



**Ysgol Gynradd
Gwaelod y Garth
Primary School**

CURRICULUM POLICY

Policy Date / *Policy Date*:

May 2026

Responsibilities / *Responsibilities*:

Headteacher, Governors, All staff
Headteacher, Governors, All Staff

Curriculum definition

Our school's curriculum is defined as everything our learners experience in pursuit of the four purposes. It's more than just what we teach. It's also about how we teach it and, crucially, why we teach it.

Vision

Aim of the School

We aim to maintain a caring and inclusive school community that offers rich educational experiences, celebrating our Welshness and the diversity of our cultures. As a school we will ensure that all pupils have full access to the experiences, knowledge and skills to succeed in the next stages of their lives. We support all pupils to develop as:

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

Our Vision

All members of the school community strive to realise the our vision:

- To maintain a caring, supportive and inclusive school community where the happiness and well-being of each individual is a priority at all times.
- Strive to form strong relationships with all our staff, pupils, parents, governors and the wider community in order to ensure the best possible outcomes for all.
- Aim to provide a stimulating and exciting curriculum with an emphasis on rich educational experiences.
- To provide opportunities for members of the school community, and the wider community, to gain experiences that develop pride in their Welshness and fluency in the Welsh language.
- Encourage aspirations, promote ambition and recognise that we are all lifelong learners.
- Promoting respect for the environment and fellow human beings and celebrating cultural diversity within our city.

Curriculum Objectives

To realise our vision for our learners, our curriculum will:

- enable our learners to realise the four purposes and equip them for continuous learning, work and life; foster high expectations and enable all learners to achieve their full potential
- offer a broad and balanced education, enabling our learners to make connections between the different areas of learning and experience, and apply their learning in new situations and in relation to more complex issues
- support progress along the learning continuum, and work with others to ensure consistency in the transition periods along the 3 to 16 continuum
- support the health and wellbeing of our learners, including their mental health and wellbeing
- support the development of our learners' knowledge as a foundation to be informed citizens
- recognise the identity of our learners, their language(s), ability and background, and the different support they may need given their particular circumstances
- reflect the diversity of perspectives, values and identities that shape our local area and Wales, and foster an understanding of the wider world
- enable our learners to make sense of the experience of growing older in contemporary Wales and of issues that will matter in the future, including well-being, sustainable development and citizenship;
- support our learners to critically engage with a range of information and assess its value and validity
- enable our learners to develop an understanding of their rights and the rights of others
- be shaped in collaboration with our stakeholders (e.g. learners, families, the wider community, our cluster colleagues)

Curriculum Structure and Plan

The four purposes

The four purposes are the aspirations of every learner in Wales.

Our curriculum is designed to support all learners to develop as:

Ambitious, capable learners who:

- set high standards for themselves and seek challenges and enjoy them
- develop a body of knowledge and have the skills needed to relate that knowledge and apply it in different contexts
- Inquisitive and enjoy problem solving
- be able to communicate effectively in different forms and settings, through both Welsh and English
- be able to explain the ideas and concepts they are learning about
- be able to use a number effectively in different contexts
- understand how to interpret data and apply mathematical concepts
- creatively use digital technologies to share, find and analyse information
- critically investigate and evaluate their findings

- and are **willing to learn throughout their lives.**

Enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively in order to reshape and solve problems
- identify opportunities and take advantage of them
- Venturing prudently
- lead and play different roles in teams effectively and responsibly
- expressing ideas and emotions through different media
- give of their energy and skills so that other people will benefit and who
- **are ready to play a full part in life and work**

Principled, informed citizens who

- find, evaluate and use evidence in forming an opinion
- discuss current affairs on the basis of their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions in choosing and acting
- informed about their culture, community, society and the world now and in the past
- respecting the needs and rights of others, as a member of a diverse society
- demonstrate their commitment to ensuring the sustainability of the planet and that
- **ready to be citizens in Wales and the world**

Healthy, confident individuals who:

- have assured values and establish their spiritual and principled beliefs
- fosters their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support needed to stay safe and healthy
- take part in physical activity
- make informed decisions about their lifestyle and manage risk
- with the confidence needed to participate in performances
- form positive relationships based on trust and respect for each other
- facing challenges and overcoming them
- have the skills and knowledge needed to deal with their daily life as independently as they can
- and who are **willing to live a full life as valued members of society.**

The four purposes are the starting point for all decisions about curriculum design our curriculum is designed in a way that supports our learners to make progress towards them

Essential skills

Essential skills underpin the four purposes and should be developed within a wide range of learning and teaching within our curriculum.

Creativity and innovation

Our curriculum will be designed in a way that develops creativity and innovation in our learners by providing them with space and opportunities that support them to:

- be curious and inquisitive and to generate many ideas;
- link different experiences, knowledge and skills and seeing, exploring and justifying alternative solutions;
- be able to identify opportunities and communicate their strategies.

This should support learners to create value of different kinds.

Think critically and solve problems

Our curriculum will be designed in a way that develops learners to think critically and solve problems by providing them with a space and opportunity that supports them to

- ask meaningful questions and to evaluate information, evidence and situations;
- analyse and justifying potential solutions, identifying potential issues and problems;
- become objective in their decision-making, recognizing and developing arguments;
- be able to offer value-creating solutions of various kinds.

Personal effectiveness

Our curriculum will be designed in a way that develops the personal effectiveness of our learners by providing them with space and opportunity that supports them to:

- cultivate intelligence and emotional awareness, becoming confident and independent;
- lead arguments and discussions, becoming aware of the social, cultural, ethical and legal implications of their arguments;
- evaluate their learning and mistakes, identifying areas for development;
- become responsible and trustworthy;
- be able to recognize and recognize value of different kinds and use that value.

Planning and Organisation

Our curriculum will be designed in a way that develops the planning and organisation of learners by providing space and opportunities for those who support them through:

- goal setting, decision making and monitoring of interim results (where appropriate in terms of development);
- reflection and adaptation, as well as managing time, people and resources.
- checking accuracy and creating value of various kinds.
- foster an appreciation of sustainable development and the challenges facing humanity
- building an awareness of emerging technological developments
- being supported and challenged so that they are prepared to confidently meet the

demands of working in uncertain situations, as local, national and global contexts lead to new challenges and opportunities to succeed

- building their resilience and develop strategies that will help them manage their well-being. They should be having experiences where they can respond positively in the face of challenges, uncertainty or failure
- learning to work effectively with others, appreciating the different contributions they and others make. They should also begin to recognize the limitations of their own work and the limitations of others as they build an understanding of how different people play different roles in a team.

Areas of Learning and Experience

Our curriculum will be designed in a way that ensures learning and teaching that covers all Areas of Learning and Experience:

- Expressive Arts
- Health and wellbeing
- The Humanities
- Languages, literacy and communication
- Maths and numeracy
- Science and technology

All areas have equal status within our curriculum.

Statements of what matters

Our school curriculum provides opportunities for our learners to engage with and understand the key concepts within all the elements and develop their understanding of the statements of what is important.

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

Our curriculum uses the statements of what is important to inform the process of developing curriculum content. In particular they are used to do the following:

- choose a range of experiences, knowledge and skills that enable our learners to gain an understanding of the 'big ideas' and key principles within each release
- supporting our learners' progress within the 'big ideas' and key principles and their ability to develop an increasingly sophisticated understanding and use of the statements of what matters
- enable learners to explore texts and activities through different perspectives – the same concept or idea is explored through different statements of what matters
- helping our learners make sense of a range of experiences, knowledge and skills within each Area ensuring that content helps learners to develop a rational understanding of a range of knowledge

Learning Descriptors

In our school, we use the learning descriptors as a planning tool to inform the wide range of knowledge, skills and experiences within our curriculum. Our curriculum also uses the learning descriptions to inform planning for a range of contexts for learning across progression stages to create depth and breadth across our curriculum.

Our curriculum does not use the learning descriptions to create stand-alone tasks, activities, assessment tasks or provisional reports to form an opinion about the outcomes of our learners at a particular time on the continuum.

Progress

Progress in learning is a process of increasing the depth, sophistication, engagement and control of learners, rather than encompassing a body of content. Progress is not linear and different learners are likely to make progress in different ways. Progress is at the heart of our curriculum plan. In choosing the content of our curriculum and assessment we use the progress principles for each Area to inform our approach to progress.



Link to supporting guidance: [Link to supporting guidance: A common understanding of progress](#)

The role of disciplines within our curriculum

As our learners progress through our curriculum, they will have more opportunities to engage with and specialise in the different disciplines within each Area as they reach the later stages of progress.

Discipline-specific learning and teaching in our curriculum will ensure that appropriate and meaningful connections with learning are made across our entire curriculum where appropriate.

Mandatory Elements of the curriculum

Relationship and Sexuality Education

Relationships and Sexuality Education (RSE) within our curriculum is designed using the RSE Code and is designed in a developmentally appropriate, inclusive and pluralistic way.

Religion, Values and Ethics (RVE)

Religion, Values and Ethics (RVE) is a compulsory subject in the Humanities Learning and Experience for learners aged 3-16. Teaching and learning at RVE reflects the fact that religious traditions in Wales are predominantly Christian but taking into account the teachings and practices of the other major religions represented in Wales. It also reflects the fact that a range of non-religious philosophical convictions are also held in Wales. RVE is intended to align with the mandatory requirements of the Humanities Area of Learning and Experience. RVE is intended having regard to the statutory RVE guidelines within the Humanities Field, and the Local Authority Syllabus 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 information. They enable learners to take advantage of the breadth of our curriculum, giving them the lifelong skills to achieve all four purposes. These are the skills that can be transferred to the world of work, enabling learners to adapt and thrive in today's world.

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

Across our curriculum learners will have opportunities to:

- Develop listening, reading, speaking and writing skills
- Be able to use numbers and solve problems in real situations
- Be confident in using a range of technologies to help them operate and communicate effectively and make sense of the world

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

Cross-curricular themes

[Cross-curricular themes for planning your curriculum - Hwb \(gov.wales\)](#)

Relationships and Sexuality Education (RSE)

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

Children's Rights

We believe that human rights education empowers learners as rights holders. This enables our learners to critically examine their own attitudes and behaviour and to develop skills to be principled, informed citizens in Wales and the world, who can advocate for their own rights and the rights of others.

Our curriculum includes opportunities for our learners to:

- learn about human rights by developing their understanding of human rights and the sources of those rights. This includes developing their understanding of the UNCRC and the United Nations Convention on the Rights of Persons with Disabilities.
- Learning through human rights that supports our learners to learn about human rights that supports our learners to develop values, attitudes and behaviours that reflect human rights.
- learning for human rights that motivates them to act socially and empower active citizenship to promote respect for the rights of all.

Diversity

We want our curriculum to recognise and celebrate the various social groups and communities in our school community, the communities we serve and society as a whole. We want our learners to be aware of other people's traits and treat them with compassion, empathy, understanding and fairness, despite those traits. As learners make progress, they should become increasingly aware of the range of specific characteristics that can define our identity, including gender, gender, race, religion, age, disability and sexuality.

Our curriculum includes 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
- build an understanding of people with different beliefs and perspectives
- challenging stereotypes

Careers and work-related experiences (CWRE)

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

Our curriculum includes opportunities for Education and Work Experiences that inspire our learners to:

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

Local, national and international contexts

The local, national and international contexts provide key perspectives for our learners and are of particular importance in supporting learners to achieve the four purposes.

Our curriculum includes opportunities for learners to:

- develop learning through a range of significant places and events
- create links with local communities and organisations
- learn about the contribution and experiences of different individuals who inform each context
- learn about cultural diversity, values, history and traditions that inform all contexts
- understand the different identities, history, cultures, perspectives and values that inform communities and societies
- recognise and engaging with factors, influences and impacts (including economic, social and environmental impacts) locally, nationally and internationally
- develop an authentic sense of habitat, developing knowledge of different cultures and histories, and enabling them to develop a strong sense of individual identity and understand how this relates to and is informed by wider influences
- take advantage of the histories and diversity of the local school area
- understand their role as citizens and the government structures that affect them in all contexts
- explore, critically analyse and respond to current issues and challenges affecting their lives and the lives of others through all contexts
- understand sustainable development, the challenges faced by the environment and society and how they can engage with these issues and make a difference by supporting sustainable citizenship
- understand contemporary Wales providing opportunities to reflect, understand and

- analyse contemporary society and the way learners engage with it
- recognise Wales's diverse linguistic and cultural heritage and its links beyond Wales
- recognise how our languages unlock knowledge of our literature, geography and history and their connections beyond Wales
- recognise the links between local, national and international contexts, understanding the way in which they continually influence each other
- use critical analysis skills in all contexts, recognising positive and challenging aspects of each

A curriculum that is accessible to all

When planning our curriculum, we will ensure that it:

- is suitable for the age, ability and talent of each learner
- takes into account the additional learning needs (ALN) of all learners, if at all
- ensures broad and balanced learning and teaching for all learners
- makes arrangements for assessing learners' ability and inclination in relation to the relevant curriculum, on access 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 pride and passion in our own learners, our school community, the wider community and Wales. Our curriculum will enable our learners to explore and understand different identities, landscapes and the histories that come together to form their cynefin. This will enable learners to develop a sense of their own identity and that of other people and make connections with people, places and history in other places in Wales and around the world.

Assessment

The purpose and role of assessment within our curriculum

Assessment plays a fundamental role in enabling each individual learner to make progress. For assessment to be effective, we recognise that partnerships between our practitioners, learners and parents and carers are important.

Progress in learning is a process of progressive development in depth, sophistication, interest and control of learners, rather than a body of content to be studied. Progress is not linear and different learners are likely to make progress in very different ways. The process of planning and implementing assessment arrangements, which are part of the curriculum and classroom practices, should recognise this and allow for a variety of deviations, breaks and variations in the speed of the learner's journey.

We will assess all learners across the 3 to 16 continuum based on the progress expressed in our curriculum, and in the planned learning intentions.

Link to Welsh Government supporting guidance: [Assessing learner progress.pdf](https://gov.wales/assessing-learner-progress.pdf)
(gov.wales)

The role of different participants in our assessment process

Leaders

Leaders in our school will establish a robust learning culture that supports and challenges practitioners to enable learners to make appropriate progress. This should be achieved by:

- creating a clear vision for a curriculum that helps learners achieve the four purposes and supports individual learners' progress
- creating an environment that fosters the knowledge and skills necessary to promote learners' well-being
- creating an environment based on trust and respect from both sides, rather than one focused on compliance and reporting
- enabling practitioners to develop the knowledge and skills needed to carry out their assessment role effectively
- ensuring that the curriculum is designed, adopted, reviewed and revised offering opportunities for practitioners to plan bespoke learning that meets the needs of all learners
- developing and embedding processes and structures that enable practitioners to develop a common understanding of progress
- ensuring a clear picture of learners' progress in the school or setting, which is understandable by all practitioners – a process that involves ongoing and regular professional dialogue on progress as part of the systems to help practitioners self-reflect and inform improvement
- ensuring that there is a clear understanding of learner progress across schools and, where appropriate, settings, which feeds into discussions on learner progress in the school or setting
- considering how best to provide additional challenge and support for learners, including working with other partners
- encouraging engagement between all participants in the learning and teaching

process in order to develop effective partnerships

- ensuring that the statutory requirements are met and that due consideration has been given to this guidance for assessment, and that practitioners take this into account when planning learning and teaching and their daily practices.

Practitioners

Practitioners in our school will plan for, and provide, effective learning experiences that are appropriate to the age and development of each individual learner. They effectively support and challenge learners to ensure they are making progress. This should be achieved by:

- being clear about the intended learning and plan engaging learning experiences accordingly
- helping to promote learners' well-being through assessment practices
- sharing intended learning with learners appropriately
- evaluating learning, including through observation, questioning and discussion
- use the information gained from ongoing assessments to reflect on their own practices in order to inform the next steps in teaching and planning for learning
- providing relevant and specific feedback that engages learners, encourages them to take responsibility for their learning, and moves their learning forward
- encouraging learners to reflect on their progress and, where appropriate, encourage them to consider how they have developed, what learning processes they have benefited from and what they have achieved
- providing opportunities for learners to take part in assessing their own work and that of their peers, and support them to develop the relevant skills to do this effectively
- developing learners' skills in making effective use of a range of feedback to advance their learning
- involving parents and carers in a learner's development and progress, including the learner in this dialogue increasingly over time
- engaging in dialogue with leaders and fellow practitioners to ensure they have a clear picture of the progress being made within their school
- identifying any additional challenges or support learners may need, engaging with external partners where needed

Learners

Our learners will contribute to and participate in the learning process, in a way that is appropriate to their age and stage of development. This will help learners to develop knowledge, skills and understanding, and apply them in different contexts. As they progress and with increasing independence, learners should be supported and encouraged to do the following:

- understand at what stage they are learning and where they need to go next
- develop an understanding of how they will get there
- actively respond to feedback on their learning and develop positive attitudes towards receiving, responding to and acting on feedback as part of their learning
- review their learning progress, and communicate this individually and with others
- reflect on their learning journey and develop responsibility for their own learning over time

Parents and carers

Parents, carers have an important role to play and schools and settings should engage with them so that they can support learners' progress in an appropriate way.

We will encourage and enable parents and carers to:

- engage regularly with the school or setting and its practitioners/practitioners in order to understand and support their child's progress in learning
- share relevant information and understanding with the school or setting and its practitioners, who will support their child's learning and progress
- actively respond to information provided about their child's learning and, in collaboration with the school or setting, plan ways to support that learning both inside and outside the school or setting.

External Partners

We will engage with external partners to:

- help practitioners assess and determine the needs of learners who may need additional support, and then help them by providing advice and support. This may include specialist educational support and support from other agencies such as health
- to provide information about learning progress that has taken place for our learners who may be spending their time in other contexts.

Continuously supporting our individual learners on a day-to-day basis

To support our individual learners on an ongoing day to day basis, continuous assessment is an integral part of daily classroom practice in a way that supports learning and means that it is no different from learning.

Our assessment practices will identify each individual learner's strengths, achievements, areas for development and, where relevant, barriers to learning. Practitioners should use this understanding, in discussion with the learner, to determine the next steps needed to move in order to advance the learning, including any additional challenges and support needed.

Our practitioners will determine the progress made by our learners, and record this, where appropriate, in order to understand the learner's journey over different periods and in a variety of ways. This includes building an understanding of how a learner has learned, in as well as what he has learned and can demonstrate.

Reflecting on a learner's progress over time will enable our practitioners to provide feedback and help plan their future learning, including any interventions, additional support or challenge that may be required. This should include the immediate next steps and the longer-term objectives and goals that the learner should work towards to help them continue to progress in terms of their learning. This can also be used as a basis for communication and engagement with our parents and carers.

Understanding group progress in order to reflect on practice

Assessment enables our practitioners and leaders to understand to what extent and in what ways different groups of learners are making appropriate progress. This understanding contributes to our processes of self-evaluation and continuous improvement.

Communicating with parents and carers

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

- the progress their child is making
- their child's needs in order to make progress in the future
- how their needs can be met in order to make progress in the future at home
- their general well-being at school

We provide a summary of information about individual learners annually. Our learners have opportunities to contribute to the communication process with their parents and carers.

Reading and numeracy assessments

Statutory online personal assessments are part of the wider assessment arrangements and are designed to help the practitioner and learner understand how a learner's reading and numeracy skills are developing, and what the next steps should be.

Assessment at the time of admission

At any time a learner enters our school, including when they start compulsory school-age education, we will assess learners' abilities, skills, knowledge and talents against our curriculum to determine the next steps in their progress and the learning and teaching needed to make that progress.

Transition

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

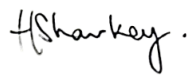
- Proposals for the management and co-ordination of the transition process from primary to secondary schools
- proposals for ensuring continuity of learning overall through curriculum planning and planning for learning and teaching for learners in Year 6 transitioning to Year 7
- proposals for how an individual learner's progress will be supported as they transition from primary to secondary school
- how the learning and wellbeing needs of each individual learner will be supported as they transition from primary to secondary school
- how we will review and monitor the impact of the transition plan in terms of how it has helped to ensure continuity of learning and support individual learners' progress

Curriculum review, evaluation and revision

The remodelling process

It is the responsibility of the governing body and the headteacher to review the curriculum and assessment arrangements, and to review them if they do not meet the requirements of our curriculum policy.

Cymeradwywyd y Polisi / Policy Approved by:



Helen Sharkey
Pennaeth / Head Teacher
Dyddiad / Date: 14.05.26



Dona Lewis
Cadeirydd y Llywodraethwyr / Chair of Governors
Dyddiad / Date: 14.05.26