

Brynnau Primary School

Ysgol Gynradd Brynnau



POLICY: Curriculum 2026 - 2028

'Helping each other to succeed'
'Helpu ein gilydd i lwyddo'



Curriculum Policy

Date	Review Date	Coordinator	Nominated Governor
March 2026	March 2028 (as required)	Mrs Rebecca Price	Cllr Chris Parker

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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.

Our School Vision

At Brynnau Primary School we strive to plan for the development of Knowledge, Skills and Experiences through an authentic, relevant curriculum within learning environments which inspire aspiration and creativity in a rapidly developing digital world.

Our curriculum will be influenced by pupil voice, with fun, relevant, and real-world learning resources at the heart of an environment where the desire to learn comes from our pupils.

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;
- build high expectations and 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 (Areas) and apply their learning to new situations and to more complex issues;
- support progression along a continuum of learning;
- support our learners' health and well-being, including their mental health and well-being;
- support our learners' development of knowledge that is the foundation of being an informed citizen;
- recognise our learners' identity, language(s), ability and background and the different support they may need given their particular circumstances;
- 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;
- support our learners to critically engage with a range of information and to assess its value and validity;
- 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)

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

Our curriculum is designed so that all our learners will be supported to develop as:

Ambitious, capable learners who:

AMBITIOUS CAPABLE LEARNERS



- Set themselves high standards, seek and enjoy challenge
- Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- Can use number effectively in different contexts
- Are questioning and enjoy solving problems
- Understand how to interpret data and apply mathematical concepts
- Can communicate effectively in different forms and settings, using both Welsh and English
- Use digital technologies creatively to communicate, find and analyse information
 - undertake research and evaluate critically what they find

Ready to learn for the rest of their lives

Enterprising, creative contributors who:

Enterprising, Creative Contributors




- Connect and apply their knowledge and skills to create ideas and products
- Think creatively to reframe and solve problems
- Lead and play different roles in teams, effectively and responsibly
- Identify and grasp opportunities
- Express ideas and emotions through different media
- Give of their energy and skills so that other people will benefit

Ready to play a full part in life and work

Ethical, informed citizens who:

Ethical, Informed Citizens



- Find, evaluate and use evidence in forming views
- Engage with contemporary issues based on 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 responsibly
- 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

Ready to be citizens of Wales and the world.

Healthy, confident individuals who:



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

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 will be 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 disparate experiences, knowledge and skills, and see, explore and justify alternative solutions;
- be able to identify opportunities and communicate their strategies.

This will support our learners to create different types of value.

Critical thinking and problem-solving

Our curriculum will be 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;
- be able to propose solutions which generate different types of value.

Personal effectiveness

Our curriculum will be 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;
- lead debate and discussions, helping them to become aware of the social, cultural, ethical and legal implications of their arguments;
- evaluate their learning and mistakes, helping them to identify areas for development;
- become responsible and reliable;
- be able to identify and recognise different types of value and then use that value.

Planning and organising

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

- set goals, make decisions and monitor interim results (where developmentally appropriate);
- reflect and adapt, as well as manage time, people and resources.
- check for accuracy and be able create different types of value.
- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances
- confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- generate creative ideas and to critically evaluate alternatives
- build their resilience and develop strategies which will help them manage their wellbeing – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.

Our school curriculum is designed in a way that ensures learning and teaching that encompasses all six Areas of Learning and Experiences (Areas)

- Expressive arts
- Health and well-being
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology

All Areas have equal status within our curriculum.

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.



STATEMENTS OF WHAT MATTERS

	SWM1	SWM2	SWM3	SWM4	SWM5	SWM6
LANGUAGE LITERACY & COMMUNICATION	Language connects us.	Understanding language is key to understanding the world around us.	Expressing ourselves through language is key to communication.	Literature fires imagination and inspires creativity.		
MATHEMATICS & NUMERACY	The number system is used to represent and compare relationships between numbers and quantities.	Systems use number systems to represent the structure of mathematical relationships.	Geometry focuses on relationships involving shape, space and position and measurement focuses on quantifying phenomena in the physical world.	Statistical processes allow probability models to be used to support informed judgement and decisions.		
SCIENCE & TECHNOLOGY	Being curious and searching for answers is essential to understanding and predicting phenomena.	Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	The world around us is full of living things which depend on each other for survival.	Better and the way it behaves defines our progress and shapes our lives.	Forces and energy provide a foundation for understanding our universe.	Competition is the foundation for our digital world.
HEALTH & WELL-BEING	Personalised health and wellbeing are essential for living well.	There are environmental factors in our environment that affect our health and wellbeing.	Our understanding of the world is shaped by our senses and the world of ideas.	Global issues such as climate change, health and wellbeing are interconnected.	Healthy relationships and environments are essential for living well.	
HUMANITIES	History, geography and citizenship help us understand the world, its past, present and future.	People and places throughout the world are connected and represented in different ways.	The natural world is shared and dynamic, influenced by processes and human actions.	Human civilisations create and share, and adapt to human culture and beliefs.	Education and more create change with the challenges and opportunities that face humanity, and the ways to better understand and protect it.	
EXECUTIVE SKILLS	Having the confidence to be successful in developing positive relationships and knowledge and skills is essential to living well and achieving our goals.	Confidence and self-efficacy are essential for success in all areas of life.	Confidence and self-efficacy are essential for success in all areas of life.			

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

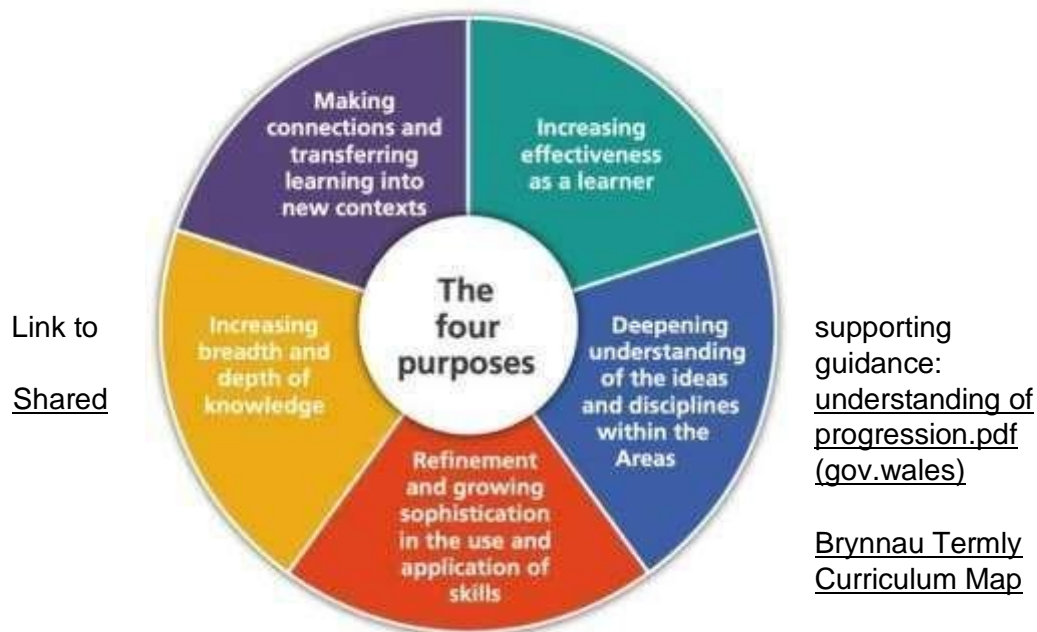
- select the range of experiences, knowledge and skills that enable our learners to make sense of the 'big ideas' and key principles within each statement
- support our learners' progression within the 'big ideas' and key principles and their ability to be able to develop an increasingly sophisticated 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

At our school, we use the descriptions of learning as a planning tool to inform the 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 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. 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 Area to inform our approach to progression.



As our learners' progress through our curriculum, they will have greater opportunities to engage with the different disciplines within each Area and to specialise in them as they reach the later progression steps.

Discipline-specific learning and teaching in our curriculum will ensure that appropriate and meaningful links to learning are made across our whole curriculum where appropriate.

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.

An overview of our RSE policy can be found here: [RSE-policy Spring 2025_27.pdf](#)

An overview of our RSE scheme of learning/provision map can be found here.

[RSE Curriculum Brynnau](#)

Religion, Values and Ethics (RVE)

Religion, Values and Ethics (RVE) is mandatory for all learners aged 3 – 16 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 Area, and the RCT 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. 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 Areas.

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

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

[Cross-cutting themes for designing your curriculum - Hwb \(gov.wales\)](#)

Relationships and sexuality education (RSE)

Our curriculum is designed in a way that identifies and makes authentic and meaningful links between learning within a particular Area and learning within the RSE Code.

Human Rights

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 be advocates 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 about human rights which support our learners to develop values, attitudes and behaviours that reflect human rights.
- learn about human rights which motivate them 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 the social groups within our school community, the communities we serve and society as a whole. We want our learners to be aware of the characteristics of others and treat others with compassion, empathy, understanding and equity, regardless of those characteristics. As our learner's progress in our curriculum, 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 empathy and 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 as a whole
- 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
- appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important
- explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship
- 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
- understand their role as citizens and the structures of government which affect them in each context
- explore, critically analyse and respond to contemporary issues and challenges affecting their lives and the lives of others through each context
- understand sustainable development, the challenges the environment and society face and how they can engage with and make a difference on these issues supporting sustainable citizenship
- 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
- use critical analysis in each context, recognising both positive and challenging aspects within each

Through the design of our curriculum, we ensure it:

- is suitable for each learner's age, ability and aptitude
- takes account of each learner's additional learning needs (ALN), if any
- secures broad and balanced learning and teaching for each learner
- will plan for assessing 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.

Our curriculum will instil our learners with a pride and passion in themselves, our school community, the wider community and Wales. Our curriculum will allow our learners to explore and understand the different identities, landscapes and histories that all come together locally and nationally to form their cynefin. This will allow learners to develop their own sense of identity and to understand the identities of others and make connections with people, histories and landscapes elsewhere in Wales and internationally.

Our vision for learning teaching is:

'Helping each other to succeed – Helpu ein gilydd i lwyddo'

At Brynnau Primary School we believe that each and every child is special and unique. For us, success means that each child believes in and achieves their potential.

Assessment

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, should recognise this and allow for a variety of diversions, stops and variations in pace in a learner's journey.

We will assess all learners across the 3 to 16 continuum based on the progression articulated in our curriculum, against planned learning intentions.

In Brynnau we assess pupils from point A to point B. We use data gathered at point A and measure the rate of progress made by the learner to point B data. This can be from Initial Assessment data to a given point. Where rates of progress are not as expected for an individual, we analyse assessments to identify the gaps in learning and when necessary intervene to support them. Rates of progress are specific to each individual learner and the holistic picture of a child needs to inform what their rate of progress should look like.

Link to Welsh Government supporting guidance: [Assessing learner progress.pdf \(gov.wales\)](#)

Leaders

Leaders at our school will 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 wellbeing;
- 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 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 in order 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 our school 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 will encourage and enable parents and carers to:

- engage regularly with our school and our practitioners in order to understand and support their child's progression in learning;
- 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.

Our assessment practices will identify each individual learner's strengths, achievements, areas for improvement and, where relevant, 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, including any additional challenge and support required.

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

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

Our practitioners will identify the progress being made by our learners, and record this within our school cohort tracking system, 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 learner's progress half termly enables 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 during our two face to face parent consultations and our annual written report.

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

Half termly tracking of individual learner progress includes:

- Initial assessment (Nursery/ on entry)
- Wellcomm assessment (Nursery)
- Language Links assessment (from Reception)
- Monster Phonic assessment (Foundation Learning)
- SWST(Single Word Spelling Test) assessment (From Year 1)
- Salford Reading Test (From Year 2)
- Big Maths assessment (From Reception)
- WG Personalised Assessments (From Year 2)

As part of the annual MER (Monitoring, Evaluating and Review) process this data is collected, recorded and reviewed half termly on our school cohort tracker. This information is fed into pupil progress meetings, where any discrepancies in rates of progress are discussed and interventions are considered (interventions both within class and targeted sessions).

All tracking data and pupil progress information is used to inform planning and feedback to parents.

[Supporting learner progression assessment guidance - Hwb \(gov.wales\)](#)

Communicating with parents and carers

When communicating and engaging with parents and carers, we share information about:

- 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

We share learner information with parents and carers termly.

Our learners are provided with opportunities to contribute to the communication process with their parents and carers.

Information shared with parents and carers focusses on the progress the learner has made across the six Areas of Learning.

Reading and numeracy assessments

Statutory online personalised assessments are part of our wider assessment arrangements and are designed to help our practitioners and learners understand how reading and numeracy skills are developing and what the next steps should be.

On-entry assessments

At any point a learner enters our school, we will assess the capabilities, skills, knowledge and aptitudes of learners against our curriculum to determine the next steps in their progression and the learning and teaching needed to make that progress.

Arrangements for initial assessment are an important part of our assessment process. Our initial assessments take place within 6 weeks of a child receiving funded nursery education or moving to Brynnau from another school.

At Brynnau Primary we recognise that joining a new setting can be a big change and possibly a big challenge for young children. We do not rush to make initial assessments but allow children the time they need to settle and provide us with time to nurture strong relationships. Our initial assessment arrangements value and incorporate the views of parents and carers to help build a picture of each child's unique set of skills and knowledge, alongside their culture and background.

We use this valuable information to inform our assessments. The children are observed by more than one of our practitioners over a period of six weeks, and we share observations and collaborate to ensure accurate and holistic assessments. These arrangements, which assess children's well-being, skills and capabilities, include the four mandatory areas of assessment:

- Well-being to include social and emotional development
- Well-being to include physical development skills
- Capabilities in literacy
- Capabilities in numeracy

Our assessments are child-centred and help us to find out what children know and can do. These arrangements do not prevent us from interacting with children or from making the most of teachable moments. We ensure we record our observations in a concise and manageable way that works well for our setting. We choose from a broad range of formats to help us capture and assess a child's learning and development, including, but not limited to:

- Short narratives
- One-page profiles
- Short annotations
- Magical Moments
- Digital apps, platforms or software

Some of our children attend more than one setting and where possible we try to work closely with the other settings to share relevant information.

Professional discussions contribute to our shared understanding of individual children's strengths, needs and interests. They support us to make decisions about how best to help our children to make progress.

Effective initial assessments support us to identify children who may need extra support through early intervention or challenge. There will be occasions where we need to share information and seek additional professional advice based on our analysis of what we have observed over a period of time. Our observations are used to support these discussions and/or referral processes for children with any additional needs. In these instances, we may collate our observations into a required report format from external agencies.

Our initial assessments are not a tick list or a one-off event and are indistinguishable from learning and teaching. We use the principles of progression to reflect on children's individual progress and allow time for them to consolidate and extend their understanding and learning. We remain focused on the present needs of the child and not on those of the coming years. Our assessments are purposeful, manageable and proportionate to individual children's needs. Assessment arrangements are flexible, allowing for the varied and unique progress of each individual child. We use our ongoing assessments to document how each child develops and learn.

Transition

In accordance with the 2022 Transition Regulations our transition plan covers the following matters:

- proposals for managing and co-ordinating the transition of learners from feeder primary schools to the secondary school
- proposals for how continuity of learning will be achieved through curriculum design and planning for learning and teaching for learners in Year 6 transitioning to Year 7
- proposals for how each individual learner's progression will be supported as they transition from primary school to secondary school
- proposals for how the learning needs and the well-being of each individual learner will be supported as they transition from primary school to secondary school
- proposals for reviewing and monitoring the impact of the transition plan in respect of how it has helped:

- achieve continuity of learning
- support individual learner progression

A copy of our cluster's transition plan can be found on the website.

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.

[Brynnau's Curriculum for parents.pdf](#)

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.

Appendix

1. **RVE** supporting materials and guidance on CSC Knowledge Bank
2. **RSE** guidance and supporting materials on CSC Knowledge Bank
3. **Diversity** supporting materials on CSC Knowledge Bank
4. **CWRE** supporting materials on CSC Knowledge Bank
5. **Assessment and progression** supporting materials on CSC Knowledge Bank
6. **Curriculum summary** guidance on CSC Knowledge Bank

Headteacher		Date:	March 2026
Chair of Governing Body:		Date:	March 2026