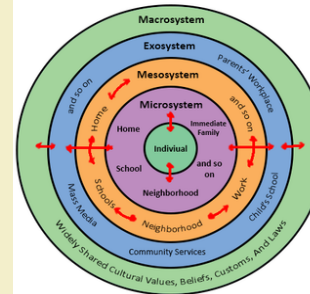




(123RF, 2005)

Bronfenbrenner's Ecological Systems Theory 1979 highlights a child's development. Each of the systems interlink with one and other where learning takes place.

(Wikia.org, 2020)



School

My placement school, referred to as School X for the purposes of this assignment, is an English medium primary school with 318 pupils aged between 3 – 11. There are around 50% of pupils from outside the schools catchment area and 30% of pupils from 'Communities First' funding neighbouring areas. There are 25% of pupils eligible for free school meals which is above the average of 15.4% (Welsh Government, 2019). School X is placed in a deprived area with children entering the school as lower attainment with poor self care and poor social skills. (Welsh Government, 2019) There are 15.6% of learners with Additional Learning Needs (ALN). These learners have difficulty with speech and language, behaviour and emotional concerns. However, the 'Pupil Deprivation Grant' (School X, 2019) provides opportunities to families and learners from disadvantaged backgrounds. They also provide a 'Parents Group' to help parents support their child in their abilities. The school follows a "Growth Mindset" approach which is based on the belief that a persons basic qualities can be developed through hard work and determination. Over a two year period, students who used the 'Growth Mindset' approach had an increase in grades (Dweck, 2012). The school uses positive displays and compulsory learning pits to challenge the learners e.g. Lego challenge pit where the learners must try and find a solution before leaving the pit. The teachers ensure the learners watch powerful videos regularly in the classroom such as "power of yet" and instil a positive mindset in all learners. School X promotes inclusivity and helps the more disadvantaged families by providing them with school jumpers and offering monthly payment for trips they are not able to afford in one payment. School X is also in partnership with cluster schools from the same area where projects are organised and each school does a show case at the end, Year 2 and Year 6 teachers meet and discuss and agree standards and there is a "SIG" Group where children work together from different schools.

Start at my Feet
Bethan Seabourne
1902312

Learner

School X is committed to providing a high quality service, which promotes equality for learners to fulfil their potential 'Strategic Equality Plan' (School X, 2016). Learners with ALN receive specific targets by completing electronic tests that draw a plan for the areas that need focussing on, these areas are developed by the Learning Support Officer. Alongside this, the school promotes inclusive classrooms so all learners are involved in activities throughout the day with group work, partner work and independent work etc. This is supported by the UN Convention on the Rights of Persons with Disabilities (Smith, 2012) which states that a learner with ALN has access to an inclusive, quality and free primary education. School X encourages the importance of 'Pupil Voice' and provides the learners with responsibilities and the opportunity to participate in topic planning (Estyn, 2012). This links with Rousseau's Child-Centered Education that provides the learners with choices, and (Laevers, 1994) believes that teachers should allow learners to select the activities that interest them in order to increase the level of involvement, and learners involvement increases when there is more free initiative in the classroom. School X contributes strongly to the Curriculum Cymreig by developing the language alongside the culture and history. They have displays in the corridor of castles in Wales and a "Wales Tourist Information" section. During history they learn about famous welsh people and welsh sites. The language is taught through sessions as well as the written work every 2-3 weeks, they have welsh displays in the classroom, and everyday a learner is "Helper Heddiw" and has the responsibility of jobs whilst speaking welsh throughout the day e.g. "amser chwarae". This helps the learners understand the Welsh heritage and feel a sense of belonging to Wales (Welsh Government, 2015). School X also promotes the importance of other cultures, faith and religions. The learners visit the local church and visit the local mosque. The school organises "open the book" group to read the bible and re-act it, they have the learners to dress up and join in. The learners are taught different celebrations throughout the year and participate in activities e.g. Chinese New Year. School X promotes the importance of outside play which links with the community e.g. resources on each playground, themes such as "In and Out" and "Out and About" where the learners explore the local parks and build dens, visit rivers, visit the local care home and local shops etc. Professor Jan White claims this is a vital part of a child's life and daily environment (White, 2014).

Community

School X models a strong engagement with the community to enhance learning opportunities for the learners. The school works in partnership with parents where they pride themselves on an "open door policy". (Education Endowment Foundation, 2011) promotes parental engagement as it is connected with children's academic outcomes. The school promotes parental engagement through:

- Meet and Greet at the beginning of the term to discuss topics and what is expected of the child;
- Class Dojo where parents and teachers communicate directly on a daily basis ;
- Activity days e.g. building a bridge with straws and parents come into the school and work with their children;
- Parent, Teachers and Friends Association (PTFA);
- "Pick challenges" where homework is selected by the parents to provide them with flexibility.

School X provide the opportunity for the community to be working with the parents and learner by organising "Mini Heddlu Project" to provide information on 'Stranger Danger' and internet safety etc. They also organised sessions with Communities First to provide information on healthy eating.

Wider Community

School X has participated in Global Citizenship as the learners were taught about the palm oil deforestation and would later make posters to raise awareness. They have also linked with a local comprehensive school to promote recycling.



(Clipart Library, 2016)

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