

Adoption of Curriculum for Wales Summary

**Audit as per LEA Policy Document guidance**

**Checked by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (dat**

**Approved by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (date)**

**Date of Next Review \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reviewed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date \_\_\_\_\_\_\_\_\_\_\_**

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***Parc Lewis Primary***

***‘One Family Shining Brightly’***



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**Vision**

**We provide an all-inclusive school where we aim to be at the heart of the community. We are a friendly family, within a nurturing well-being environment which supports and celebrates the efforts, success and participation of all our learners to reach their full potential. Working together with respect, confidence, co-operation and ambition we will create independent, healthy and informed individuals who thrive in a safe and happy learning environment.**

The school vision was created in consultation with stakeholders. This included:

* INSET days with staff and governors
* Meetings with the school council and with parents
* Engagement with the school community and local community through a variety of media
* The school vision was launched in February 2020 and 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.

* Through surveys, all governors, staff, parents and pupils were asked to consider what all

pupils should know and be able to do, and which values they should develop during their

time at the school.

* All staff worked together to identify the required changes to our current cultures, provision

and practices.

* Teachers have worked with staff from the 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 regularly 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 a range of providers from the local and wider

community on providing learners with distinct and enriching experiences including related to

religion, values and ethics (RVE) and careers and work related experiences (CWRE).

**Curriculum Alignment**



The school’s curriculum aligns to the mandatory requirements of teaching Welsh, English, Relationship and Sexuality Education (RSE) and the cross curricular skills of literacy, numeracy and digital competence. Further design and development is required with regard to Religion, Values and Ethics (RVE) following the publication of the agreed syllabus.

***Pedagogy and Professional Learning***

The school has considered pedagogy and developed professional learning and support focused on high-quality teaching. All teachers have engaged in enquires within their classroom to explore strategies for modelling and scaffolding. Assessment arrangements are informed by principles of progression. These are embedded in day-to-day practice through a variety of evidence informed assessment strategies.

***Assessment and Progression***

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. The school is working with their cluster to further develop a shared understanding of progression and transition planning.

***Implementation***

The curriculum will be implemented in all year groups from September 2022. At their meeting on 18th July 2022, the governing body considered and agreed to adopt the school’s curriculum. The school plans to publish a summary of their curriculum on the school website by 22nd July 2022. School will inform parents and the wider school community of this through the usual communication methods, e.g. School website, Newsletter and Parc Lewis Twitter Page.

***Review***

Our school curriculum will be kept under review to ensure that it is meeting the needs of our learners and continues to align to our school vision. 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. The school will complete a detailed review in Summer 2023. 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*.*

***Impact***

The school ensures that it consider the impact on learners’ mental health and emotional well-being in all curriculum decision making. The school has an agreed Cluster Policy and has begun to use the framework on embedding a whole school approach to emotional and mental well-being to support this.

Parc Lewis has a Rights Respecting School Bronze Award. All staff have participated in professional learning on the UNCRC and UNCRPD (Disability), and the school promotes the knowledge and understanding of these Rights. This is also embedded across the curriculum and in the work of the school council.

The school continues to foster close partnerships with their cluster schools, the regional consortia, the local authority, as appropriate to fulfill their duties.