



## Curriculum & Assessment Workshop

Monday 11<sup>th</sup> March 2024

### Parent/Carer Q&A Session

**How do you decide who is on the formal pathway at Rowde? For anyone not on the formal pathway how do you differentiate between work and which pupils focus on what subject and working category?**

Discussions take place at a Senior Leader level to decide which pathway suits individual children as well as discussion with class teams. Formal learners study a subject specific curriculum, such as Maths, Science, and History etc. Although we do not study any GCSE's at Silverwood, our formal learners are working towards Entry Level qualifications, which is a suite of qualifications that sit below GCSEs. Semi-Formal pathways are planned and delivered more holistically. Our specialist teachers adapt their teaching methods and styles for any pupils that may fall in between a semi-formal and a formal pathway.

### **How do you get pupils to sit exams?**

Silverwood pupils do not sit formal examinations, as you would typically expect to see in a school hall, in rows and silence. As we do not sit GCSE's, our pupils are assessed through ongoing learning assessments and this can look very different for each of our pupils. Our aim is for all of our pupils to achieve their own individual goals and aspirations; this could mean entry level examinations or preparing pupils to work and live as independently as possible.

**Does every pupil need to enrol onto the Duke of Edinburgh Award? There is a lack of understanding from parents/carers what this is and what it fully entails.**

We will organise for Mr Melrose to contact all Year 9 parent/carers with some clarity around the Duke of Edinburgh award. All Year 9 pupils at Rowde study the Bronze Award to develop an interest in it and to give them some understanding of the experience. Pupils are given a choice in Year 10/11 to then study the Silver award if that is their area of interest.

**How do you align curriculum and classes? I am assuming there is an alignment between learning styles and classes and therefore their learning.**

Each specialist teacher will be aware of which pupils are working towards different pathways within their class, as well as those that may sit in between pathways. The teachers adapt their teaching styles and content to dip in and out of each curriculum area to meet the needs of all the pupils in the class.

**My son comes home with spelling which is fantastic. However, what happens if they do not retain the spellings, say in two weeks' time?**

We understand that many pupils learn the spellings and then find it difficult to retain them long term; therefore, we constantly revisit spellings to ensure that there is understanding of the words and familiarity. We adapt our style of teaching to support pupils, for example using phonic clusters to aid pupils learning. We aim to ensure that the comprehension and understanding behind each word is there by revisiting and using these in literacy and additional linked work. Pupils are not assessed on whether they can present the word in a joined-up writing format, but simply that they can present the word and understand it.

**Will a Curriculum Workshop become a regular thing for parents, as we are keen to be involved and shape the future for other learners?**

Yes. We implemented a programme of Parent/Carer Workshops last year and we have successfully delivered seven workshops so far which have been very well received and attended. The first curriculum workshop was held in March 2023 and we aim to run another around this time next year. We have listened to our parents and provided workshops on a number of topics including, Toileting, Personal Care, Annual Reviews, Communication, Support for Restricted Eating, and Curriculum & Assessment. Copies of the presentations and supporting documentation delivered at these workshops can be found on our school website: <https://www.silverwood.wilts.sch.uk/our-school-articles/category/parent-engagement>