Ysgol Awel y Môr

CONWY
CYNGOR BWRDEISTREF SIROL
COUNTY BOROUGH COUNCIL



Curriculum Policy

Policy owned by	Date adopted by the Governing Body	Signed on behalf of the Governing Body	Review date
C.Foulkes – Headteacher	Summer 2026		Summer 2027

Version	Date	Author / Owner	Description of Changes	Approved By	Next Review Date
1.0	Summer 2026	Catrin Foulkes Headteacher	Initial Policy creation	TGB	Summer 2027
1.1					
1.2					
2.0					
2.1					

Vision and Values
The purpose of the curriculum at Ysgol Awel y Môr is to provide all learners with rich, meaningful and inclusive learning experiences that enable them to make continuous progress from their individual starting points and realise their full potential. The school promotes a shared vision where all learners are encouraged to 'aim to learn, learn to succeed' and 'to dream, believe and succeed'. During the Autumn Term we will be working as a school community to continue to build and align our Vision and Values. This will continue to support and drive our curriculum development.

We place strong emphasis on developing the whole child, supporting their academic, social, emotional and physical development within a caring and respectful community. Central to this are our Super Learning Powers, which underpin all teaching and learning across the school. As they move up through the school, we encourage all learners to:

- Enjoy learning
- Be cooperative
- Concentrate
- Have a go
- Be curious
- Keep improving
- Don't give up
- Use your imagination

These learning behaviours are embedded across the curriculum to support resilience, independence and motivation, enabling all pupils to become effective learners.

Our vision is aligned with the four purposes of the Curriculum for Wales, supporting learners to become ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals. We also celebrate and promote our Welsh language, culture and heritage, ensuring all learners develop a strong sense of identity and belonging within their community and Wales as a whole.

Curriculum Design Principles
Our curriculum is designed to be broad, balanced and inclusive, covering all six Areas of Learning and Experience: Health and Well-being, Languages Literacy and Communication, Mathematics and Numeracy, Science and Technology, Humanities and Expressive Arts. It ensures progression through the Statements of What Matters and reflects learners' developmental stages rather than age-related expectations.

Key features include:

- Embedding of literacy, numeracy and digital competence across all learning
- A thematic and experiential approach to engage learners
- Use of pupil voice to shape learning topics and approaches
- Strong emphasis on Welsh language, culture and identity
- Outdoor and real-life learning experiences to enhance engagement
- Continuum of learning from Nursery through to Year 6

Teaching and Learning

At Ysgol Awel y Môr, teaching and learning are designed to provide a consistent, high-quality experience for all learners within a newly amalgamated setting. A whole-school approach to curriculum planning is central to this, ensuring continuity, coherence and progression across all phases. Teaching is underpinned by the principle that learners progress according to their developmental stage rather than age, enabling all pupils to make meaningful progress from their individual starting points.

The curriculum is being carefully developed over time to ensure it is robust, inclusive and fully understood by all staff. This phased approach allows for shared ownership, collaboration and professional dialogue, ensuring consistency in delivery while drawing on the strongest practices from both predecessor schools, as well as wider educational research and effective practice.

Teaching approaches are varied, creative and responsive, incorporating a range of strategies to engage and motivate learners. There is a strong emphasis on creativity and outdoor learning, with planned opportunities that make effective use of the local environment to enhance engagement and deepen understanding.

Wellbeing is a central component of teaching and learning. Active education for wellbeing is interwoven throughout the curriculum, supporting learners to develop resilience, self-awareness and a positive self-image. Staff explicitly teach and model strategies that promote emotional wellbeing and mental health, recognising the importance of equipping learners with the skills needed to navigate an increasingly complex world. This includes developing confidence, independence and the ability to manage challenges positively as part of everyday learning experiences.

Through this approach, teaching and learning at Ysgol Awel y Môr ensure that all learners are engaged, supported and challenged, enabling them to thrive both academically and personally.

Assessment and Progression
Assessment is continuous and formative, used to inform planning and ensure progression for all learners. Tracking systems are used across the school to monitor attainment and identify next steps. Regular pupil progress meetings ensure consistency and accountability.
Assessment approaches include:

- Baseline and diagnostic assessments
- Ongoing teacher assessment
- Use of progression frameworks (these will be set up in autumn and make up our long-term planning)
- Learner voice and self-assessment
- Continued professional dialogue

Inclusion and ALN
The school is fully inclusive and ensures all learners have equal access to the curriculum. Teaching is differentiated and supported through Individual Development Plans where appropriate. Additional Learning Needs are identified early and supported through a range of interventions and collaboration with external agencies.

Organisation and Structure
Classes are organised flexibly, including mixed-age classes where appropriate. Staff collaborate in planning teams to ensure consistency and share best practice. Groupings for lessons such as mathematics and spelling are flexible and reviewed regularly.

Engagement with Parents and Community
Parents are key partners in learning. The school provides regular reports, parent meetings and opportunities for engagement. The local community and environment play a significant role in enriching the curriculum.

Curriculum Development Action Plan (2026–2028)
Autumn Term 2026:
- Audit existing curriculum models from both schools
- Establish shared vision, values and motto
- Staff training and transition into new roles
- Begin alignment of assessment systems

Spring Term 2027:

- Develop and trial long-term and medium-term planning frameworks
- Introduce consistent pupil progress tracking systems
- Embed wellbeing and learner voice in planning

Summer Term 2027:
- Review and refine curriculum approaches based on evidence
- Fully implement tracking and assessment systems
- Update and formalise all curriculum policies

2027–2028:
- Embed and evaluate curriculum effectiveness
- Ensure consistency across all classes
- Continue professional development and external moderation

This Policy will be updated in draft as the Curriculum develops over time. It will be reviewed formally annually until such a time that the Headteacher and Governing Body feel that this period may be extended.