



THE SAINTS FEDERATION

Curriculum Policy



Document Control

Organisation	The Saints’ Federation All Saints’ C/W Primary School St. David’s Primary School St. Mellons CiW Primary School
Title	Children Looked After (CLA) Policy
Author	Executive Head Teacher and Governing Body
Owner	Executive Head Teacher and Governing Body
Protective Marking	NOT PROTECTIVELY MARKED
Review date	Every 3 years or sooner if required

Revision History

Revision Date	Revision	Previous Version	Description of Revision
March 2024		N/A	<ul style="list-style-type: none"> Policy created and adopted by The Saints Federation GB
May 2026	2.0	N/A	<ul style="list-style-type: none"> Addition of St. Mellons to the Saints Federation

Signed by Chair of Governors on behalf of the Governing Body

.....

Signed by the Executive Headteacher:

.....

Date approved: (by full Governing Body)

Date of review:

Policy Purpose

This Curriculum Policy sets out how The Saints' Federation designs, implements, and reviews its curriculum in line with the Curriculum for Wales statutory framework. It establishes a clear, shared understanding of the curriculum across the federation and ensures coherence, progression, and equity for all pupils.

This policy is distinct from the Teaching and Learning Policy, which focuses on classroom practice and pedagogy.

The Curriculum Policy focuses on:

- What is taught
- Why it is taught
- How the curriculum is structured and organised
- How progression and coherence are ensured

Curriculum Vision and Principles

Across the Saints Federation, our curriculum is designed to enable all learners to become:

- **Ambitious, capable learners**
- **Enterprising, creative contributors**
- **Ethical, informed citizens**
- **Healthy, confident individuals**

Our curriculum:

- Is **inclusive**, equitable, and aspirational
- Reflects our **local community**, Welsh culture, and bilingual ethos
- Is **progressive**, building knowledge and skills over time
- Supports learner **wellbeing and agency**

Curriculum Design Approach

Inquiry-Based Learning

Across the federation, the curriculum is delivered through an **inquiry-based learning approach**.

Across The Saints' Federation, inquiry-based learning underpins curriculum design and is delivered through the Kath Murdoch inquiry model. This approach places learners at the centre of the curriculum and reflects the principles of the Curriculum for Wales by promoting curiosity, agency, and deep understanding. Inquiry is structured through progressive phases, tuning in, finding out, sorting out, going further, making conclusions, and taking action, which supports learners to build knowledge, develop skills, and apply learning in meaningful contexts. Through this model, learners are encouraged to ask purposeful questions, make connections across Areas of Learning and Experience, reflect on their thinking, and take ownership of their learning. Inquiry-based learning ensures a balanced curriculum that values pupil voice, supports progression, and enables learners to become confident, independent, and reflective thinkers.

This model:

- Begins with authentic, purposeful lines of inquiry
- Encourages learners to ask questions, investigate, reflect, and apply learning
- Supports depth of understanding rather than coverage alone
- Develops critical thinking, creativity, and independence

Inquiry units are carefully planned to ensure:

- Coverage of AoLE Statements of What Matters - Inquiry planning across The Saints' Federation ensures that each learning experience is explicitly mapped to the relevant Statements of What Matters within the Areas of Learning and Experience. These statements act as the organising principles for curriculum design, ensuring that learning is purposeful, coherent, and focused on developing deep understanding rather than isolated content. Inquiry questions and learning activities are designed to revisit and strengthen these statements over time, enabling learners to build and apply knowledge in increasingly sophisticated ways across different contexts.
- Clear progression steps - Progression within inquiry-based learning is deliberately planned to reflect increasing complexity, independence, and depth of understanding. Learning experiences are sequenced to support the development of skills, knowledge, and dispositions over time, in line with the Curriculum for Wales progression principles. Teachers use shared progression frameworks within each AoLE to ensure consistency across the federation, while allowing flexibility to meet learners where they are and support individual next steps.
- Opportunities for assessment and reflection - Inquiry-based learning provides regular and meaningful opportunities for assessment for learning, embedded throughout each phase of the inquiry process. Learners are encouraged to reflect on their understanding, evaluate their progress, and identify next steps through discussion, self-assessment, and feedback. Reflection is a key element of the inquiry cycle, supporting metacognition and learner agency, and enabling assessment information to inform both teaching decisions and future curriculum planning.

Cross-Curricular Learning

The Saints' Federation curriculum promotes **meaningful cross-curricular learning**, ensuring learners can:

- Apply skills across different contexts
- Make connections between Areas of Learning and Experience
- Develop transferable skills outlined in the Curriculum for Wales

Cross-curricular skills such as literacy, numeracy, digital competence, and creative thinking are planned explicitly across inquiry units.

Discrete Teaching

While cross-curricular learning is central, the federation recognises the importance of **discrete teaching** where appropriate. This includes:

- Explicit teaching of literacy and numeracy skills
- Discrete elements of Welsh language development

- Specific subject knowledge where depth and progression require focused input

Discrete teaching ensures learners build secure foundations that can then be applied within inquiry-based learning. The Saints' Federation's Teaching and Learning Policy sits alongside this Curriculum Policy and sets out the agreed approaches to pedagogy, classroom practice, and learning environments across the federation. While the Curriculum Policy defines *what* is taught and *why*, the Teaching and Learning Policy outlines *how* learning is facilitated, including strategies for effective instruction, assessment practices, and learner engagement. Together, these policies ensure a clear and coherent approach, where high-quality teaching consistently supports the successful delivery of the curriculum and enables all learners to make progress towards the Four Purposes of the Curriculum for Wales.

Areas of Learning and Experience (AoLEs)

The Saints' Federation curriculum is structured around the **six Areas of Learning and Experience**:

1. Expressive Arts
2. Health and Well-being
3. Humanities
4. Languages, Literacy and Communication
5. Mathematics and Numeracy
6. Science and Technology

Within The Saints' Federation, each Area of Learning and Experience (AoLE) is supported by a dedicated curriculum policy. These AoLE policies set out the intent, key concepts, progression frameworks, and approaches to assessment for each area, ensuring full alignment with the Curriculum for Wales. Together, they provide a clear and coherent structure for curriculum planning, delivery, and progression across the federation, while allowing schools to respond to their local context. The AoLE policies should be read alongside this Curriculum Policy to gain a comprehensive understanding of subject-specific expectations and practices.

AoLE leaders and staff work collaboratively across the federation to maintain coherence and progression.

Pupil Voice and Learner Agency

Pupil voice is a fundamental entitlement within The Saints' Federation curriculum and is central to the principles of the Curriculum for Wales. Pupils are actively involved in shaping inquiry questions, ensuring that learning reflects their interests, experiences, and prior knowledge while remaining purposeful and curriculum-led. Throughout the inquiry process, pupils are encouraged to reflect on their learning and progress, enabling them to develop greater self-awareness, responsibility, and understanding of their next steps. Pupils are also given structured opportunities to evaluate units of learning, providing feedback on engagement, challenge, and impact. In addition, pupil voice is formally represented through school councils and learner forums, ensuring that learners have a meaningful role in decision making. Pupil voice directly informs curriculum design, helping to shape inquiry themes and learning experiences, and contributes to wider educational experiences across the schools. Pupil feedback and representation also influence whole school and federation wide priorities, ensuring that the curriculum remains

responsive, inclusive, and focused on the needs of all learners across The Saints' Federation.

8. Inclusion and Equity

The curriculum across The Saints' Federation is designed to be inclusive and flexible, ensuring that all learners, including those with Additional Learning Needs (ALN), can access, participate in, and make progress in their learning. Curriculum planning is informed by individual learner profiles, person-centred planning, and statutory ALN requirements, ensuring that learning experiences are appropriately adapted and ambitious for every learner.

The curriculum removes barriers to learning

Curriculum design actively seeks to identify and remove potential barriers to learning, whether they are cognitive, physical, emotional, social, or linguistic. Learning experiences are planned to be accessible, engaging, and supportive, enabling learners to build confidence, develop independence, and participate fully in school life. Adjustments are made proactively to ensure equitable access to the curriculum for all learners.

The curriculum promotes equality, diversity, and inclusion

The curriculum reflects and celebrates diversity, promoting equality, respect, and understanding within a rights-based framework. Learning experiences encourage learners to explore different perspectives, challenge stereotypes, and develop empathy and respect for others. The federation's curriculum supports learners to become ethical, informed citizens who value inclusion and understand their role within a diverse society.

Curriculum design considers:

Differentiation and reasonable adjustments

Learning experiences are designed with flexibility to support differentiation and reasonable adjustments, ensuring that all learners can engage meaningfully with the curriculum. This includes adapting tasks, resources, pace, and outcomes where appropriate, while maintaining high expectations and supporting learner progression in line with Curriculum for Wales principles.

Cultural and linguistic diversity

Curriculum planning recognises and values the cultural and linguistic backgrounds of learners and their communities. Opportunities are built into the curriculum to reflect Welsh culture and identity, alongside wider global perspectives. Learners are supported to develop language skills and cultural understanding through both discrete and cross-curricular learning experiences.

The needs of disadvantaged learners

The Saints' Federation ensures that the curriculum supports equity of opportunity for disadvantaged learners. Curriculum design takes account of social and economic factors that may impact learning, providing enriched experiences, targeted support, and meaningful opportunities that enable all learners to achieve their potential and experience success across the curriculum.