



Policy Document Q01-25

Curriculum

1. INTRODUCTION

1.1 The school's intentions and purposes, taken together with the wider mission, form an 'ecology' of the fullness of life, each in interplay with all the others. We call this our curriculum.

1.2 The choices we make – about what to teach and how to teach it – are underpinned by a robust, evidence-based process of curriculum design, where the aim is always to help learners to realise the intentions and purposes of the mission. Our curriculum is therefore broad and balanced, suitable for learners of differing ages, abilities and aptitudes and provides for appropriate progression.

2. AIMS

2.1 The curriculum must:

- a. Enable learners to develop in the way described in the four purposes.
- b. Provide for appropriate progression (as set out in the 'Progression Code').
- c. Be suitable for learners of differing ages, abilities and aptitudes.
- d. Be broad and balanced.
- e. Encompass the concepts set out in the statements of what matters (as set out in the 'Statements of What Matters Code').
- f. Provide for learning and teaching that encompasses each of the Areas of Learning and Experience.
- g. Include: Welsh; English; Relationships and Sexuality Education (as set out in the 'Relationships and Sexuality Code'); Religion Values and Ethics; and the cross-curricular skills (literacy, numeracy and digital skills).

3. DEFINITIONS

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

3.2 The four purposes are defined as:

- a. ambitious, capable learners, ready to learn throughout their lives.

- b. enterprising, creative contributors, ready to play a full part in life and work.
- c. ethical, informed citizens of Wales and the world.
- d. healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

4. THE LAW

4.1 Children's rights at St Teilo's are underpinned by the articles of the United Nations Convention on the Rights of the Child.

4.2 The Curriculum and Assessment (Wales) Act 2021 requires schools to design a new curriculum with due regard to Curriculum for Wales statutory guidance.

5. RIGHTS OF THE CHILD

5.1 This policy has its basis in the following missional rights of the child:

- a. Right I - The right to accurate knowledge and information.
- b. Right II - The right to a broad, balanced and purposeful education.
- c. Right III - The right to one's own thoughts and beliefs.
- d. Right IV - The right to independent advice about one's life and future.
- e. Right V - The right to extra support for the disabled or those with additional learning needs.
- f. Right VI - The right to be as healthy and happy as possible.
- g. Right VII - The right to learn from and spend time with one's friends.
- h. Right VIII - The right to enriching experiences and play.
- i. Right IX - The right to be safe around adults and other young people.
- j. Right X - The right to be listened to and taken seriously.
- k. Right XI - The right to be treated fairly and not in a cruel way.
- l. Right XII - The right to keep some things private.

6. THE CURRICULUM

6.1 To enable learners to develop in the way described in the intentions and purposes, and to bring about lifelong flourishing, each Area of Learning and Experience takes the school's 'Character Practices' as their inspiration. These are: compassion, love, perseverance, justice, gratitude, hospitality, gentleness, integrity, trust, liberation, humility and creativity.

6.2 Consequently, our curriculum takes the following structure:

- a. The 'Programme Of Learning' describes the breadth of learning that will enable learners to make progress towards the four purposes during an academic year.
- b. A 'Learning Series' describes the experience, knowledge and skills that sum up the 'big ideas' or key principles within the Programme of Learning.
- c. 'Learning Episodes' describe the specific topics, activities and contexts that enable learners to explore the big ideas or key principles within the learning series.

6.3 Our curriculum meets all required elements of the Curriculum for Wales, including the concepts set out in the statements of what matters, the cross-curricular skills of literacy, numeracy and digital skills, Relationships and Sexuality Education and Religion, Values and Ethics. It is supplemented by the school's alternative, enrichment and complementary curricula.

7. SUPPORTING LEARNER PROGRESSION

7.1 Our assessment arrangements contribute to developing a holistic picture of each child – their strengths, the ways in which they learn, and their areas for development, in order to inform next steps in learning and teaching.

7.2 Assessment has three main roles in the process of enabling learner progression:

- a. Supporting individual learners on an ongoing basis - This is achieved by embedding formative assessment into day-to-day practice in a way that engages the learner and makes it indistinguishable from learning. This allows teachers to respond to the individual needs of learners within their classroom. (Typically daily)
- b. Identifying, capturing and reflecting on individual learner progress over time - This is achieved by using diagnostic assessment to support teachers in identifying the progress being made by an individual learner, and recording this, where appropriate, to understand the learner's journey over time. (Typically termly)
- c. Understanding group progress in order to reflect on practice - This is achieved by using summative assessment to support the school in ensuring our curriculum and pedagogy helps raise the achievement of all and, in particular, the achievement and attainment of vulnerable learners. (Typically annually)

7.3 St Teilo's works across schools and settings to ensure that there is a shared understanding of learner progression.

STATUS: LIVE

LAST REVIEWED: AUTUMN 2025