The Reflective Practitioner

Pontarddulais Primary School

At Pontarddulais Primary School everyone is unique, everyone is important, everyone deserves the very best.



Context and background to sector leading practice

- Outdoor learning environment
- Pupil voice – RAP time
- Provision – focus, continuous and enhanced
- Independent learning
- Four core purposes (Donaldson, 2015)
- Forest school

Estyn

Rhagoriaeth i bawb - Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales



All of the areas here will be discussed throughout the PowerPoint as has been seen as sector leading practice.



Pontarddulais Primary School



Pontarddulais Primary School is a large Primary school for pupils between the ages of 3 and 11. The school is situated in the small town of Pontarddulais, eight miles to the north west of Swansea. The school was last inspected in January 2011. The present head teacher has been in post since January 2009 and the present deputy headteacher since October 2011. Pontarddulais Primary School was originally a Secondary Modern School and the building is traditional, large and linear in design. Classes are organised as a two form entry. Teachers work together within specific phase groups and co-operation between Year groups is encouraged.













Let's Go Outdoors

All documents and PowerPoint presentation on link.

ERW training

Mrs. Davies

ERW course

Mrs. Davies

Every child has a right to daily outdoor learning and as much value should be placed on the outdoor environment as inside. The same amount of resources, planning, time and money should go into providing the outdoor space as the indoor one. It is not an optional extra.



Recognising the value of play outdoors

The benefits of outdoor learning and play for children cannot be underestimated. Many studies have shown it has positive impact on children's learning, development, health and well-being. The more active approach to learning can be more engaging and appropriate for some children, in particular boys. The sense of freedom gained from being outside may encourage the quietest children to become more vocal and confident. Often, when asked, outdoors is where children want to be with the freedom to make more mess and noise, or find quiet and calm, as well as explore, investigate, use and develop their senses and skills, take risks and experience challenge.

Further Steps Outdoors- WG





Mud Kitchen



Outdoor Sand area

Pontarddulais Outdoor Learning

Foundation Phase Observations

Interview with Hayley Thomas

Focused, continuous and enhanced provision

“You can’t expect children to understand a focus task if they have never had the experience of what they are learning”.

”Ensure you always enhance your areas to challenge your learners”.

”Your continuous areas should always be open for the learners”.

“Its important that the learners can achieve the skills in the continuous learning areas”.





Continuous Provision

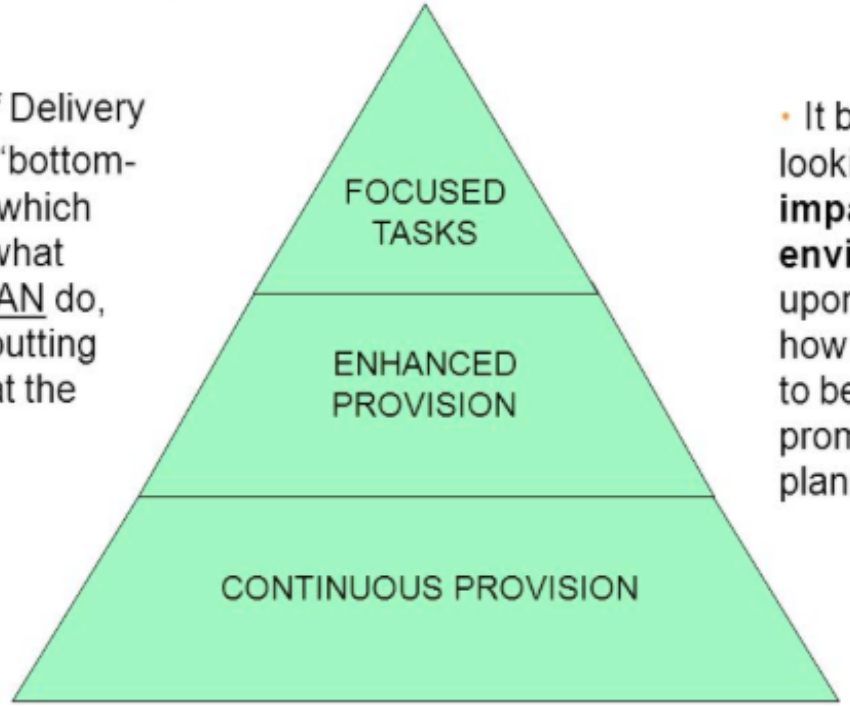
chwarae • dysgu • tyfu
play • learn • grow
dechrau'n deg • flying start

Y Cyfnod Sylfaen
Foundation Phase

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Model of Delivery

- This is a 'bottom-up' model which builds on what children CAN do, therefore putting the **child** at the **centre**.



- It begins by looking at the **impact of the environment** upon children how this needs to be more prominent in the planning.



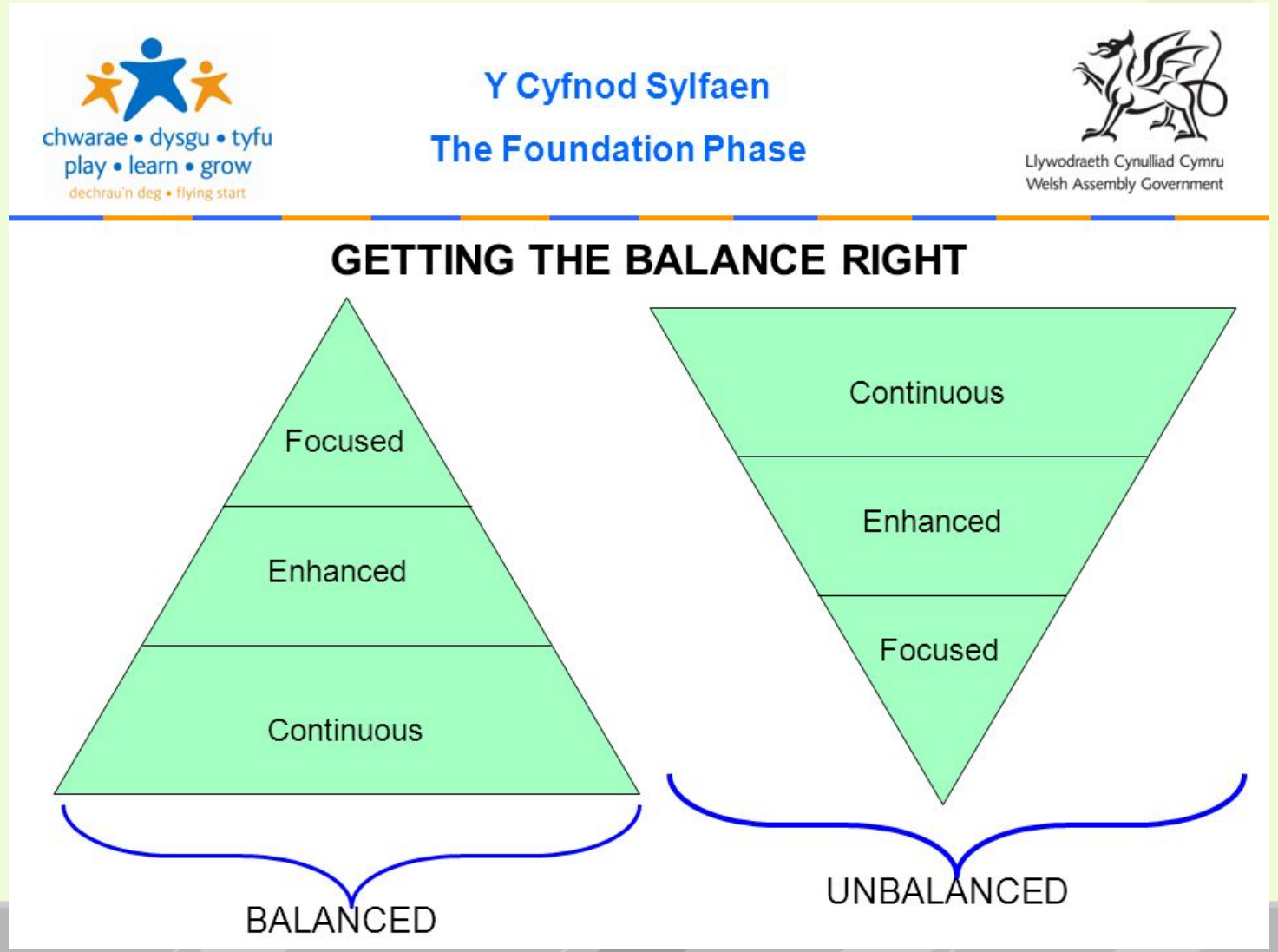


Getting the Balance Right

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play • learn • grow
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The Foundation Phase

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Examples of Continuous Provision

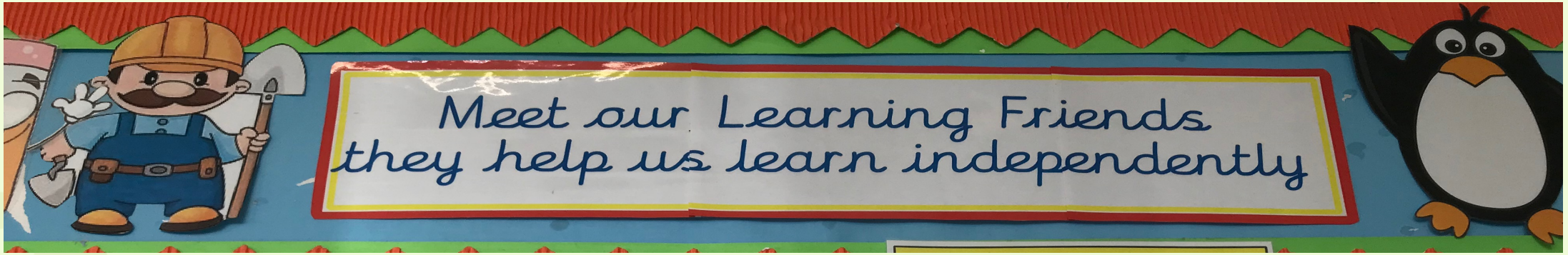












The learning friends are different images which represent what the children will be learning in that area.



The learning friends help children work independently.

“All of the children are aware of their learning friends around the classroom and understand what each one represents”.

“As a school we value the importance of independent learning”



“It’s important that as teachers we give clear explanation and provide good questioning”.

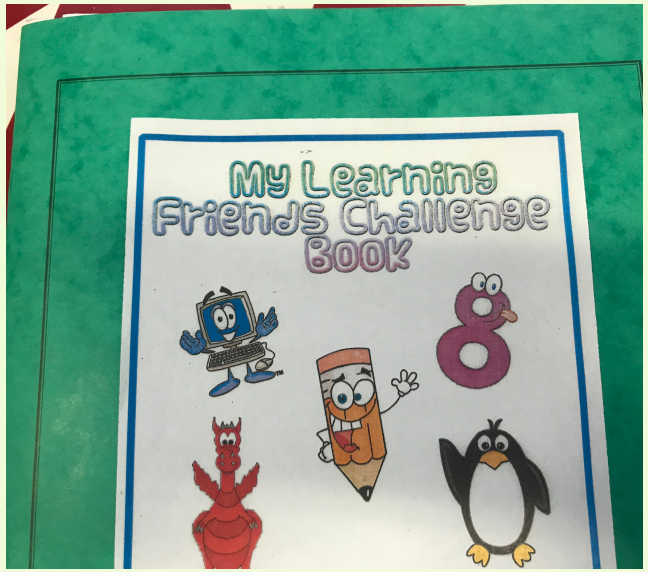
”The learners are working independently for a 3rd of their day. This means its crucial that the independent learning needs to be at a high quality”.



Challenge Books and SNAP

Challenge Books

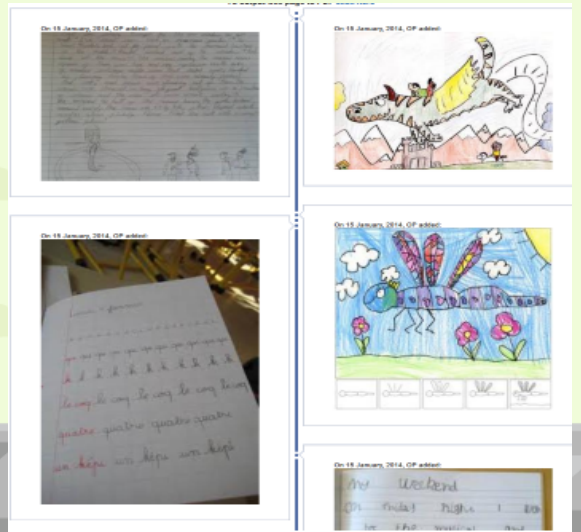
- Challenge books allow children to keep their work.
- It provides evidence of their independent learning.





SNAP

- SNAP allows staff working with the learners to capture their learning through taking pictures.
- The images are then uploaded straight to inserts and provide evidence of the learners achieving their skills.
- This provides more opportunities for evidence of independent learning.





RAP Time – Reflect and Plan



- Allows children to think about what they have done throughout the week.
- Allows children to reflect on what went well and what still needs improvement.
- Pupil voice – children have the opportunity to discuss what they would like to do next week.

“Children need to be independent and part of the learning process”.

“Children need ownership of their own learning”.

It allows the teacher to hear about what the learner felt went well and what needs to be looked at further. For example, during an observation a learner asked if he could keep a times tables book out as it was helping him with his math's.

RAP time starts in Nursery and works throughout the school.





Forest School





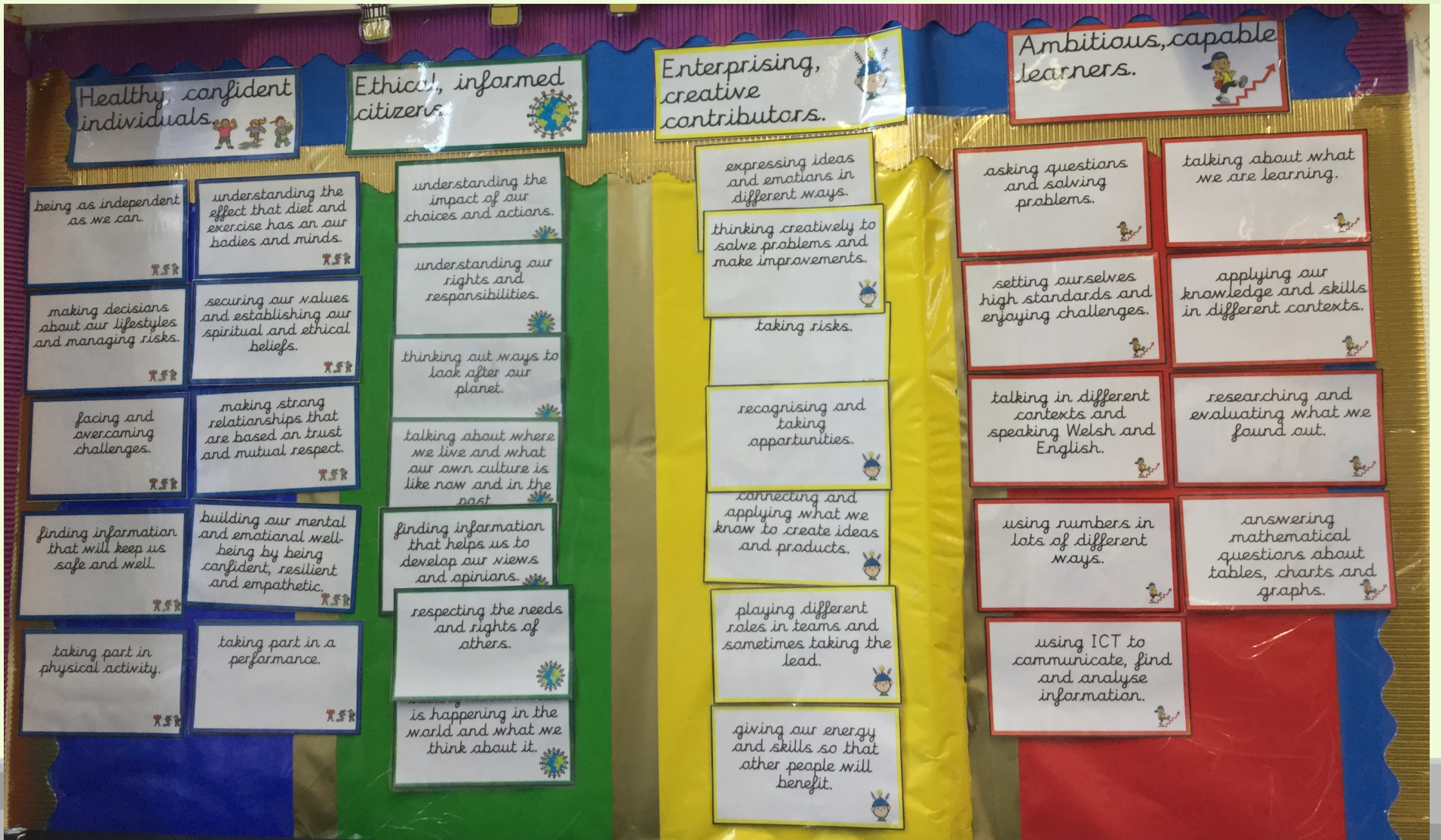






Donaldson (2015)

Displayed in all classrooms throughout the school.



One of the first schools to introduce Donaldson into the school.

Everyone in the school in involved.

Notes with Deputy head teacher.

