

Curriculum Adoption- Riverbank School

<p>Engagement with curriculum development (Design & Assessment)</p> <p>Our school vision was created in consultation with all stakeholders. The school held an INSET day with all staff to consider a draft vision. This was shared with the school council and with parents and the was created. This was shared for feedback through a variety of media including our social media accounts. Our school vision underpins all areas of school life.</p> <p>Our curriculum enables us to realise our vision. As part of curriculum design:</p> <ul style="list-style-type: none"> ○ Our school leaders and teachers undertook directed and non-directed 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 practice. ○ Teachers have worked with staff from other schools to support one another in planning our curriculum, ensuring progression. ○ All learners engage in discussions at the beginning and end of half term’s topic, 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 activities. 	<p>Meeting the requirements of the framework (Adoption & Implementation)</p> <p>According to most recent audit, staff have identified either strong or excellent progress has been made towards the fulfilment of the 15 “Designing your Curriculum” statements set out by WG.</p> <p>Our school curriculum is suitable for all learners and will enable them to realise the four purposes. It takes account of and responds to the unique opportunities and challenges that present themselves to individual learners in our school and is based on the UNCRC “Rights of the Child”.</p> <p>Our school curriculum is broad and balanced and includes learning opportunities within and across all of the Areas of learning and experience. It encompasses the concepts in all of the statements of what matters and provides appropriate progression in accord with the principles of progression.</p> <p>It also aligns to the mandatory requirements of teaching Welsh, English and Religion, Values and Ethics (RVE). The mandatory elements of Relationship and Sexuality Education (RSE) and the cross curricular skills of literacy, numeracy and digital competence are embedded throughout the curriculum.</p> <p>To meet the needs of all our pupils we embed a range of effective and robust therapeutic provisions within our curriculum to ensure our pupils are ready and able to engage in their learning.</p>
<p>Learning progression and assessment arrangements</p> <p>We have a highly effective and robust approach to assessment within Riverbank School. We are a person-centred organisation that offers bespoke provision with individualised expectations for all based on a thorough understanding of all our pupils’ unique learning needs, barriers and requirements. Our recently refined triangulated approach encourages staff to utilise information from various summative assessment ‘capture’ points identified within the monitoring schedule, on-going formative assessment feedback and information, and most importantly relevant ‘person centered’ information gathered around an individual.</p> <p>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 this.</p> <p>We have a breadth of collaborative platforms embedded within our organisation that ensures staff remain motivated.</p>	<p>Ongoing review and feedback (Review & Revision)</p> <p>Our school curriculum will be kept under review to ensure that it is meeting the needs of our learners and fulfilling our school vision. At the end of each half term there will be a period of self-evaluation to inform our understanding of the effectiveness of our curriculum and any required revision. This activity is recorded within planning documentation to ensure continuous refinement of each topic.</p> <p>A curriculum review led by external provider outlined some excellent areas of good practice and made suggestions for further consideration. The intention is for a repeat review one year post launch.</p> <p>We will work within our school, across the federation and in partnership with governors through Curriculum & Learning panel meetings, the regional consortia, the local authority and our ITE partners to further develop a shared understanding of progression.</p> <p>We have recognized that of equal importance to content is our enquiry based approach to developing appropriate and effective pedagogy. This has been a priority in PM this year and will be regularly reviewed through ongoing professional learning.</p>

Everyone who works with children should always do what is best for each child” (UNCRC 3)