



Western  
Learning  
Federation



# Riverbank School



Learning together to be the best we can

**RATIFIED BY GOVERNORS**

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**DATE REVIEWED**

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**DATE FOR REVIEW**

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**DATE PUBLISHED**

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## Monitoring the policy

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

**SIGNED**



**DATE**

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Chair of Governors

**SIGNED**



**DATE**

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Executive Headteacher

**SIGNED**

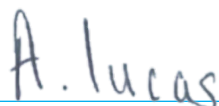


**DATE**

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Deputy Executive Headteacher

**SIGNED**



**DATE**

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Head of School

## The values and principles

The federation is underpinned by a set of values that define the culture of the three federated schools.

### Our Principles

**Honesty**

**Responsibility**

**Positivity**

**Trust**

**Empathy**

**Patience**

**Respect**

**Kindness**

### Our Values

- We celebrate our differences.
- We have a shared sense of belonging.
- We play, laugh, smile and celebrate success.
- We have a positive attitude.
- We learn from experiences to develop life and independent skills.
- We follow our dreams and aspirations.
- We care for our own and wider environment.
- We improve quality of life.

#### Definition

**Values** One's judgement of what is important in school life.

**Principles** Morally correct behaviour and attitudes.

## Rights Respecting Schools

Every child has rights "without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status"

## Western Learning Federation

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Learning together to be the best we can



Learning to achieve



Learning for Living

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## **Western Learning Federation: Equality, Equity, and Communication Commitment Statement**

At the Western Learning Federation, we are deeply committed to fostering an inclusive, equitable, and empowering environment where every learner—regardless of background, ability, or individual need—can thrive. We believe that equality and equity are not just principles, but essential foundations for meaningful learning, personal development, and lifelong success.

Communication is at the heart of our ethos. We recognise it as a fundamental human right and a vital tool for learning, connection, and self-expression. Our commitment to accessible and inclusive communication underpins all aspects of our work—from curriculum design and teaching strategies to wellbeing support and assessment practices.

We embed this commitment across a wide range of policies and practices, including:

**Positive Behaviour Support (PBS):** Promoting respectful, proactive, and person-centred approaches that empower learners to engage positively with their environment.

**Additional Learning Needs (ALN):** Ensuring tailored support and inclusive strategies that meet the diverse needs of all learners.

**Wellbeing and Wellness:** Creating safe, nurturing spaces that prioritise mental, emotional, and physical health for all members of our community.

**Teaching and Learning:** Delivering high-quality, differentiated instruction that reflects diverse learning styles, strengths, and aspirations.

**Curriculum, Progression, and Assessment:** Designing inclusive, relevant, and flexible pathways that support every learner's journey and celebrate progress in all its forms.

We are dedicated to removing barriers, challenging inequality, and celebrating the richness of diversity. Through collaborative partnerships with learners, families, and professionals, we strive to ensure that every voice is heard, every need is met, and every individual is valued.

This commitment is not static—it evolves with our community. We continuously reflect, adapt, and innovate to uphold the highest standards of inclusion, equity, and excellence in everything we do.

## Introduction

This policy outlines the approach to curriculum design and implementation at the Western Learning Federation (WLF) catering for learners with a wide range of complex needs. The policy has been co-constructed within our 3 schools (Ty Gwyn, Riverbank and Woodlands). It aligns with the principles and statutory requirements set out in the Welsh Government's Curriculum for Wales, ensuring that every learner is supported and challenged to achieve their full potential by having a shared approach to teaching and curriculum planning through inclusivity.

Effective curriculum planning is key to ensure pupil progress, "A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it." Curriculum for Wales Framework.

## Purpose

This is a guide for all staff across Riverbank to ensure the Curriculum is fit for purpose whilst offering a range of authentic learning experiences to support all learners in making progress. Each school will develop its own curriculum, enabling our learners to develop towards the four purposes of the curriculum.

This will be achieved by:

- Providing a consistent framework for delivering a broad, balanced, and inclusive curriculum.
- Ensuring the curriculum meets the diverse needs of all learners.
- Supporting the holistic development of each learner, including academic, social, emotional, and physical aspects.
- Utilising the three enablers; effective environments, enabling adults and engaging experiences.
- Allow learners to make choices, become independent and take assessed risks.
- Ensuring progression is guided by the Principles of Progression so that each learner's journey is coherent, continuous and tailored to individual needs and aspirations.

Riverbank promotes the Welsh language and addresses other national priorities (for example, equity, ALN reform, Curriculum for Wales) that directly impacts on teaching and learning.

This Curriculum policy is based upon our commitment to the United Nations Convention on the Rights of the Child (UNCRC) Every child has the right to education (Article 28). [UNCRC - Rights Summary \(Appendix 1\)](#)

## [Three Drivers of the Curriculum \(Appendix 2\)](#)

**Enabling adults** create a safe, compassionate environment that help learners manage their emotions and transitions. They observe and respond to learners' needs, encouraging collaboration and respecting individual preferences. By connecting learners' home and community experiences, they promote inclusivity and the unique Welsh culture. They support communication development and skill-building through varied experiences, fostering resilience, independence, and confidence.

**Engaging experiences** promote learners' independence to challenge them and offer opportunities for success. Learners should be rooted in real-life situations to support holistic development, helping them make connections across the curriculum. Experiences should respect the uniqueness of each learner, celebrate Welsh culture and heritage, and reflect cultural diversity. Experiences are essential for developing social, communication, and

emotional resilience skills. Engaging experiences support cognitive and physical development, encourage creativity, and support learners to understand and appreciate their environment.

**Effective environments** both indoors and outdoors, are central to learners' authentic experiences and development. Effective environments should promote a sense of belonging, celebrate diversity, and be communication rich. They provide varied experiences that support physical, creative, and imaginative expression, fostering curiosity and critical thinking. They also offer opportunities for learners to develop motor skills, resilience, confidence, and independence, while allowing for practice and mastery in a range of contexts.

**Developmental Pathways in Curriculum Design** In line with the Curriculum for Wales, our curriculum design is underpinned by five key developmental pathways to support all learners, to ensure progress.

**Belonging:** We adopt a person-centred approach that is underpinned by our Positive Behaviour Support (PBS) values with an emphasis on positive relationship building. This shapes a learner's identity and sense of importance within groups and communities, promoting social role valorisation by ensuring each learner is valued and respected

**Communication:** We create an environment that promotes a total communication approach to ensure each learner can express their wants, needs and desires in a safe and functional way.

**Exploration:** Curiosity drives exploration. Learners have opportunities to investigate and share their discoveries, both independently and with others. Our inclusive environments encourage exploration to enhance learning and skill development.

**Physical Development:** Physical activity is crucial for cognitive and learning development. We provide varied opportunities for movement, incorporating physical input from a multi-agency approach and emphasising physical regulation to support concentration, motivation, and healthy physical development.

**Well-being:** We create emotionally safe environments that help learners manage their feelings and behaviours positively, fostering resilience and independence, underpinned by our PBS values.

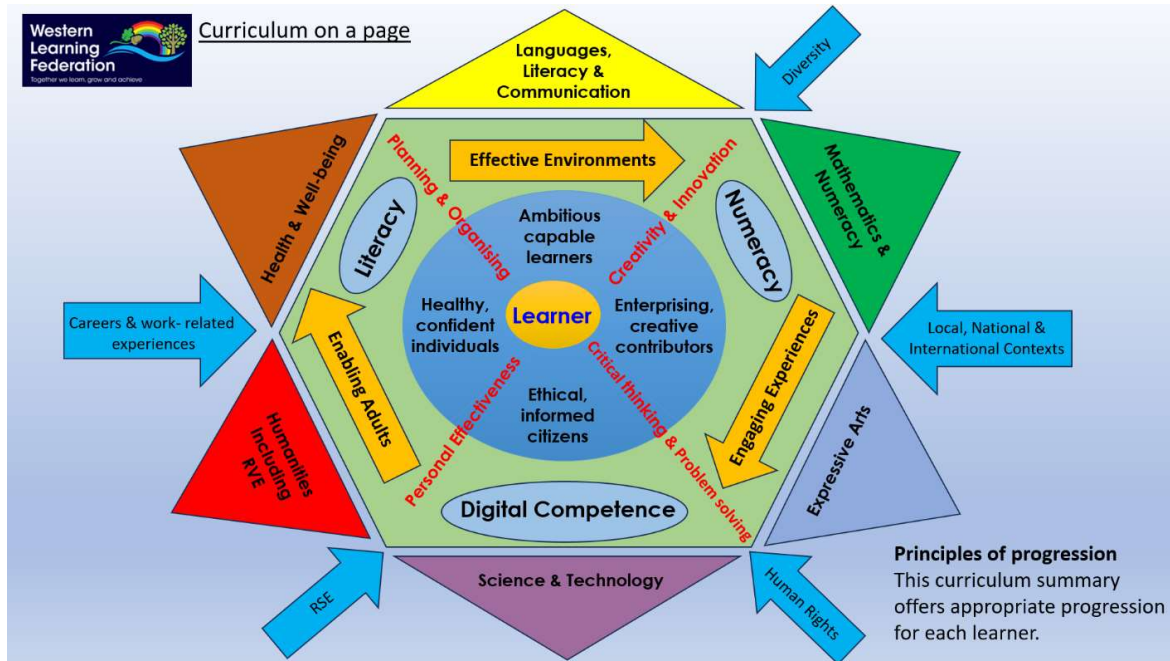
These principles help guide the development of our Curriculum that aligns with the Welsh Government's vision for education.

## The 5 Principles of Progression

The Curriculum for Wales outlines five principles of progression that underpin effective curriculum design and assessment practices:

- Increasing Breadth and Depth of Knowledge
- Increasing Sophistication of Skills
- Making Connections and Transferring Learning
- Increasing Effectiveness as Learners
- Increasing Range of Influences on Learning

## Curriculum Structure (Appendix 3 - structure & key) [WLF Curriculum on a Page](#) [Key for Curriculum on a Page](#)



As part of each school's Curriculum offer within the WLF, a pathway is mapped out bespoke to the learners to ensure social, emotional and academic needs are met through a relevant and meaningful learning journey. We aim to equip our learners with the skills needed in preparation for their next destination. [Curriculum Pathway \(Appendix 4\)](#)

We offer the full range of subjects through the 6 AoLE's which provide a wealth of engaging contexts for pupils' learning with a strong emphasis on enabling learners to begin to develop the skills and behaviours necessary for effective learning.

The Areas of Learning and Experience are:

- Expressive Arts Area of Learning and Experience
- Health and Well-being Area of Learning and Experience
- Humanities Area of Learning and Experience
- Languages, Literacy and Communication Area of Learning and Experience
- Mathematics and Numeracy Area of Learning and Experience
- Science and Technology Area of Learning and Experience.

The WLF provides opportunities for our learners to engage with and develop their understanding of the key concepts within all the statements of What Matter [What matters statements \(Appendix 5\)](#)

Further details relating to the individual Areas of Learning and Experience (AoLE) will be found in the associated policies.

## Cross Cutting Themes [Integral Skills & Cross cutting themes](#)

We have designed our curriculum to incorporate, where appropriate, opportunities for learning and consideration of cross-cutting elements. This allows our learners to consider local, national and international contexts and develop understanding of relationships and sexuality education, human rights education and diversity, and careers and work-related experiences. These themes must run through all AOEs and be referenced in planning.

### Integral Skills

Integral skills are the essential skills across all subjects that learners need to tackle challenges that may come their way. These are embedded in planning systems linked to the four purposes to ensure progression.

### Cross-curriculum links

All staff are responsible for developing learners' skills in literacy, numeracy and digital competence; these are cross-curricular and will take account of the following key guidance:

Literacy and Numeracy Framework (LNF) / Routes to Literacy & Numeracy

Digital Competence Framework (DCF) / Routes to Digital Competence

The LNF has been developed as a curriculum planning tool to support teachers to embed literacy and numeracy in their teaching across the curriculum to encourage all teaching staff to see themselves as having a key role in developing the literacy and numeracy skills of learners. The LNF sets out the skills learners are expected to develop over time.

### Curriculum Implementation

For Curriculum implementation to be successful, this progresses from long-term planning, which establishes the overall goal and vision, to medium-term planning that breaks down these goals into actionable steps, and finally to short-term planning, which details specific tasks and timelines to achieve the medium-term steps. [Curriculum Planning Guidance \(Appendix 7\)](#)



### Pupil Voice [ALN Overview](#) (Appendix 8)

The WLF is a Rights Respecting organisation with individualised learning at its core. We ensure learners value their education and are actively encouraged to make choices about what they are learning. Pupil voice is heard through a total communication approach. We are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC).

The following rights underpin this policy:

- Article 12: Every child has the right to be heard.
- Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, if it is within the law.

- Article 16: Every child has the right to privacy.

### **Monitoring and Evaluation**

This policy is informed by the following Welsh Government documents. [Welsh Government Documents \(Appendix 9\)](#) The WLF offers a wide range of monitoring and evaluation processes which help to support the implementation and delivery of our Curriculum. [Monitoring and Evaluation Tools \(Appendix 10d\)](#).

### **Planning, testing and refining the curriculum**

Across the WLF, schools develop and refine their curriculum and assessment arrangements, in line with the mandatory requirements having regard to the statutory guidance. Staff take forward their priorities to support realising their curriculum in their school improvement plan. Monitoring ensures that practitioners understand the purpose of the learning being designed. It checks how effectively this purpose guides learning and teaching. It supports a coherent and well-sequenced learning experience.

### **Provision**

Provision is a cornerstone of our curriculum, ensuring that every learner has access to high-quality educational experiences. Thoughtfully planned and well-designed learning environments are essential for fostering the development and application of knowledge and skills. Universal provision underpins Positive Behaviour Support (PBS) and the universal offer, creating a supportive and inclusive environment where all learners can thrive. We adapt a community focussed approach and prioritise provision to ensure that our curriculum is effective, meaningful and relevant to the lives of our learners. There is a whole school provision timetable for each school within the WLF. This offers learners opportunities to access a range of experiences in line with learners' individual needs. [Planning Templates \(Appendix 10a\)](#)

### **Professional Learning**

Staff within the WLF are provided with relevant documentation to support delivery and implementation of the Curriculum. The WLF provides a Professional Learning Offer for all staff that encompasses Routes for Learning, Developmental Pathways, and the Curriculum for Wales.

Teaching staff are empowered to deliver educational experiences tailored to the individual needs of all pupils. Within the WLF, each school works toward co-constructing the curriculum as part of their individual designs.

The Professional Standards for Teaching and Leadership in Wales describe the skills, knowledge, and behaviours that exemplify excellent practice and support professional growth. These standards focus on five essential elements: pedagogy, collaboration, leadership, innovation, and professional learning. They are designed to guide teaching staff in delivering high-quality education and to align with the principles of the Curriculum for Wales. [Professional Standards \(Appendix 11\)](#)

## Links to Other Policies

- **Teaching and Learning Policy:** Outlines the principles and practices of effective teaching and learning, ensuring alignment with the curriculum.
- **Monitoring Policy:** Provides a framework for monitoring the effectiveness of the curriculum and teaching practices.
- **Positive Behaviour Support Policy:** Ensures a supportive and positive learning environment, following Welsh Government guidance on behaviour management.
- **Progression Policy and Assessment Policy:** Details how learners' progress is tracked and supported throughout their educational journey and describes the methods and practices used to assess learners' progress and inform teaching.
- **ALN Policy:** Details how we ensure compliance with the statutory requirements of the Additional Learning Needs (ALN) Code for Wales and promote a person-centred approach to planning and delivering support, ensuring the voice of the learner is heard and respected.
- **Communication Policy:** Details guidelines for clear, secure, and compliant communication within and outside the organisation.
- **Wellbeing Policy:** A Wellbeing Policy promotes physical, emotional, and social well-being by creating supportive environments that encourage healthy lifestyles and resilience.
- **Appendices**

1. UNCRRC Summary
2. Three Drivers of the Curriculum
3. Curriculum on a page and Key to Curriculum on a page
4. Curriculum Pathway – each individual school
5. What Matters statements on a page
6. Integral Skills and Cross Cutting themes
7. Curriculum Planning Guidance
8. ALN Overview
9. Welsh Government Documents
10. Individual to each school (folder within Appendix)
  - a. Planning Template
    - Long term plan
    - Context planner
    - Medium Term plan
    - Short Term plan
    - Continuous Provision
    - Enhanced Provision
    - AOLE What Matters Statements on a page
    - School Calendar
    - Timetables:
      - Whole school
      - Class
      - Specific Provision - Linking with leads on approach
      - Rotas
  - b. Assessment –
    - Learning journey
    - Assessment template
    - MOVE Goals (Ty Gwyn)
    - MOVE Assessment tracker (Ty Gwyn)
  - c. PBS/IBP template
    - Behaviour watch
  - d. Monitoring
    - Timeline of MER



- MER template (professional discussion)
- End of Year Report template
- AoLE Leads/Coordinators Roles Overview
  - Evaluation sheets
  - Action Plan

## 11. Professional Standards

UNCRC - Rights Summary  
Three Drivers of the Curriculum

**A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD**



**ARTICLE 1 (definition of the child)**  
Everyone under the age of 18 has all the rights in the Convention.

**ARTICLE 2 (non-discrimination)**  
The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**ARTICLE 3 (best interests of the child)**  
The best interests of the child must be a top priority in all decisions and actions that affect children.

**ARTICLE 4 (implementation of the Convention)**  
Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

**ARTICLE 5 (parental guidance and a child's evolving capacities)**  
Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

**ARTICLE 6 (life, survival and development)**  
Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

**ARTICLE 7 (birth registration, name, nationality, care)**  
Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

**ARTICLE 8 (protection and preservation of identity)**  
Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

**ARTICLE 9 (separation from parents)**  
Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hunting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

**ARTICLE 10 (family reunification)**  
Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

**ARTICLE 11 (abduction and non-return of children)**  
Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

**ARTICLE 12 (respect for the views of the child)**  
Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

**ARTICLE 13 (freedom of expression)**  
Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

**ARTICLE 14 (freedom of thought, belief and religion)**  
Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

**ARTICLE 15 (freedom of association)**  
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

**ARTICLE 16 (right to privacy)**  
Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

**ARTICLE 17 (access to information from the media)**  
Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

**ARTICLE 18 (parental responsibilities and state assistance)**  
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

**ARTICLE 19 (protection from violence, abuse and neglect)**  
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

**ARTICLE 20 (children unable to live with their family)**  
If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

**ARTICLE 21 (adoption)**  
Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

**ARTICLE 22 (refugee children)**  
If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

**ARTICLE 23 (children with a disability)**  
A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

**ARTICLE 24 (health and health services)**  
Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

**ARTICLE 25 (review of treatment in care)**  
If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

**ARTICLE 26 (social security)**  
Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

**ARTICLE 27 (adequate standard of living)**  
Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

**ARTICLE 28 (right to education)**  
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

**ARTICLE 29 (goals of education)**  
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**ARTICLE 30 (children from minority or indigenous groups)**  
Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

**ARTICLE 31 (leisure, play and culture)**  
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

**ARTICLE 32 (child labour)**  
Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

**ARTICLE 33 (drug abuse)**  
Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

**ARTICLE 34 (sexual exploitation)**  
Governments must protect children from all forms of sexual abuse and exploitation.

**ARTICLE 35 (abduction, sale and trafficking)**  
Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

**ARTICLE 36 (other forms of exploitation)**  
Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

**ARTICLE 37 (inhumane treatment and detention)**  
Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

**ARTICLE 38 (war and armed conflicts)**  
Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

**ARTICLE 39 (recovery from trauma and reintegration)**  
Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

**ARTICLE 40 (juvenile justice)**  
A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

**ARTICLE 41 (respect for higher national standards)**  
If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

**ARTICLE 42 (knowledge of rights)**  
Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43-54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

**ARTICLE 45**  
Unicef can provide expert advice and assistance on children's rights.

**OPTIONAL PROTOCOLS**  
There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).

For more information go to [unicef.org.uk/uncrclop](http://unicef.org.uk/uncrclop)



The key principles essential for holistic and meaningful learning for all children start with skillful, observant and interested adults, who provide authentic and engaging experiences in effective, exciting environments.

Beyond the subjects there must be an Enabling Adult, an Effective Environment and Engaging Experiences in order to create well rounded, meaningful learning.

### **Enabling Adults**

- Provide opportunities for different experiences
- Provide safe environments- being an emotionally available adult
- Plan for experiences that stimulate interest and curiosity
- Provide interesting ranges of objects and environments
- Share and model a joyful approach to learning
- Observe, notice and use interests to deepen pupil learning
- View pupils as confident, capable and curious
- Foster strong relationships between home and school
- Understand the diversity of the Welsh Culture
- Supporting pupil interactions – communication, play and co-regulation partners
- Support, celebrate and encourage pupil curiosity or effectiveness

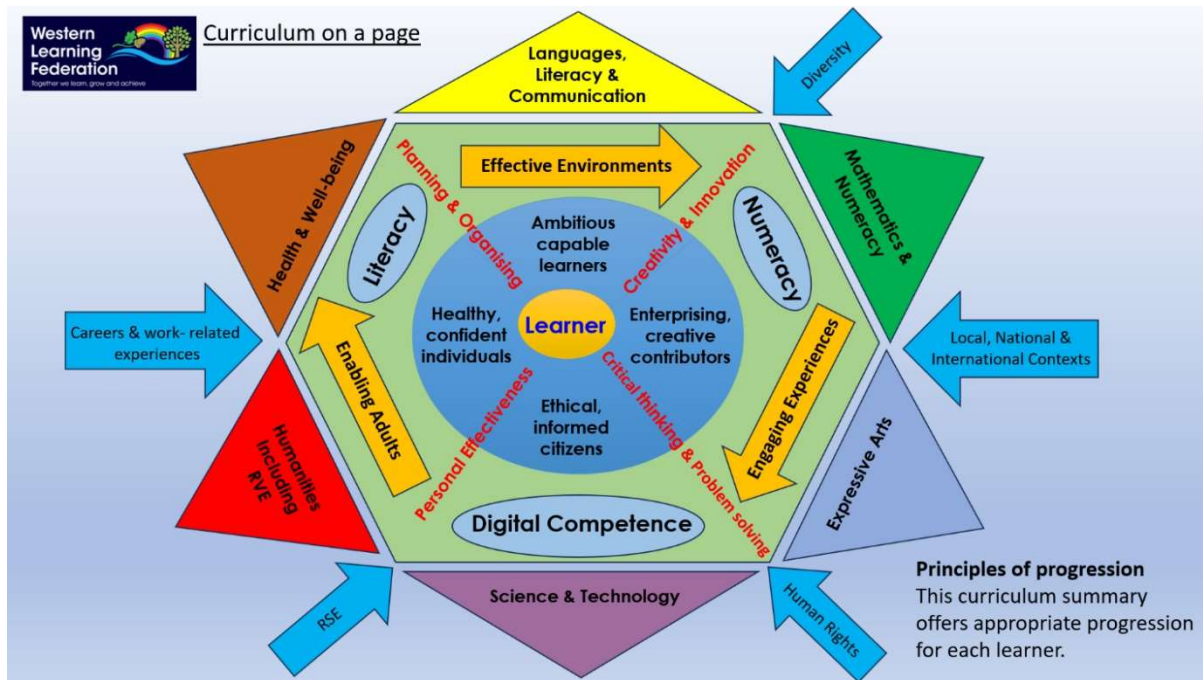
### **Effective Environments**

- Well organised, adapted to ensure accessibility for all, have appropriate adaptations in place to remove any barriers to participation
- Develop a sense of belonging and appreciation of the world around them.
- Should be central to authentic learning experiences
- Provide emotionally safe environments to allow children to express themselves physically, creatively and imaginatively
- Environments in our setting are welcoming and promote a strong Welsh ethos. They should celebrate and value diversity, and demonstrate inclusivity.
- Promote a sense of awe and wonder and which ignite curiosity about the world, motivating children to explore, solve problems, and develop their creativity and critical thinking.
- Access within the environment to a range of open-ended resources, including digital media, to enhance learning in developmentally appropriate ways.
- Regularly monitored and reviewed

### **Engaging Experiences**

- Hands on, purposeful and meaningful to each pupil
- Good routines which promote independence skills and offer risk, challenge and opportunities to experience success.
- Rooted in real life authentic contexts
- Using pupils interests and choices or emerge from local or current interests
- Support pupils to make connections across learning experiences.
- Opportunities to revisit learning experiences.
- Practical and Multi-sensory experiences
- Strong Welsh ethos
- Communication rich
- Opportunities for gross and fine motor development

## WLF Curriculum on a Page



## Key for Curriculum on a Page

Key	Area	Link
	<b>Four Purposes</b> Ambitious, capable learners Enterprising, creative contributors Ethical, informed citizens Healthy, confident individuals	These attributes reflect the <b>Four Purposes of the Curriculum for Wales, aiming to develop:</b>
	<b>Curriculum Drivers</b> Enabling Adult Effective Environment Engaging Experiences	<b>Beyond the subjects there must be an Enabling Adult, an Effective Environment and Engaging Experiences in order to create well rounded, meaningful learning.</b>
	<b>Cross-Curricular</b> Languages, Literacy & Communication Mathematics & Numeracy Expressive Arts Health & Well-being Humanities Science and Technology	These highlight specific aspects within each <u>AoLE</u> :
	<b>Integral Skills</b> Planning and organising Creativity and innovation Critical thinking and problem solving Personal Effectiveness	
	<b>Cross Cutting Theme</b> Careers and work-related experiences Relationships and Sexuality Education (RSE) Local, National & international contexts Diversity Human Rights	<i>These themes must run through all AoLEs and be referenced in planning.</i>

Curriculum Pathway

3 Year Cycle Planner				
		Cycle 1 Here I am!	Cycle 2 Healthy Happy Me!	Cycle 3 People who help me
Autumn 1	Theme Focus AoLE Embedding Human Rights RRS Focus	Health & Wellbeing Article 2 – I have rights no matter what! Article 29 – I have a right to the best I can be!	Health & Wellbeing Article 8 – The government should respect your right to a name, nationality and family. Article 18 – Both your parents share responsibility for bringing up their children, and they should always think about what is best for each child.	Health & Wellbeing Article 31 – I have right to relax and play! Article 28 – I have the right to learn and come to school
	School Value Health and wellbeing Focus	Honesty and Kindness Physical Health and Wellbeing	Honesty and Kindness Diet and Nutrition	Honesty and Kindness Healthy Relationships
	DCF Focus Cross - Curricular Skills Framework focus	Citizenship • Translanguaging • Understanding the number system helps us to represent and compare relationships between numbers and quantities.	Citizenship • Translanguaging • Understanding the number system helps us to represent and compare relationships between numbers and quantities.	Citizenship • Translanguaging • Understanding the number system helps us to represent and compare relationships between numbers and quantities.
	RSE Theme	Violence and Keeping Safe (consent, privacy and body integrity)	The Human Body and Development (naming body parts, diet and fitness)	Violence and Keeping Safe (ESafety)
	CWRE	Overcoming barriers & Exploring self and society	Overcoming barriers & Exploring self and society	Overcoming barriers & Exploring self and society
	Autumn 2	Theme Focus AoLE Embedding Human Rights RRS Focus	Special Occasions Humanities Article 19 – I have a right to be safe Article 14 – I have a right to have my own religion	Sparkle and Shine! Humanities Article 3 – Everyone who works with children should always do what is best for each child. Article 36 – You should be protected from doing things that could harm you.
School Value Health and Wellbeing Focus		Positivity Engaging with Social Influences	Positivity Mental Health and Wellbeing	Positivity Diet and Nutrition
DCF Focus Cross - Curricular Skills Framework focus		Producing • Speaking • Developing mathematical proficiency	Producing • Speaking • Developing mathematical proficiency	Producing • Speaking • Developing mathematical proficiency
RSE Theme		The Human Body and Development (body image)	Values, Rights, Culture and Sexuality (human rights, sexuality)	Sexuality and Sexual Behaviour (sexual behaviour and sexual response)
CWRE		Widening Horizons	Widening Horizons	Widening Horizons
Spring 1		Theme Focus AoLE Embedding Human Rights RRS Focus	Cymru am Byth Language, Literacy & Communication Article 7 – I have the right to a name and nationality Article 30 – I have the right to use my own language	Once Upon a Time Language, Literacy & Communication Article 4 – The government should make sure that all these rights are available to all children. Article 9 – Your right to be with your parents if this is what's best for you.
	School Value	Respect	Respect	Respect

	Health and Wellbeing Focus	Mental Health and Emotional Wellbeing	Decision Making	Decision Making
	DCF Focus	Interacting and Collaborating	Interacting and Collaborating	Interacting and Collaborating
	Cross - Curricular Skills Framework	<ul style="list-style-type: none"> <li>Listening</li> <li>Learning about geometry helps us understand shape, space and position, and learning about measurement helps us quantify in the real world.</li> <li>Learning that statistics represent data and that probability models chance helps us make informed inferences and decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Learning about geometry helps us understand shape, space and position, and learning about measurement helps us quantify in the real world.</li> <li>Learning that statistics represent data and that probability models chance helps us make informed inferences and decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Learning about geometry helps us understand shape, space and position, and learning about measurement helps us quantify in the real world.</li> <li>Learning that statistics represent data and that probability models chance helps us make informed inferences and decisions.</li> </ul>
	RSE Theme	Skills for Health and Wellbeing (finding help and support)	Values, Rights, Culture and Sexuality (keeping safe)	Violence and Keeping Safe (violence)
	CWRE Theme	Overcoming barriers	Overcoming barriers	Overcoming barriers
Spring 2	Focus AoLE	Senses Science & Technology	Puddles and Rainbows Science & Technology	Changes Science and Technology
	Embedding Human Rights	Article 6 – I have the right to life and to grow up to be healthy	Article 38 – Children should be protected during a war and not allowed to fight in the army if they are under 15.	Article 12 – I have the right to say what I think should happen and be listened to
	RRS Focus	Article 24 – I have the right to good food and water and to see a doctor if I am ill	Article 42 – The government must let children and families know about children's rights.	Article 16 – I have a right to have privacy
	School Value	Empathy	Empathy	Empathy
	Health and Wellbeing Focus	Diet and Nutrition	Engaging with Social Influences	Physical and Emotional Changes
	DCF Focus	Citizenship	Citizenship	Citizenship
	Cross - Curricular Skills Framework	<ul style="list-style-type: none"> <li>Reading</li> <li>Understanding the number system helps us to represent and compare relationships between numbers and quantities.</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Understanding the number system helps us to represent and compare relationships between numbers and quantities.</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Understanding the number system helps us to represent and compare relationships between numbers and quantities.</li> </ul>
	RSE Theme	The Human Body and Development (body image)	Understanding Gender (gender, equality and bias)	The Human Body and Development (puberty)
	CWRE Theme	Exploring self and society	Exploring self and society	Exploring self and society
Summer 1	Focus AoLE	Let's Explore Expressive Arts	Colourful Carnival Expressive Arts	Wonderful World Expressive Arts
	Embedding Human Rights	Article 11 – I have a right to not be taken out of the country illegally.	Article 23 – Your right to special care and support if you are disabled so that you can lead a full and independent life.	Article 10 – I have the right to see my family if they live in another country.
	RRS Focus	Article 17 – I have the right to honest information	Article 33 – You should be protected from dangerous drugs.	Article 21 – I have a right to live in the best place for me if I cannot live with my parents
	School Value	Trust	Trust	Trust
	Health and Wellbeing Focus	Healthy Relationships	Healthy Relationships	Engaging with Social Influences

Summer 2	DCF Focus Cross - Curricular Skills Framework	Interacting and Collaborating • Writing • Developing mathematical proficiency	Interacting and collaborating • Writing • Developing mathematical proficiency	Interacting and Collaborating • Writing • Developing mathematical proficiency
	RSE Theme	Relationships (friendships, love and romantic relationships)	Values, Rights, Cultures and Sexuality	Understanding Gender
	CWRE Theme	Exploring Opportunities Let's Build	Exploring Opportunities What's on the Menu?	Exploring Opportunities Land Ahoy
	Focus AoLE	Mathematics & Numeracy	Mathematics & Numeracy	Mathematics & Numeracy
	Embedding Human Rights RRS Focus	Article 26 – I have the right to extra money if my family have not got enough to live on Article 32 – I have the right to be protected from work that is dangerous	Article 5 – Governments should help parents to help you to know about and use your rights as you grow up. Article 25 – Children who are not living with their families should be checked on regularly to make sure they are ok.	Article 22 – I have the same rights as children born in Wales if I am a refugee. Article 27 – I have the right to a good standard of living
	School Value Health and Wellbeing Focus	Patience Physical Skills	Patience Physical and Emotional Changes	Patience Mental Health and Wellbeing
	DCF Focus Cross - Curricular Skills Framework	Data and Computational Thinking • Translanguaging • Learning about geometry helps us understand shape, space and position, and learning about measurement helps us quantify in the real world. • Learning that statistics represent data and that probability models chance helps us make informed inferences and decisions.	Data and Computational Thinking • Translanguaging • Learning about geometry helps us understand shape, space and position, and learning about measurement helps us quantify in the real world. • Learning that statistics represent data and that probability models chance helps us make informed inferences and decisions.	Data and Computational Thinking • Translanguaging • Learning about geometry helps us understand shape, space and position, and learning about measurement helps us quantify in the real world. • Learning that statistics represent data and that probability models chance helps us make informed inferences and decisions.
	RSE Theme	The Human body and Development (puberty)	Human Body and Development	Values, Rights, Culture and Sexuality
	CWRE	Developing adaptability and resilience	Developing adaptability and resilience	Developing adaptability and resilience

What matters statements

**Curriculum for Wales**

## Statements of What Matters at a Glance

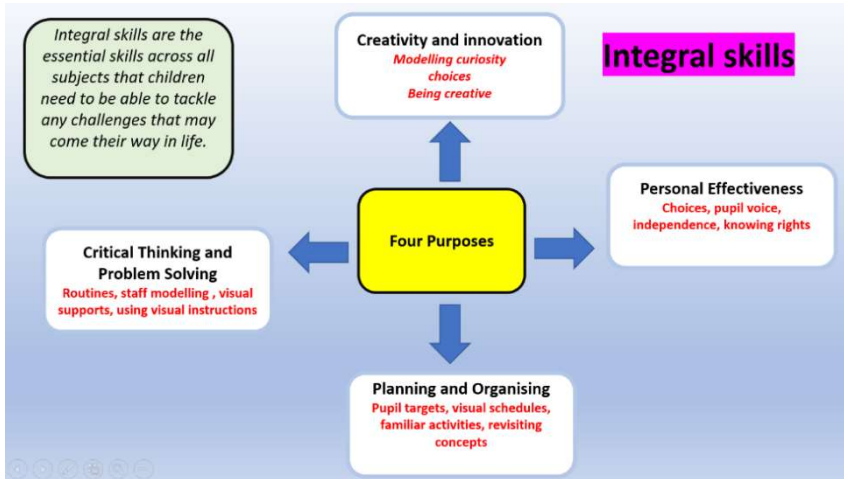
The 27 What Matters Statements should be read as a whole to understand them fully:  
<https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/principles-for-designing-your-curriculum/#statements-of-what-matters>

<b>Expressive Arts WM1</b> Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	<b>Expressive Arts WM2</b> Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	<b>Expressive Arts WM3</b> Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	<b>Humanities WM1</b> Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.
<b>Humanities WM2</b> Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	<b>Humanities WM3</b> Our natural world is diverse and dynamic, influenced by processes and human actions.	<b>Humanities WM4</b> Human societies are complex and diverse, and shaped by human actions and beliefs.	<b>Humanities WM5</b> Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
<b>Health and Well-being WM1</b> Developing physical health and well-being has lifelong benefits.	<b>Health and Well-being WM2</b> How we process and respond to our experiences affects our mental health and emotional well-being.	<b>Health and Well-being WM3</b> Our decision-making impacts on the quality of our lives and the lives of others.	<b>Health and Well-being WM4</b> How we engage with social influences shapes who we are and affects our health and well-being.
<b>Health and Well-being WM5</b> Healthy relationships are fundamental to our well-being.	<b>Languages, Literacy and Communication WM1</b> Languages connect us.	<b>Languages, Literacy and Communication WM2</b> Understanding languages is key to understanding the world around us.	<b>Languages, Literacy and Communication WM3</b> Expressing ourselves through languages is key to communication.
<b>Languages, Literacy and Communication WM4</b> Literature fires imagination and inspires creativity.	<b>Mathematics and Numeracy WM1</b> The number system is used to represent and compare relationships between numbers and quantities.	<b>Mathematics and Numeracy WM2</b> Algebra uses symbol systems to express the structure of mathematical relationships.	<b>Mathematics and Numeracy WM3</b> Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world.
<b>Mathematics and Numeracy WM4</b> Statistics represent data, probability models chance, and both support informed inferences and decisions.	<b>Science and Technology WM1</b> Being curious and searching for answers is essential to understanding and predicting phenomena.	<b>Science and Technology WM2</b> Design thinking and engineering offer technical and creative ways to meet society's needs and wants.	<b>Science and Technology WM3</b> The world around us is full of living things which depend on each other for survival.
<b>Science and Technology WM4</b> Matter and the way it behaves defines our universe and shapes our lives.	<b>Science and Technology WM5</b> Forces and energy provide a foundation for understanding our universe.	<b>Science and Technology WM6</b> Computation is the foundation for our digital world.	

Integral Skills & Cross cutting themes

Integral Skills

Integral skills are the essential skills across all subjects that children need to be able to tackle any challenges that may come their way in life. These are embedded in our planning systems across all age ranges linked to the four purposes to ensure progression.

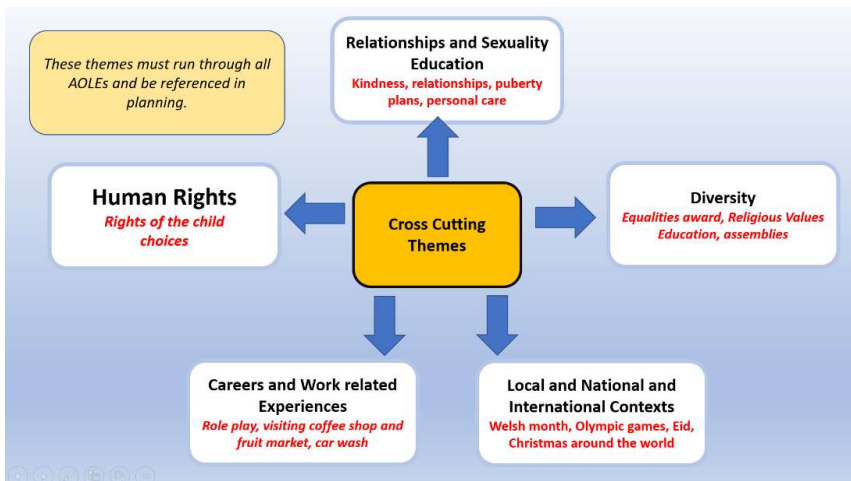


These skills are naturally included within the pedagogy of teaching and further information on these Integral Skills can be found within 'Developing a vision for curriculum design' (2020) <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design#skills-integral-to-the-four-purposes>

Cross Cutting Themes

We have designed our curriculum to incorporate, where appropriate, opportunities for learning and consideration of cross-cutting elements. This allows our learners to consider local, national and international contexts and develop understanding of relationships and sexuality education, human rights education and diversity, and careers and work-related experiences

These themes must run through all AOEs and be referenced in planning.



## Curriculum Planning Guidance

### **Things to consider at each stage of planning:**

- Could learning be sequenced more coherently and appropriately? Does medium term planning take full account of the pupils' prior knowledge and skills?
- How can planning be refined to demonstrate a clearer understanding of how the learning aligns with the statements of what matters and descriptions of learning?
- How can planning further incorporate cross-curricular skills, the integral skills related to the four purposes, and cross-cutting themes?
- How can planning more effectively utilise authentic contexts that will broaden and deepen learning experience for students?
- Is there clarity on what pupils need to learn and how will this be achieved?
- Does planning clearly demonstrates success criteria linked to the learning intention (incorporating opportunities for co-construction with Pupils where age stage appropriate)?
- Are enabling adults clear on how to support the learning intention?
- Are the teaching strategies appropriate?
- Is planning responsive to the needs of pupils based on ongoing formative assessment?
- Are there opportunities to capture and reflect on individual/ group learning over time? Are learners supported on an ongoing and day-to-day basis and capturing this overtime?

EAS Teaching and Learning Policy – include link at later date

ALN Overview

# Additional Learning Needs [ALN]

The ALNET Wales Act 2018 (Part 2, Chapter 1) (Chapter 2 ALN Code) says:

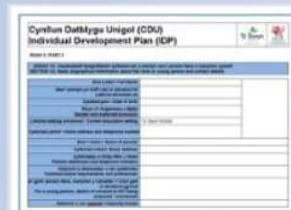
*A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.*

All pupils at the WLF have an ALN and require Additional Learning Provision to access the 'Curriculum'. Each Child and Young Person [CYP] has an Individual Development Plan. This legal document identifies their diagnosis, describes their present level of functioning and the impact of their ALN on their learning in 4 fundamental areas:

- Communication and Interaction
- Cognition and learning [play]
- Sensory, Physical
- Emotional, behavioural and Social development [including Sensory behavioural issues]

Person Centred Tools are used to capture key information to reduce barriers to learning-

- One Page Profiles
- Relationship Circles
- What's Working/ not working
- Good day/ bad day
- Communication Passports
- Individual Behaviour Support Plans



**Curriculum for Wales:**

<https://hwb.gov.wales/curriculum-for-wales/introduction-to-curriculum-for-wales-guidance/>

**Additional Learning Needs and Education Tribunal (Wales) Act 2018:**

<https://www.gov.wales/additional-learning-needs-and-education-tribunal-wales-act>

**Inclusion and Pupil Support Guidance:**

[https://www.gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support\\_0.pdf](https://www.gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support_0.pdf)

**Supporting Learner Progression: Assessment Guidance:**

<https://hwb.gov.wales/curriculum-for-wales/assessment-arrangements/supporting-learner-progression-assessment-guidance>

**Curriculum for Wales Progression Code**

<https://www.gov.wales/sites/default/files/publications/2021-11/curriculum-for-wales-progression-code.pdf>

**Curriculum for Wales: Continuing the Journey**

<https://hwb.gov.wales/curriculum-for-wales/curriculum-for-wales-continuing-the-journey/>

[Planning Templates](#) examples use link to view full timetable

Coch, Porffor, Glas													
Week 1	8:30	8:45	9:10	09:10 - 09:30	09:30 - 10:00	10:00 - 10:30	10:30-10:45	10:50 - 11:05	11:05 - 12:00	12:00-12:30	12:40 - 13:15	13:00-14:00	14:00-15:00
Monday (08.30 start)	Class preparation/Class meeting	Staff Meeting	Pupil Arrival	Breakfast	Sensory Regulation	Assembly	Rainbow Reading	Break	Session 2	Dinner	Big Yard	Session 3	Session 4
Tuesday (08.45 start)	Class preparation/Class meeting		Pupil Arrival	Breakfast	Sensory Regulation		Rainbow Reading	Break	Session 2	Dinner	Big Yard	Session 3	Session 4
Wednesday (08.45 start)	Class preparation/Class meeting		Pupil Arrival	Breakfast	Sensory Regulation	Rights Assembly	Rainbow Reading	Break	Session 2	Dinner	Big Yard	Session 3	Session 4
Thursday (08.45 start)	Class preparation/Class meeting		Pupil Arrival	Breakfast	Sensory Regulation		Rainbow Reading	Break	Session 2	Dinner	Big Yard	Session 3	Session 4
Friday (08.45 start)	Class preparation/Class meeting	Staff Meeting	Pupil Arrival	Breakfast	Sensory Regulation		Rainbow Reading	Break	Session 2	Dinner	Big Yard	Session 3	Session 4
Week 2	8:30	8:45	9:10	09:10 - 09:30	09:30 - 10:00	10:00 - 10:30	10:30-10:45	10:50 - 11:05	11:05 - 12:00	12:00-12:30	12:40 - 13:15	13:00-14:00	14:00-15:00
Monday (08.30 start)	Class preparation/Class meeting	Staff Meeting	Pupil Arrival	Breakfast	Sensory Regulation	Assembly	Rainbow Reading	Break	Session 2	Dinner	Big Yard	Session 3	Session 4
Tuesday (08.45 start)	Class preparation/Class meeting		Pupil Arrival	Breakfast	Sensory Regulation		Rainbow Reading	Break	Session 2	Dinner	Big Yard	Session 3	Session 4
Wednesday (08.45 start)	Class preparation/Class meeting		Pupil Arrival	Breakfast	Sensory Regulation	Rights Assembly	Rainbow Reading	Break	Session 2	Dinner	Big Yard	Session 3	Session 4
Thursday (08.45 start)	Class preparation/Class meeting		Pupil Arrival	Breakfast	Sensory Regulation		Rainbow Reading	Break	Session 2	Dinner	Big Yard	Session 3	Session 4
Friday (08.45 start)	Class preparation/Class meeting	Staff Meeting	Pupil Arrival	Breakfast	Sensory Regulation		Rainbow Reading	Break	Session 2	Dinner	Big Yard	Session 3	Session 4
Melyn, Arian, Aur, Gwyrdd													
Week 1	8:45	8:45	9:10	09:10 - 09:30	09:30 - 10:00	10:00 - 10:30	10:30-10:45	10:50 - 11:05	11:15 - 12:00	12:00-12:30	12:40 - 13:15	13:15-14:00	14:00-15:00
Monday (08.30 start)	Class preparation/Class meeting	Staff Meeting	Pupil Arrival	Breakfast	Sensory Regulation	Assembly	Break	Rainbow Reading	Session 2	Big Yard	Dinner	Session 3	Session 4
Tuesday (08.45 start)	Class preparation/Class meeting		Pupil Arrival	Breakfast	Sensory Regulation		Break	Rainbow Reading	Session 2	Big Yard	Dinner	Session 3	Session 4
Wednesday (08.45 start)	Class preparation/Class meeting		Pupil Arrival	Breakfast	Sensory Regulation	Rights Assembly	Break	Rainbow Reading	Session 2	Big Yard	Dinner	Session 3	Session 4
Thursday (08.45 start)	Class preparation/Class meeting		Pupil Arrival	Breakfast	Sensory Regulation		Break	Rainbow Reading	Session 2	Big Yard	Dinner	Session 3	Session 4
Friday (08.45 start)	Class preparation/Class meeting	Staff Meeting	Pupil Arrival	Breakfast	Sensory Regulation		Break	Rainbow Reading	Session 2	Big Yard	Dinner	Session 3	Session 4
Week 2	8:45	8:45	9:10	09:10 - 09:30	09:30 - 10:00	10:00 - 10:30	10:30-10:45	10:50 - 11:05	11:15 - 12:00	12:00-12:30	12:40 - 13:15	13:15-14:00	14:00-15:00
Monday (08.30 start)	Class preparation/Class meeting	Staff Meeting	Pupil Arrival	Breakfast	Sensory Regulation	Assembly	Break	Rainbow Reading	Session 2	Big Yard	Dinner	Session 3	Session 4
Tuesday (08.45 start)	Class preparation/Class meeting		Pupil Arrival	Breakfast	Sensory Regulation		Break	Rainbow Reading	Session 2	Big Yard	Dinner	Session 3	Session 4
Wednesday (08.45 start)	Class preparation/Class meeting		Pupil Arrival	Breakfast	Sensory Regulation	Rights Assembly	Break	Rainbow Reading	Session 2	Big Yard	Dinner	Session 3	Session 4
Thursday (08.45 start)	Class preparation/Class meeting		Pupil Arrival	Breakfast	Sensory Regulation		Break	Rainbow Reading	Session 2	Big Yard	Dinner	Session 3	Session 4
Friday (08.45 start)	Class preparation/Class meeting	Staff Meeting	Pupil Arrival	Breakfast	Sensory Regulation		Break	Rainbow Reading	Session 2	Big Yard	Dinner	Session 3	Session 4
Nurture Becs													
	8:30	8:45	9:10	09:10 - 09:30	09:30 - 10:30	10:30 - 10:45	10:45 - 11:00	11:00 - 12:00	12:00-12:30	12:30 - 13:00			
Monday	Class preparation/Class meeting	Staff Meeting	Pupil Arrival	Breakfast	Nurture	Break		Nurture					
Tuesday	Class preparation/Class meeting		Pupil Arrival	Breakfast	Nurture	Break		Nurture					
Wednesday								Outreach					
Thursday								Outreach					
Friday								Outreach					
Parent workshops													
	8:30	8:45	9:10	09:10 - 09:30	09:30 - 10:30	10:30 - 10:45	10:45 - 11:00	11:00 - 12:00	12:00-12:30	12:30 - 13:00			
Monday	Class preparation/Class meeting	Staff Meeting	Pupil Arrival	Breakfast					Dinner	Big Yard			
Tuesday	Class preparation/Class meeting		Pupil Arrival	Breakfast					Dinner	Big Yard			
Wednesday	Class preparation/Class meeting		Pupil Arrival	Breakfast					Dinner	Big Yard			
Thursday	Class preparation/Class meeting		Pupil Arrival	Breakfast					Dinner	Big Yard			
Friday (Rainbow Room)	Class preparation/Class meeting	Staff Meeting	Pupil Arrival	Breakfast					Dinner	Big Yard			
Wellbeing													
	8:30	8:45	9:10	09:10 - 09:30	09:30 - 10:30	10:30 - 10:45	10:45 - 11:00	11:00 - 12:00	12:00-12:30	12:30 - 13:00			
Monday	Class preparation/Class meeting	Staff Meeting	Pupil Arrival	Breakfast					Dinner	Big Yard			
Tuesday	Class preparation/Class meeting		Pupil Arrival	Breakfast					Dinner	Big Yard			
Wednesday (Pili Pala room)	Class preparation/Class meeting		Pupil Arrival	Breakfast					Dinner	Big Yard			
Thursday (Pili Pala room)	Class preparation/Class meeting		Pupil Arrival	Breakfast					Dinner	Big Yard			
Friday	Class preparation/Class meeting	Staff Meeting	Pupil Arrival	Breakfast					Dinner	Big Yard			

## AUTUMN 2024

### September

Mon 2nd **INSET DAY**  
Tues 3rd **INSET DAY**  
Wed 4th Autumn Term begins for Pupils

### October

Mon 7<sup>th</sup> Harvest Festival  
Thurs 10<sup>th</sup> World Mental Health Day  
Thurs 17<sup>th</sup> End of Topic Celebration / School Photos  
Mon 21<sup>st</sup> Parents' Evening  
Fri 25<sup>th</sup> Break up for half term / Diwali Celebrations

### November

Mon 4<sup>th</sup> **INSET DAY**  
Tues 5<sup>th</sup> Start of new half term  
Fri 15<sup>th</sup> Children in Need

### December

Fri 6<sup>th</sup> Christmas Fayre  
Mon 9<sup>th</sup> Dress Rehearsal  
Tues 10<sup>th</sup> Christmas Concert  
Wed 11<sup>th</sup> Christmas Concert  
Thurs 12<sup>th</sup> Christmas Jumper Day  
Wed 18<sup>th</sup> End of Topic Celebration  
Fri 20<sup>th</sup> End of Autumn Term for Pupils

## SPRING 2025

### January

Mon 6<sup>th</sup> Spring Term begins

### February

Tues 11<sup>th</sup> Safer Internet Day  
Tues 11<sup>th</sup> End of Topic Celebration  
Thu 20<sup>th</sup> Break up for half term  
Fri 21<sup>st</sup> **INSET DAY**

### March

Mon 3<sup>rd</sup> Start of new half term  
Tue 4<sup>th</sup> St Davids Day celebration  
Fri 21<sup>st</sup> World Down Syndrome Day  
Mon 24<sup>th</sup> Parents' Evening  
Sun 30<sup>th</sup> Eid  
Mon 31<sup>st</sup> Eid



Learning together to be the best we can

Dates/Events/Fundraisers will be sent out via our newsletter, SeeSaw, Parentmail or email closer to the date.

## SUMMER 2025

### April

Tue 8<sup>th</sup> Easter Celebration  
Wed 9<sup>th</sup> Easter Breakfast  
Thurs 10<sup>th</sup> Break up for half term  
Fri 11<sup>th</sup> **INSET DAY**  
Mon 28<sup>th</sup> Summer Term begins

### May

Mon 5<sup>th</sup> Bank Holiday - No School  
Wed 21<sup>st</sup> End of Topic Celebration  
Fri 23<sup>rd</sup> Break up for half term

### June

Mon 2<sup>nd</sup> Start of new half term

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Bus / Experiential Learning Slot		
Day:	AM	PM
Monday	Porffor & Coch	
Tuesday	Glas	Aur
Wednesday	Arian	Porffor/Coch
Thursday	Gwyrdd	Melyn
Friday	Porffor/Coch	Weekly check

These slots are available to each of the class but may not be used on a weekly basis, alternative provision will be provided

Enfys Room (Literacy & Numeracy Sessions)					
Day:	09.30 – 10.30 (Literacy)	10.30-10.45	11.00 - 12.00 (Numeracy)	13.15 - 14.00 (Literacy OR Numeracy)	14.15-15.00
Monday	Gwyrdd		Gwyrdd and Arian	Melyn/Arian	
Tuesday	Arian		Harley and Chase	Aur	
Wednesday	Gwyrdd		Gwyrdd	Pupils from Melyn	
Thursday	Arian		Gwyrdd	Pupils from Melyn	
Friday	Additional slot on request		Harley and Chase	Pupils from Melyn	

Outdoor play skills			
Day:	Session 1 9.30 - 10.30	Session 2 11.10 - 11.50	Session 3 14.00 - 15.00
Monday	Additional slot by request	Coch	<u>Melyn</u>
Tuesday	Additional slot by request	<u>Porffor</u>	<u>Porffor</u>
Wednesday	Additional slot by request	Coch	<u>Gwyrdd</u>
Thursday	Additional slot by request	Aur	Glas
Friday	Additional slot by request	Arian	

Break/Lunchtime activity rota		
Wednesday & Thursday Big Yard sessions to finish at 1pm for Urdd to set up		
Day:	Big Yard 12.00 – 12.30 ( <u>Melyn</u> , Arian, Aur, <u>Gwyrdd</u> )	Big Yard 12.40 – 13.15 (Coch, <u>Porffor</u> , Glas)
Digging/Mud pie area	Arian staff	Glas staff
Natural holistic play		
Junkyard jingles		
Chalk painting/mark making (other side of digging area)	Aur staff	Coch staff
PE play equipment/stepping stones		
Tyre Push		
Construction area	<u>Melyn</u>	<u>Porffor</u> staff
Water play		
Parachute play		

PE/ Assembly Hall Slot Allocation			
Day:	AM – Session One	Am – Session Two	PM – Session Three
Monday	Assembly	<u>Gwyrdd</u>	Aur
Tuesday	<u>Melyn</u>	Coch	Arian
Wednesday	Assembly	Seren	<u>Porffor</u>
Thursday	Glas	<u>Porffor</u>	Coch
Friday	Rise (Arian)	Rise ( <u>Melyn</u> )	

Pili Pala Room					
Day:	Session 1 09.30 – 10.30	Session 2 11.00- 12.00	12.00 - 13.00	Session 3 13.00 - 14.00	Session 4 14.00-15.00
Monday					
Tuesday					
Wednesday Interventions	Coch			Aur	
Thursday Interventions	Arian			Aur	
Friday Interventions	<u>Arian/Gwyrdd</u>			Aur	

Non-Contact Time <u>For</u> Class Teachers (Week 1)			
Day	09:00 – 12:00	12:30 – 15:30	Covered by:
Monday	Arian		Rebecca Miller
Tuesday	<u>Gwyrdd</u>		Rebecca Miller
Wednesday	Glas		PPA cover teacher
Thursday	<u>Porffor</u>		PPA cover teacher
Friday	Tash PPA	Megan PSP time	PPA cover teacher

Sensory Room			
Day:	Session 1 09.30 – 10.30	Session 2 11.00-12.00	Session 3 13.30-14.30
Monday	Glas	Coch/ <u>Porffor</u>	<u>Gwyrdd</u>
Tuesday	Arian	Coch	<u>Porffor</u>
Wednesday	Aur	<u>Melyn</u>	<u>Melyn</u>
Thursday	Aur	Glas	<u>Gwyrdd</u>
Friday	<u>Porffor</u>	Coch	Arian

### Dosbarth Glas Timetable

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Pre Pupil Arrival</b> 8:35am – 9am	PPA Class Preparation (8:35) Briefing (8:45)	Class Meeting (8:40)	Class Meeting (8:35)	Class Meeting (8.40)	Class Preparation (8:35) Briefing (8.45)
<b>School Arrival</b> 9am – 9:30am	Classroom Preparation Arrival, Choosing and Morning Routines (H&W)				
<b>Session One</b> 9:30 – 10:30	Circle time 9.30 – 9.45				
	MD	LLC Community access (Bus)	MD	PE (Hall) 9.45 – 10.45	LLC
<b>Break</b> 10:30 – 11:05am	Outside/ Inside Play (Check Timetable) Rainbow Reading				
<b>Session Two</b> 11am – 12pm	MD	LLC Community access (bus)	MD	Sensory room (MD)	LLC
<b>Lunch</b> 12pm – 1:10pm	Play (12 to 12:30) Eating (12:40 to 1:10)	Play (12 to 12:30) Eating (12:40 to 1:10)	Play (12 to 12:30) Eating (12:40 to 1:10)	Play (12 to 12:30) Eating (12:40 to 1:10)	Play (12 to 12:30) Eating (12:40 to 1:10)
	Choosing and Routines (H&W)				
<b>Session Three</b> 1:10pm – 2:15pm	S&T	EA	HUM	HWB Outdoor play skills (big yard) 2pm – 3pm	EA S&T
<b>Session Four</b> 2:15pm -3pm	Class Based – Collective Worship (Hum) Special Mention 2pm on Friday Sharing (H&W)				
<b>Home Time</b> 3:10pm – 3:20pm	Transition to buses				
<b>After School</b> 3:30pm – 4:30pm	Staff Training	Leadership Meeting			

**NOTE:**  
Please do not alter format of 'skeleton' timetable'.  
The AoLE areas have been colour coded.  
The blank/white 'focus learning' lessons should be colour coded with other areas in order to show breadth of coverage.  
We are delivering a multi-disciplinary curriculum with a number of cross cutting themes therefore in some parts of the timetable the focus AoLE will be colour coded.

**COLOUR CODE:**

Health & Wellbeing (H&WB)
Language, Literacy & Communication (LLC)
Mathematics & Numeracy (M&N)
Science & Technology (S&T)
Humanities (Hum)
Expressive Arts (EA)

Journey to Excellence Template

**Journey to Excellence**  
 Name: DOB: Primary Need:

IDP Progress	Pupil Voice	Curriculum & Pedagogy
Summative Data Connecting Steps  Motional  Aspirational Targets	Extra Curricular	Behaviour
	External Agencies	Teacher Feedback
	Intervention	Parent Feedback
	Management of Staff	

Riverbank Progression Pathway



Pathway of Progression



BSquared (CFW/RFL)  
 Individual Pupil Profile (J2E)  
 Communication Profile  
 Sensory Assessment (ELKLAN)  
 Reinforcement Assessment  
 Motional Assessment  
 Reading (YARK)/Number (SANDWELL) Assessment  
 IDP outcomes  
 Aspirational targets  
 Seesaw

Behaviour Watch  
 Communication progress

Nurture Motional target setting/report  
 External Agencies  
 BBAT via Behaviour Watch

● Enhanced

● Individualised

● Universal

[Behaviour Watch.mp4](#) Use link to watch video

The screenshot shows the BehaviourWatch web application interface. At the top, there are navigation tabs for 'Accident/Event Staff Self-Report Incident Form' and 'Accident Report Form (MHR)'. Below this is a search bar with a 'Student' dropdown menu and a 'Please select a student' prompt. There are also fields for 'Date' (set to '14 Oct 2024') and 'Time' (set to '11:00').

The main content area is divided into several sections:

- Staff Involved:** Contains four checkboxes: 'Staff involved (if different to above)', 'First staff witness', 'Second staff witness', and 'Parent witness'.
- Functionally Equivalent Skills:** Includes the question 'Did the CYP display an adaptive skill or behaviour that challenge?' and a checked checkbox for 'Behaviour that Challenges Shown'.
- PBS Plan:** Contains two checkboxes: 'The CYP has a PBS/behaviour plan' and 'The CYP does not have a PBS/behaviour plan'.
- Incident Description:** Contains several checkboxes: 'Using Restroom? (Check if yes)', 'Duration', 'Location', 'Intensity', 'Frequency', and 'Photo of damage'.

At the bottom left, there are 'Cancel' and 'Save' buttons. At the bottom right, there is a 'View & Print' button.

[BW QR code](#)



[Federation PBS Plan](#) Use link to view plan

**Quality of life checklist**



Risk and Behaviour (RAB)	IDP Outcomes	One Page Profile	Person Centred Practice Tools	Sensory Checklist	Critical Communication Skills & Communication Passport
Total Communication Approach	Reinforcement/ Motivation Assessment	L4L/ Journey to Excellence	Communication with parents	Medical	Capable Environments

**Behaviour Analysis- 2a**



Behaviour	Operational Description (What the behaviour looks like)	Setting Conditions Things that increase the likelihood of the behaviour occurring. E.g. internal and external	Triggers Immediate reasoning of the behaviour	Perceived Function (not data analysis) What do you think is the reason for the behaviour	Functionally Equivalent Skill to teach The skill has to be of the same or less effort but as effective	General alternatives General skills that are developed	Environmental Manipulation Changes you make to the environment e.g. lighting
1 Hitting	Child A will use closed fist to hit others staff and pupils	<p><b>Internal</b> Illness Change in medication Sleep</p> <p><b>External</b> Change in routine Weather Staff Noisy environment</p>	Demand presented to pupil by a member of staff (Asked to sit down, Asked to wash hands)	This behaviour results in staff removing pupil A from presented task when he would hit out. We think that Child A wants to avoid a task that is presented by staff	As Child A is non-verbal and uses PECS stage 3 as his primary communication tool. Request a break by using break symbol from communication book.	Improve independence when communicating in a range of contexts and with a range of staff within the classroom.	
2							

**Positive Interaction Plan- 2a**



Behaviour	Primary Day to day practice	Secondary Early warning signs & staff interaction	Strategies What to do during the behaviour		Recovery What to do to recover and rebuild relationships
			Non-Restrictive	Restrictive	
1					
2					

[Monitoring and Evaluation Tools - Action Plan Template](#)

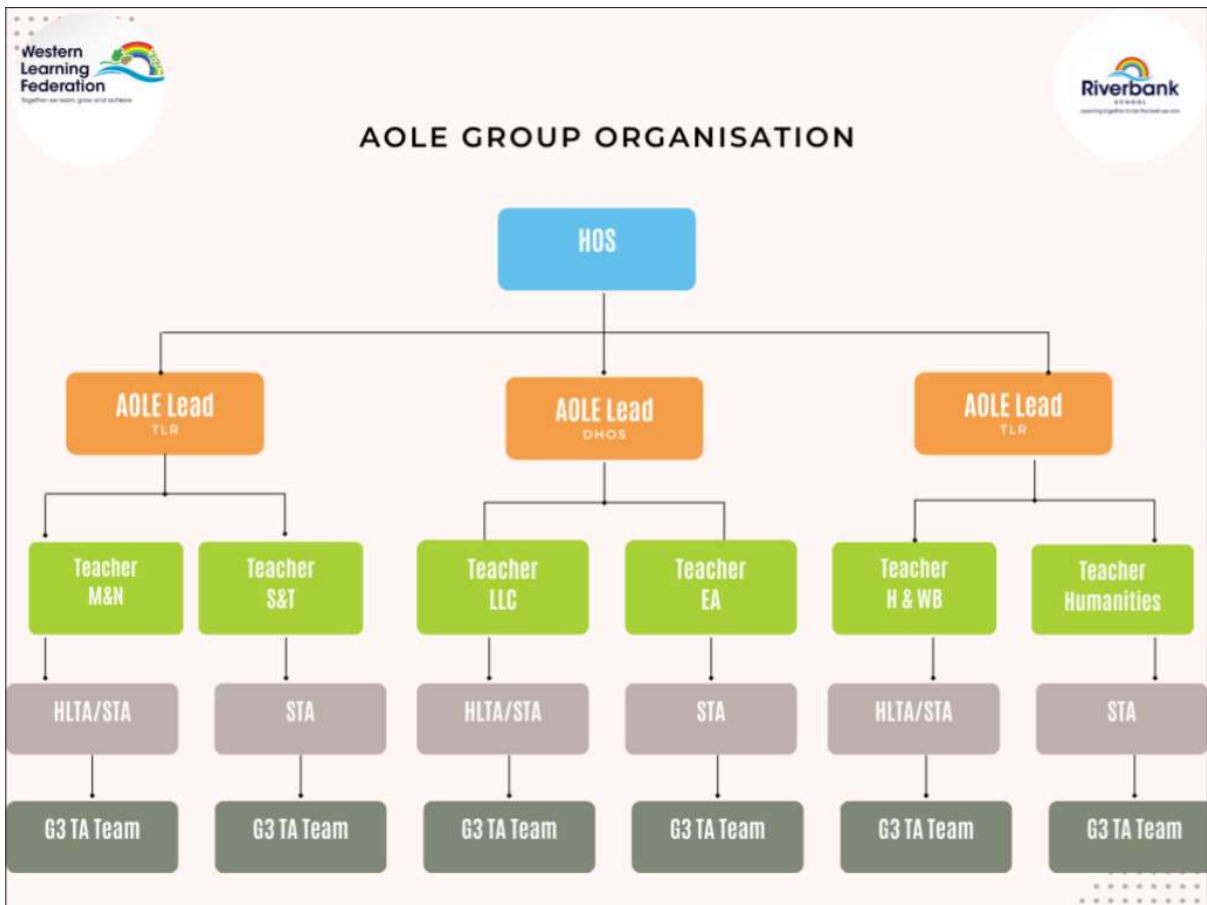
Lead Person:		Area of Responsibility:	
1.SDP Link: Priority 1: Wellbeing, equity & inclusion:			
2. SDP Link: Priority 2: Teaching & Learning:			
3. SDP Link: Leadership:			
Key Milestones			
December	March	July	
Action & strategies with outcome			
Activities/ Success Criteria			

Expected change/impact	Monitoring	Evidence source	RAG Status
<b>Autumn termly self-evaluation:</b>			
<b>Spring termly self-evaluation:</b>			
<b>End of cycle summary:</b>			

nearly all = with very few exceptions  
 most = 90% or more  
 many = 70% or more  
 a majority = over 60%  
 half = 50%  
 around half = close to 50%  
 a minority = below 40%  
 few = below 20%  
 very few = less than 10%

- Excellent: outstanding, very good, very strong, exceptional, superior, exemplary, superb, very high standard, very high quality, extensive, highly effective, highly creative, well above expectations, expertly done,
- Good: successful, strong, skilful, worthwhile, beneficial, valuable, positive, thorough, useful, powerful, comprehensive, purposeful, used well, consistently good, effective
- Adequate and needs improvement: satisfactory, appropriate, suitable, efficient, competent, relevant, sufficient, enough, valid, solid, sound, average mediocre, limited, inconsistent
- Unsatisfactory and needs urgent improvement: insufficient, inefficient, none, no, inappropriate, ineffective, unsuitable, unable, weak, poor, not fit for purpose, restricted

AOLE organisational structure



## Curriculum evaluation example

1. Did any of the four purposes link to the topic area?  
Please tick one or more.

- Healthy confident individuals
- Ethically informed citizens
- Ambitious capable Learners
- Enterprising creative contributors

2. Were the What Matters statements relevant to the topic?

- Yes
- No
- Maybe

3. Were you able to break the what matters statements to smaller more manageable skills appropriate to your learners?

- Yes
- No

5. Were you able to use cross curricular skills throughout the topic? (CCSF)

- Yes
- No
- Sometimes

6. How have you evidenced this?

7. Which Cross Cutting themes were used within the topic?

- RSE
- Human Rights
- Diversity
- CWRE (careers, work related experiences)
- Local, national and international context

8. Can you give examples of activities linked to cross cutting themes.

9. Did your pupil's enjoy the topic?

- Yes
- No
- Maybe

[Monitoring Schedule 24-25](#)

**Monitoring Schedule 24-25 – Monitoring, Evaluation and Review Dates**

Autumn Term 1			
W/C	Dates	Deadlines/Monitoring	Panels/Training
<b>Week 1</b> (2/09/24 - 6/09/24)	02/09/24	Ensure all pupil information is in correct folders on onedrive	<b>Inset Day - WLF</b>
	03/09/24		<b>Inset Day – Riverbank</b> Staff handbook/induction, fire safety, roles and responsibility, shunt training, buccal training, curriculum/ class time
	05/09/24		<b>FWC</b>
<b>Week 2 Enrichment Week (H&amp;WB)</b> (9/09/24 - 13/09/24)	9/09/24	MTP to be uploaded to onedrive	Staff training: AOLE groups (AL/LP)
	10/09/24		HOS meeting
			Health Forum
			Report due HR/H&S
12/10/24		Strategic Focus Group <b>FWC</b>	
<b>Week 3</b> (16/09/24) - 20/09/24)	16/9/24		Staff training: PBS Module 1
			Finance Update
	17/9/24		HR/ H&S <b>FWC</b>
	18/9/24		FGB
	19/9/24		Strategic Focus Group
			Pyramid <b>FWC</b>
	20/9/24		Federation Parliament
Pay Panel			
Pyramid			
<b>Week 4</b> (23/09/24 - 27/09/24)	23/9/24	RABs and OPP completed and uploaded	Staff training: SDP Working Groups
		Planning Monitoring	
	24/9/24		HOS meeting
	25/9/24		Attendance, Behaviour & Safeguarding
	27/9/24		Pay sub committee report due
<b>Week 5</b> (30/09/24 - 4/10/24)	30/9/24	Lesson Observations	Staff training: Topic Planners
	01/10/24		<b>FWC</b>
	03/10/24		<b>FWC</b>
	04/10/24		Pay sub committee

[Annual Report templated 24-25](#) use link to view full document

# Annual Report to parents/ carers 2024—2025



Pupil name:

Class:

Teacher:

Year Group:



## Professional Standards

Professional Standard for teaching and leadership <https://hwb.gov.wales/professional-learning/identifying-professional-learning-needs/professional-standards>

The standards are part of a range of standards for teachers, leaders and those who assist teaching. They have been designed to support you to be the best you can be and they reflect practice that is consistent with the realisation of the new curriculum.



Professional Standards for Assisting Teaching <https://hwb.gov.wales/api/storage/1f42779c-2002-4bb3-8d8d-b7bd56fca32e/professional-standards-for-assisting-teaching-interactive-pdf-for-pc.pdf>

These standards have been designed for support staff to be the best they can be and they reflect practice that is consistent with the realisation of the new curriculum.

