



Adoption of Curriculum for Wales Summary


Audit as per LEA Policy Document
guidance

Checked by _____ (date)
Approved by _____ (date)

Date of Next Review

Reviewed by

Curriculum for Wales Summary
Parc Lewis Primary
'One Family Shining Brightly'



Secondly, schools must also adopt their curriculum and assessment arrangements and publish a summary of their curriculum.

To adopt the curriculum and assessment arrangements, the head teacher and the governing body simply need to agree to adopt it. The summary schools must publish is just that, a summary. We suggest it includes:

- information on how practitioners, learners, parents, carers and the wider community have been engaged to inform the curriculum's development
- how the curriculum meets the required elements of the Curriculum for Wales, starting from the four purposes

- information on how the school is approaching learning progression and its arrangements for assessment
- how the curriculum will be kept under review, including the process for feedback and ongoing revision

School Improvement Services can provide supporting material on this.

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.

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- 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

This curriculum must:

- enable learners to develop in the way described in the four purposes
- provide for appropriate progression and accord with the principles of progression set out in the 'Progression Code' – which applies to all learning across all AoLEs.
- be suitable for learners of differing ages, abilities and aptitudes – is our curriculum appropriate for all our learners?
- be broad and balanced – does our curriculum cover a breadth of learning?
- encompass the concepts set out in the statements of what matters in the 'Statements of What Matters Code' – the detail of the statements of what matters must be included in schools' curricula
- provide for learning and teaching that encompasses each of the Areas of Learning and Experience – (this doesn't necessarily mean that schools have to organise their timetable around AoLEs)
- include –
 - Welsh
 - English from 7 years old
 - Relationships and Sexuality Education (including the detail of the Relationships and Sexuality Code)
 - Religion Values and Ethics (RVE) – schools must also consider the agreed syllabus adopted by their local authority – more detail on RVE can be found on Hwb
 - The cross-curricular skills (literacy, numeracy and digital competence)

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.

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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.