

This digital poster will demonstrate an understanding of a local school's community, reflecting on the teaching, learning, curriculum and organisation of the school. The relationship between the learner, school and community will be addressed and factors such as: culture, language, faith and socio-economic will be analysed, incorporating evidence from theories and academic research.

Context of the School's Community

My placement school is located in an affluent village, which is in a semi rural location. The school has close ties with the local community and this includes strong relationships with: parents (PTA), neighbours, local businesses. Currently, the school is undergoing '*Community projects such as: Co-op, new park, Mayday, Bonfire night, Christmas Fairs, Harvest and Choir*' (Placement school, 2020). One of the school's aims is to support the local community. A prime example of this is when the learners visit the local nursing home, to interact with Dementia patients, through creative activities such as singing, dancing and art. According to Pride Surveys, 2016: '*when schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly and stay in school longer*'. It is evident, through collaboration with the local community, that pupils learning can be enhanced. Furthermore, teachers have more scope to create effective lessons and use alternative teaching strategies to develop more opportunities for pupils. For example, whilst studying WW2, a learner's great, great grandfather visited the school and provided an insight into his childhood during the war. This gave the learners a more personal account on the war, whilst '*ensuring that students and communities have opportunities to access rich, challenging, and culturally relevant curriculum and pedagogy, while accessing resources*' (Daniel, Quartz and Oakes, 2019).

The Learner, School and Community

The learner, school and community all depend on one another, to ensure all are safe and learning effectively within the area. The school consists of '*278 pupils*' Mylocalschool.gov.wales (2020), which come from fairly wealthy families where: '*employment: Major employers: Swansea Council (schools)*' (Swansea Council, 2019). The school is an English Medium Community School, which incorporates the Welsh language and Cwricwlwm Cymreig, into many daily activities. For example: the teachers will say Welsh phrases like; Bore da and Prynhawn Da to children and staff every day. The school adheres to Donaldson's purpose of '*enterprising, creative contributors*' (Successful Futures, 2015), by upholding an Enterprise Week, where local professionals: Police, Doctors, Office Managers, Solicitors, Nurses and the Fire Brigade visit the children and discuss what their jobs entail and what qualifications are required for their role. The school is diverse and celebrates all cultures, religions and faiths including: Hinduism (Diwali), Islam (Eid), Chinese New Year, Christianity (Christmas concert), as well as embracing the Welsh culture by making Welsh Cakes and having a concert on St David's Day. The school values what learners have to say and have created a 'Pupil Voice' scheme which follows Loris Malaguzzi's theory of a child-centred approach. This scheme enables children from classes ranging from Nursery to Year 6, (Foundation Phase Curriculum and Key Stage 2) to plan lessons with their teachers: '*all students and teachers have an equal voice in a collaborative learning process*' (The Compass School, 2017).

The school's ESTYN Report, evaluated the point that: '*Pupil voice is an integral part of school life. There is a wide range of pupil voice groups, including the school council, wellbeing and eco committees...They have positive attitudes to learning and demonstrate real enjoyment in lessons*' (Estyn.gov.wales, 2020). This approach adheres to the United Nations Convention on the Rights of the Child Article 12: 'Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously' (Downloads.unicef.org.uk, no date). The children are made aware of their rights, through displays within the walls of the school and various sessions to revise their knowledge of their rights.

Organisation of the School

The school is inclusive and adheres to the Disability and Discrimination Act (2005) by ensuring that all classrooms meet the needs of all learners. For example: there is wheelchair access into every class to prevent any child being discriminated against. The organisation and teaching of the school addresses the ideas of theorists such as: Friedrich Froebel. He believed that play is essential for children to grow and develop and that: 'play...fostered enjoyment, emotional well-being and was a fundamental source of benefit' (Pound, 2005). For example, in the Foundation Phase, teachers have created an open outdoor area, where children interact with one another through playing together. Incorporating with Froebel's theory, learners visit Forest School every Monday, using their senses to explore and play in the natural world. Froebel discussed his views on the importance of child autonomy, children should work in a non-judgemental environment, where mistakes can be made with no adult interference. To criticise this theory, learners do need adult intervention to help them to understand a new concept and sometimes to prevent them from injury. Donaldson's Successful Futures Curriculum and its four purposes contribute to the school's ethos. This illustrates the importance of being part of a Welsh community and being proud of who you are. The four purposes are displayed in every classroom of the school. The school has a 'cluster' partnership with two other local primary schools and every week the schools meet to discuss community projects and to share good practice.

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