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Engagement

We believe that the best curriculum is one that truly reflects the community it's for. That's why we involved our whole school community in shaping it—from parents and carers, to governors, teachers, support staff, and most importantly, our learners.

Together, we asked big questions:
What makes our school special? What values matter most to us? What skills do our children need for the future? And what experiences should every child have during their time here? The thoughts and ideas shared helped us form a clear vision and set of aims that now guide our curriculum. We've used these contributions to design learning that is exciting, meaningful, and rooted in what our community values most.

By giving everyone a voice, we've created a curriculum that not only fits our school, but also helps every child grow with confidence and into lifelong learners.





Fairoak Vision Statement

At Fairoak Primary School, we are passionate about creating a vibrant and inclusive community where everyone feels a deep sense of identity and belonging. We are committed to fostering a supportive environment where well-being is at the heart of all that we do, ensuring that every child matters. Together, we will provide an authentic, stimulating and exciting curriculum which inspires and empowers children to grow with confidence and become life-long learners.

Fairoak Aims

At the heart of our vision is a commitment to fostering a sense of belonging and a shared responsibility for each other's success. We aim for us all, as learners to:

- Embed the core purposes using a holistic approach, focusing on personal growth and academic excellence
- Embrace real-life experiences that inspire curiosity and a love of learning
- Inspire creativity and critical thinking, encouraging learners to explore their passions and develop their unique voices
- Create a school where all learners flourish, progress and achieve their full potential
- Promote kindness and strong positive relationships, ensuring everyone feels safe and valued
- Celebrate diversity and engage with the world in meaningful and respectful ways
- Develop into compassionate, resilient, and confident individuals ready to make a positive impact on our community, Wales and the wider world



Curriculum Design

Our curriculum has been thoughtfully designed with our learners at the heart. As a staff, we began by reflecting on the specific needs, interests, and lived experiences of the children in our community. We recognised that a meaningful curriculum must reflect who our learners are and support them in realising the Four Purposes and become:

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

We explored the Statements of What Matters across all Areas of Learning and Experience (AoLEs) and identified common concepts that naturally connected learning across disciplines. This enabled us to create a curriculum that is not only coherent but also rich in opportunities for deep learning and authentic exploration.





Through this collaborative process, we selected four key concepts to form the foundation of our curriculum. These concepts provide a shared focus and a common thread that runs throughout all year groups and learning experiences. The four key concepts are:

- **Change in Time** – Helping learners understand how people, places, ideas, and societies have changed over time and how change shapes the future.
- **Belonging** – Helping learners understand their identity, community, and place in the world.
- **Sustainability** – Encouraging learners to care for the environment and make responsible choices for the future.
- **Wellbeing** – Supporting learners' physical, mental, emotional, and social development to help them thrive.

Each of these concepts has been carefully mapped across the academic year, ensuring a progressive and purposeful learning journey for every child. Our curriculum is dynamic and responsive, making room for pupil voice, local context, and real-life connections while ensuring coverage and depth across all Areas of Learning and Experience (AoLEs). By revisiting these key concepts across different contexts and disciplines, learners develop a deeper understanding of the world around them and their role within it.

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Our curriculum fully meets statutory requirements and has been collaboratively designed by staff to ensure coverage, coherence, and progression across the school.

- Learning is delivered through the Six Areas of Learning and Experience (AoLEs), with teachers planning rich, integrated experiences that reflect the connections between them.
- The mandatory cross-curricular skills — literacy, numeracy, and digital competence — are embedded across all areas, with staff working together to ensure consistent development.
- Teachers co-plan around big questions and conceptual threads, ensuring all Statements of What Matters are covered through meaningful, inquiry-based learning.
- We provide full and age-appropriate provision for Religion, Values and Ethics (RVE) and Relationships and Sexuality Education (RSE).
- The curriculum supports the development of Welsh language and culture and meets expectations for English/Welsh-medium delivery.
- Regular collaborative planning ensures that learning is progressive, inclusive, and responsive to pupils' needs and interests.



The mandatory elements—Relationships and Sexuality Education (RSE), Religion, Values and Ethics (RVE), have been explicitly and systematically planned for across the curriculum. These essential components are intentionally embedded within all Areas of Learning and Experience (AoLEs) to ensure they are clearly visible, purposeful, and integral to pupils' learning journeys.

Staff have engaged in collaborative curriculum design to ensure that these elements are not only delivered in isolation but are also authentically integrated within meaningful, real-life contexts. This approach promotes coherence and enables learners to build, revisit, and deepen their understanding over time, supporting sustained progression.





At Fairoak, we recognise that literacy, numeracy, and digital competence are fundamental
to all learning. These cross-curricular responsibilities are explicitly taught in dedicated sessions and are purposefully embedded across all Areas of Learning and Experience (AoLEs).

Through careful and collaborative planning, staff ensure that pupils have frequent opportunities to apply these skills in meaningful, real-life contexts. This approach supports learners to develop fluency, confidence, and independence in using these essential skills.

Our curriculum is underpinned by core concepts that are woven across all learning experiences to ensure coherence, progression, and depth

Our core concepts provide a unifying framework that supports the integration of cross-curricular skills, ensuring that pupils make connections in their learning and build transferable understanding over time.

- **Literacy** is developed through speaking, listening, reading, and writing activities that are relevant, engaging, and rooted in context. Learners are encouraged to communicate effectively across all subjects, deepening their understanding and expanding their vocabulary.
- **Numeracy** is embedded across the curriculum through problem-solving, data handling, and mathematical reasoning in subjects such as science, geography, and technology. This helps learners to see the value and application of mathematical thinking in everyday life.
- **Digital competence** is integrated into learning through the use of a wide range of technologies. Pupils are supported to develop their digital skills in researching, presenting, creating, coding, and communicating, as well as understanding how to stay safe and responsible online.





We are committed to celebrating and promoting Welsh identity, language, and culture across the school. The Welsh language is used regularly through incidental Welsh and focused Welsh sessions, helping to develop learners' confidence and pride in their bilingual heritage.

Our curriculum includes rich opportunities to explore Welsh myths and legends, local and national history, music, literature, and geography. We actively seek out meaningful connections with the local community to strengthen pupils' sense of belonging and understanding of their place in Wales.

By embedding these elements throughout our curriculum, we ensure that pupils not only meet the requirements of the Curriculum for Wales but also develop a strong sense of identity, a respect for culture and language, and the skills needed to thrive in an ever-changing world.

Assessment and Progression

Assessment at Fairoak is ongoing, purposeful, and designed to support every learner's progress along their individual learning journey. We use a combination of formative (day-to-day) and summative (end-of-topic or term) assessments to understand what learners know, can do, and need next. These help us to:

- Track progress across the progression steps, focusing on depth of understanding.
- Adapt teaching and learning to meet the needs of each child
- Promote learner voice, encouraging pupils to reflect on their own learning and identify next steps
- Provide targeted support and challenge as needed





Pupils in Years 2 to 6 complete the Welsh National Personalised Assessments in Reading and Numeracy each year. These support teacher judgement by identifying individual strengths and areas for development. We hold termly detailed pupil progress reviews, where teachers meet with senior leaders to discuss each child holistically—considering academic progress, wellbeing, engagement, and any additional support needed. This ensures a joined-up approach to meeting the needs of the whole child.



Progress is shared with pupils and parents through:

- Ongoing feedback and conversations
- Children's work and books, which reflect learning over time
- Two parent evenings per year, offering dedicated time to discuss progress and next steps
- End-of-year reports summarising achievements, progress, and areas for future focus
- Class showcases and assemblies, where children share their learning and achievements with families in an informal and supportive environment

Our approach ensures that assessment is not just about measuring learning, but about supporting and celebrating progress, helping every child grow in confidence and thrive.





Our curriculum is continuously reviewed and refined to ensure it remains purposeful, responsive, and aligned with the needs of our learners. The Senior Leadership Team (SLT) carries out a planned programme of monitoring activities across the academic year, including learning walks, book looks, pupil voice sessions, and staff discussions. These monitoring activities directly inform curriculum developments and are closely linked to priorities outlined in the School Development Plan (SDP).

The Curriculum and Learning Lead works in partnership with AoLE Leads and SLT to evaluate the impact of teaching and learning within each Area of Learning and Experience. Pupil voice plays a key role in shaping the curriculum, ensuring that learners are engaged and that their interests and needs are reflected in what is taught. This collaborative and cyclical process of review ensures our curriculum remains dynamic, inclusive, and rooted in real-life, meaningful learning experiences