

Learner

All pupils dress in uniform to show that they are part of the community. There are many ALN pupils within the school(My local school, 2019), although there are many opportunities provided for the pupils, such as Circle time and report cards which help to control and ease them. There are many strategies in place for these learners, from learning plans, to the school policy (School X, 2019) stating extra resources and intervention will be provided for these learners. The pupils are also provided with the opportunity to explore the landscape that surrounded the forest school. This relates to Montessori (Pound, 2014) and her ideas of learning through play. The learners are encouraged to explore natural materials and den play activities which relates to White (The British Association for Early childhood Education,2019) and her ideas of outdoor learning, as similar to Montessori (Pound, 2014) she thinks that experiences aids development. From looking at the surrounding community, this connects the children to their culture. The learners also connect to the community through parent volunteers listening to the children read. This displays how the community is linked to the school, through volunteers, as well as the community linking with the learners. Additionally to this community school link, people from surrounding communities go into school such as bands, to play different styles of music to help further educate the children. This displays the community link with the learners as they are helping develop them, and therefore makes the school the centre of the community. This demonstrates one of Bronfenbrenner's (First Discoverers, 2017) theories, the ecological system.

Pupil voice

There are many displays showing pupil voice though the school. As well as this, the learners have boards within the classrooms to choose how they want to learn about each topic they look at and all come to a decision together. As well as this the school also has a school council, eco committee, school newsletter and a healthy eating group. This is where the children make decisions for all of the children for what is in their best interests for the school.

“Start at My Feet”

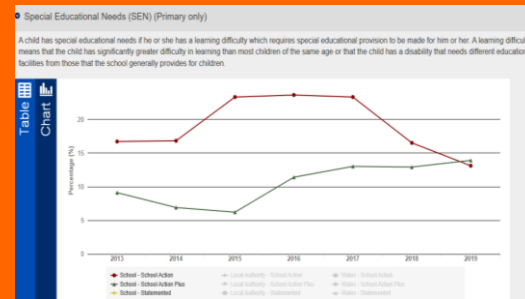
Community

As found (My local school, 2019)This institution is placed in a Christian lead community. There is a fluctuation of poverty and wages within the community where there are individuals that need assistance , but there are also others that are on a high wage and are better off financially. This can be observed by the homes within the community as there is a council estate next to the school, but opposite there are bungalows and detached houses. The school also offers training for the parents in food hygiene, teaching them how to cook, showing a low level of education in the community. Additionally to the community aspect the school also attends community parades that present their heritage within the close knit community.

Reward system

The school controls behaviour through Dojo points and merit assemblies, but on extreme cases a letter will be sent home. This rewarding of good behaviour prepares the children for real life. This also effects the community, as if the children are going to be “ethical informed citizens” (Donaldson, 2015), then they need to know how to behave and present themselves in an appropriate manner. This links to Skinner (Pound, 2014) with his theory of operant conditioning, as well as Pavlov (McLeod, 2018) with his theory of classical conditioning, this overall approach of leaning behaviour and adapting.

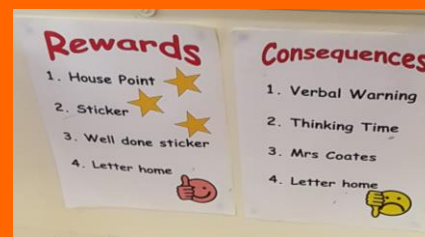
The school was awarded the “Investors in Families” award “Diamond” standard.



My local school, 2019 (Special educational needs children within the school from 2013-2019).



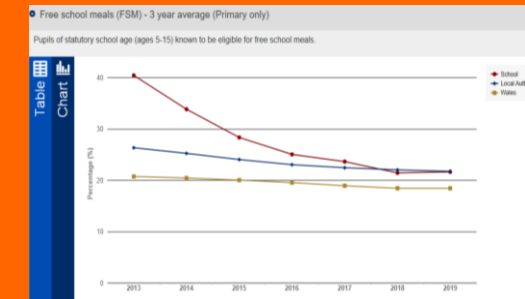
Personal image,2019 (Award)



Personal image, 2019 (Rewards and consequences)

“To introduce your child to the organisation of a structured school life and to the Foundation Phase curriculum through six areas of learning”. (School X, 2019)

This is showing areas of Curriculum 2022, and presents the school as a school that looks forward and strives to suite the childrens needs in any means possible.



My local school,2019 (Amount of children receiving free school meals from 2013-2019)



Personal image,2019 (Growth mindset display)



Personal image, 2019 (Happy bin encouraging wellbeing).

Free school meals- With a high percentage of free school meals this relates to the amount of parents in the community that are living in poverty. This shows how the school have a partnership with the household to know when the parents need extra support.

School

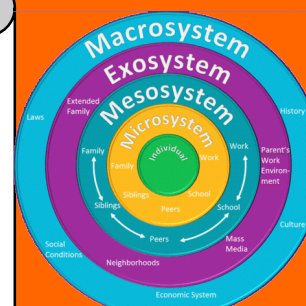
This institution (My local school,2019) is a primary school which includes nursery, infants and juniors. There are 182 pupils and is a mixed gender school which is of the English medium. This is a small scale school in a very close knit community. The majority of the students attending the school are White British, with the minority at 5.1%. The school overall has a high attendance rate, but are above average on the free school meals sector with 21.6% receiving this. According to the National School Categorisation System the institution needs the minimum amount of support. The school reinforces a growth mindset through all classrooms through reinforcement of posters and displays. This is a use of Dweck's work (Fraser,2017), as the school is encouraging effort not ability. One of the schools aims are, “to develop a home-school partnership and enhance what your child has learned at home.” (School X, 2019). This is presenting a partnership between the school and the home, which are suggested as two different environments but both strive to help the child and work together to achieve a higher outcome for the child. The school also has two parents evenings and showcase work in between, this demonstrates that there is a lot of parental engagement. From this the parents are aware of everything that their child has either done or is doing within their class time. Within the school wellbeing is promoted everywhere. The school provides the students with many ways that they can express their emotions. One strategy is the use of Sut wyt ti heddiw? This helps the teachers see what the children are feeling and if this changes through the day. Another strategy that the school has put in place is a kind and calm corner, this is an area where the children can go to relax and collect there emotions a type of safe place and complete a session of ELSA or Thrive. Also assisting the displays and sessions there are items around the school such as the happy bins which encourage the children to smile and express their emotions.

Policies

Within the schools safeguarding policy, it states that they are “committed to working with parents positively, openly and honestly”. (School X , 2019/ 2020) This is presented as a community inside a community with the parents, school and the teacher, as well as the wider community.

Urie Bronfenbrenner-

Through the ecological system all areas interlink such as the home environment and school environment (microsystem) links to the relationships with teachers and parents (mesosystem) which then links to the wider community (exosystem). (First Discoveries, 2017)



(Blog Spot, 2019)

References

- Blog spot (2019) <http://1.bp.blogspot.com/-5SyqVolnzMI/VOdQsDIRqsl/AAAAAAAAACRg/I-uQauUee38/s1600/pp.gif>
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