

# Goetre Primary School Curriculum Summary

At Goetre Primary School, we believe in nurturing every learner to help them "Believe, Persevere, and Succeed". Our curriculum is rooted in the **four purposes** of the Curriculum for Wales, designed to prepare learners for life and work in the modern world. This summary outlines how our curriculum is structured, assessed, and continuously reviewed, reflecting input from learners, parents, staff, and the community.

## 1 Engagement with the Community

Our curriculum is developed through collaboration with learners, parents, staff, and the wider community. We regularly engage with these stakeholders to ensure our curriculum reflects the needs and aspirations of our school and local area:

**Learners** contribute through school council discussions, class feedback, and involvement in planning thematic projects.

**Parents and carers** are engaged through surveys, parent-teacher meetings, and curriculum workshops.

**Staff** collaborate in AoLE teams to plan and review learning experiences.

**Community members** offer input through partnerships, local business links, and involvement in our Goetre 100 activities, which connect pupils with their local environment and Welsh heritage.

## 4 Ongoing Curriculum Review and Feedback

The curriculum at Goetre Primary School is dynamic and continuously evolving. We actively seek feedback from staff, learners, parents, and the community to ensure that it remains relevant and responsive to the needs of our pupils. Our **AoLE teams** meet regularly to review and refine the curriculum, ensuring that it aligns with the four purposes and meets the statutory requirements of the Curriculum for Wales.

Key elements of our review process include:

- Regular **feedback from learners**, gathered through classroom discussions, pupil voice activities, and school council meetings.
- **Staff reflections** through professional development sessions and AoLE team meetings, where teaching practices and curriculum content are evaluated and adapted.
- **Parent feedback** gathered through surveys and discussions during parent-teacher meetings.
- **Community involvement**, including partnerships with local organisations, which provide real-world contexts for learning.

Each year, we publish this curriculum summary to keep our community informed of our goals and approach, ensuring transparency and ongoing engagement.

## 2 Meeting the Requirements of the Curriculum for Wales

Our curriculum at Goetre Primary School aligns with the statutory requirements of the Curriculum and Assessment (Wales) Act 2021, with the following key features:

### The Four Purposes:

Our curriculum helps learners become **ambitious, capable learners, enterprising, creative contributors, ethical, informed citizens, and healthy, confident individuals**. These purposes guide all learning activities at Goetre, ensuring a balanced and purposeful education.

### Areas of Learning and Experience (AoLEs):

We structure our learning around the six AoLEs (Expressive Arts, Health and Well-being, Humanities, Language, Literacy and Communication, Mathematics and Numeracy, and Science and Technology) to provide a broad, balanced education. Each AoLE integrates the mandatory cross-curricular skills of **literacy, numeracy, and digital competence**.

### Welsh Language and Culture:

The curriculum includes opportunities to explore and celebrate Welsh culture and identity, ensuring that learners develop a strong sense of **cynefin**—their connection to their community, Wales, and the wider world.

### RSE and RVE:

**Relationships and Sexuality Education (RSE)** and **Religion, Values, and Ethics (RVE)** are delivered as mandatory subjects, fostering respect, understanding, and responsibility among learners.

## 5 Goetre 100

Our **Goetre 100** initiative is a unique feature of our curriculum, offering pupils the opportunity to experience 100 enriching activities during their time at school. These activities, which range from outdoor learning to cultural experiences, are designed to enhance pupils' personal development and their connection to both their local community and the world.

## 3 Learning Progression and Assessment

At Goetre, we recognise that learners develop at different paces and that their learning journeys are unique. Our approach to progression is aligned with the **five principles of progression** from the Curriculum for Wales. Learning is planned to ensure that each pupil:

- Develops increasing depth of knowledge and understanding over time.
- Strengthens their skills and applies them in various contexts.
- Demonstrates growing independence and creativity in their learning.

Our assessment practices focus on **supporting progression** and are designed to help learners understand their strengths and areas for development. We use a range of formative assessment techniques, including self-assessment, peer feedback, and teacher-led evaluations, to create a holistic picture of each learner's progress. These assessments guide future teaching and help learners take ownership of their development.

Parents are regularly informed of their child's progress through:

- Termly opportunities for parents and teachers to meet.
- End-of-year reports summarising well-being, academic progress, and next steps.

# Believe, Persevere, Succeed

