

Ysgol Gynradd **Gwyrosydd** Primary School

Working together to unlock our potential



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CURRICULUM SUMMARY

Working together to unlock our potential

Gweithio gyda'n gilydd i ddatgloi ein potensial



Community



Aspiration



Loyalty




Ownership



Never Give Up

Our values are more than words – They are the heart of our school.



We care for each other, include everyone and show empathy whilst we work together to make our school a happy and safe place.

Community



We believe in ourselves, aim high and work hard to achieve our goals

Aspiration




We are loyal to our values. We are honest, kind, respectful and always do what is right.

Loyalty



We take responsibility for our actions, our learning and our choices. We are proud of our work and try to improve everyday.

Ownership



We are resilient; we keep trying, even when things are hard. We learn from mistakes and always aim to be the best that we can be.

Never Give Up

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Vision & Values

At Gwyrosydd Primary School, we are proudly rooted in values that lie at the heart of all we do.

Rich in *cynefin*, we embrace our identity and community, creating a deep sense of belonging. As an inclusive school, we champion every child's right to succeed – breaking down barriers, raising aspirations, and nurturing confidence in every learner. We are committed to ensuring that every learner feels safe, valued, and supported to make progress, grow, and flourish. We empower our pupils to become confident lifelong learners, equipping them with the essential skills to thrive in an ever-changing world. Together, we strive for excellence in all its forms, celebrating success in every aspect of the learning journey.

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Our Curriculum



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Our curriculum at **Gwyrosydd** is everything our learners experience in pursuit of the four purposes. The four purposes are the shared vision and aspiration for every child and young person in our school and across Wales. They are at the core of our curriculum and provide the starting point for all learning experiences.

At the heart of these experiences are our **CALON Values** – *Community, Aspiration, Loyalty, Ownership and Never Give Up*. These values shape the way we learn, work and grow together. They ensure that our pupils not only develop knowledge and skills, but also the character and resilience needed to thrive in life and learning.

Together, the four purposes and our CALON Values support all learners to become:

- **Ambitious, capable learners** who aspire to achieve their best and never give up.
- **Enterprising, creative contributors** who show ownership of their ideas and learning, ready to play a full part in life and work.
- **Ethical, informed citizens of Wales and the wider world** who demonstrate loyalty, fairness, and a strong sense of community.
- **Healthy, confident individuals** who value themselves and others, and are ready to lead fulfilling lives as valued members of society.



At **Gwyrosydd**, we set high expectations for every learner. Our curriculum is designed not only to provide knowledge and skills, but also to support the well-being of individuals and of Wales as a nation. We aim to nurture ambitious, capable learners, healthy and confident individuals, enterprising and creative contributors, and ethical, informed citizens.

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Never Give Up

At Gwrysydd we have 5 School Values that were developed after consultation with pupils, staff, governors and parents. Community, Aspiration, Loyalty, ownership and Never give up are the five values that are most important to our school and cynefin.

Our values aim to guide pupils in developing positive attitudes and to build the skills needed to shape the mindsets and behaviour of our future community.

Our curriculum is underpinned by our values. Each term, we have a whole school focus on a value which ensures that our pupils are explicitly taught and inspired through engaging and authentic themes and contexts.

GWYRSYDD VALUES



Our strong pupil and community voice structure, led by **Senedd Calon Lan** at its heart, ensures every learner is heard. Four purposeful voice groups drive and support all school initiatives, shaping a curriculum that truly reflects the heartbeat of Treboeth, Penlan, and Wales. We offer a broad, balanced learning experience that empowers pupils to embrace who they are and the community they belong to. Every learner's talents, ambitions, and potential are celebrated as we guide them boldly toward achieving the four purposes.

**Calon
Y Byd**

**Ethical Informed
Warriors**

VOICE OF

**Calon
Uchelgeisiol**

**Ambitious, Capable
Ambassadors**



**Calon
Garedig**

**Healthy Confident
Champions**

GWYROSYDD

**Calon
Creadigol**

**Enterprising & Creative
Enthusiasts**

The Four Purposes



The Curriculum for Wales four purposes are the heart of Gwyrosydd Primary's curriculum and underpin all aspects of our curriculum design, planning and teaching. Our vision and values as a school support the four purposes.

Ambitious, capable learners who are ready to learn throughout their lives and can:	Enterprising, creative contributors who are ready to play a full part in life and work and can:	Ethical, informed citizens of Wales who are ready to be citizens of Wales and the world and can:	Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society and can:
<ul style="list-style-type: none"> • 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, using both Welsh and English; • can explain the ideas and concepts they are learning about; • can use number effectively in different contexts; • understand how to interpret data and apply mathematical concepts; • use digital technologies creatively to communicate, find and analyse information; • undertake research and evaluate critically what they find. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 and are ready to be citizens of Wales and the world. 	<ul style="list-style-type: none"> • have secure values and are establishing their spiritual and ethical beliefs; • are building their mental and emotional well-being by developing confidence, resilience and empathy; • 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 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 -face and overcome challenge; • have the skills and knowledge to manage everyday life as independently as they can.



Integral Skills

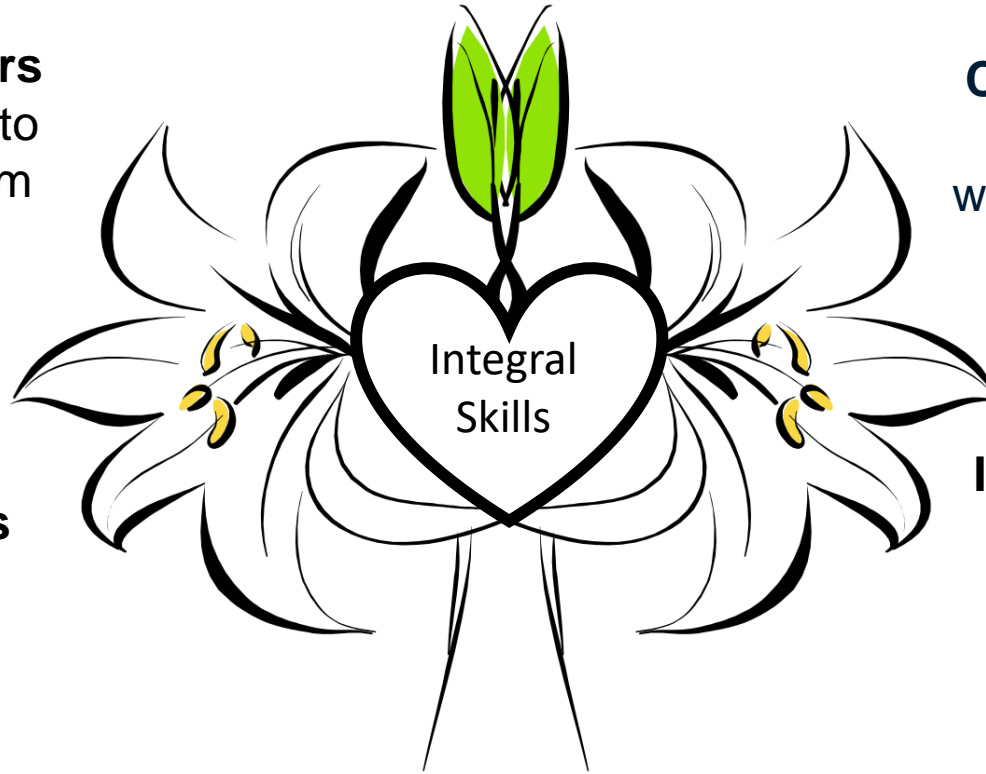


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Through rich and varied experiences, we help pupils acquire the integral skills that underpin the four purposes. We encourage learners to be:

Organised Planners
who work together to reach goals and aim high.

Effective Learners
who take initiative, adapt and reflect.



Critical thinkers and problem-solvers
who analyse, question, evaluate, solve

Innovative and creative learners
who explore, experiment, imagine, create.

Just as important as *what* we teach is *how* we teach it, and most importantly - *why* we teach it.

Pedagogy



Excellent pedagogy is essential to enable our learners to realise the four purposes and our school vision and values. At Gwrosydd we seek to develop a strong vision of learning and teaching which considers the 'why' and 'how' as well as the 'what'. Our vision recognises the integral role of the learning environment in supporting effective learning. Our developing Coaching & Mentoring system, ensures that all practitioners have a deep and thorough understanding of the pedagogical principles and the research on which they are based. Our curriculum is underpinned by the 12 pedagogical principles.

The 12 Pedagogical Principles			
1. Focus on achieving the 4 purposes	2. Challenge learners and emphasise the importance of continuous effort. Convey high, achievable expectations	3. Use a range of teaching methods	4. Develop problem solving skills, creative skills and the ability to think creatively.
5. Building on prior knowledge and experience. Engage interest.	6. Creating authentic contexts	7. Implementing formative assessment principles	8. Extend within and across the Areas of Learning
9. Reinforcing and practicing cross-curricular skills - literacy, numeracy and digital competence	10. Develop learners to take increased responsibility for their own learning and to develop as independent learners.	11. Promote social and emotional development and positive relationships	12. Promote collaboration

Humanities



Expressive Arts



Mathematics & Numeracy



Health & Well-Being



Science & Technology



Literacy, Language and Communication



Areas of Learning

Primary

Statements of What Matters

What Matters Statements for the 6 Areas of Learning and Experience

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

Shared Understanding of Progression

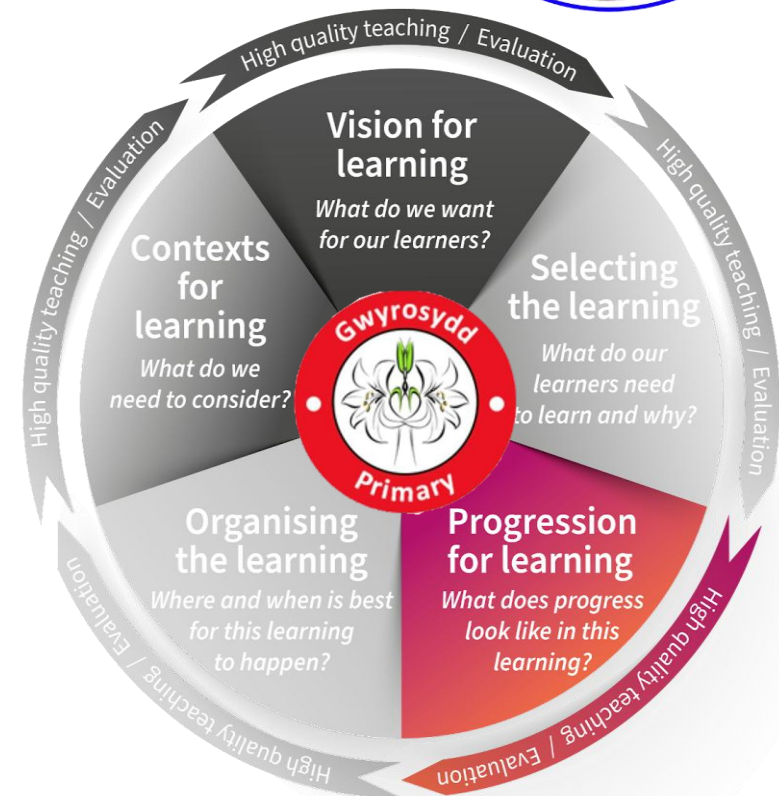


Curriculum Coherence and Progression

Curriculum coherence ensures smooth learner progression from ages 3 to 16. By maintaining vertical and horizontal alignment in planning and learning, it builds on prior knowledge, allows application across contexts, and promotes deeper, broader, and more sophisticated development of knowledge, skills, and dispositions.

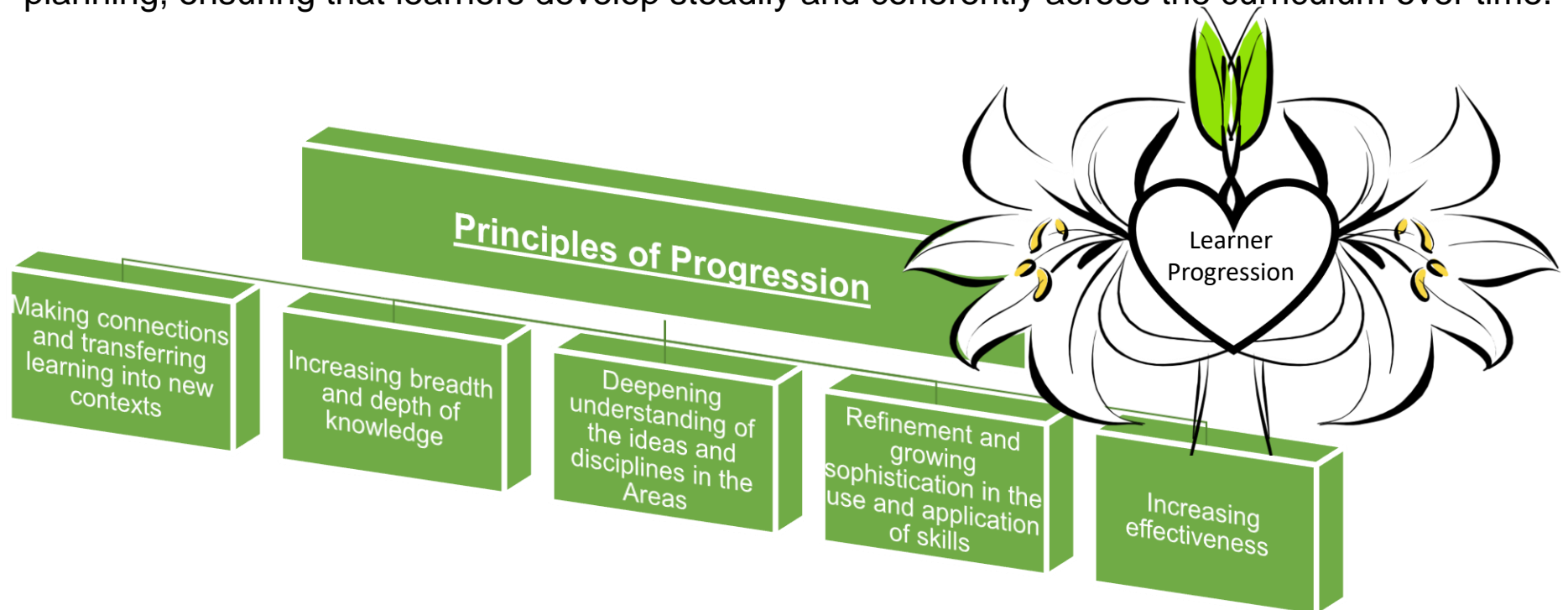
Progression in learning is the ongoing development and enhancement of skills, knowledge, and understanding over time. We have worked collaboratively with schools across the Pentrehafof cluster to support a seamless transition in children's learning from ages 3–16. This partnership has been essential in creating coherence across curricula at different stages of learning.

In line with our efforts to achieve Wales' national mission through the curriculum, we have identified key concepts and skills that are vital for children to explore. These can be tailored to the context of individual schools. As a cluster, we have developed a series of progression maps that ensure all learners experience equity in education during their primary years. This enables Pentrehafof Comprehensive School to plan learning effectively, ensuring appropriate progression for every pupil.



Progress for Every Learner

At Gwrosydd, our curriculum is designed to provide rich opportunities and experiences that foster understanding of the key concepts and skills outlined in the statements of what matters. By using the Descriptions of Learning (DoLs), we can effectively plan and assess how learners progress within each statement as they move along the learning continuum. The DoLs serve as a foundation for planning, breaking down learning into smaller domains encompassing knowledge, skills, and experiences at each progression step. They are not a checklist but a tool to guide thoughtful planning for meaningful learner progress. Additionally, our Principles of Progression underpin this planning, ensuring that learners develop steadily and coherently across the curriculum over time.



PLANNING FOR PROGRESS

At Gwrosydd, our planning focuses on providing learners with high-quality, rich, and engaging learning experiences, all grounded in the principles of Cynefin. Our innovative termly planning system integrates shared cluster progression models, our Calon Values, and learner progression at its core, using inspiring hooks to spark curiosity and engagement. We use rich, thematic approaches to design authentic learning experiences, placing pupils at the heart through our EPIC approach, while also valuing the perspectives and needs of the wider community. The Statements of What Matters are used to develop measurable learning objectives, ensuring holistic assessment and supporting meaningful progression for all learners. Teachers apply their pedagogical expertise to deliver learning in fun, memorable, and impactful ways, carefully considering the *Why*, *How*, and *What* of each lesson. Our planning also ensures that provision and teaching develop the essential skills learners need to achieve the Four Purposes, promoting growth across knowledge, understanding, and capabilities.

Creativity and innovation	<ul style="list-style-type: none"> • Inquire, explore, be curious, create and share ideas • Link experiences, knowledge and skills
Critical thinking and problem solving	<ul style="list-style-type: none"> • Question and evaluate information and situations • Identify problems and suggest different solutions • Make decisions objectively
Personal Effectiveness	<ul style="list-style-type: none"> • Develop emotional intelligence, confidence and independence • Evaluate and discuss their current learning and next steps • appreciate the value of and celebrate mistakes • discuss and consider their views and values, and their ethical, social, cultural implications
Planning and organization	<ul style="list-style-type: none"> • Set goals for their learning and discuss and reflect on their progress

Click Tab for Termly Planning



At Gwrosydd, our teachers will:

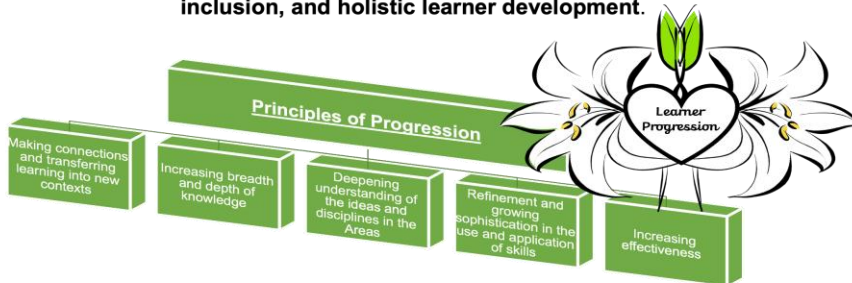
- Maintain a consistent focus on the **Four Purposes** of the curriculum
- Challenge all learners and foster high expectations
- Encourage sustained effort and a **growth mindset**
- Model and promote our **Calon Values** through all aspects of learning
- Use a range of pedagogical approaches to promote **problem-solving, creative, and critical thinking**
- Build upon learners' **prior knowledge**
- Create **authentic, meaningful contexts** for learning
- Employ **assessment for learning** principles to guide progress
- Teach across all **Areas of Learning and Experience**
- Reinforce **cross-curricular responsibilities**, including literacy (Welsh and English), numeracy, and digital competence
- Provide opportunities for learners to **apply skills in real-life situations**
- Encourage learners to **take responsibility for their own learning**
- Support **social and emotional development**
- Promote **independence and interdependence**
- Value and integrate **essential skills** within all planning
- Engage in **professional learning** to continually enhance practice and support learner progress



Assessment & Learner Progression

At Gwyrosydd, we use a **broad range of assessment strategies** to ensure meaningful progression for every learner from their individual starting points. To support this, we have developed the **SMILE model**, which clearly explains our assessment process and ensures that all aspects are effectively carried out. The model promotes **accountability** and a **shared understanding** among staff, learners, and parents.

Our approach is grounded in the **principles of progression** outlined in the **Curriculum for Wales**, ensuring that assessment captures growth in **knowledge, skills, understanding, and dispositions** across all Areas of Learning and Experience. It enables us to identify next steps, celebrate achievements, and provide targeted support where needed, while maintaining a focus on **equity, inclusion, and holistic learner development**.



The SMILE model ensures that our assessment is:

- **Structured and systematic**, covering both formative and summative approaches.
- **Responsive**, allowing teachers to adapt teaching in the moment.
- **Transparent**, fostering a shared understanding of progression across the school community.
- **Inclusive**, ensuring all learners' progress is recognized and supported.
- **Evidence-informed**, aligning practice with research and best practice principles from the Curriculum for Wales.



Assessment & Learner Progression

With **CALON** Values at our heart, every step of progress brings a **SMILE** at Gwyrosydd!



Shared Understanding of progression within School, Cluster & beyond, ensuring everyone has a common understanding to plan effectively and support every learner from their starting points.



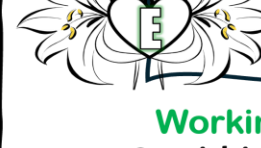
Moving Learning Forward using a range of strategies in the moment and over time, to respond to learners' needs, inform next steps, and facilitate ongoing progress.



Identify and Capture and reflect on individual and group progress to understand learners' strengths, achievements, and areas for development building a holistic picture of every pupil.



Learners at the Heart of assessment, empowering them to take ownership of their learning, become active participants in their own learning journey, and understand their next steps.



Engage All Stakeholders fostering meaningful engagement between learners, parents, and practitioners to support **progress, well-being**, and to celebrate achievements together.

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RSE

Relationships and Sexuality Education is mandatory and is considered as part of the Health and Well-Being Area of learning, as well as being a cross-cutting theme across all learning.

Relationships and Sexuality Education will be introduced to the pupils, in a developmentally-appropriate, multisensory, cross curricular way, through:

- Circle time activities
- 'Growing Up' resources
- ABM Personal Development and Healthy relationships lessons
- Story books
- All Areas of Learning
- Personal and Social Education programmes
- Informally as opportunities arise in the classroom.

Relationships and sexuality education at Gwyrosydd Primary School will include developmentally appropriate learning around the following thematic areas-

- Rights and equity
- Relationships
- Sex, gender and sexuality
- Bodies and body image
- Sexual health and well-being
- Violence, safety and support



Delivered in a-relevant, empowering, collaborative, creative, holistic, and, crucially, developmentally-appropriate way.



We will ensure the rights of the child are met:

Article 2 "Your right to equality and non-discrimination."

Article 6 "Your right to grow up and be healthy."

Article 13 "Your right to have information."

Article 34 "Your right to be protected from abuse."



Curriculum in Summary

Throughout all learning experiences at Gwyrosydd we ensure that our curriculum is:

- **authentic:** rooted in Welsh values and culture and aligned with an agreed set of stated purposes
- **evidence-based:** drawing on the best of existing practice within Wales and from elsewhere, and on sound research
- **responsive:** relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions for future challenges as lifelong learners
- **inclusive:** easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society
- **ambitious:** embodying high expectations and setting no artificial limits on achievement and challenge for each individual child and young person
- **empowering:** developing competences which will allow young people to engage confidently with the challenges of their future lives
- **unified:** enabling continuity and flow with components which combine and build progressively
- **engaging:** encouraging enjoyment from learning and satisfaction in mastering challenging subject matter
- **based on subsidiarity:** commanding the confidence of all, while encouraging appropriate ownership and decision making by those closest to the teaching and learning process
- **manageable:** recognising the implications for and supported by appropriate assessment and accountability arrangements.



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