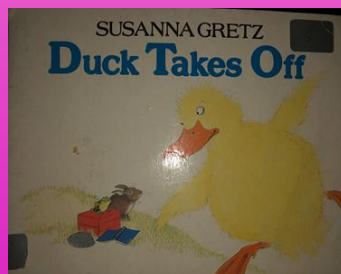


The Learner, School and the Community.

- The school I am placed in is considered to be in a more deprived area of Wales. My placement school is a mixed gender nursery, infants and juniors with 182 pupils. According to (My Local School, 2019) 21.6% of the pupils are entitled to or receive free school meals and the school receives a budget of £3472 per pupil. There isn't a specific published number of ALN pupils or accounts of varied ethnicities however, from spending time within the school I know there is a number of ALN students who are supported appropriately and have experienced children with a variety of ethnic backgrounds outside of the majority white British population of the school.
- My placement school is currently undergoing the set up of a partnership with a neighboring primary school in an attempt to strengthen community links while gaining and providing support cross curricular. As well as this the school has strong community links with a fairly large emphasis on parental engagement, involvement, training and support through parent workshops, council/governors, training programs and also showcases.

Reading and Literacy.

- Whilst on a Bridging day within my placement school I read a picture book entitled 'The Duck Takes Off' to a group of the children from the year 1-2 class. The book was relative to the theme the children were currently studying of birds, I feel reading this book to them helped to consolidate their understanding of the features and abilities of birds and sparked their imaginations encouraging them to ask and inquire about aspects of the topic. This idea is supported by (Petit early learning journey, 2017) which states that being read to and hearing stories from a young age aids a child's judgement, concepts of logic and understandings of topics and behaviors, it is evident that reading and literacy skills can be improved, developed and challenged through being read to by an adult.



(Personal Image, 2020).

'Start At My Feet.'

(Personal Image, 2019).



Growth Mindset.

- My placement school is very focused on the idea of a growth mindset and allowing the learners to learn and think in an open minded way, encouraging them to always question themselves and to look at their mistakes with a positive outlook of how they can improve and learn from them rather than being disappointed or accepting their position. This idea of a growth mindset is championed by Carol Dweck who believes it is vital to children's development both cognitively and emotionally, she also states that it is very important for the teacher themselves to have a growth mindset enabling them to focus on collaboration and development allowing the children to gain and understanding of the idea that they can improve and develop over time (Dweck, C, 2015).



(Personal Image, 2019).



(Personal Image, 2019).



(Personal Image, 2019).

(Personal Image, 2019).



Policies and Theories.

- It is stated within the schools home school agreement policy that their aim is to work alongside other schools and the LA to improve their policy by sharing good practice with each other and within the school itself, this is derived from the School Standards and Framework Act 1998 and related to the Home-School Agreements: Guidance for Local Authorities and Governing Bodies (DFE) (Placement school, Home School Agreement Policy, 2019).
- The schools ethos is "Together We Care, Share and Achieve" they believe there is an obvious relationship between this positive message and effective behavior management. My placement school further states that to achieve success and to reach high standards children need to develop acceptable social skills, positive modes of behavior and appropriate motivation. The school endeavors to provide a stable and happy learning environment where children are encouraged to develop and are respected and where reflection and responsibility are instilled as well as nourished, children should be encouraged to learn how they feel is right for them not being forced into learning but being given the tools to learn and being guided to do so (Placement school, 2017). This idea is supported by the work of Friedrich Froebel who believes in Self-activity, the thought that teachers aren't within the classroom to indoctrinate their pupils their role is rather to encourage their pupils self-exploration both individually and within groups through mainly play (Curtis, S,J, 2019) and also by Maria Montessori's premise that respect for the child is vital (David L, 2016).
- My placement school also places a heavy emphasis on pupil voice and pupil planning in particular, the school encourages they children to take charge of their own learning to a reasonable extent, allowing them to be involved in stages of planning and making them aware of the activities relevance to the four purposes. The pupils are also involved in the day to day running of the school environment with great emphasis placed on the pupils roles within the school and eco council and the enforcement of the schools ethos and values . This idea is supported by Loris Malaguzzi who believes children are capable individuals with the ability to construct their own knowledge and ideas (The Compass School, 2017). This approach to learning is also championed by Montessori who believes the teacher should be less prominent within the classroom, they are there to aid and guide the pupils independent process of learning and development (David L, 2016).



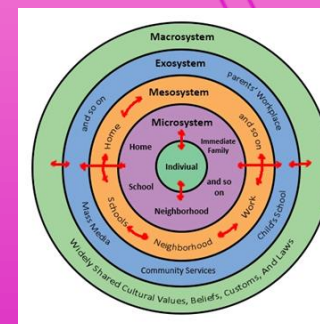
(Personal Image, 2019).



(Personal Image, 2019).

Parent Engagement.

- My placement school is the first school in Wales to achieve the 'Diamond Standard' for the 'Investors in Families award.'
- Within my placement school there is an emphasis on the importance of parental engagement and involvement, this is mainly expressed through a parents council and a parents training program. This gives parents the opportunity to better themselves and to expand their knowledge with relation to the ways in which their children learn and are taught enabling them to become more able to support and aid their work at home.
- There is also sections within the school website (Placement school, Reading at Home, 2019) that provide help, support and guidance for parents with regards to reading at home ensuring they have the resources needed to aid their children's development and improvements within their reading abilities. As well as this there are also sessions in big maths which aim to help parents to support their child's completion of homework and practice of maths using the same methods as they do in school to avoid confusion and to improve consolidation.
- Within the school week parents are also welcomed within their spare time to come into the school to provide extra support and help within mainly the foundation phase classes, these visits usually involve helping with reading and generalized tasks around the classroom and within the school. This practice is somewhat supported by the ideas of Bronfenbrenner's ecological systems theory of development, in which he states that the interaction between the layers and environments of a child's life have an influence upon their growth and development (Madeline, 2017).



(Psychology Wiki, 2019).



(Personal Image, 2020).

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