

	Target	What I have done in this assignment...
Target 1	Read even more relevant books and journal articles as well as websites when researching.	In this assignment I have read extra materials which are separate to my reference list.
Target 2	Endeavour to synthesise research into your writing to aid the support of your key points.	In this assignment I have ensured to combine my research and extra reading to support my key points.
Target 3	Continue to ensure a greater critical approach throughout, offering the opposing view whenever possible.	In this assignment I have made sure to include a critical approach to most of my points when possible.

Commentary

This commentary will analyse the opportunities and challenges within the community of School A and explore how it can affect teaching, learning and other aspects of the school. Cherry, K. (2023) says Bronfenbrenner's theory believes that the environment you live in hugely effects the way you learn and achieve. There are a variety of opportunities and challenges that occur within the school's community that include how the school involves the parents in the child's learning, how the school supports parents that have children with additional learning needs, how the school works with the local community and how it provides opportunities for learning, how the school provides parents with information before the child attends school and socio-economic factors within learning and well-being. However, where there are so many benefits with School A linking the community with the children's leaning there comes several downfalls.

The community of the school plays a significant role within the child's learning and well-being. Breslin, M. (Unknown) indicates Schools that highly engage with the environment has shown outstanding benefits for a child well-being such as creating a

sense of belonging, allowing the child to know where they belong and learning how to respect another. Learning within the community can have a huge effect on a child's learning. For example, they can get to know their environment and learn through real life experiences such as buying something from the shop and learning how to count their change. Conflictingly, Breslin, M. (Unknown) suggests there can be difficulties when learning in the community that include the weather forecast can change, meaning the children may need different clothing to attend, not having enough staff to take the children out of school and road safety needs to be considered etc. During my bridging experience, School A frequently engaged with their surrounding environment. This included helping the local foodbank during harvest by providing items of food that were not being consumed at home, sports groups within the community used the school outdoors to practice and the school was often used as a polling station by the Broadland community. By School A involving the community in the children's learning has caused the children to develop more motivation for their learning because learning in the outdoors and various locations created a sense of excitement to their learning.

When on my bridging experience, it was evident that School A was incredibly supportive to parents with children that have additional learning needs. There is transition meeting held when children with ALN are starting a new school such as nursery and comprehensive school. During these meetings, several practitioners are present that include school staff, education psych, agency staff and parents. In the meeting the school works with the child and parent to create an Individual Development Plan with suitable learning goals that are achievable for the child (Careers Wales, Unknown). Every three years the child's IDP is reviewed to ensure the child is progressing and is meeting their milestones. With the school taking a child-centred approach it ensures the child is in complete control of their learning development, increase their participation and overall helps their learning and well-being as they are in control (Newport City Council, Unknown). School A also provides one to one support by the emotional, literacy support assistant for children with ALN. Williams, M. (2024) emphasises that in the sessions the child is given support on areas they are struggling with, allowing them to learn better and be confident with their learning. Another approach the school takes to children with ALN is a one-page profile. A one-page profile includes valuable information about the individual. The importance of this is to build a relationship between teacher and the child, to be able to find the best strategies to teach the child to their specific needs to benefit their learning and to pass on in transition meetings with the child's new teacher. The

teacher will then know how to teach the child to their needs which will benefit their overall learning and with the teacher gaining more understanding of the Child's likes and interest, they can form a better relationship. This will create a sense of belonging for the child and improve their well-being (Newport City Council, Unknown). However, even with all the support in place there are other barriers that may affect the outcome, these include fatigue, anxiety, and low working memory (It Must Be Mum, 2022). These can have an impact on the child's learning capabilities as well as their mental well-being.

Children can often feel at ease when their school is regularly in contact with their parents or caregivers. (Mentally Healthy Schools, 2020) indicates that for schools to be able to aid children with their mental health and wellbeing, they must form a strong bond with the children's parents because it allows them to stay connected regularly, share any concerns with one another and for the parents to share essential information that the child may not feel comfortable voicing. Parents that are in contact with the school impact the child's behaviour, attendance, and well-being positively (The Annie E. Casey Foundation, 2022). During my bridging experience, it was shown that parents can engage with schools in a variety of different ways that include volunteering for school events and trips, parent council which is one parent from each year group that have meetings once every term to communicate about homework, clubs etc, and the governing body. The governing body gives parents the opportunity to associate with the new curriculum, finance, and the quality of education etc (Welsh Government, 2023). It was shown positively through the Children's learning and well-being. (The Annie E. Casey Foundation, 2022) has also agreed that children are more likely to have a benefit from parents building a relationship with their school because it can up their test scores and increase the child's confidence within the classroom. Contrastingly, Yamamoto, Y. and Holloway, S.D (2010) emphasises the parent's academic expectations may increase when being involved with the school and can lay stress upon the child because they can feel pressure to meet the expectations, causing an effect on their mental well-being.

Before a child transitions into their new class, the school supports and provides the parents/caregivers with important information. In June in School A, there are handover meetings held between the pupil with ALN current teacher and new teacher. These meetings are to discuss the child's development needs and what specialist are required to progress. Moving on to July, there is an evening dedicated for new nursery starters to meet and get to know the staff along with their parents.

Brooks, H. (Unknown) indicated It is beneficial for new starters to attend the evening because it allows both the parent and the child to build a solid relationship with the staff, being able to voice any concerns before attending the school and to make sure the nursery staff can meet the child's needs. After the evening there is an opportunity to sign up to attend three 'stay and play' sessions in the nursery which one is inside of school ours and the other two are outside the hours. This is useful to the children because it grants them with the opportunity to become familiar with the classroom setting and get to know the staff and other pupils (Flying Start, Unknown). Contrastingly, allowing the children to have an insight of what nursery is like, may cause the child to create a disliking and find it hard to attend in September. In July, parents are also provided with a 'Welcome PowerPoint.' This has information about the classroom teacher, how the classroom runs and the timings and any requirements from the teacher. When September comes along, School A takes on smaller groups at a time by a staggered schedule to ensure each child has the correct affective care during the day. Goddard, C (2018) suggests having smaller groups at a time ensures the teachers can form a relationship with the child while getting an understanding of the child's interests and dislikes to be able to apply the correct teaching technique. To differentiate, taking on small groups at a time can affect the child's social skills because they are with the same pupils for a long period of time which may slow down their social development. School A also staggers the timing for the rising threes to gradually build up the length of the school day. The first time period is 9am to 11am and slowly increases. The school has introduced this because it ensures the child is as comfortable as possible. However, this can be considered negatively because the children do not get the opportunity to get to know the other pupils as well as they could of, they were in for the full duration (Twinkl, 2021). In December, is when the three 'stay and play' sessions are introduced.

School A is located in a deprived area where there is a range of low to high income households meaning that there are many children that require school meals (Statistics for Wales, 2019). Children from Reception to year 3 are eligible for free school meals. Contrastingly, the other year groups are not eligible (School A, Unknown). This can affect the families with a low income because they may not be able to provide their child with a packed lunch, leaving them hungry. Free school meals can have a negative impact on a child's well-being because in Fox, A. (2023) research it was shown that children that receive free school meals are more likely to have poor body image and low self-esteem.

To conclude, from the research I have conducted, it has increased my knowledge with different areas of learning in the community that I can now apply when I start the teach as a student. I believe it is critical to get an insight into how the school and families work together before becoming a qualified teacher because it is evident that the relationship between the child's school and their parents/caregiver is important. Their relationship has an impact on the child's learning and well-being as it can increase their attendance rate, increase in behaviour, and better social skills (The Annie E. Casey Foundation, 2022). Along with engaging with the community often can help the children be aware and learn about real-life experiences outside of the classroom and to improve their independence. Before my research I was unaware of the additional support ALN children needed. It has now allowed me to gain a better understanding of the importance to aid children with ALN with the correct support needed for them to develop their learning and well-being which I will now be able to apply during my placement. Being aware of what information School A provides to parents/caregivers before their child starts a new year group will allow me to meet the parents needs and also help any of their concerns when transitioning from classes. One other part of my research that has helped me is getting an understanding of how different every child's background can affect them and the income of their household. This will help me to prevent the child from feeling uncomfortable in class and to avoid any conflict between pupils. Overall, my research will ensure I will perform at the best ability during my placement and be able to meet everyone is needs from parents to pupils.

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