

Start at my feet

Curriculum

At placement school X, the curriculum they are following and meeting requirements of is the National Curriculum (2008) and Numeracy and Literacy Framework (2012). Following this, they aim to give the children the best start and encourage them to want to learn and carry on wanting to learn throughout their lives. In the Foundation Phase Framework (2015) it mentions their approach to lifelong learning and how this curriculum aims to enable the children to *“have a flying start in life and the best possible basis for their future growth and development”*.

The school also bring in the growth mindset. Carol Dweck (2008) shows that this allows the children to realise that they may not be able to do something ‘yet’ and that their end goal is achievable it just may take some extra time and effort. The children realise that it is not wrong to make mistakes and fail if they recover from this and try again.

Inclusivity

When planning a lesson the teachers try to make sure that each child has a chance to be challenged and that the needs of every child is met. The children work in mixed ability groups, however, when it is appropriate they do have the children work in same ability groups. In the Excellence for All Children (1997) it supports this within it’s theme *“inclusion within mainstream provision wherever possible”*.

In placement school X they have each child working on the same activities throughout the day, meaning that everyone is being taught at the same pace. There are times when some children are able to complete a task faster or maybe are given an extra task to complete during the activity but they all start at the same place and gain the same learning. As stated in Working Towards Inclusive Education (1999) inclusive education gives each child *“access to whole range of educational and social opportunities”*.

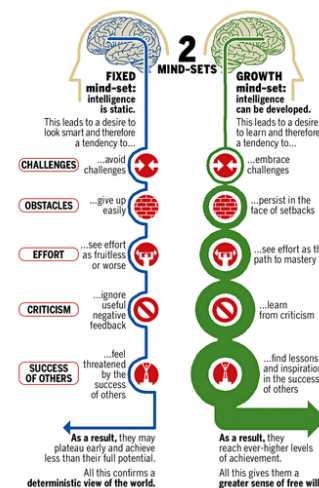


Image 1

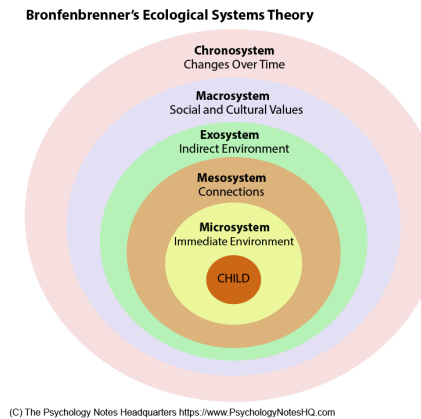


Image 2

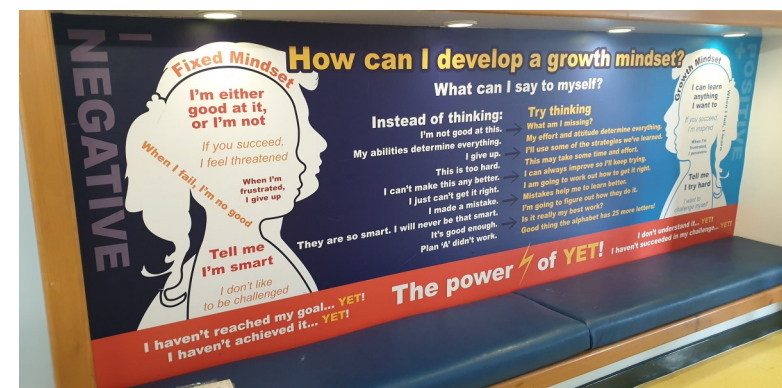


Image 3

Community

Placement school X is based in a slightly deprived area. On their Estyn report (2016) it states that there is an above national average amount of children eligible for free school meals with this being around 33%.

In the school they get families involved in the school in many different areas. A strategy they have in place is FAST (Families And Schools Together), within this policy they say *“Families and schools Together, Helping the children succeed!”*.

Local radio stations have also been to the school and interviewed the children about school life. Taking an interest on how the children are getting on then broadcasting this to the community on one of their segments. It is important that the community and families involved with the school know how the children are getting on. As stated by the National Education Association (NEA) (2016) when communities work with schools *“students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs”*. Another view supporting the engagement between community and the school is from the Parents and School Management Books (1998) where it explains how the community should know that the school is *“worth while”* and that they should be assured of their *“investment in the education system”*.

Putting the child first

The school understands how home life, the community and the country we live in affects the child’s education. Living in a slightly deprived area, they make sure that families who cannot afford school meals for their child/children are supported with free school meals.

In Bronfenbrenner’s ecological systems theory (1979) he shows that the environment in which a child is brought up affects their education and development.

In the UNCRC, article 28 states that *“every child has the right to an education”*. This is clearly shown in the school, no matter what a families financial situation, the child is still able to come to school each day and is ensured to have a school meal.

Parental involvement

The parental involvement in the school is hugely encouraged. The children take reading folders home each day, teachers and family members sign and comment in these folders creating a good communication between the school and the home. Class teachers stand at the classroom door at the beginning and end of the day to make themselves available and accessible to any parent who needs to discuss any aspect of their child’s education, to speak about any concerns and indeed just to check on progress.

The school also run a community choir involving both the children and the parents, giving them a joint activity and further expanding the relationship with the school and families.

On the schools website they have a section for the parents which explains how to carry on the child’s education at home and in everyday life. It has information and links to help the parents if they are unsure on how to do this. The page opens with *“parental involvement is vitally important in helping children to learn”*. The school truly believe that this relationship is hugely beneficial to children’s academic journey.

Having a strong relationship between the family and the school helps to enhance the child’s opportunity to learn. In Parental Involvement in Childhood Education (2011) it collates research from Hattie (2009), Jeynes (2005) and Jeynes (2007) which suggests that parental involvement in the child’s education has a positive effect on their educational achievements.

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- Image 1 Bronfenbrenner Ecological systems theory Available at: <https://www.psychologynoteshq.com/bronfenbrenner-ecological-theory/> (Accessed: February 10 2020)
- Image 2 Carol Dweck Fixed and Growth Mindset Available at: https://danerwin.typepad.com/my_weblog/2014/04/dweck.html (Accessed: February 10 2020)
- Image 3 Personal picture November 11th 2019
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