in physical activity.
- take measured decisions about lifestyle and manage risk.
- have the confidence to participate in performance.
- form positive relationships based upon trust and mutual respect.
- have the skills and knowledge to manage everyday life as independently as they can.
- are ready to lead fulfilling lives as valued members of society.



YBC has developed strategies including the use of stickers, displays, targeted marking and reward systems, to embed and reinforce the language and concepts of the four purposes, using the following characters:

- Healthy hedgehog
- Enterprising elephant
- Ethical emu
- Ambitious Alligator

Integral skills

The four purposes are also underpinned by [integral skills](#) which will be developed through a wide range of teaching and learning within our curriculum.

Creativity and innovation

Our curriculum is designed in a way that develops our learners' creativity and innovation by providing the space for and the opportunities that support them to:

- be curious and inquisitive, and to generate ideas.
- link and connect experiences, knowledge, and skills.
- be able to identify opportunities and communicate their strategies.

Critical thinking and problem-solving

Our curriculum is designed in a way that develops our learners' critical thinking and problem solving by providing the space for and opportunities that support them to:

- ask meaningful questions, and to evaluate information, evidence, and situations.
- analyse and justify possible solutions, recognising potential issues and problems.
- become objective in their decision-making, identifying, and developing arguments.

Personal effectiveness

Our curriculum is designed in a way that develops our learners' personal effectiveness by providing the space for and opportunities that support them to:

- develop emotional intelligence and awareness helping them to become confident and independent.
- participate in debate and discussions, helping them to become aware of the social, cultural, and ethical implications of their arguments.
- evaluate their learning helping them to identify areas for development.
- become responsible and reliable.

Planning and organising

Our curriculum is designed in a way that develops our learners' planning and organising by providing the space for and opportunities that support them to:

- set goals and make decisions.
- develop an appreciation of sustainable development and the challenges facing humanity.
- develop awareness of emerging technological advances
- generate creative ideas.
- build their resilience and develop strategies which will help them manage their well-being.
- learn to work effectively with others, valuing the different contributions they and others make.

Areas of Learning and Experience (AoLE)

YBC's curriculum is designed in a way that ensures learning and teaching that encompasses all six Areas of Learning and Experiences.

- [Expressive arts](#)
- [Health and well-being](#)
- [Humanities](#)
- [Languages, literacy and communication](#)
- [Mathematics and numeracy](#)
- [Science and technology](#)

All AoLEs have equal status within our curriculum.

Statements of what matter

Our school curriculum provides opportunities for our learners to engage with and develop their understanding of the key concepts within all the [statements of what matter](#).

Expressive Arts Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Expressive Arts Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Expressive Arts Creating combines skills and knowledge, drawing on the senses, inspiration, and imagination.			
Humanities Enquiry, exploration, and investigation, inspire curiosity about the world, it's past, present and future.	Humanities Events and human experiences are complex, and are perceived, interpreted, and represented in different ways.	Humanities Humanities Our natural world is diverse and dynamic, influenced by processes and human actions.	Humanities Human societies are complex and diverse, and shaped by human actions and beliefs.	Humanities Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.	
Health and Well – being Developing physical health and well – being has lifelong benefits.	Health and Well – being How we process and respond to our experiences affects our mental health and emotional well – being.	Health and Well – being Our decision – making impacts on the quality of our lives and the lives of others.	Health and Well – being How we engage with social influences shapes who we are and affects our health and well – being.	Health and Well – being Healthy relationships are fundamental.	
Languages, Literacy & Communication Languages connect us.	Languages, Literacy & Communication Understanding languages is key to understanding the world and around us.	Languages, Literacy & Communication Expressing ourselves through languages I key to communication.	Languages, Literacy & Communication Literature fires imagination and inspires creativity.		
Mathematics & Numeracy The number system is used to represent and compare relationships between numbers and quantities.	Mathematics & Numeracy Algebra uses symbol systems to express the structure of mathematical relationships.	Mathematics & Numeracy Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.	Mathematics & Numeracy Statistics represent data, probability models chance, and both support informed inferences and decisions.		
Science and Technology Being curious and searching for answers is essential to understanding and predicting phenomena.	Science and Technology Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	Science and Technology The world around us is full of living things which depend on each other for survival.	Science and Technology Matter and the way it behaves defines our universe and shapes our lives.	Science and Technology Forces and energy provide a foundation for understanding our universe.	Science and Technology Computation is the digital world.

Table above shows the titles of each statement of what matter.

Our curriculum uses the statements of what matter to guide the selection of curriculum content. Specifically, the statements of what matter are used to:

- select the range of experiences, knowledge and skills that enable our learners to make sense of the big ideas and key principles within each statement.
- support our learners' progression within the big ideas and key principles and their ability to be able to develop an understanding and application of the statements of what matter.
- allow learners to explore topics and ideas through different lenses – the same concept or idea will be explored through different statements of what matter.
- help our learners to make sense of a range of experiences, knowledge, and skills within each Area by ensuring that content helps learners to develop a coherent understanding of a range of information.

Descriptions of learning

Descriptions of learning provide guidance on how learners should progress within each statement of what matters, as they journey through the continuum of learning. These are arranged in five progression steps, which provide reference points for the pace of that progression. Descriptions of learning are designed to sustain learning over a period of years, and this gives practitioners scope to use them to select content that provides both breadth and depth of learning.

At YBC, we have chosen to use the [descriptions of learning](#) as a planning tool to support selection of a wide range of knowledge, skills and experiences within our curriculum. Our curriculum also uses the

descriptions of learning to inform planning for a range of contexts for learning across a progression step to create depth and breadth across our curriculum.

Our curriculum does not use the descriptions of learning to create stand-alone tasks, activities, assessment tasks or interim reports to make judgements about our learners' outcomes at a particular point on the continuum.

Progression

[Progression](#) in learning is a process of increasing depth, sophistication, engagement, and learner control, rather than of covering a body of content. Progression is not linear and different learners are likely to progress in markedly different ways, from their unique starting points. Progression is at the heart of our curriculum design. When selecting the content of our curriculum and assessment, we use the [principles of progression](#) for each AoLE to inform our approach to progression.

YBC recognise that some learners are in the period of learning leading to Progression step 1. The value of this period of learning should not be underestimated. It should be thought of as the gateway to the [statements of what matters](#) in the six AoLEs and the [descriptions of learning](#) at Progression step 1.

YBC recognises that progression is not a linear process, but a roadmap for each individual pupil. This provides the firm foundation that all learners need to support development, at their own pace, towards realising the [four purposes](#) of the curriculum.

YBC is collaborating with a range of colleagues, both within and outside the school, including cluster-working, to develop a [shared understanding of progression](#).



Delivering our curriculum at YBC

Development of a responsive curriculum can empower learners to develop the skills, knowledge and dispositions needed to learn successfully and realise the [four purposes](#). With skilful and sensitive support from those who know them well, learners become more engaged, capable and independent participants and contributors in the world around them. They become healthier and more confident to interact with a diverse range of people, places and experiences. This prepares them well for the next stage in their learning journey. Over time, at their own level and pace, learners build relationships, develop skills for life and ignite personal interests that enable them to reach their potential.

[\[Enabling learning - Hwb \(gov.wales\)\]](#)

Each department within YBC produces a **curriculum map** that encompasses themes which are suitable for each learner's age, ability and aptitude, including taking account of each learner's additional learning needs, to create broad and balanced learning and teaching opportunities for learner.

They produce a **cross-curricular overview** for each theme in KS2, KS3 and ASD and for each qualification in KS4 and P16. This details the cross-cutting themes, mandatory curriculum elements and four purposes.

The **thematic map** details the curriculum content for each AoLE using the What Matters statements.

This is supported by an **AoLE plan** that provides details on how learners progress within each statement of what matters, as they journey through their individualised and differentiated continuum of learning.

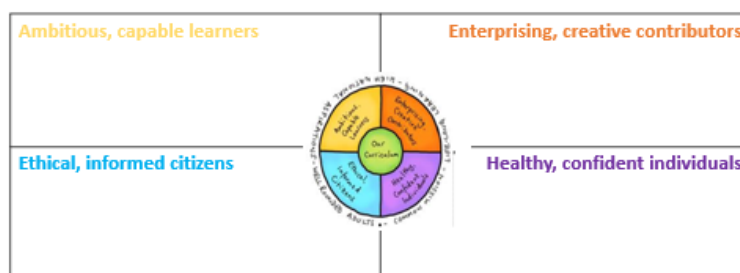
The cross-curricular overviews, thematic maps and AoLE plans remain flexible and adaptable to meet the specific needs of learners over time.

Curriculum map

Curriculum at KS2			
	Term 1 (Autumn)	Term 2 (Spring)	Term 3 (Summer)
Cycle 1	On the home front Can you keep calm and carry on?	Frozen kingdoms Are you brave enough to go into the unknown?	Creep, crawl and wriggle What will you find lurking in the soil?
Cycle 2	Inside out Do you ever look at someone and wonder what is going on inside their head?	Horrible histories Are you a rotten Roman, a groovy Greek or a terrible Tudor?	Lotions and Potions How much mischief can you mix?
Cycle 3	Dangerous Dinosaurs How deep will you dig?	Dwi'n cari Cymru! How loud does your dragon roar?	Running wild Where will you run?
Cycle 4	Shipwrecked How long can you survive?	To infinity and beyond Where will you journey?	Into the Woods What stories will you tell?

Cross-curricular Overview –

Literacy focus	Strand: Focus:
Numeracy focus	Strand: Focus:
Digital Competence	Strand: Focus:
Relationships and Sexuality Education (RSE)	Strand:
Human Rights	Article:
Diversity	Focus:
CWRE	Focus:
Local and national contexts	Focus:



Qualification overview

	Term 1 (Autumn)	Term 2 (Spring)	Term 3 (Summer)
Year 1	Unit: Content overview Assessment points:	Unit: Content overview Assessment points:	Unit: Content overview Assessment points:
Year 2	Unit: Content overview Assessment points:	Unit: Content overview Assessment points:	Unit: Content overview Assessment points:

Produced for each qualification in KS4/P16.

Thematic map

Topic name: Term and year					
Language Literacy and Communication	Maths and Numeracy	Science and Technology	Health and Wellbeing	Humanities	Expressive Arts
Language connects us	Algebra	Being curious and predicting	Physical health and wellbeing	Enquiry, exploration and investigation	Explore
Understanding language	Number systems	Design thinking to meet needs	Mental health and wellbeing	Events and human experiences	Respond
Literature	Geometry	The world around us	Decision making	The natural world	Create
Expressing ourselves	Statistics	Matter and its behaviour	Social influences	Human societies	
		Forces and energy	Healthy relationships	Informed self aware citizens	
		Computation			

AoLE plan

Expressive Arts	
Descriptions of Learning – Progression Steps	Activities

Mandatory curriculum elements

Our curriculum will include:

- Welsh
- English
- Relationships and Sexuality Education
- Religion Values and Ethics (RVE)
- The cross-curricular skills (literacy, numeracy and digital competence)

Relationships and sexuality education

Relationships and sexuality education (RSE) within our curriculum is planned using the [RSE Code](#) and is designed in a way that is developmentally appropriate, inclusive and pluralistic.

Ysgol Bryn Castell is fully inclusive which means that we use a whole-school, strategic approach to fully include and respond to the needs of all our learners and families.

RSE has a positive and empowering role in learners' education and is vital in supporting them to realise the four purposes as part of a whole-school approach. Our RSE curriculum enables learners to form and maintain a range of relationships, all based on mutual trust and respect. This is the foundation of RSE at our school. Good quality RSE empowers learners to make responsible, well-informed decisions and be able to understand themselves and others. Our RSE Curriculum seeks to equip learners to challenge harmful stereotypes and perceptions and be able to seek help and support.

Good quality RSE is positive, protective, and preventative and underpinned by a need led, rights-based approach which takes a positive view of human sexuality and relationships.

Every class throughout the school follows the same sequence of half termly themes with differentiated content:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships	Keeping Safe	Feelings and attitudes	Me and my body	People who can help me	Lifecycles

Further information can be found within the [Relationships and Sexuality Education Policy v0.1 .docx .](#)

Religion, Values and Ethics (RVE)

Religion, Values and Ethics (RVE) is mandatory for all learners and sits within the Humanities Area of Learning and Experience. Teaching and learning in RVE reflects that the religious traditions in Wales are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Wales. It also reflects the fact that a range of non-religious philosophical convictions are held in Wales.

RVE is planned to meet the mandatory requirements of the Humanities AoLE, and to have regard to both the statutory RVE guidance within the Humanities AoLE, and the Bridgend Locally Agreed Syllabus. There is no right to withdraw from RVE.

Cross-curricular skills

We believe that the [mandatory cross-curricular skills](#) of literacy, numeracy and digital competence are essential for learners to be able to access knowledge and to enable learners to enjoy success. They enable learners to access the breadth of our curriculum, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling our learners to adapt and thrive in the modern world.

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

Across our curriculum, learners will be given a range of opportunities to:

- develop listening, reading, speaking, and writing skills.
- be able to use numbers and solve problems in real-life situations.
- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world.

Cross-cutting themes

Relationships and sexuality education (RSE)

As outlined under [mandatory curriculum elements](#), our curriculum is designed in a way that identifies and makes authentic and meaningful links between learning within a particular AoLE and learning within the RSE Code.

Human Rights

We are a Silver Rights Respecting School, and we believe that learning about human rights empowers learners as rights-holders. This enables our learners to critically examine their own attitudes and behaviours and to develop skills to be ethically informed citizens of Wales and the world, who can advocate for their rights and the rights of others.

Our curriculum incorporates opportunities for our learners to:

- learn about human rights by developing their understanding of what human rights are and where those rights have come from. This includes developing their understanding of the UNCRC and UNCRPD.
- learn through human rights which supports our learners to develop values, attitudes and behaviours that reflect human rights.
- learn for human rights, which motivates learners to social action, empowerment of active citizenship and to advance respect for the rights for all.

Diversity

We want our curriculum to recognise and celebrate the diversity that exists within our school community, the communities we serve and wider society. We want our learners to be aware of the characteristics of others and to treat others with compassion, empathy, understanding and equity, regardless of those characteristics. As our learners progress through our curriculum, we hope they will become increasingly aware of a range of specific characteristics which can define our identity, including sex, gender, race, religion, age, disability and sexuality.

Our curriculum incorporates opportunities for our learners to:

- develop compassion for others.
- celebrate diverse backgrounds, values, and characteristics.
- develop their own values and sense of identity.
- develop understanding of people with different beliefs and perspectives.
- challenge stereotypes.

Careers and work-related experiences (CWRE)

We believe that learning about CWRE is fundamental to developing skills for work and life.

Our curriculum incorporates opportunities for CWRE that inspires our learners to:

- develop an understanding of the purpose of work in life, both for themselves and for society.
- become increasingly aware of the range of opportunities available to them, broadening their horizons.
- develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning.
- explore opportunities through a variety of meaningful experiences in learning and work.
- develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life.

Local, national and international contexts

Local, national and international contexts provide key perspectives for our learners and are important in supporting them to realise the [four purposes](#).

Our curriculum incorporates opportunities for learners to:

- develop learning through a range of places and events of significance.
- make links with the local community and organisations.
- learn about the contributions and experiences of different individuals that shape each context.
- learn about cultural diversity, values, histories, and traditions that shape each context.
- understand different identities, histories, 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.
- develop an authentic sense of cynefin, building knowledge of different cultures and histories, allowing them to develop a strong sense of individual identity and understanding how this is connected to and shaped by wider influences.
- draw on the stories and distinctiveness of our school's local surroundings.
- explore and respond to contemporary issues and challenges affecting their lives and the lives of others through each context.
- understand contemporary Wales, providing opportunities to reflect, understand and analyse contemporary society and their engagement with it.
- recognise Wales' diverse linguistic heritage and culture, and its connections with the rest of the world.
- recognise how our languages unlock knowledge about our literature, geography, history and their links beyond Wales.
- recognise the links between local, national, and international contexts, understanding how they constantly influence each other.

(Cynefin) The place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translated as 'habitat', cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it.

Learner Choice

Our curriculum will provide learners across the school with the opportunity to influence and direct their learning within the curriculum.

Learners in KS4 and P16 will be provided with a choice of learning across AoLEs, that is appropriate to their needs, although not everything from the statements of what matters for each AoLE will be covered.

A curriculum accessible for all

Through the design of our curriculum, we ensure it:

- is tailored and specific to each learner's needs, experiences and input.
- is suitable for each learner's age and ability.
- takes account of each learner's additional learning needs (ALN).
- secures broad and balanced learning and teaching for each learner.
- assesses the ability and aptitude of learners in respect of the relevant curriculum, on entry to a school or setting, to identify the next steps in their progression and the learning and teaching needed to support that progress.

Learning and Teaching

Practitioners within YBC act as Enabling Adults, who facilitate learning and teaching that offers appropriate progression for each learner through the use of the 12 pedagogical principles:

1. Maintains a consistent focus on the overall purposes of the curriculum.
2. Challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.
3. Means employing a blend of approaches including direct teaching.
4. Means employing a blend of approaches including those that promote problem-solving, creative, and critical thinking.
5. Sets tasks and selects resources that build on previous knowledge and experience and engage interest.
6. Creates authentic contexts for learning.

7. Means employing assessment for learning principles.
8. Ranges within and across AoLE.
9. Regularly reinforces the cross-curricular skills of literacy, numeracy, and digital competence, and provides opportunities to practise them.
10. Encourages learners to take increasing responsibility for their own learning.
11. Supports social and emotional development and positive relationships.
12. Encourages collaboration.

YBC supports practitioners to develop a deep and thorough understanding of child development, cognitive science and teaching to plan the what and the how of their curriculum. This is achieved through a robust professional learning offer which is specific to each individual and values the importance of action research.

YBC supports practitioners to better enable them to:

- Promote and implement the school policies for inclusion, well-being, teaching, and learning.
- Participate in evaluation activities as part of the school improvement and evaluation systems and processes.
- Know and respond to the diversity of learners.
- Accept, understand, and attend to learners' physical, social, behavioural, emotional, linguistic, cognitive, and academic differences.
- Engage with relevant reading and research and use this to inform own and others' practice in inclusion, well-being, teaching, and learning.
- Participate in professional learning that supports the development of inclusive provision and practices, and high-quality learning, teaching, and standards of well-being.

The curriculum at YBC will offer regular opportunities for learner to participate in immersive experiences, to enable greater sophistication and depth of curricular experience.

Assessment

The purpose and role of assessment within our curriculum

[Assessment](#) is an integral part of teaching and learning and plays a fundamental role in enabling our learners to make progress. For assessment to be effective, we recognise that partnerships between our practitioners, our learners and parents and Carers are important.

Progression in learning is a process of increasing depth, sophistication, engagement, and learner control, rather than of covering a body of content. Progression is not linear and different learners are likely to progress in markedly different ways. Assessment planning and practice, built into the curriculum and classroom practice recognises this and allows for a variety of diversions, stops and variations in pace in a learner's journey.

We assess all learners based on the progression articulated in our curriculum, against planned learning intentions. At its heart progression in our curriculum is focussed on the five principles of progression:

- Increasing effectiveness
- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within the Areas
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts

YBC recognises that each pupil arrives at the school with an individualised set of experiences, which may include gaps in their learning, thus creating uneven developmental profiles. As such, the school uses a robust baseline assessment process to identify the learning journey for each pupil at YBC.

The school uses Professional Enquiry Groups (PEGs) to develop and identify a shared understanding of the purpose, principles and approaches to assessment.

The role of different participants in our assessment process

Leaders

Leaders at our school establish a strong learning culture that supports and challenges our practitioners to enable them to make appropriate progress.

This is achieved by:

- creating a clear vision for curriculum that supports our learners' realisation of the four purposes and supports individual learner progression.
- creating an environment that develops the necessary knowledge and skills to promote learner well-being.
- creating an environment based on mutual trust and respect, rather than one focused on compliance and reporting.
- enabling our practitioners to develop the knowledge and skills necessary to carry out their role in assessment effectively.
- ensuring the design, adoption, review, and revision of our curriculum that affords opportunities for our practitioners to plan purposeful learning that addresses the needs of each of our learners.
- developing and embedding processes and structures that enable our practitioners to develop a shared understanding of progression.
- ensuring there is a clear picture of learner progression within our school that is understood by all our practitioners, a process that embeds regular ongoing professional dialogue on progression into our systems to support self-reflection and inform improvement.
- ensuring there is a clear understanding of learner progression across our cluster of schools that feeds into discussions on learner progression within each school or setting.
- considering how additional challenge and support for our learners can be best provided, including working with other partners.
- encouraging engagement between all participants in the learning and teaching process to develop effective partnerships.
- ensuring that the statutory requirements have been met and that due regard has been paid to this guidance for assessment, and that practitioners are taking account of this in planning, learning, and teaching and within daily practice.

Practitioners

Practitioners at YBC will plan for and provide effective learning experiences that are appropriate to the age and development of our learners. They support and challenge learners effectively to ensure individuals make progress from their own starting points.

This is achieved by:

- being clear about the intended learning and planning engaging learning experiences accordingly.
- supporting the promotion of learner well-being through assessment practice.
- sharing intended learning appropriately with learners.
- evaluating learning, including through observation, questioning and discussion.

- using the information gained from ongoing assessment to reflect on their own practice to inform next steps in teaching and planning for learning.
- providing relevant and focused feedback that actively engages learners, encourages them to take responsibility for their learning, and moves their learning forward.
- encouraging learners to reflect on their progress and, where appropriate, to consider how they have developed, what learning processes they have undertaken and what they have achieved.
- providing opportunities for learners to engage in assessing their own work and that of their peers and supporting them to develop the relevant skills to do this effectively.
- developing learners' skills in making effective use of a range of feedback to move their learning forward.
- involving parents and Carers in learner development and progression, with the learner's involvement in this dialogue increasing over time.
- engaging in dialogue with leaders and fellow practitioners to ensure we have a clear picture of the progress being made within our school.
- identifying any additional challenge or support learners may require, engaging with external partners where necessary.

Learners

Our learners will participate in and contribute to the learning process in a way that is appropriate to their age and stage of development. This will help them develop knowledge, skills and understanding, and to apply them in different contexts.

As they make progress with increasing independence, our learners will be supported and encouraged to:

- understand where they are in their learning and where they need to go next.
- develop an understanding of how they will get there.
- respond actively to feedback on their learning, and develop positive attitudes towards receiving, responding to, and acting upon feedback in their learning.
- review their progression in learning and articulate this both individually and with others.
- reflect on their learning journey and develop responsibility for their own learning over time.

Parents and Carers

Parents and Carers have an important role to play in assessment and we will engage with them so that they can support their child's progress in an appropriate way.

We encourage and enable parents and Carers to:

- engage regularly with our school and our practitioners to understand and support their child's progression.
- share relevant knowledge and understanding with us which will support their child's learning and progression.
- respond actively to information provided about their child's learning and, in collaboration with us, plan ways of supporting that learning within and outside of school.

External partners

We will engage external partners to:

- help our practitioners assess and identify the needs of learners who may require additional support and then help them through the provision of advice and support. This includes specialist educational support and support from other agencies such as health.
- provide information about learning progression that has taken place for our learners who may spend some of their time in other contexts.

Supporting each of our learners on an ongoing, day-to-day basis

To support our learners on an individual and ongoing, day-to-day basis, assessment is embedded into everyday classroom practice in a way that supports and is indistinguishable from learning by ensuring that the principles of progression are at the forefront of all classroom practice.

Enabling adults, facilitate day-to-day continuous assessment of learner, to build a holistic picture of their strengths and areas for development along the continuum of learning including the pursuit of the four purposes. The school has developed a **CfW tracking grid** that supports planning for progression for each pupil, by allowing enabling adults to recognise where along the continuum of learning each learner sits in each AoLE. This is differentiated using a traffic-light model, which is then used to inform next steps for learning.

To build a holistic view our learners, a range of strategies are used such as:

- Written feedback [tickled pink; green for growth; 4 purpose stickers]
- Verbal feedback
- Peer assessment
- Self-assessment
- IDPs
- IEPs

Our assessment practices identify each individual learner's strengths, achievements, areas for improvement and barriers to learning. This understanding will be used by our practitioners, in discussion with our learners, to ascertain the next steps required to move their learning forward.

Identifying, capturing and reflecting on each learner's progress over time

Our practitioners will identify the progress being made by our learners, and record this, where appropriate, to understand each learner's journey over different periods of time and in a variety of ways. This includes developing an understanding of how a learner has learned, as well as what they have learned and are able to demonstrate.

Reflecting on a learner's progress over time will enable our practitioners to provide feedback and plan their future learning, including any interventions, additional support or challenge that may be required. This feedback will include both immediate next steps and longer-term objectives and goals that the learner should work towards to help keep them moving forward in their learning. This information will also be used as a basis for communicating and engaging with our parents and Carers.

The school uses a range of assessments to inform learner progress over time:

	Name of test	Person coordinating	Data stored	Frequency
Reading	IDL	Literacy coordinator	SIMS	Twice per year
Spelling	IDL	Literacy coordinator	SIMS	Twice per year
Vocabulary	BPVS	Literacy coordinator	SIMS	Twice per year
Well - being	Motional	Pastoral teacher	Motional website	Once per year
Maths	AMT	Numeracy coordinator	AMT website	Twice per year
Dyscalculia	IDL	Numeracy coordinator	Microsoft Teams	Twice per year

YBC recognise that learners have a right to specific experiences and skills (linked to the four purposes) and make a commitment to enabling each pupil at YBC to having access to enrichment activities through their learning journey. Pupil's progress in this area will be recorded within the **Pupil Passport**. Creative summaries of each pupil's learning journey are captured for learner within KS2 and KS3, and supported by self-assessment including celebration of their progress and achievement over time.

Approaches that support us in identifying, capturing and reflecting on each of our learner's progress over time

YBC uses a range of strategies to support the identification, capture and reflection of the [progress of each individual learner](#) including:

- Baseline assessment processes
- Setting and review of IEP targets
- Person-centred planning
- IDP development/review
- Planning for learning
- Summative and formative assessment approaches
- Professional learning including Professional Enquiry Groups (PEGs)
- School-based assessment practices
- Development of a shared understanding of progression
- Pupil's learning journeys
- Pupil passport

Communicating with parents and Carers

The school will report learner information to Parents and Carers, using an accessible format, at least termly, including pupil's reflections of progress, on the following:

- the progress their child is making.
- their future progression needs.
- how future progression needs can be supported at home.
- their general well-being in school.

This will be supplemented by specific events including:

- Autumn – Parents evening
- Spring – Progress phone call
- Summer – Annual report to Parents/Carers
- Time TBC – Annual Review of Statement or IDP

Our learners are provided with opportunities to contribute to the communication process with their parents and Carers through attendance at annual reviews where appropriate and through person-centred planning meetings.

At YBC we administer the online personalised assessments twice per year in line with the statutory guidance. Feedback on progress from these assessments are shared with parents within the annual report to parents.

Autumn term

	Person coordinating	Data stored
Literacy (Reading)	Literacy coordinator	Hwb
Numeracy (Procedural)	Numeracy coordinator	Hwb
Numeracy (Reasoning)	Numeracy coordinator	Hwb

Summer term

	Person coordinating	Data stored
Literacy (Reading)	Literacy coordinator	Hwb
Numeracy (Procedural)	Numeracy coordinator	Hwb
Numeracy (Reasoning)	Numeracy coordinator	Hwb

On-entry assessments

YBC recognises that each pupil arrives at the school with an individualised set of experiences, which may include gaps in their learning, thus creating uneven developmental profiles. As such, the school uses a robust baseline assessment process to identify the learning journey for each pupil at YBC that is in line with the statutory guidance and includes:

- Numeracy and literacy skills and capabilities
- Well-being abilities, to include physical, social, and emotional development.

The baseline admission process includes the following:

	Name of test	Person coordinating	Data stored	Frequency
Reading	IDL	Literacy coordinator	SIMS	Twice per year
Spelling	IDL	Literacy coordinator	SIMS	Twice per year
Vocabulary	BPVS	Literacy coordinator	SIMS	Twice per year
Well - being	Motional	Pastoral teacher	Motional website	Once per year
Maths	AMT	Numeracy coordinator	AMT website	Twice per year
Dyscalculia	IDL	Numeracy coordinator	Microsoft Teams	Twice per year

Results of these baseline assessments inform curriculum planning for progression.

Transition

YBC is an active participant within the Bryntirion Cluster and is included in their transition plan. However, as the school accepts learner from schools both within and beyond the Local Authority, the school offers an individualised transition package to each learner.

Curriculum Summary

In line with the mandatory requirement for schools to publish a summary of their curriculum, a copy of our curriculum summary can be found here.

[YBC Curriculum for Wales summary v0.1.docx](#)

Curriculum review, evaluation and revision

The review process

It is the responsibility of the governing body and headteacher to keep the curriculum and assessment arrangements under review, revising them if they no longer comply with our curriculum policy. Any amendments include consultation with a range of stakeholders.