Ysgol Cynfran

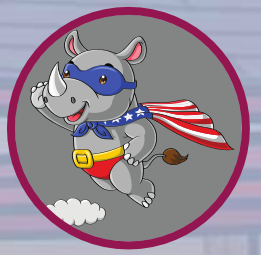
Curriculum Rationale

Ambitious and Capable Ruby Rabbit

Enterprising and Creative Rosie Racoon

Ethical and Informed Ray the Rat

Healthy and Confident Rhys the Rhino



We want our children to be:
Ambitious, capable learners
Healthy, confident individuals
Ethical, informed citizens
Enterprising, creative contributors

Ready, Respect, Safe

Respectful Resilient Confident Safe Happy Invested

Ysgol Cynfran

Developing a vision

Our Vision and Values

At Ysgol Cynfran, we are more than just a school, we are a family. We believe every child is unique and should be valued for their individuality. Our school is a place where children feel safe, supported, and inspired to develop a love of learning.

We are proud of our strong community links, working closely with local organisations such as the sports association, PTFA, village hall, local church, and quarry. Many of our children come from outside Llysfaen, with families choosing our school for its welcoming and inclusive ethos.

Set within the stunning landscape of Marian mountain and the North Wales coastline, we use our natural surroundings to create enriching learning experiences. Our extensive school grounds and pump track allow us to prioritise outdoor learning, physical wellbeing and play which are key aspects of our children's development.

Designing our Curriculum

We are a unique school and want our curriculum to reflect this in its context. All children are valued, and we appreciate each child's individuality. Our learners come from a range of backgrounds and family circumstances, and have a variety of interests, talents, and skills. We are set in a small village close to the local town. We have a Nature Reserve on our doorstep and easy access to the beach. The school is situated in a vast expanse of grounds that allow children ready access to the outdoors, which allows for the child's right to play to be paramount in our everyday life. Our families would like their children to be happy, healthy and to have the ability to care for and share with their peers. We are in a neighbourhood which is building its community links and developing a strong identity which we want the school to be at the heart of. Our staff are hardworking and dedicated, they are continuously developing their own professional learning within school, within our cluster area and nationally. We consider our staff to be role models who exemplify kindness and who want children to develop a love of learning.

Happy

Invested

Confident

<u>How can we reflect this in our curriculum vision?</u>

We are continuously adapting our curriculum vision to suit our uniqueness. Initially, we did this with our whole school community and local stakeholders. This has included us sending out questionnaires to all our families, governors, community council members and staff. The most popular adjectives in responses, are illustrated below:

Skills Integral to the Four Purposes

Our vision aligns with the Four Purposes of the Curriculum for Wales, ensuring our pupils become:

- Ambitious, capable learners who embrace challenges and strive to reach their full potential.
- Enterprising, creative contributors who use their skills and talents to make a positive difference.
- Ethical, informed citizens who respect their community, their environment, and the wider world.
- Healthy, confident individuals who develop resilience, kindness, and a lifelong sense of wellbeing.

As a school, we are designing our curriculum with the four purposes at its heart, ensuring that every learning experience helps our pupils grow into ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals. We place great importance on using authentic, meaningful contexts that connect learning to the real world and our local environment. The outdoors is a vital part of our approach, offering rich opportunities for exploration, problem-solving, and applying skills in practical situations. By planning learning experiences that are purposeful, engaging, and rooted in child development principles, we support our learners to develop the knowledge, skills, and values they need to thrive both now and in the future.

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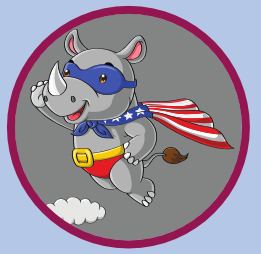
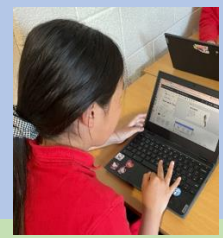


Cross Curricular Skills



Cross-Curricular Skills at Ysgol Cynfran

At Ysgol Cynfran, the mandatory cross-curricular skills of literacy, numeracy, and digital competence are embedded across all areas of learning. These skills are essential for learners to access knowledge, engage fully with the curriculum, and prepare for life beyond school. They enable learners to develop the lifelong capabilities needed to achieve the four purposes and thrive in an ever-changing world.

Why These Skills Matter

They allow learners to access the breadth of our curriculum and the wealth of opportunities it offers. They are transferable to the world of work, equipping learners to adapt and succeed in modern society.They underpin meaningful learning experiences and help learners make sense of the world.

What does this look like?

Every teacher, in every lesson, develops these skills in authentic and meaningful contexts rather than as isolated activities. This whole-school approach ensures that learners have frequent opportunities to develop, extend, and apply these skills across all Areas of Learning and Experience (AoLEs).

Literacy

- Purposeful speaking and listening activities that encourage clear communication and collaboration.
- Reading and writing tasks in both Welsh and English, integrated into topics and projects.
- Opportunities to present ideas confidently, whether orally or in writing.

Numeracy

- Applying mathematical understanding to solve real-life problems within different subjects.
- Using data, measurements, and calculations in science, technology, and outdoor learning.
- Developing reasoning and problem-solving skills that connect to everyday experiences.

Digital Competence

- Safe, confident, and creative use of technology to support learning.
- Using tablets, laptops, and digital tools to research, create, and present work.
- Understanding online safety and responsible digital citizenship.

Our Commitment

Rather than planning for these skills separately, Ysgol Cynfran ensures that all practitioners take responsibility for embedding and reinforcing them across the curriculum. Learners will have opportunities to: Develop listening, reading, speaking, and writing skills. Use numbers and solve problems in real-life contexts. Become confident users of technology to communicate effectively and make sense of the world.

Supporting Frameworks

We use updated versions of the Literacy and Numeracy Framework and the Digital Competence Framework, which align with this guidance. These frameworks provide a common approach for all practitioners, ensuring consistency and progression across the school.

AOLEs & Progression

At Ysgol Cynfran, our curriculum is designed around the six Areas of Learning and Experience (AoLEs), which form the foundation of the Curriculum for Wales. These areas are:

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

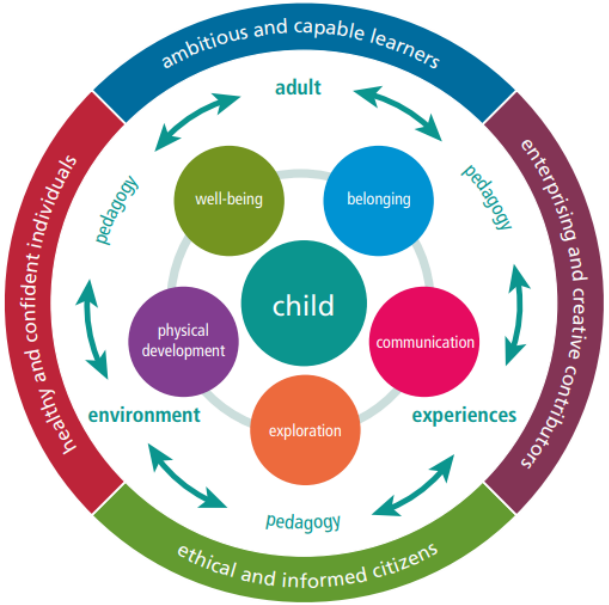
<u>The Statements of What Matters</u>

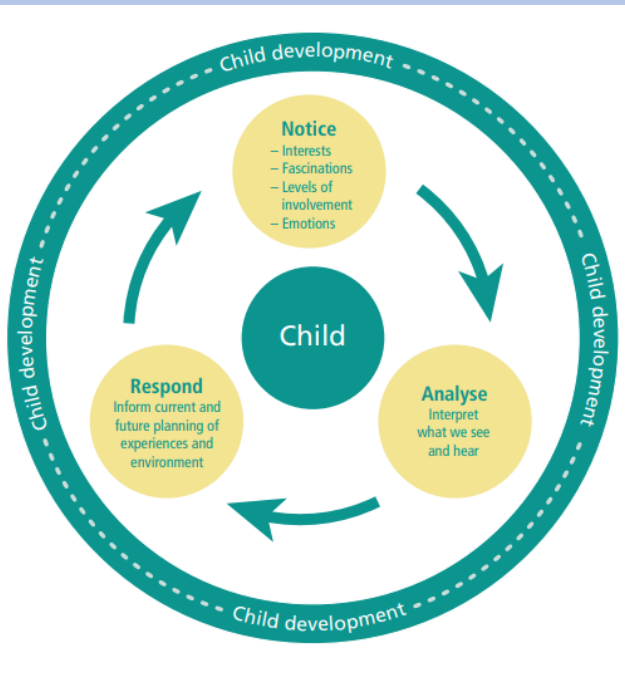
Each AoLE is underpinned by a set of Statements of What Matters—27 in total across the curriculum. These statements describe the essential concepts and principles that learners need to understand and apply as they progress. They ensure that learning is purposeful, coherent, and connected, guiding teachers to focus on what is most important for learners' development.

At Ysgol Cynfran, our Nursery setting embraces the principles outlined in The Developmental Pathways. This curriculum, developed collaboratively by practitioners for practitioners, aims to foster a positive disposition towards learning in young children, laying a strong foundation for their lifelong learning journey.

In our Nursery, children engage in both indoor and outdoor environments that are rich in opportunities for exploration and skill development. These areas are thoughtfully designed to be interesting and engaging, supporting children as they develop their skills through play and interaction. We plan topics that are meaningful to the children, ensuring that their early skills are nurtured in a context that is relevant and engaging to them.

By integrating these principles into our practice, we aim to provide a nurturing environment where children can develop a love for learning, supported by a curriculum that values their individual needs and interests.





AOLEs & Progression

How We Plan at Ysgol Cynfran

Our planning process is collaborative and structured to ensure progression across all AoLEs:

1.AoLE Leads

1. Each AoLE has a designated lead who monitors progression and supports colleagues in embedding the Statements of What Matters.
2. Leads ensure consistency and coherence across the school.

2.Collaborative Mapping

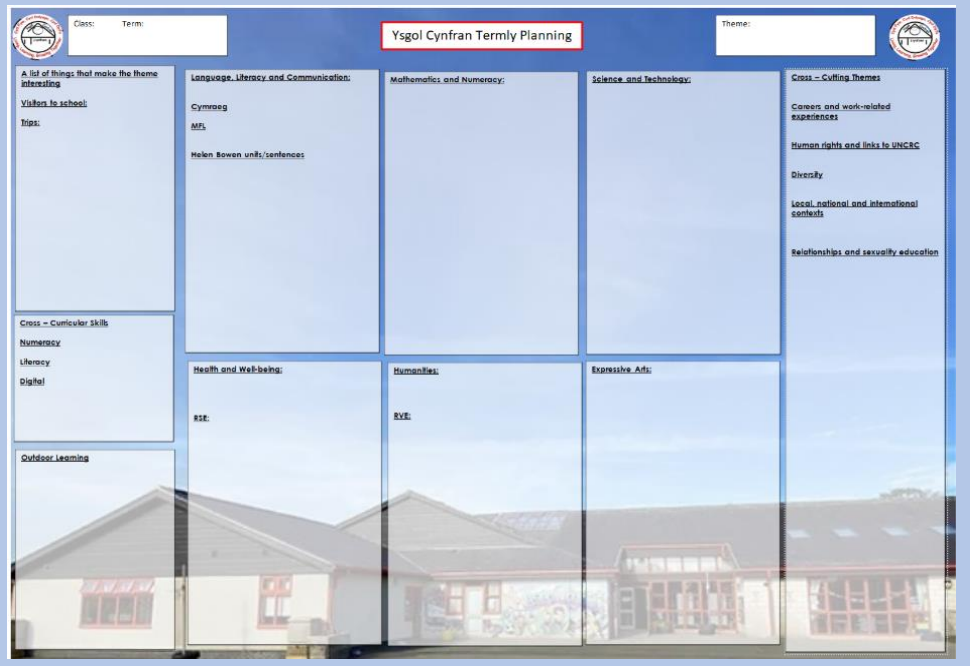
1. Staff work together to map progression across year groups, ensuring that learning builds systematically.
2. We identify opportunities to connect learning across AoLEs, making it relevant and meaningful.

3.Termly Topics

1. We plan termly topics that are rooted in Humanities, Science and Technology, and Health and Well-being.
2. Within these topics, we integrate:
    1. Mathematics and Numeracy
    2. Language, Literacy and Communication
    3. Expressive Arts
3. This approach ensures that learners experience a connected curriculum, where skills and knowledge are applied in authentic contexts.

4.Progression Over Time

1. Learners engage with concepts at increasing levels of depth and sophistication.
2. We allow for reinforcement, reflection, and extension, encouraging deep thinking and inquiry.



Our planning document includes all mandatory and non-negotiable elements that should be covered within planning.
This includes:
Religion, Values and Ethics.
Relationship and Sex Education
Diversity
UNCRC
KiVa
Jigsaw
Collective Worship

Designing a Curriculum in Wales for Wales

Our curriculum is rooted in our cynefin:

- The Marian mountain, our coastline and nearby nature reserve.
- Welsh language and culture are woven throughout learning.
- Outdoor learning is central to our identity and practice. We make strong links between local heritage and global citizenship, helping learners to see their place in the wider world.

Assessment

The Curriculum for Wales has defined that schools assess for three key reasons:

- To support learners on an ongoing daily basis
- To identify, capture and reflect on individuals progress over time
- To understand group progress so that practice can be reflected upon.

At Ysgol Cynfran we recognise that assessment is an integral part of the learning process for teaching practitioners to identify learner's strengths, to help develop areas of weakness or to plan the next steps in their learning.

When a child starts in Nursery or Reception a baseline/on entry assessment will be carried out. This assessment will be a starting point for teachers to build on a child's current strengths and can be used as the starting point for their learning journey at Ysgol Cynfran. The school will use The Cynfran Trackers as a record and evidence base for a child's journey through the progression steps. Teachers will use the online HWB personalised assessments twice a year for Numeracy Reasoning, Numeracy Procedural and English Reading.

Assessment will be embedded as an intrinsic part children's teaching and learning with formative assessment being used to provide feedback to learners, alongside self and peer assessment.

Reports to Parents

Communication between schools and parents/carers is fundamental to learners and their progression. The engagement between parents and schools will foster understanding on how a parent could support their child with their learning. There are a number of ways/methods that the school will communicate and engage with parents and carers:

- Face to face meetings
- Written reports
- Assemblies
- Shows
- Open Evenings
- Newsletters
- Flyers

Feedback will include:

- a brief summary of the child's progression across the curriculum.
- next steps for the learner
- advice on how parents can support their child at home
- information on their general health and well-being
- learner contribution to their process and this will be provided at the end of the school year.

We will continue to design, plan, trial and evaluate our learning as an on-going process as we consider what works well and aligns with the school's vision. We will develop our successes and learn from our mistakes whilst shaping a generation who are ambitious, ethical, creative and healthy for the rest of their lives.

A Curriculum Accessible to All

ALN / Inclusion at Ysgol Cynfran

At Ysgol Cynfran, we are committed to meeting the needs of every learner through high-quality teaching and an inclusive learning environment. Our Universal Provision includes:

- Whole-class teaching with differentiation to address a range of abilities
- Collaborative group work, enabling peer support and shared learning
- Individual and small group interventions, tailored to specific needs
- Reasonable adjustments and adaptations to ensure full access to the school site, curriculum, and resources

Most learners make appropriate progress from their individual starting points during their time here. When a pupil is not making expected progress, we will:

1. Gather observations and evidence of learning over time
2. Analyse assessment data and progress tracking
3. Engage in collaborative dialogue with parents or carers
4. Consult with external professionals and agencies as needed
5. Develop and review a Target Plan or Individual Development Plan.

This process is aligned with the Additional Learning Needs and Education Tribunal (ALNET) Act and the expectations set out in Estyn inspection frameworks.

Inclusiveness

Inclusion lies at the heart of Ysgol Cynfran's ethos. We believe that every child has the right to achieve their potential within a supportive and understanding school community.

All staff receive training to meet a range of needs and use a universal, whole-school approach with evidence-based strategies to ensure that every learner is included and supported effectively.

We work closely with families and external agencies to provide early identification and intervention where needed. Our strong partnerships within the community help us to offer the right support at the right time.

"Ysgol Gynradd Cynfran is an inclusive community with a strong emphasis on the well-being and development of pupils, staff and the wider community." — Estyn

At Ysgol Cynfran, we are proud of our inclusive ethos and our commitment to supporting every learner to thrive academically, socially, and emotionally.

A Curriculum Accessible to All

<u>Health & Well-being</u>

At Ysgol Cynfran, the health and well-being of all learners is central to everything we do. We are committed to creating a nurturing, supportive environment where pupils feel safe, valued, and ready to learn.

Each class has a daily check-in board, enabling pupils to share how they are feeling and helping staff to provide the right support when needed. Learners also benefit from ELSA (Emotional Literacy Support Assistant) sessions, which provide targeted emotional and social support for pupils who may be struggling.

We have strong partnerships with outside agencies who can offer specialist advice and support for children and families. In addition, we host regular drop-in sessions at school with a family worker from the local Family Centre, ensuring early help and guidance are available when needed.

Our approach to promoting positive relationships and behaviour is built on care, respect, and consistency. We use the KiVa anti-bullying programme, which helps to prevent bullying and supports pupils in developing empathy and understanding towards others.

Ysgol Cynfan
Llystaen