



PENYBONT PRIMARY SCHOOL

CURRICULUM POLICY

Reviewed On	Next Review Date	Headteacher	Chair of Governors
18/09/2025			

Our Curriculum for Penybont is designed to create;

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Curriculum Vision

Our school is located in the heart of our vibrant Welsh community, our curriculum is a celebration of our rich heritage and our commitment to fostering progress for every child. We recognise the importance of providing equal opportunities and breaking down barriers of deprivation, ensuring that every pupil has the chance to thrive. Grounded in the statutory curriculum for Wales, our approach embeds the Four Core Purposes at its core, guiding our learners to become ambitious, enterprising, ethical, and healthy individuals.

Through our innovative use of 'threads,' which serve as thematic sub-categories, our staff skilfully merge subjects into engaging, current, and responsive topic plans. This dynamic approach fosters curiosity, relevance, and deeper understanding for our children as they explore and experience learning.

Our 'Dydd Gwener Gwych' program harnesses the assets of our community every Friday morning, creating enriching hands-on learning experiences. Additionally, family collaboration is key, with our 'Core Purpose Ninja Challenge' encouraging active family engagement and support throughout the curriculum journey.

Together, we create a learning environment that celebrates who we are, supports every child's progress, and nurtures a love of lifelong learning.

Curriculum Structure

Our highly professional, skilled and creative staff create engaging and purposeful topic plans each term to ensure curriculum coverage whilst being influenced by the voice of the pupils.

The Curriculum for Wales' 'Statements of What Matters' for each Area of Learning and Experience (AOLE's) have been creatively split into 'threads' as below.

AOLE	Statement of What Matters	Thread
Health & Well-being	HWB1 - PHYSICAL HEALTH Developing physical health and well-being has lifelong benefits –	Physical Literacy Impact of Nutrition Emotional + Physical Connection Physical Health + Safety
	HWB2 - MENTAL HEALTH How we process and respond to our experiences affects our mental health and emotional well-being –	Self-awareness and self-regulation Communicating and seeking help Reflection Empathy
	HWB3 - DECISION MAKING Our decision making impacts on the quality of our lives and the lives of others –	Informed Choices Impact of Decisions Managing Risks
	HWB4 - SOCIAL INFLUENCES How we engage with social influences shapes who we are and affects our health and well-being	Influence Values
	HWB5 - RELATIONSHIPS Healthy relationships are fundamental to our well-being -	Relationships Communicating Feelings Conflict Safety Respect
AOLE	Statement of What Matters	Thread
Expressive Arts	EA1 – EXPLORING Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Techniques and resources Identity and culture Communicating effectively
	EA2 – RESPONDING Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Evaluating and developing Context, time and place Artistic communication
	EA3 – CREATING Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	Audience and purpose Techniques and skills Planning creative works Performing, presenting and sharing creative works Approaching and managing creative challenges Health, safety and consideration of others
AOLE	Statement of What Matters	Thread
Science & Technology	ST1 – SKILLS Being curious and searching for answers is essential to understanding and predicting phenomena	Enquiry, investigation, experimentation
	ST2 – DESIGN TECHNOLOGY Design thinking and engineering offer technical and creative ways to meet society's needs and wants	Design context and innovative thinking Design decision making Design communication Systems thinking Safe use of tools and materials Prototyping and making
	ST3 – BIOLOGY The world around us is full of living things which depend on each other for survival	Ecosystems Living things Health and disease

	ST4 – CHEMISTRY Matter and the way it behaves defines our universe and shapes our lives	Properties of materials Chemical reactions Extraction, refinement and analysis
	ST5 – PHYSICS Forces and energy provide a foundation for understanding our universe	Forces and motions Energy Electricity Waves Magnetism
	ST6 – COMPUTER SCIENCE Computation is the foundation of our digital world	Computational systems Cyber security Algorithms Data
AOLE	Statement of What Matters	Thread
Humanities	H1 – ENQUIRY Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	Asking questions and framing enquiries Observing and researching Understanding and evaluating evidence Presenting conclusions and judgements
	H2 – VIEWS & OPINIONS Events and human experiences are complex and are perceived, interpreted and represented in different ways	Developing own and others opinions Understanding the views and perspectives of others Changing perspectives
	H3 – HUMANS & THE LANDSCAPE / ENVIRONMENT Our natural world is diverse and dynamic, influenced by processes and human actions	Interrelationships and interdependence Places Spaces Changes in places, spaces and environments
	H4 – IDENTITY, CONTINUITY & CHANGE Human societies are complex and diverse, and shaped by human actions and beliefs	Change and continuity Cause and effect Identity Diversity Community Governance Relationships
	H5 – PERSONAL RESPONSIBILITY & GLOBAL CITIZENSHIP Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action	Justice, inequality and rights Citizenship, behaviour and action (linked to sustainability) Ethical and moral questions and the impact of decisions Social action
AOLE	Statement of What Matters	Thread
Mathematics and Numeracy	MN1 – NUMBER The number system is used to represent and compare relationships between numbers and quantities	The number system Relationships within the number system Calculations Financial literacy
	MN2 – ALGEBRA Algebra uses symbol systems to express the structure of mathematical relationships	Patterns and sequences Equalities and inequalities Manipulating

		Solving Graphing
	MN3 – GEOMETRY Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world	Measurement Shape and space Positions Angles
	MN4 – DATA HANDLING Statistics represent data, probability models chance, and both support informed inferences and decisions	Collecting data Representing data Interpreting data Probability
AOLE	Statement of What Matters	Thread
LLC – English & Welsh 2nd Language	LLC1 – DIVERSITY OF LANGUAGES Languages connect us	Language and identity Using Languages Links between languages Diversity in Languages Translanguaging
	LLC2 – EXPRESSED LANGUAGE Understanding languages is key to understanding the world around us	Developing Understanding Listening with empathy Reading Strategies Inference Grammatical Constructs impact The meaning of texts Responding to Texts Vocabulary
	LLC3 – RECEIVED LANGUAGE Expressing ourselves through language is key to communicating	Communicating effectively Crafting speech Reflecting on my communication skills Collaboration and discussion Handwriting Spelling Punctuation Communicating ideas and opinions Audience and purpose
	LLC4 – LITERATURE Literature fires imagination and inspires creativity	Engaging with Literature Creating Literature Responding to Literature Developing empathy through Literature

This allows threads from different AOLE's to be creatively merged together to create an exciting cross curricular whole school topic:

Body Rocks Topic:

During this recent topic, plans were created to merge the 'Enquiry', 'Living Things', 'Health & Disease' and Data threads from the Science & Technology AOLE together with chosen strands such as 'Life Choices' and 'Managing Risks' from the Health & Wellbeing AOLE.

Staff made this decision, due to the clear links between the threads and the exciting opportunities it presented for teaching and learning.

SCI & TECH	Progression Step 1	Progression Step 2	Progression Step 3
ST1 - Being curious and searching for answers is essential to understanding and predicting phenomena			
Enquiry	I can show curiosity and question how things work.	I can ask questions and use my experience to suggest simple methods of inquiry.	I can identify questions that can be investigated scientifically and suggest suitable methods of inquiry.
	I can explore the environment, make observations and communicate my ideas.	I can recognise patterns from my observations and investigations and can communicate my findings.	I can suggest conclusions <u>as a result of</u> carrying out my inquiries.
		I can use my <u>knowledge</u> and understanding to predict effects as part of my scientific exploration.	I can evaluate methods to suggest improvements.
ST3 - The world around us is full of living things which depend on each other for survival			
Living Things			I can explain the role of different organs and systems that enable plants and animals to live and grow.
		I can explore relationships between living things, their habitats and their <u>life cycles</u> .	I can describe some changes in growth and development caused by hormones.
Health & Disease			I can identify the threats to the development and health of organisms and recognise some natural defences, preventions and treatments.
ST6 - Computation is the foundation of our digital world			
Data			I can explain how data is stored and processed.
			I can effectively store and manipulate data to produce and give a visual form to useful information.

HEALTH & WELLBEING	Progression Step 1	Progression Step 2	Progression Step 3
HWB1 - Developing physical health and well-being has lifelong benefits			
Physical Literacy	I have the confidence and motivation to move in different ways and I am beginning to develop control of <i>gross motor movements</i> and <i>fine motor movements</i> in different environments, moving safely in response to instructions.	I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.	I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and <i>sport</i> and am aware of my own progress.
Impact of Nutrition	I am beginning to make connections between my diet and my physical health and well-being.	I have developed an understanding that I need a balanced <i>diet</i> and I can make informed choices about the food I eat and prepare to support my physical health and well-being.	I can explain the importance of a balanced diet and nutrition and the impact my choices have on my physical health and well-being. I can plan and prepare basic, nutritious meals.
Emotional and Physical Connection	I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.	I can describe the way in which physical and emotional changes are connected in different contexts.	I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets.
Physical Health and Safety	I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and <i>well-being</i> and I am beginning to know how to respond and get help.	I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.	I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these <i>in order to</i> actively reduce the risk of harm to myself.
HWB3 - Our <i>decision making</i> impacts on the quality of our lives and the lives of others			
Informed Choices	I can make decisions based on what I like and dislike.	I can make decisions based on what I know.	I can make considered decisions, <i>taking into account</i> available information, including past experiences.
			I can set appropriate goals.
Impact of Decisions	I have developed an awareness that my decisions can affect me and others.	I can recognise that my decisions can impact on me and others, both now and in the future.	I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.
	I can take part in group decisions.	I can take part in group <i>decisions</i> and I understand why some decisions need to be made as a group.	I can understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.
Managing Risks	I have an understanding that things can be safe or unsafe.	I can identify and assess risks.	I can identify and assess risks, and I can take steps to reduce them.
HWB4 - How we <i>engage with social influences</i> shapes who we are and affects our health and well-being			
Influence & Values	I can recognise and follow rules and norms in the groups and situations in which I take part.	I can recognise and follow the rules and norms of different groups and situations in which I take part.	I <i>have an understanding of</i> the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me.
	I can show care and respect for others.	I can change how I interact and behave in different situations with support.	I can interact <i>pro-socially</i> in different groups and situations.
		I can recognise that there are similarities and differences between people's <i>values and attitudes</i> .	I have developed an understanding that my <i>values, attitudes</i> and identity are shaped by different groups and influences.

AOLE Coordinators meet to determine what progression within the topic and the thread will look like, before releasing to staff for discussion and agreement. These decisions about the progression of skills, knowledge, experiences and vocabulary are recorded on a 'Thread detail' sheet for reference in the future.

Our staff discuss each 'Descriptor of Learning' within each 'Thread' and decide if it is relevant to our pupils and if it needs extending or sharing further down our progression steps where they may not be a linked descriptor. In the example below, you will notice that there is no 'Descriptor of Learning' in PS1 or 2 for the 'Health & disease' 'Thread', but staff felt that it was important for our pupils to learning about dental care and nutrition from an early age and therefore planned progressive learning opportunities and experiences for the pupils.

STS - BIOLOGY		PROGRESSION STEP 1		PROGRESSION STEP 2			PROGRESSION STEP 3		
Health & Disease	Descriptors of Learning						I can identify the threats to the development and health of organisms and recognise some natural defences, preventions and treatments.		
	YEAR GROUP	N	R	1	2	3	4	5	6
	Knowledge & Skills	To know WHY we brush our teeth.	How we brush our teeth and keep them well-looked after. Understand the role of a dentist. Nutrition, bad vs good foods for our teeth.	To develop an understanding of the affects that sugar can have on our teeth. To understand why we brush our teeth To understand how germs spread.		To understand the importance of good dental hygiene. To begin to learn about food choices and the impact this has on our health. To understand the importance of handwashing.		To learn how to keep hearts healthy. To learn basic first aid skills. To know ways to keep hygienic and understand the impact of hygiene on health.	
	Experiences	Song about brushing teeth. School Nurse (Amber). Playdough teeth.	Advert on how we look after our teeth (Design to smile). Dentist School Nurse (Amber) Sort good vs bad teeth. Create their own set of teeth using air drying clay.	Egg shell teeth experiment Brush bus song Demonstration from dental hygienist – Leanne Gunter Give out toothbrush and toothpaste Demonstrating (dirty) teeth with disclosure tablets. Glitter Germ experiment		Visit from dental hygienist. Creating plaque investigation with yeast and sugar. Visit from school nurse to introduce risks of not eating a healthy, balanced diet. Making a healthy cereal bar. Handwashing experiments. E.g., Slice of bread with dirty and washed hands. Investigating effects of sugary drinks on teeth (eggshell). Observing how Vitamin C protects our bodies (apple investigation). Understanding how food choices can affect our health by calculating digestion times.		School nurse visit St John's Ambulance Visit from doctor Welsh blood donors Investigate defibrillators	
	Vocabulary	Toothpaste Toothbrush Clean	Toothpaste Plaque Dentist Healthy	Healthy Decay Sugar Unhealthy Rot Clean Fluoride		Sugar, bacteria, tooth decay, cavity, balanced diet, overweight, over-eating, germs, viruses and bacteria, infection, illness, flu, diarrhoea.		Hygiene, defibrillators, CPR, disease, resuscitation, heart disease, obesity, blockage, blood type, cardiovascular, exercise, blood pressure	

During these meetings, staff also discuss opportunities to weave through the required cross cutting themes of the curriculum.

Cross Cutting Themes				
Relationships and sexuality education (RSE)	Human Rights	Diversity	Careers and Work-related Experiences	Local, National and International Contexts
Y5/6: Personal hygiene during puberty	Year 3/4: the right to healthcare when sick and to healthy food, clean water, a clean environment and information to help stay healthy.		Y3/4: Visit from dentist, nurse. Y5/6: Welsh blood service, St John's Ambulance, nurse, doctor	Y5/6: International charities regarding blood/heart

Underpinning Literacy & Numeracy Skills

Literacy

We have recently invested in utilising the fantastic 'Literacy Tree' to develop the English skills of our pupils. The Literacy Tree is a complete, thematic approach to the teaching of primary English that places children's literature at its core. We made this decision after researching many available options and visiting schools to discuss it's impact on standards, engagement and progress.

Numeracy

We have recently invested in changing our whole approach to the teaching and learning of maths to one that utilises the CPA approach (concrete, pictorial, abstract).

After significant staff professional development sessions with an expert in the field the pupils now have a maths curriculum that encourages depth of knowledge.

Personal effectiveness

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

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

Planning and organising

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

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

Progression

Progression in learning is a process of increasing depth, sophistication, engagement and learner control, rather than of covering a body of content. Progression is not linear and different learners are likely to progress in markedly different ways. Progression is at the heart of our curriculum design. When selecting the content of our curriculum and assessment, we use the principles of progression for each Area to inform our approach to progression.

Relationships and sexuality education

Relationships and sexuality education (RSE) within our curriculum is planned using the RSE Code and is designed in a way that is developmentally appropriate, inclusive and pluralistic.

Religion, Values and Ethics (RVE)

Religion, Values and Ethics (RVE) is mandatory for all learners aged 3 – 16 and sits within the Humanities Area of Learning and Experience. Teaching and learning in RVE reflects that the religious traditions in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Wales. It also reflects the fact that a range of non-religious philosophical convictions are held in Wales. RVE is planned to meet the mandatory requirements of the Humanities AoLE, and to have regard to both the statutory RVE guidance within the Humanities Area, and the BCBC Locally Agreed Syllabus. There is no right to withdraw from RVE.

Cross-curricular skills

We believe that the mandatory cross-curricular skills of literacy, numeracy and digital competence are essential for learners to be able to access knowledge. They enable learners to access the breadth of our curriculum, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling our learners to adapt and thrive in the modern world.

Our curriculum is designed in a way that enables learners to develop competence and capability in the cross-curricular skills and extend and apply them across all Areas.

Across our curriculum, learners will be given a range of opportunities to:

- develop listening, reading, speaking and writing skills
- be able to use numbers and solve problems in real-life situations

- be confident users of a range of technologies to help them function and communicate effectively and make sense of the world

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

Relationships and sexuality education (RSE)

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

Human Rights

We believe that learning about human rights empowers learners as rights-holders. This enables our learners to critically examine their own attitudes and behaviours and to develop skills to be ethically-informed citizens of Wales and the world, who can be advocates for their rights and the rights of others.

Our curriculum incorporates opportunities for our learners to:

- learn about human rights by developing their understanding of what human rights are and where those rights have come from including. This includes developing their understanding of the UNCRC and UNCRPD.
- learn through human rights which supports our learners to develop values, attitudes and behaviours that reflect human rights.
- learn for human rights, which motivates them to social action, empowerment of active citizenship and to advance respect for the rights for all.

Diversity

We want our curriculum to recognise and celebrate the diversity that exists within the social groups within our school community, the communities we serve and society as a whole. We want our learners to be aware of the characteristics of others and treat others with compassion, empathy, understanding and equity, regardless of those characteristics. As our learners progress in our

curriculum, they will become increasingly aware of a range of specific characteristics which can define our identity, including sex, gender, race, religion, age, disability and sexuality.

Our curriculum incorporates opportunities for our learners to:

- develop empathy and compassion for others
- celebrate diverse backgrounds, values and characteristics
- develop their own values and sense of identity
- develop understanding of people with different beliefs and perspectives
- challenge stereotypes

Careers and work-related experiences (CWRE)

We believe that learning about CWRE is fundamental to developing skills for work and life.

Our curriculum incorporates opportunities for CWRE that inspires our learners to:

- develop an understanding of the purpose of work in life, both for themselves and for society as a whole
- become increasingly aware of the range of opportunities available to them, broadening their horizons
- develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning
- appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh is important
- explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship
- develop resilience and the ability to be adaptable in response to the challenges, choices and responsibilities of work and life

Local, national and international contexts

Local, national and international contexts provide key perspectives for our learners and are important in supporting them to realise the [four purposes](#).

Our curriculum incorporates opportunities for learners to:

- develop learning through a range of places and events of significance
- make links with the local community and organisations
- learn about the contributions and experiences of different individuals that shape each context
- learn about cultural diversity, values, histories and traditions that shape each context
- understand different identities, histories, cultures, perspectives

and values that shape communities and societies

- recognise and engage with factors, influences and impacts (including economic, social and environmental impacts) locally, nationally and internationally
- develop an authentic sense of cynefin, building knowledge of different cultures and histories, allowing them to develop a strong sense of individual identity and understanding how this is connected to and shaped by wider influences
- draw on the stories and distinctiveness of our school's local surroundings
- understand their role as citizens and the structures of government which affect them in each context
- explore, critically analyse and respond to contemporary issues and challenges affecting their lives and the lives of others through each context
- understand sustainable development, the challenges the environment and society face and how they can engage with and make a difference on these issues supporting sustainable citizenship
- understand contemporary Wales, providing opportunities to reflect, understand and analyse contemporary society and their engagement with it
- recognise Wales' diverse linguistic heritage and culture, and its connections with the rest of the world
- recognise how our languages unlock knowledge about our literature, geography, history and their links beyond Wales
- recognise the links between local, national and international contexts, understanding how they constantly influence each other
- use critical analysis in each context, recognising both positive and challenging aspects within each

A curriculum accessible to all

Through the design of our curriculum, we ensure it:

- is suitable for each learner's age, ability and aptitude
- takes account of each learner's additional learning needs (ALN), if any
- secures broad and balanced learning and teaching for each learner
- make arrangements for assessing the ability and aptitude of learners in respect of the relevant curriculum, on entry to a school or setting, to identify the next steps in their progression and the learning and teaching needed to support that progress.

Cynefin

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

External partners

We will engage external partners to:

- help our practitioners assess and identify the needs of learners who may require additional support and then help them through the provision of advice and support. This includes specialist educational support and support from other agencies such as health
- provide information about learning progression that has taken place for our learners who may spend some of their time in other contexts.

Supporting each of our learners on an ongoing, day-to-day basis

To support our learners on an individual and ongoing, day-to-day basis, assessment is embedded into everyday classroom practice in a way that supports and is indistinguishable from learning.

Our assessment practices will identify each individual learner's strengths, achievements, areas for improvement and, where relevant, barriers to learning. This understanding will be used by our practitioners, in discussion with our learners, to ascertain the next steps required to move their learning forward, including any additional challenge and support required.

Communicating with parents and carers

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

- the progress their child is making
- their future progression needs
- how future progression needs can be supported at home

- their general well-being in school

We share learner information with parents and carers termly.

Reading and numeracy assessments

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

Transition

In accordance with the [2022 Transition Regulations](#) our transition plan covers the following matters:

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

A copy of our cluster's transition plan can be found [Brynteg Transition plan 2025-2028.docx](#)

The review process

It is the responsibility of the governing body and headteacher to keep the curriculum and assessment arrangements under review, revising them if they no longer comply with our curriculum policy.