



Ysgol Gynradd Porthcawl Primary School

Curriculum Summary Statement

Our school vision was created in consultation with stakeholders. The school held an INSET day with staff and governors to consider a draft vision. Through meetings with the school council a final draft was created. This was shared for feedback with the school community through the school newsletter. Our school vision underpins all areas of school life.

Our curriculum enables us to realise our vision. As part of curriculum design:

- Our school leaders and teachers undertook reading and research and attended professional learning on curriculum.
- Our whole staff team agreed key features of our school context, pupils and community to inform the approaches and experiences best suited for the needs of all learners at our school and considering the four purposes.
- All staff worked together to identify the required changes to our current cultures, provision and practices.
- Teachers have worked with staff from the Porthcawl cluster schools to support one another in planning our curriculum, ensuring progression along the 3-16 continuum.
- All learners engage in discussions at the beginning and end of learning themes, giving learners a voice in what and how they learn.
- The school shares information with parents/careers on the curriculum and ways they can support their child within and outside of the school environment.

- The school collaborates and consults with providers from the local and wider community on providing learners with distinct and enriching experiences including related to religion, values and ethics (RVE).

Our school curriculum is suitable for all learners and will enable them to realise the four purposes. It takes account of and responds to the unique opportunities and challenges that present themselves to individuals and groups of learners in our school. Our school curriculum is broad and balanced and includes learning opportunities within and across all of the Areas of Learning and Experience. It encompasses the concepts in all of the statements of what matters and provides appropriate progression in accord with the principles of progression. It also aligns to the mandatory requirements of teaching Welsh, English and Religion, Values and Ethics (RVE). The mandatory elements of Relationship and Sexuality Education (RSE) and the cross curricular skills of literacy, numeracy and digital competence are embedded throughout the curriculum.

We believe progression and assessment is fundamental to ensuring we achieve our school vision. Our school curriculum is underpinned by the mandatory principles of progression which describe what it means for learners to progress and the capacities and behaviours our staff will seek to support, regardless of a learners' stage of development. Our assessment arrangements are informed by these principles of progression. We use a variety of evidence informed assessment strategies to enable each individual learner to make progress at an appropriate pace. We ensure our processes identify learners who require further support or challenge and provide rich qualitative intelligence for us to inform next steps in learning for individuals and groups of learners. Our assessment arrangements ensure active engagement between learners and teachers and is based on ongoing reflection on where a learner is, what their next steps are and what is required to support them in achieving these.

Our school curriculum will be kept under review to ensure that it is meeting the needs of our learners. Throughout the year there will be a variety of self-evaluation activities to inform our understanding of the effectiveness of our curriculum and the required revision. We will work within our school, across the cluster and in partnership with

governors, the regional consortia, the local authority, to further develop a shared understanding of progression and to ensure a high-quality 3-16 continuum of learning for all.