

Porthcawl Primary School

School Development Plan 2026 27

Improvement area: Curriculum

Priority: To develop a progressive and engaging curriculum

Target: To further develop a Curriculum for Wales aligned curriculum that is progressive, authentic and relevant to pupils, with modules linked to Porthcawl and Wales, incorporating independence, outdoor learning and SOLO assessment.

Source of priority:

- school vision
- national and local priority
- self-evaluation findings

Monitoring and collecting evidence:

- Listening to learners (L2L) & module evaluations
- Learning walks and book scrutiny
- Session observations
- Analysis of SOLO assessment outcomes
- Pupil voice and engagement levels

Staff Leader: Simone Gregory

Success Criteria:

- Clear progression of knowledge and skills across all AoLEs (FP and KS2)
- Modules are authentic, engaging and linked to Porthcawl and Wales
- Curriculum demonstrates a spiral approach with revisiting of key knowledge and skills
- Increased opportunities for pupil independence across learning
- Outdoor learning is embedded within modules across all year groups
- SOLO taxonomy is used consistently to assess and evaluate pupil understanding at the end of modules

Evaluation of progress:

- Highlight completed actions on the plan.

FOCUSSED ACTIONS	Lead person	Start	Finish	Resource	Finance	Expected IMPACT
FOUNDATION PHASE						

Persevere Perform Succeed

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Audit FP modules against Curriculum for Wales progression steps	SG	Sept 26	Oct 26	Plannin g	£0	Clear understanding of progression in FP
Develop FP modules linked to Porthcawl (seaside, community, local environment)	SG	Oct 26	Jul 27	Plannin g time	£0	Engaging, relevant learning experiences
Ensure modules follow a spiral curriculum revisiting key skills (language, numeracy, wellbeing)	SG	Oct 26	Jul 27	Plannin g time	£0	Improved retention and progression of skills
Embed independence through continuous provision and pupil-led learning	SG	Sept 26	Jul 27	Provisio n resourc es	£0	Increased independence in learning
Develop outdoor learning within FP modules (Forest School, exploration, play-based learning)	SG	Sept 26	Jul 27	Outdoor resourc es	TBC	Improved engagement and real-life learning
Develop SOLO grids to assess end of module understanding (verbal/visual)	SG	Jan 27	Jul 27	Plannin g time	£0	Clear understanding of pupil progress in FP
KEY STAGE 2						
Audit KS2 modules against Curriculum for Wales principles of progression	ER	Sept 26	Oct 26	Plannin g	£0	Clear understanding of progression across KS2
Develop KS2 modules linked to Porthcawl, Wales and wider global contexts	ER	Oct 26	Jul 27	Plannin g time	£0	Authentic and meaningful curriculum
Develop spiral curriculum ensuring knowledge and skills are revisited and built upon	ER	Oct 26	Jul 27	Plannin g time	£0	Deeper understanding and retention
Increase opportunities for independent learning (rich tasks, pupil-led enquiry)	SLT	Sept 26	Jul 27	Staff meeting s	£0	Pupils become independent learners

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Embed outdoor learning across AoLEs (fieldwork, local visits, outdoor tasks)	SG	Sept 26	Jul 27	Outdoor resources	TBC	Real-life application of knowledge and skills
Develop and use SOLO taxonomy grids at end of modules to assess understanding	ER	Oct 26	Jul 27	Planning time	£0	Consistent and effective assessment across KS2
Use SOLO outcomes to inform next steps and progression	ER	Jan 27	Jul 27	Assessment time	£0	Assessment impacts future planning
Year 5/6 pupils to start developing their own SOLO grids for end of module Rich tasks	ET	Jan 27	Jul 27	Planning time	£0	Pupils develop independence
Whole school audit of curriculum and progression (FP and KS2)	ER	Sept 26	Oct 26	Planning	£0	Clear whole school overview
Use L2L and pupil voice to evaluate modules and ensure relevance	ER	Sept 26	Jul 27	L2L	£0	Curriculum reflects pupil interests and needs
Share best practice through staff meetings, learning walks and moderation	SLT	Oct 26	Jul 27	Staff meetings	£0	Consistency across school