

Faith

Considering my placement school is a multicultural school, it comes with no doubt that there are many different beliefs. The UNCRC rights, article 14 state that children have a right to believe what they choose and practice their religion and that the parents rights and responsibilities to guiding children should be respected (UNICEF, 1989). My placement school understand each individuals beliefs and religions and they allow children (if wanted to) to share with their peers, what their religion beliefs are. This allows every other pupil to respect the individuals rights and to understand the different religion practices there are within their community. The school ensures that regardless of religion differences; pupils make strong relationships with peers so that their learning environment is a safe and positive one. Generally, religious beliefs come from the home environment where parents and families traditions are imitated by the children. Therefore, the schools partnership with parents is vital to supporting the children because involving all their influencers will strive their learning.

Start at My Feet

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The relationship between the learner, school and community.

Socio-Economic

This school has a flying start within it which offers support for children 2 years of age as a transitional movement into primary school. The National Assembly for Wales (2014) says this program is only targeted in deprived areas in Wales. Therefore, this suggests that this schools is based in a deprived community. Another factor that represents deprivation is free school meals (FSM), which are available to all children living in poverty and children in families of low income (The Children's Society, 2020). However, My Local School (2019) statistics show different because only 17.3% receive 'FSM' compared with 18.4% average in Wales.

In saying this, almost 1 in 3 children still live in poverty in Wales (Save the Children, accessed: 11/02/20). Therefore, my placement school often arrange free or inexpensive school trips that involve their local community, such as the beach; theatres; museums; parks, for the children to experience what is within their community, that some may never get the chance to see otherwise. It is the children who make the choices on where they would like to visit, which leads on to topics that they are interested in learning about which emphasises the pupil's voice within the school.

Rogoff (2003) says that if we share caregiving widely in a community that children can engage and observe more broad community activities, than in an isolated household with adults. It was clear that my school were engaging with the 'Foundation Phase Framework' (2015), who said children learn through first-hand experiences in order for them to gain understanding of the world around them and to develop their self-image, self-esteem and self-worth. The environment which children learn is crucial to the engagement they have, it was clear that the children in the school were a lot more enthusiastic to learning when they had a previous real life experience that related to it.

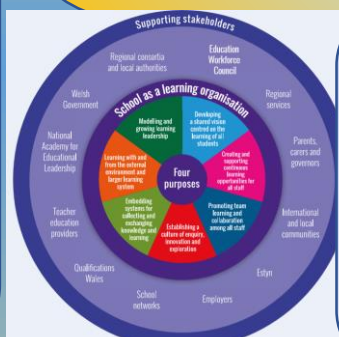


Image: Welsh Government

My Placement school embeds many of the dimensions in the *Welsh Government* (Schools in Wales as learning organisations', 2018) report. Some of which include:

- Learners, parents, external community contribute to the schools vision
- The school collaborates with parents and the community as partners in education.

Due to the school being so diverse, they use culture, language, faith and socio-economic status to drive their learning, alongside the partnership of smaller and wider society influencers on the child.

Language

My placement school is based at the centre of a Welsh city and is defined as an English-medium primary school. According to My Local School (2019), there are 240 pupils which are made up of a mixed gender. However, this table shows the percentage of pupils within this school that have English as an Additional Language (EAL):

	2013	2014	2015	2016	2017	2018	2019
School	85.5%	87.4%	84.4%	68.7%	65.4%	67.3%	72.0%
Local Authority	7.6%	8.3%	9.1%	9.5%	8.9%	9.1%	8.7%
Wales	5.1%	5.5%	6.0%	6.2%	6.1%	6.2%	6.0%

Image: My Local School

teachers and the Ethnic Minority and Achievement Unit within the school, help these pupils to progress excellently, especially in their oracy and writing skills (Estyn, 2016). The school uses the national curriculum to develop their children's individual needs, regardless of their language barriers, they regard the home/school partnership as a fundamental aspect to achieving the curriculum outcomes. This school promotes a strong partnership between the learner and its community considering the community is a social environment which helps to develop social and language skills. In order for the school to enhance this quality; they support the pupils' parents with courses to help them also learn the English language. This then helps parents to understand their learners journey and to be able to strengthen their developmental needs at home alongside the teacher in school.

Culture

Culture is a huge factor, within my placement school, that influences the children's identity and values.

My Local School (2019) reported that 90.8% of pupils were of minority ethnic backgrounds compared with 12.5% average in Wales. This shows that the school is placed in a community with a high number of different ethnic backgrounds, where pupils have been immersed into cultures that involve very different beliefs. Rogoff (2003) says that young children are born ready to learn and can learn from their cultural community before they are even born.

Therefore, schools should always value these differences to create an enriching environment for children and for them to respect each others differences. Thompson (2011) says that valuing diversity promotes equality and offers an enrichment of our society and lives. Estyn (2016) reported that my placement school organises an annual Eid party and supports their local mosques food bank, as well as other fundraising activities. However, they still develop their pupils knowledge of Welsh culture and traditions, which is important considering the school is in a Welsh community. It is important that children understand their local communities cultural values and beliefs, to prepare for how they can contribute to it in their futures. This supports two of the *Welsh Government* (Education Wales, 2020) 'Curriculum for Wales' purposes to become:

- Ethically informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

This is also supported by my placement school (accessed: 10/02/20) who have an ethnic diversity policy which states that they aim to help children develop understanding, knowledge, attitudes, skills and tolerance in order to play an active part within their multicultural society. They have a partnership between home, school and community which they use to enrich this curriculum. They invite representatives into the school from a range of cultures, religions and ethnic backgrounds, to share their experiences with the children. This uses the different cultures within the school as an advantage by teaching children that we have a diverse society and that they should recognise the worth of every other person, that is different to themselves.

Although, children's cultures are influenced by their family home traditions, my placement school always considers these values and uses them to drive the learning, to ensure the children can become the best version of themselves. This reflects Bronfenbrenner's theory that the child is surrounded by influencers, such as: family, schools, community and nation.

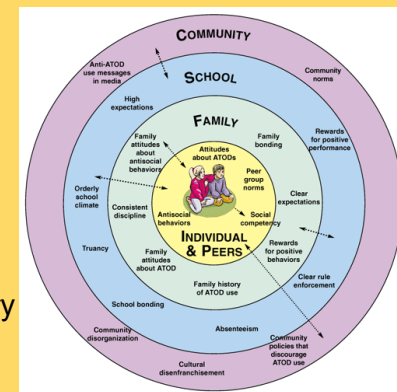


Image: Soffeatul Raunaqiah

Even though culture is learned within the immediate circle, the family, this is a priority to learning within my school.

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