



Curriculum Summary 2025-2026

Welcome to Our Curriculum!

Afon Y Felin Primary School's approach to learning.



Our Aims

Developed in collaboration with parents, Governors, pupils and staff and based on the Four Purposes of the Curriculum for Wales, our Curriculum is unique to our school. They underpin everything that we do, including improvement targets, planning and the professional development of staff. We aim to meet the needs of our learners through creative and meaningful activities. Pupils experience a thematic approach to learning that helps them create connections and learn through memorable experiences equipping them for the future while reflecting on the unique identity of our school and community.

How our curriculum meets the required elements set out in the national framework, starting from the four purposes.

Vision Statement

Our statement '**Putting Children First**' reflects our understanding and beliefs, as we aim to ensure, we are a community where all children feel loved, respected and encouraged to develop to their full potential.

At Afon Y Felin Primary School, we have been working hard to prepare for the new Curriculum for Wales - planning, designing and refining an inspiring, enriching curriculum for our 21st Century learners. As a school, we have adopted a thematic, cross-curricular approach to teaching and learning that blends the six Areas of Learning and Experience (AOLEs) - Languages, Literature and Communication, Mathematics and Numeracy, Science and Technology, Humanities, Health and Well-being and the Expressive Arts. Our curriculum:

- covers the six Areas of Learning and Experience.
- encompasses the statements of 'What Matters'.
- reflects the *principles of progression* set out in the progression code.
- includes the *mandatory curriculum elements* (Religion, Values and Ethics framework (RVE), Relationships and Sexuality Education (RSE), Welsh and English)
- encompasses the *mandatory cross-curricular skills* (Literacy, Numeracy and Digital Competency)
- develops *integral skills* within a wide range of teaching and learning - creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising.
- incorporates opportunities for learning and consideration of *cross-cutting themes* - Local, national and international contexts, Careers and work-related experiences, Human Rights Education and Diversity.

Ambitious

Capable learners.

Ready to learn throughout their lives.

AYF pupils will be able to seek to challenge themselves and others, question the world around and lead their learning.

Ethical

Informed citizens.

Ready to be citizens of Wales and the world.

AYF pupils will be respectful and honest in their every day lives, making good choices about their behaviour and finding out about values and beliefs in communities.

Healthy

Confident individuals. Ready to lead fulfilling lives as valued members of society.

AYF pupils will have a sense of belonging and will build positive relationships through experiences built on happiness and laughter.













Enterprising

Creative contributors. Ready to play a full part in life and work.







AYF pupils will actively engage in real life experiences to allow them to solve problems that are purposeful.

How children learn is as important as **what** they learn. Our teachers teach through a range of approaches, not restricted, but including those outlined in the **12 Pedagogical Principles**.

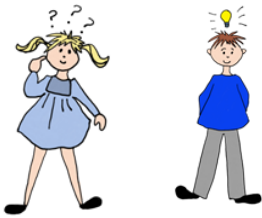
12 Pedagogical Principles

Focuses on 4 Purposes 	Challenges all Learners 	Uses a blend of approaches including direct teaching 	Involves problem solving, creative and critical thinking 	Builds on previous knowledge and skills and engage interest 	Provides authentic context for learning 
Includes assessment for Learning 	Ranges with and across areas of learning and experiences 	Reinforces cross curricular responsibilities 	Encourages children to take increasing responsibility for their own learning 	Supports Social and emotional development and positive relationships 	Encouraged collaboration 

Areas of Learning and Experiences

Expressive Arts 	Health and Well-Being 	Humanities 	Languages, Literacy and communication 	Mathematics and Numeracy 	Science and Technology 
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Our Afon Y Felin curriculum is broad and balanced through topic content approaches to learning and teaching and it is always evolving.



Wider Skills



Critical Thinking and Problem Solving

Critical and logical processes to analyse and understand situations and develop responses.

Planning and Organisation

Implementing solutions, executing ideas and monitoring and reflecting on results.

Creativity and Innovation

Generating ideas, openness and courage to explore ideas and express opinions.

Personal Effectiveness

Reflecting on and understanding oneself and others behaving in effective and appropriate ways: being an effective learner.

Planning

Topics with a specific AOLE bias are chosen and driven by Cynefin. We ensure a balance between the AOLES is achieved throughout the academic year.

Literacy Numeracy and Digital Competencies Frameworks, RSE and RVE to be linked to thematic / cross-curricular topics where appropriate. Discrete lessons may be planned and taught at relevant times throughout the year.



What Our Curriculum Looks Like

Our curriculum is based on striving to make our pupils independent learners who are motivated and enthusiastic. It is important to us that the learning in our school is child centred and Pupil Voice is integral to our planning, teaching and learning. In class, focus tasks are taught in 'bubbles' with an adult supporting, guiding and challenging all. Learning outside the 'bubbles' takes place in our enhanced provision which children access independently. These 'Mission' activities provide authentic contexts for learning and build on previous knowledge and skills. We constantly encourage collaborative work involving problem solving and creative and critical thinking. The strategies we use encourage pupils to take responsibility for their own learning helping them become ambitious and capable learners. Theme days / weeks are used to inspire the pupils and give them a context for their learning.

View	Month	View	Month
Kindness and Individuality	September 2025	Creativity and Resilience	March 2026
Gratitude and Manners	October 2025	Co-operation and Support	April 2026
Commitment and Accountability	November 2025	Independence and Generosity	May 2026
Community Minded and Inclusion	December 2025	Participation and Perseverance	June 2026
Sustainability and Thankfulness	January 2026	Compassion and Confidence	July 2026
Fun and Change	February 2026		



At Afon Y Felin Primary School we promote VIEWS (values, ethics, independence and wellbeing) to encourage and support the spiritual, moral, social and cultural well-being of every child. We hope that learning about the importance of these values in life will help shape our children, guide their behaviour and empower them to become effective learners and good citizens. We focus on one value every half term. These are reference points for assemblies, class planning and around the school.

We are a Rights Respecting the Child Bronze award School. We want our children to feel happy, safe, confident and ready to learn. Being a Rights Respecting School means we are building strong relationships between teachers and peers based on mutual respect and the value of everyone's opinion. This is at the heart of Afon Y Felin's curriculum. Children are treated as equals by their fellow pupils and by the adults in the school. They have a moral framework based on equality and respect for all that will last a lifetime as they grow into engaged, responsible members of society.

Assessment

Using topic maps, knowledge skills and expertise topics are mapped ensuring progression. Assessments and moderation are used to identify pupil progress and ensure high standards. Teachers regularly assess using evaluations, observations, teaching, marking and standardised assessments.

Reviews, feedback and ongoing revision of the curriculum

The world is continually changing and our curriculum reflects that. We work within school across the cluster and in partnership with Governors, Central South Consortium, Local Authority to develop a shared understanding of progression and to plan for transition for learners between schools. This understanding will then form the basis of our judgements on the effectiveness of our curriculum and will lead to suitable regular revisions of the curriculum.

Academic Research

To ensure that Afon Y Felin curriculum is based on current education theory, research is used to inform curriculum development. As part of school improvement, any curriculum changes are preceded by research, prototyping and evaluation.

Afon Y Felin Primary School Improvement Budget for 2025-2026 is... £9,000

Summary of Key Priorities for 2025-2026 SIP

Inspection Area 1 Teaching and Learning	
Priority One: To ensure there is a sharp focus on teaching and learning that improves outcomes for pupils.	1.1 Develop effective systems for the teaching and learning of phonics and reading so it raises pupils' standards.
	1.2 Develop a structured and progressive framework for the teaching of additional languages... Spanish (in the Junior phase).
	1.3 To improve children's progress and understanding by embedding live marking and verbal feedback strategies during lessons across all year groups.
Inspection Area 2 Wellbeing, Care, Support and Guidance	
Priority Two: To <u>prioritise</u> wellbeing by providing support and guidance for pupils and their families.	2.1 To begin to understand how trauma can negatively impact pupils and how to support for positive growth.
	2.2 To foster family engagement across both schools, to positively impact on the wellbeing of pupils.
Inspection Area 3 Leading and Improving	
Priority Three: To develop strong working partnerships with all stakeholders.	3.1 To further develop joint school working, aligning the vision, <u>mission</u> and moto of the new school.
	3.2 To develop the leadership and overall performance of the governing body.

Priorities

OBJECTIVE 1 TEACHING AND LEARNING *Inspection Area 1*

Improvement focus: Priority 1	To ensure there is a sharp focus on teaching and learning that improves outcomes for pupils.	Link Governors:	Anette Pritchard, Cllr Elaine Winstanley
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BCBC Education and Family Support Directorate Strategic Plan Target 6 – High quality teaching and learning	CSC Priorities Target 1 – Curriculum, Teaching and Assessment: Welsh Language; Pedagogy, teaching and learning
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Objective	Actions	Costs £	Lead Person/s	Timescale	Success Criteria
1.1 Develop effective systems for the teaching and learning of English: phonics and reading so it raises pupils' standards.	1.1a Staff have updated RWI training.	Cost is part of package	Emma Hughes	Spring	<ul style="list-style-type: none"> A consistent progressive approach to teaching and learning phonics and reading is adopted across the school. High quality, specialist CPD ensures that staff continue to develop their practice within the teaching of phonics and reading. The Reading Leader (RL) is confident and competent in leading RWI. Standards in phonics and reading improve over time. Effective and timely identification is made of learners whose RWI learning is stalled. Effective RWI interventions support learners whose RWI learning is stalled.
	1.1b A new Reading Leader (RL) is appointed and trained to lead whole school RWI development.	Cost is part of package		Autumn	
	1.1c RWI data is tied into staff Performance Management.	£0		Autumn LSOs Spring Teachers	
	1.1d Staff have access to ongoing, regular RWI specialist advice and guidance which supports their developing pedagogy.	£1,050 Ruth Miskin		Termly Development Days	
	1.1e Resources to support RWI are purchased.	£1000 OUP		Autumn	
	1.1f Staff share supportive materials on the	£500 OUP,		Ongoing	

	OUP/Ruth Miskin portal with families, so RWI learning can be shared and supported at home.	Ruth Miskin			
	1.1g Staff to have appropriate RWI training to deliver RWI interventions, that support pupils whose phonetic development is stalled.	£0 KP to deliver		Spring	
1.2 Develop a progressive framework for teaching an additional language... Spanish (in Junior classes).	1.2a Appoint an additional language lead within the LLC staff team.	£0	HoS	Spring	<ul style="list-style-type: none"> • Learn basic Spanish vocabulary (e.g., numbers, colours, days of the week). • Use simple phrases for greetings, introductions, and classroom interactions. • Develop listening and pronunciation skills through songs and games. • Begin to read and write short words and phrases.
	1.2b Additional language lead to receive specialist support (cluster, BCBC, CSC)	£600		Spring	
	1.2c Introduce key weekly whole phase phrases during assembly.	£0		Spring	
	1.2d Staff meetings are used to share key aspects for development.	£0		Spring	
	1.2e Begin to develop a whole school framework (one term at a time) to support the development of Spanish.	£300 non-contact time		Ongoing	
	1.2f To link closely with feeder comprehensive for expertise.	£0		Summer	

1.3 To improve children's progress and understanding by embedding live marking and verbal feedback strategies during lessons across all year groups.	1.3a Staff to receive high quality CPD that supports their growing pedagogy of age-appropriate live marking and feedback techniques.	£750 / day Nick Jones	EHT/HoS	Summer	<ul style="list-style-type: none"> Teachers use live marking and verbal feedback consistently during lessons to address misconceptions and celebrate success. Children act on feedback straight away, showing improvements in their work. Books show evidence of immediate feedback and pupil response (e.g. editing, corrections, improvements). Staff feel more confident using live marking strategies, as shown through staff feedback and peer observations. Staff evaluate and refine their teaching practise through self-assessment and collaborative learning opportunities. Tracking data and MER activities show good outcomes for learners and good progress for all pupils.
	1.3b To visit schools to see live marking in action and share good practice across year groups.	£600 Supply cover for good practice visits		Autumn	
	1.3c Staff to build into lessons the opportunity that encourages pupils to respond to marking.	£0		Ongoing	

OBJECTIVE 2 Wellbeing, Care, Support and Guidance *Inspection Area 2*

Improvement focus: Priority 2	To prioritise wellbeing by providing support and guidance for pupils and their families.			Link Governors:	Clair Stephens
Education and Family Support Directorate Strategic Plan Target 1 – Wellbeing Target 3 – Vulnerable learners			CSC Priorities Target 3 – Equity and Wellbeing: Strategy for Vulnerable Learners		
Objective	Actions	Costs £	Lead Person/s	Timescale	Success Criteria
2.1 To begin to understand how trauma can negatively	2.1a Staff to receive training that provides an overview of trauma and how it may affect learners.	£0 Alhanna Sutton-Harry	HoS and EHT	Termly	<ul style="list-style-type: none"> Trauma Informed training has provided staff with an insight to some of the trauma our pupils/families may be facing. Staff report increased confidence in supporting pupils affected by trauma.

impact pupils and how to support for positive growth.	2.1b Designated staff to receive trauma informed training.	£300		Spring/Summer	<ul style="list-style-type: none"> Sessions are delivered by staff that allow challenges to be sensitively spoken about. Families engage with events offered.
	2.1c School to engage with BCBC probation service to support vulnerable children.	£0		Autumn	
	2.1d Trained staff to audit and review current school procedures and practices related to trauma, following visits to a Trauma Informed schools.	£300		Spring	
	2.1e Establish systems to identify and monitor the impact of trauma-informed practices on pupils/families.	£0		Summer	
	2.1f Under the guidance of trained staff, all staff to create emotionally safe spaces for pupils where there is consistent routines and expectations.	£0		Summer	
	2.1g Strengthen partnerships with families and external agencies and provide resources and support for families affected by trauma.	£0		Summer	

2.2 To foster family engagement across both schools, to positively impact on the wellbeing of pupils.	2.2a To appoint a Wellbeing and Community Champion (WaCC) to make a positive impact on the vulnerable pupils/families within our two school communities.	Corneli funded	EHT and WaCC	Spring	<ul style="list-style-type: none"> At least three new family engagement events are introduced across the academic year (e.g. family learning workshops [topics such as emotional regulation, sleep hygiene, attendance and digital wellbeing], family wellbeing afternoons, cultural celebration days, reading cafe). Parent/guardian feedback shows satisfaction with opportunities to be involved in school life. Reduction in wellbeing-related concerns raised by pupils (tracked via monitoring system). Wellbeing data shows concerns are being acted upon and a rise in the wellbeing of pupils. Attendance of vulnerable pupils is improving over time.
	2.2b Increase opportunities for meaningful family involvement in school life.	£1000		Ongoing	
	2.2c To seek families views through the introduction of a family voice group or regular parent forums with at least one meeting per term.	£0		Termly- from Spring	
	2.2d The WaCC to support families to promote pupil wellbeing at home and work in close partnership with school FEO and other agencies.	£0		Ongoing	
	2.2e Explore how school monitor wellbeing with quantatative data for the WaCC to target individuals/groups.	£200		Weekly, once appointed	
	2.2f Attendance of vulnerable pupils to be monitored closely and supported via a multiagency approach, if needed.	£0		Half termly	

OBJECTIVE 3 LEADNG AND IMPROVING *Inspection Area 3*

Improvement focus: Priority 3	To develop strong working partnerships with all stakeholders.			Link Governors:	Clair Stephens
Education and Family Support Directorate Strategic Plan Target 7 – Leadership and governance			CSC Priorities Target 2 – Leadership: Governors Target 3 – Equity and Wellbeing: Equity and Excellence		
Objective	Actions	Costs £	Lead Person/s	Timescale	Success Criteria
3.1 To further develop joint school working, aligning the vision, mission and moto of the new school along with the name and logo.	3.1a For school stakeholders to review and decide on Vision for new school.	£100 (refresh ments)	EHT and HoS	Spring	<ul style="list-style-type: none"> A joint working group (with representatives from both schools) is established and meets regularly. Staff, pupils, governors, and community stakeholders are actively involved in shaping the new school's identity. Feedback is gathered from pupils and parents through surveys or workshops. A unified vision, mission, and motto are drafted collaboratively and agreed upon by both schools. These statements reflect the values and aspirations of both communities. A shortlist of potential names and logo concepts is created based on stakeholder input. Final name and logo are selected through a transparent and inclusive process. A communication plan is developed to share the new identity with staff, pupils, parents, and the wider community. Launch events or assemblies are held to celebrate the new school identity.
	3.1b For school stakeholders to review and decide on Mission for new school.	£100 (refresh ments)		Summer	
	3.1c For school stakeholders to review and decide on Moto for new school.	£100 (refresh ments)		Summer	
	3.1d For school stakeholders to create a new name for new school.	£250 (local historian)		Spring	
	3.1e For school stakeholders to create a new logo for new school.	£500 (graphic designer)		Spring	
3.2 To develop the leadership and overall performance of the governing body.	3.2a For Governors to work on 2025-2026 Governance targets from the CSC Governing Body Self-Evaluation completed 2024-2025. 25-26 actions...	£0	EHT	Termly	<ul style="list-style-type: none"> Senior governors are aware of the strengths of the Governing Body and understand the priority actions are needed to improve governance. Support and guidance provided to Governors helps them to develop to become a highly effective Governing Body.

	1- S13 Arrangements for pupil and staff wellbeing. 2- S15 GB sharing good practice with other GBs. 3- S1- Understanding their role.				
	3.2b For Governors to visit the school (timetabled linked to MER focus AoLE) to work with staff to develop their understanding of their link AoLE and provide challenge and support.	£0		Half termly	<ul style="list-style-type: none"> Governors have a clear understanding about their AoLE: strengths and areas of development. To speak to the HT about their experiences. To feedback to all governors during Governing Body meetings.