



Western
Learning
Federation



Riverbank School



Learning together to be the best we can

RATIFIED BY GOVERNORS

DATE REVIEWED

DATE FOR REVIEW

DATE PUBLISHED

Monitoring the policy

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

SIGNED

DATE

Chair of Governors

SIGNED

DATE

Executive Headteacher

SIGNED

DATE

Deputy Executive Headteacher

SIGNED

DATE

Head of School

The values and principles

The federation is underpinned by a set of values that define the culture of the three federated schools.

Our Principles

Honesty

Responsibility

Positivity

Trust

Empathy

Patience

Respect

Kindness

Our Values

- We celebrate our differences.
- We have a shared sense of belonging.
- We play, laugh, smile and celebrate success.
- We have a positive attitude.
- We learn from experiences to develop life and independent skills.
- We follow our dreams and aspirations.
- We care for our own and wider environment.
- We improve quality of life.

Definition

Values One's judgement of what is important in school life.

Principles Morally correct behaviour and attitudes.

Rights Respecting Schools

Every child has rights "without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status"

Western Learning Federation

Tel: 029 2083 8560

E-mail: westernlearningfederation@cardiff.gov.uk

Riverbank School

Tel: 0292 0563 860

E-mail address: riverbanksp@Cardiff.gov.uk

Tŷ Gwyn School

Tel: 0292 0838 560

E-mail address: tygwynsp@cardiff.gov.uk

Woodlands School

Tel: 0292 0838 560

E-mail address: woodlandshighschool@cardiff.gov.uk



Learning together to be the best we can



Learning to achieve



Learning for Living

Vincent Road, Cardiff, CF5 5AQ



@CardiffWestern @RiverbankSch @GwynSchool @WoodlandsHS 

www.westernlearningfederation.co.uk

Contents:

1. Introduction
2. Rationale / Key Principles
3. Curriculum Entitlement
4. Curriculum Structure
5. Cross Curricular Links
6. Skill Acquisition
7. AoLE Breakdown
8. Curriculum Themes
9. Curriculum Planning
10. Responsibilities
11. Parents
12. Healthy Schools
13. Equal Opportunities
14. Assessment, Recording and Reporting
15. Policy Review

1. **Introduction**

Riverbank Special School provides primary education for boys and girls aged between four and eleven, all with additional learning needs. The majority of our pupils have a primary diagnosis for severe learning difficulties, speech language and communication difficulties, autistic spectrum condition and global learning delay.

At Riverbank School we believe that every pupil should have the opportunity to learn and develop to the full within an environment where they are happy, ambitious, capable learners.

Pupils will take increasing responsibility for their own learning in becoming healthy confident individuals.

All pupils will be supported and challenged to become enterprising, creative contributors to prepare them to reach their full potential in life and work.

We believe every child has the right to an education of high quality where everyone is valued and encouraged to respect others.

We believe that every pupil has the right to develop their knowledge about their culture, community and society in order to help them become ethically informed citizens of Wales and the wider world.

We are fully committed to developing and implementing the four purposes of the curriculum, as they will apply within a special school context. In summary we want all of the pupils at Riverbank School to be;

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

Our vision at Riverbank school is to achieve, through purposeful partnerships, a high quality education for all pupils.

The purpose of Riverbank School is to create a professional environment in which pupils can receive their curriculum entitlement. We have high expectations and hope to enable pupils to achieve the following goals:

- high achievement for all, regardless of ability, gender, class and ethnicity.
- To learn how to learn and to learn how to play.
- To gain the best possible level of independence appropriate to their age and ability.
- To be able to make appropriate, informed choices.
- To be aware of danger and the need for safety at all times.
- To be able to communicate in a range of settings and for different audiences.
- To be able to behave and respond appropriately in a range of different situations, with regard for the feelings and the well being of others.
- To celebrate success and be aware of their own strengths and skills, leading to raised self-esteem.

In order to achieve these goals, we begin with the individual needs of the child. These needs encompass the whole child – not just the academic, but also the social, behavioural, medical and moral needs.

- We ensure that our curriculum is delivered at the appropriate level to meet these needs.
- We believe that it is not simply a case of what we deliver, but also the way in which we deliver it.
- We aim to use pupils' strengths, the strengths of adults around them and the environment to enhance and provide opportunities for learning and success.
- Through the assessment of our pupils' needs, abilities and levels of attainment, we record and report on progress and inform our planning of the curriculum.
- We monitor and evaluate the pupils' learning and our teaching in order to continuously strive to raise standards

2. **Rationale/Key Principles**

This Curriculum policy is based upon our core principle and commitment to the United Nations Convention on the Rights of the Child (UNCRC).

“We believe that everyone at Riverbank School is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

Qualified for Life (2014) provides further endorsement of our commitment to being a Rights Respecting School by stating:

“Learners are the heart of everything we do” and further “the potential of every child and young person is actively developed”

As a silver accredited Rights Respecting School working towards greater heights, we are committed to embedding the principles and values of the United Nation Convention for the Rights of the Child (UNCRC) in our school ethos, culture and community. We base our principles on equality, dignity, respect, non-discrimination and participation. Working with these principles not only empowers our pupils, but also leads to enhanced learning, improving standards and better relationships.

Unicef (2019) state ‘The award improves the lives of children in the UK by taking a whole school approach to putting children’s rights at the heart of school policy and practice.’

In a recent 2018 survey, results showed that child rights play a key role in developing children and young people as active, engaged local and global citizens. Children in Rights Respecting School feel safe in school, respected by and enjoy supportive relationships with the adults who care for them and engage with the local community, their education and the global agenda. (<https://www.unicef.org.uk>)

The curriculum at Riverbank School has been developed by staff to reflect the individual and holistic needs of our pupils. The key priority is to ensure that all pupils, irrespective of their abilities and needs make progress and have access to exciting and stimulating learning experiences throughout their time at school.

We have incorporated statutory and non-statutory guidance and adopted a broad range of principles to ensure our curriculum is relevant to pupils’ individual abilities and needs. We are now following Curriculum For Wales (2022) and have developed a curriculum fit for purpose within our own setting and tailored to the individual needs of the pupils. It will include the Literacy and Numeracy Framework (LNF) and the newly developed Digital Competence Framework (DCF). These key principles will help to ensure that our curriculum is flexible, reflective, takes into account stakeholder views and is responsive to the changing needs of our pupils and the communities in which they live.

We recognise that flexibility in terms of balance within the curriculum is important to ensure relevance for our pupils. The precise balance between these aspects of the whole curriculum will vary in response to pupils’ individual needs which is determined through the statement of educational need, annual review process and the curriculum plans devised by staff to meet the needs of pupils at different stages of development.

Our curriculum offer to pupils will take account of their individual needs and is fully inclusive; all pupils irrespective of race, gender, colour or additional needs will have

equal access to the very best learning opportunities. Our curriculum takes account of all the relevant Welsh Government documents, including:

- A Curriculum for Wales 2022 (2019)
- Routes to Digital Competence (2016)
- Routes for Numeracy (2013)
- Routes for Literacy (2013)
- Curriculum for Wales: Foundation Phase Framework (Revised 2015)
- A Curriculum for all learners (2010)
- Routes for Learning (2006)

Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives, for example, how to keep safe. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. The school fully acknowledges the importance of involving all relevant stakeholders in the planning and evaluation of progress and have very strong relationships with a number of external agencies.

We endeavor to equip children with a set of tools and strategies that enable effective teaching and learning in the classroom. As a school, we have a whole school cohesive approach to child centered learning that draws on what we know about best practice. We have a belief in children and the learning process that acknowledges that learning is diverse. We have a shared understanding that in order to develop into healthy and confident individuals and ethical and informed citizens, children need to practice being independent and responsible in the relatively safe environment of school.

3. **Curriculum Entitlement**

All of our pupils will have access to:

- A positive learning ethos across the school where everyone treats others with respect and kindness.
- A broad, balanced, relevant and differentiated curriculum through which they can practice and develop skills.
- An engaging and exciting curriculum irrespective of gender, race or complexity of need;
- Highly skilled and qualified staff who deliver bespoke, quality teaching and learning which recognises pupils' different learning styles.
- An environment that supports total communication using signs, speech, symbols, objects of reference, communication aids, Picture Exchange Communication System (PECS), Makaton etc.
- Consistent and sensitive use of programmes to support behaviours.
- Opportunities for inclusion, whether in the main body of the school, within the Federation or linking with a mainstream school in our community.

- Commitment to essential therapeutic approaches, for example speech and language and occupational therapy etc.
- A commitment to collaboration with all stakeholders including parents, professional outside agencies, community and with the pupils themselves. Exciting learning opportunities in happy, sensitive, secure, safe and stimulating school environment where pupils enjoy learning.
- Celebrations of achievements in all areas including academic, life skills, independence, behaviour, etc. This is embedded into school life and includes instant praise and feedback.
- The culture and language of Wales embedded throughout the curriculum in addition to celebrating it over a half-term topic focus.
- Where pupil voice is valued and consistent opportunities are provided for all pupils to make choices and be heard throughout their school day and more formally in their person-centred review. In addition to this, pupils contribute to key decision making such as staff recruitment and purchasing new resources or equipment through the school council that now meet on a half-termly basis. Pupil voice is highlighted in our planning documents. The topic planners provide a reflective and evaluative curriculum which is continually evolving as each topic is evaluated by teachers and adapted to suit the ability of the pupils. Pupil voice is central to this process and it is expected that pupils contribute to their learning through this process.
- Sustained community links to ensure that pupils gain knowledge, experience and understanding of the local community in which they live.
- Encouragement to build positive relationships and strategies to support behaviour to enable pupils to learn.

4. **Curriculum Structure**

The structure, content and delivery of the curriculum offered at Riverbank School are tailored to meet pupils' individual and holistic needs. We recognise that for our pupils to make optimum progress their learning must be placed within a relevant context.

Data relating to pupil attainment and progress is routinely collated by staff to provide a whole school profile of pupils' attainment in national curriculum subjects. Analysis of this data supports and underpins our school curriculum rationale. Assessment data demonstrates that the vast majority of our pupils perform below level one of the national curriculum levels and are at early stages of development.

We offer the full range of National Curriculum subjects which provide a wealth of engaging contexts for pupils' learning with a strong emphasis on enabling pupils to begin to develop the skills and behaviours that are necessary for effective learning.

The Areas of Learning and Experience are:

- Expressive Arts Area of Learning and Experience
- Health and Well-being Area of Learning and Experience
- Humanities Area of Learning and Experience

- Languages, Literacy and Communication Area of Learning and Experience
- Mathematics and Numeracy Area of Learning and Experience
- Science and Technology Area of Learning and Experience.

In addition to delivering exciting and innovative learning experiences our assessment procedures ensure that all pupils have a curriculum which is relevant and responsive to their abilities and needs.

The areas provide all pupils with a wide range of rich learning contexts to experience and develop skills in the four core purposes of the curriculum. In addition our underpinning philosophy will include our ongoing commitment and development of:

- Robust safeguarding arrangements, which includes our duty under PREVENT
- Pupils' rights as part of our Rights Respecting Schools agenda.
- Promoting our Healthy Schools agenda
- Pupil centred planning.
- The therapeutic curriculum, which includes, speech and language therapy, physiotherapy, occupational therapy etc

5. **Cross-curriculum links:**

All staff are responsible for developing pupils' skills in literacy, numeracy and digital competence; these are cross-curricular and will take account of the following key guidance:

- Literacy and numeracy framework (LNF)
- Routes to literacy
- Routes to numeracy
- Digital competence framework (DCF)
- Routes to digital competence



The LNF has been developed as a curriculum planning tool to support teachers to embed literacy and numeracy in their teaching across the curriculum. The aim is to support all teachers to see themselves as having an important role in developing the literacy and numeracy skills of their pupils. The LNF sets out the skills pupils are expected to develop over time.

Within literacy we expect learners to become accomplished in:

- **oracy** across the curriculum
- **reading** across the curriculum
- **writing** across the curriculum.

Within numeracy we expect learners to become accomplished in:

- **numerical reasoning**
- using **number**
- using **measuring**
- using **data**

The DCF is the third of 3 cross-curricular responsibilities, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to a wide range of subjects and scenarios. The DCF has been developed by practitioners from Pioneer Schools, supported by external experts; it has 4 strands of equal importance, each with a number of elements.

Citizenship which includes: -

- Identity, image and reputation;
- Health and well-being;
- Digital rights, licensing and ownership;
- Online behaviour and cyberbullying.

Interacting and collaborating which includes: -

- Communication;
- Collaboration;
- Storing and sharing.

Producing which includes: -

- Planning, sourcing and searching,
- Creating,
- Evaluating and improving.

Data and computational thinking which includes: -

- Problem solving and modelling;
- Data and information literacy.

Teachers use the Routes to Literacy and Numeracy, LNF, Routes to DCF and the DCF to:

- Develop our curriculum content to ensure that all learners have opportunities to develop and refine the skills set out in the LNF.
- Use the DCF to plan engaging and exciting Cross Curricular lessons which focus on the creative and developing use of ICT
- Underpinning the curriculum design is the expectation that Literacy, Numeracy and Digital Competency will be cross curricular. The importance of this has been raised and opportunities for CCR are embedded in our 2 -year topic planner, Mid -term planning and Topic Planning documents. This should be identified in pupil work books and seesaw evidence of learning.
- Support in devising effective targets for individual education plans.
- Inform discussions with parents/carers, pupils and other teachers about pupil

performance and progress.

- Help pupils (where appropriate) to begin to self-assess activities and work to begin to plan their next steps.
- Monitor, assess and report on individual pupil performance and progress.

Our strengthening moderation process indicates that teachers are now more accurately identifying relevant cross curricular opportunities of each learner and evidence is of a consistently high quality. We are able to show coverage across the framework through planning, seesaw and work book scrutiny exercises, however the process enabling us to show progress in terms of cross curricular skills tracking and progression requires more work.

Teachers' assessments of pupils' literacy and numeracy and DCF are challenged and ratified through the termly internal verification and well-established Special Schools Consortium Moderation meetings.

6. **Skill acquisition**

The Skills Framework for 3-19 year olds in Wales (2008) introduced a more skills focussed curriculum; this has been strengthened through the LNF and more recently through the DCF. As we move towards 2021 the development of pupils' wider skills across all stages of education will include.

- Thinking and problem solving
- Planning and organising
- Creativity and innovation
- Personal effectiveness

7. **AoLE Breakdown:**



What matters in Expressive Arts?

- Exploration through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identity, culture and society (the inquiry).
- Responding as artist and audience is a fundamental part of learning about and through the Expressive Arts (inquiry / interpret / respond / evaluate).
- Creative works combines forms, styles, elements, conventions and technology using inspiration, imagination, knowledge and skill (create).

Through expressive arts our pupils will be encouraged to develop their skills in art, music and performance. They will be given rich opportunities to explore, refine and communicate their ideas through a wide range of multi-sensory approaches. Expressive arts will provide inspiration and motivation to bring our pupils into contact with the creative processes, performances and the productions of others.

Our well -established approaches to expressive arts will continue to provide many opportunities for experiences such as bringing the specialist expertise of, Welsh National Opera, Rubicon Dance, Welsh Orchestra, Choir etc. Our approaches to

expressive arts will enable all pupils to access rich learning experiences that span art, drama, music, dance, film and digital media.



What matters in Health & Well-being?

- Developing physical health and well-being has lifelong benefits.
- How we process and respond to our experiences affects our mental health.
- Our decision- making impacts on the quality of our lives and others.
- How we engage with different social influences shapes who we are and our health and well-being.
- Healthy relationships are fundamental to our sense of belonging and well-being.

Our pupils need to experience social, emotional and physical well-being to thrive and engage successfully in their learning. The health and well-being AoLE will help them to build the knowledge, understanding and skills that will support the development of positive and appropriate relationships, deal with some of the issues and decisions they will face and wherever possible equip them with the skills to live independently.

The learning experiences that will be offered to all pupils will ensure that pupils access fun and engaging opportunities to help address the ongoing concerns about physical activity and diet. Our approach to health and well-being will draw on themes from PE & extra-curricular sport, well-being, sex and relationships, healthy eating and cooking, substance misuse, work-related learning experience, and learning for life.



What matters in Humanities?

- Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves.
- Events and human experiences are complex and are perceived, interpreted and represented in different ways.
- Our natural world is diverse and dynamic, influenced by physical processes and human actions.
- Human societies are complex and diverse and are shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered, ethical and sustainable action.

Humanities will provide exciting contexts for our pupils to learn about people, places, time and beliefs. It will help them understand historical, geographical, political, economic and societal factors: our pupils will have access to opportunities to learn about ethics, belief, religion and spirituality.

Our curriculum planning will ensure that pupils will have access to rich opportunities

for learning beyond the school, for example through exploring the local environment and learning from the experience of people and organisations in the community. Pupils will be supported to develop skills to understand and contribute to the communities in which they live.

RE will sit within humanities, as well as drawing on history, geography and social studies.



What matters in Languages, Literacy and Communication?

- Learning about identity and culture through languages prepares us to be citizens of Wales and the world.
- Listening and reading effectively prepares us to learn throughout our lives.
- Speaking and writing effectively prepares us to play a full part in life and work.
- Literature fires our imaginations and inspires our creativity.

Language is the essence of thinking and is integral to effective communication, learning, reflection, and creativity. This AoLE provides our pupils with the fundamental building blocks for different forms of communication, literacy and learning about language.

Being able to listen and speak or to use non-verbal communication effectively are crucial attributes in learning and life more generally. Developing the skills to express ideas through speech and augmentative methods is of central importance to both thinking and learning.

We will ensure that all of our pupils have access to stories and texts that extend their understanding of language. We will stimulate pupils' imagination, challenge their thinking and introduce new ideas through a rich range of stories that will incorporate our extensive range of sensory stories for pupils with the most complex needs.

We will use this AoLE as a vehicle to develop pupils' communication skills and will incorporate the effective use of digital technologies, particularly with our pupils with more complex needs. This will provide new challenges and open up fresh possibilities for developing language, communication and learning.

The teaching and learning of Welsh continues to be a priority for the Welsh Government. It forms a key element of this AoLE. Our provision for Welsh second language will be developed in line with pupils' learning needs, abilities and ages.



What matters in Mathematics and Numeracy?

- Discovering that the number system is used to represent and compare relationships between numbers and quantities.
- Relationships involving properties of shape, space and position, and that

measurement focuses on quantifying phenomena in the physical world.

- Statistics represent data, probability models chance, and that both support informed inferences and decisions.

The mathematics and numeracy AoLE is concerned with developing a good, lasting understanding of mathematical concepts and the confidence to use and apply numerical skills in everyday life. It includes experiences that enable pupils to develop their broader numeracy and money skills by exploring relationships in quantities, space, data, and to apply them to real-life situations.

Mathematics helps our pupils to make sense of the world around them and to manage aspects of their lives. It gives them the skills they need to interpret and analyse information, solve problems and make informed decisions.



What Matters in Science and Technology?

- Being curious and searching for answers helps further our understanding about the natural world to progress as a society.
- Design thinking and engineering are technical and creative endeavours to meet society's needs and wants.
- The world around us is full of living things which depend on each other for survival.
- Understanding the atomic nature of matter allows us to shape the world.
- Forces and energy determine the structure and dynamics of the Universe.
- Computation applies algorithms to data in order to solve real-world problems.

Science and technology are closely linked, each depending upon the other. Science involves acquiring knowledge through observation and experimentation, and technology applies scientific knowledge in practical ways. This AoLE capitalises on pupils' curiosity about our natural, physical world and universe through investigating, understanding, and explaining.

Our multi-sensory and first hand experiences approach will allow pupils to generate and test ideas, gather evidence, make observations, carry out practical investigations, and communicate with others. They will learn how through computer science, the horizons of what is possible can be extended beyond our current imagination.

Pupils will have opportunities to learn how to design and make things, as well as developing their skills in digital technology.

8. Curriculum themes

Our curriculum in all phases of the school has been designed to ensure all pupils, irrespective of their age, abilities and learning needs have access to the most relevant learning experiences which allows them to make progress over time and equips them with the skills required for living a fulfilling and as independent life as possible.

Curriculum themes will consider progression of skills, developing and building upon success from previous learning. Staff will give consideration within their planning to

emerging skills and plan small achievable steps to secure sound foundations which link to the thematic approach.

In consultation with pupils, parents/carers and staff we have developed a comprehensive rolling programme of themes which act as vehicles for staff to plan, develop and implement exciting and innovative learning experiences across all school phases. The themes within the rolling three yearly cycle have are accompanied by differentiated interpretations and will soon also reference appropriate sections of the united nations rights of the child charter.

9. Curriculum Planning

The structure of our curriculum planning processes is based upon Welsh Government guidance and our pupils' individual abilities and needs. These processes include:-

- The following policies provide the overarching framework and aims for all teaching and learning.
 - Teaching & Learning Policy
 - Curriculum Policy
 - Assessment, Reporting & Recording Policy
 - Behaviour for Learning Policy
- The National Literacy and Numeracy Framework (LNF), Digital Competence Framework (DCF) and B-squared Framework form the basis of our teaching and learning. Our policies are developed by leaders of AoLE's in consultation with staff and the governing body.
- We are in the process of Topic mapping booklets in line with A Curriculum for Wales 2022. These will document experiences and associated knowledge and skills in line with each 'what matters statement' for every AoLE and under the umbrella of each of the identified eighteen themes in our rolling cycle.
- This new thematic approach to planning is used, incorporating the Six Areas of Learning, into which the LNF is embedded. Teachers will also use the DCF and Routes to Digital Competence to extend pupils' skills across all of the AoLEs. The cross curricular approach combines a balance of structured learning opportunities and child initiated activities. These are delivered alongside individual therapy programmes as appropriate.
- Teachers develop medium term planning overviews from topic mapping booklets appropriate to the particular needs of the class and the pupils within their class. Teachers compile short term weekly and daily plans, appropriate to the particular needs of the class which include:
 - Assessment and recording opportunities
 - Cross curricular opportunities
 - Identification of differentiated bespoke skills
 - Resources and lesson overview
 - Evaluation criteria.
 - Assessment for Learning opportunities highlighted

- Three Outcomes are identified in the annual review process. These are written and reviewed three times a year; targets are based on the individual needs and priorities for each of the individual pupils. These outcomes are written in Person Centred way which has the specific pupils need as a priority. These outcomes will form part of the Individual Development Plan for the pupil.
- A selection of pupils will have Individual Behaviour Plans (IBPs) which provide clear strategies to support behaviour management, as well as helping pupils' develop behaviour for learning. The individual behaviour plan will include a positive handling element for pupils who may require restrictive physical intervention to help keep themselves and others safe. .

10. Responsibilities

The governing body exercises the responsibility for the curriculum. The leadership team have responsibility for the planning process, the day-to-day implementation of the curriculum and the monitoring of the delivery of the curriculum in phase of the school. The DHOS devises a master timetable that ensures a breadth and balance of opportunities when class teachers are devising their specific class timetables.

Planning is a collective responsibility taking into account staff expertise, subject knowledge and experience. The Governors and Senior Leadership Team assume overall responsibility for leading planning and ensuring links with school development planning, professional review and staff development. Wherever possible staff are allocated subjects that match their qualifications and expertise, although this is not always practicable.

Members of the school's teaching staff act as leaders/coordinators for each newly formed AoLE. they are responsible for: -

- Leading the development of an AoLE policy statement that is reviewed regularly and amended as necessary.
- Providing advice, support and training opportunities for staff relating to up to date curriculum entitlement.
- Leading curriculum working parties.
- Providing guidance and advice to for curricular implementation.
- Ordering and maintaining resources and equipment for the subject.
- Managing their curriculum area self-evaluation and action plan to inform future school improvement planning.
- Keeping up to date with developments in the subject and passing on relevant information to colleagues.

Teaching assistants are responsible for delivering aspects of learning within the curriculum to groups of pupils or individual pupils under the direction of the class teacher. Wherever possible they are involved in planning and assessment with the class teachers and will sit on a working party group.

11. Parents

Parent's views and their involvement is encouraged in the learning process. This takes place through discussion, attendance at parents' evenings, coffee mornings, multiagency meetings, Individual Education Plans and Annual Reviews and the completion of extensive annual questionnaires. We are now working towards our Sapphire accreditation with 'Investors in Families' and have allocated one day a week as our Family liaison focus day overseen by a middle leader.

12. Healthy Schools

The 'Healthy School' is one which takes responsibility for maintaining and promoting the health of all who 'learn, work, play and live' within it, not only formally teaching pupils about how to lead healthy lives but by enabling pupils and staff to take control over aspects of the school environment which influence their health.

www.wales.nhs.uk

As a healthy school, we understand the importance of investing in health to help pupils to become healthy, confident individuals who are ready to lead fulfilling lives as valued members of society, raise levels of achievement, improve standards and develop policies and practice to promote health.

We adopt a whole school approach, involving the whole school community, pupils, staff, parents/carers and Governors in improving health.

Aims:

- To support our pupils in developing healthy behaviours and life choices
- To improve pupil's understanding of relationship and sex education
- To improve pupil attitudes, confidence and concentration
- To improve social awareness and pupil participation within all aspects of school life
- To promote life skills and personal development
- To create an awareness to both staff and pupils about healthy living
- To develop the school as a health promoting workplace with commitment to the health and wellbeing of all staff
- To improve staff awareness of health-related issues

13. Equal Opportunities

All pupils have access to a broad, balanced and challenging curriculum, as detailed in the whole school Equal Opportunities Policy.

14. Assessment/Evaluation:

Assessment is an on-going process and will be based upon teachers' professional judgments. Children will be involved in assessing, evaluating and making judgments

about their own work through developing 'assessment for learning' strategies appropriate to the individual (See Assessment, Recording and Reporting Policy) From this, joint formative assessment goals can be set to ensure continuing development and progression in the acquisition of skills.

Leaders and staff work successfully with schools and other partners to share good practice and enhance their own and others' capacity to bring about improvement. The quality of teaching is regularly monitored through a triangulation of measures which includes data analysis, book scrutiny, planning scrutiny and continua self-evaluation data.

15. Policy Review

This policy will be reviewed regularly and amended as appropriate to take account of any local and national initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.