

Welcome meeting

The federation of Boskenwyn
and Germoe Schools

Agenda

- Values and vision
- School Development plan
- Home school promise
- Parental Engagement
- Attendance and punctuality
- Curriculum
- Enrichment
- Supporting learning/homework
- Special Educational Needs



Values and vision

Our vision is to foster “**A Love of learning for life.**” We aim to do this through the following set of school and family values. Our family values incorporate the 5 British values:

Tolerance, Rule of law, Mutual respect, Democracy and Individual liberty.

We focus on a particular value per half term and the theme runs through the whole of the curriculum as well as being addressed in assemblies, class discussions, PSHE and circle time.



airness

fair trade | British Values | manners | honesty



ttitudes to learning

growth mindset | building learning power | mindfulness



aking healthy choices

healthy living | mental health and wellbeing | physical wellbeing | environmental issues | lifestyle



nternational citizenship

global issues | religious & cultural diversity | heritage | celebrating differences | power of languages



iving and learning safely

online safety | keeping safe: road, sun, fire, sea | anti-bullying | healthy relationships | risk management



earning for success

entrepreneurship | raising aspirations | economic wellbeing

School Development Plan 2022-2024

QUALITY OF EDUCATION

Priority 1: To research, implement and embed a variety of approaches, methods and pedagogies through a unique, tailor-made, inclusive curriculum which cumulates sufficient knowledge and skills for future learning and employment

Priority 2: To embed a refined assessment and tracking system without levels for accurately measuring pupil progress and attainment across the curriculum (both academic and personal development)

Priority 3: To raise standards in reading, oracy and early language development

Priority 4: To raise standards in writing

Priority 5: To raise standards in maths

BEHAVIOUR AND ATTITUDES

Priority 6: To further improve behaviour, attendance and punctuality

Priority 7: To provide an educationally rich learning environment which is safe, calm and orderly and where children have a positive attitude to learning and are respectful of one another

PERSONAL DEVELOPMENT

Priority 8: To further develop children's spiritual, moral, social and cultural development

LEADERSHIP AND MANAGEMENT

Priority 9: To further develop drive and rigour at all levels (including senior, middle leadership, subject leadership, governance and pupil leadership)

Priority 10: To provide high levels of support for staff wellbeing and highly effective professional development for all staff

Priority 11: To develop and embed strategies of parent agency to improve and sustain both parental involvement and parental engagement

Home School Promise (Priority 11) Our home-school promise aims to outline effective ways in which we can agree to work together to foster and maintain respectful and pro- active relationships with you and your child as they move through our schools. It encompasses parental engagement, parental involvement and communication

As a parent/carers, I/we promise to:

As a pupil, I promise to:

- Come to school with a positive attitude to learning
 - Have mutual respect for my classmates and the staff
 - Respect the resources, the classroom and whole school environment
 - Be a positive role model in my community
 - Try my best when learning and use the 4B's to help me
 - Complete some home learning with my family or on my own
 - Use online technology at school and at home safely and responsibly
- Ensure my child attends school regularly and on time and in the correct uniform
 - Ensure my child is collected on time unless I have informed the school otherwise
 - Notify the school of any illness
 - Give my child time every day to listen to them read or read to them or ask them questions about their reading
 - Support my child's progress when learning at home
 - Support school policy on learning and behaviour
 - Ensure the school has up to date emergency contacts
 - Notify the school if my child has any allergies/dietary requirements
 - Notify school of any problems at home which may impact their learning or well-being
 - Support the school in the teaching of safe internet use at home
 - Attend parent consultations to discuss my child's learning and progress
 - Regularly check emails, school website, Seesaw and/or social media for important school information
 - Respond promptly to communications from the school where required
 - Help my child to have a positive attitude to learning
 - Talk positively to my child about their school day

Home school promise (Priority 11)

As a school, we promise to:

- Be open and welcoming, offering parents the opportunity to be involved in the life of the school
- Provide information and opportunities to support and reinforce learning at home
- Communicate regularly via email, text, website, (social media, phone, letter and face to face may also be used)
- Provide a bespoke, inquiry based curriculum which inspires and enriches
- Ensure children are sufficiently encouraged, supported and challenged
- Have high aspirations for what your child can achieve now and in the future
- Give children the tools to become confident, 21st century, lifelong learners
- Support children to feel safe and have a trusted adult to open up to
- Continue to learn and develop professionally and adapt our practice where we see the benefit of improvement
- Be available at the beginning or end of the school day to answer immediate queries or concerns
- Notify parents of events in good time via school website/email

Parental Engagement and Parental Involvement – at the heart of effective schools are effective relationships

| Parental Engagement | Parental Involvement |
|---|--|
| <p>Parental engagement is a high priority for improvement within our federation.</p> <p>It is about being engaged in your child's learning and education. For example, helping them with homework, listening to them read at home every evening, open and honest communication, attitudes to learning.</p> <p>We have lots of plans to make your child's learning and development a 3-way experience; child/parent/school. These include:</p> <p>"How to...." videos, SPACE programme, parent/governor meetings, home/school promise.</p> | <p>Parental Involvement is about becoming involved with the every life of the school.</p> <p>Parental Involvement at our schools is great – we have our FOBS and FOBS who do an amazing job, all are free to join, including extended family. However, there is always room for improvement in everything we do.</p> <p>Examples of parental involvement include coming in to listen to readers, driving the mini-bus, volunteering for FOBS/FROGS, contributing your skills, etc.</p> |

Attendance and Punctuality

The DFE have implemented a new policy for improving attendance and therefore raising educational outcomes. Attendance at our schools is below the national averages therefore we need to really clamp down on this. Poor attendance can result in an OFSTED failure and forced academisation.

Why is good attendance and punctuality vital?

Regular school attendance and a good education helps children to fulfill their potential and gives them the best possible chances in life. It enables them to build positive relationships with their peers. They have a continuous education where lessons lead from one to the next and their inquiries span over a few weeks, enabling their learning to be progressive. Missing out on completion of projects causes frustration.

It is vital that your child arrives to school on time and ready to learn. Arriving late causes them embarrassment and sometimes anxiety. Your child can be confused, upset and will have missed the beginning or the whole of a lesson so feel disoriented. It also disrupts the learning of the other children in the class as the teacher has to stop and welcome the child into the class and explain what they have missed. Lateness is recorded and will be monitored closely and reported to authorities where necessary. Please let us know if you are having any problems in getting your child to school on time, we may be able to help you.

Improving attendance

THERE ARE **190 days** in a school year..... which leaves you **175 days** to spend on family time, shopping, days out, holidays, appointments etc.

There will be a traffic light system in place which will be monitored half termly:

96-100% Attendance levels are good to excellent - Positive encouragement/incentives to maintain high levels of attendance.

93-95.9% Attendance levels beginning to cause concern - Analyse data and provide reports to regularly monitor attendance/reasons for absence, patterns etc. Letter from school staff alerting parents to concern and advise that future absences will not be authorised unless medical evidence is provided/short term illness.

90-92.9% Attendance levels causing more significant concern - Parents will be invited to a meeting at school and Attendance Action Plan/contract agreed. A date for plan/contract to be reviewed agreed at the meeting (three to four weeks), individual attendance target set.

Below 90% - Attendance decreased to an unacceptable level - despite interventions by school staff - refer to Family Support Services when complex issues identified, possible fixed penalty notice (see attendance policy on school websites).

How can you help us to improve attendance and punctuality?

Take holidays outside of term time, you have 175 days to do this.

Do not take long weekends which result in the children losing Fridays/ Mondays.

Always tell us where your child is. Let us know straight away via a phone call.

If you or your child are struggling and need help let us know, we are here for you.

Always engage with the school so that we can support you. Sometimes children are ill and they cannot help being absent, we may be able to advise you if you are unsure..

Always attend attendance meetings if requested. These meetings are meant to be supportive and to ensure that the school is aware of any issues.

Ensure any absence is genuine; For example, a child enjoys their birthday at school with their friends so this is not a reason to keep them off school,; tiredness is not a reason to stay off school, it just means they need to go to bed earlier and this is your responsibility

Work with us because we only want the best educational opportunities for your child.

Ensure your child arrives to school on time: 0900 for early years and key stage 1 and 0845 for key stage 2

Leave home in plenty of time to get your child to school on time, you may encounter a tractor or roadworks along the way

Value your child's education and how important it is to them and us that they arrive to school on time

Respect the classteacher who has planned amazing learning for child and ensure their lessons aren't disrupted with lateness

Ask us for help if your child is wobbly in the morning or refusing to come to school - we can help

Our Curriculum - example Y5/6

| | |
|----------------------|--|
| Class texts | Beowulf |
| Visits/Visitors | Maritime Museum (?) Virtual visit Jorvik Viking Centre |
| Overarching Concepts | Tradition and community Traditions and cultures have an impact on community |
| Topic | Anglo-Saxons and vikings |
| History | Anglo-Saxons and Vikings |
| Science | Forces |
| English | Instructions - how to raid an Anglo-Saxon settlement Poetry |

This shows part of a half term unit of planning for Y5/6. It shows the text being studied, the visits/visitors planned, the concepts which link the topic to real life, the topic for the half term which all inquiries will be based around. It also shows topics for the core Science and English. To see the full topic web for this term please go to our school website and look for your child's class under the heading classes. You can also follow the links below:
[Boskenwyn Primary School](#)
[Germoe Community Primary School](#)

Inquiry based learning within the National Curriculum

We pride ourselves in giving our children the opportunity to develop “**a love of learning for life**” through our unique, tailor-made, inquiry based curriculum. Our rich indoor and outdoor learning environment encourages children to engage in authentic learning and employ subject knowledge to solve real life problems. Through solid concepts, leading to lines of inquiry and followed by research, projects, activities and visits, our learners acquire skills for life such as problem solving, decision making, critical thinking and reasoning, all of which are transferable for future learning and employment. Our aim is for our children to become independent thinkers and learners who construct and organise knowledge, engage in research, inquiry and analysis in order to communicate effectively and become global citizens.

Providing a curriculum rich in Inquiry based learning allows our children to nurture their talents and passions and take control of their learning. They are driven by both their own curiosity and hunger for learning and their teacher’s ability to provoke their interest by using stimulating resources and artefacts. We intend for our learners to be:

Collaborators

Working with others on shared goals, questions and challenges. Using different roles for different task, respecting one another’s views (empathetic, compassionate, reliable)

Thinkers

Approaching cross-curricular tasks by thinking logically, creatively and reflectively and able to change thinking as they learn (open-minded, flexible, persistent)

Researchers

Formulating questions, locating and using a wide range of sources and techniques to investigate problems, interests and issues, thinking critically of information gathered (curious, courageous, resourceful)

Self managers

Learning independently and making decisions about learning, work towards personal goals and improve own learning (resilient, responsible, reflective)

Communicators

Communicating ideas confidently in different ways for different purposes (confident, responsive, respectful)

Inquiry based learning – How we do it, the cycle of inquiry

1. **THE BIG IDEA** - Frame the inquiry; make links to curriculum, identify skills required, link concepts to lines of inquiry
2. **TUNING IN** - What I know, what I wonder- gather thoughts, generate questions, make connections, provoke learning with tools and resources
3. **FINDING OUT** gathering information, developing research skills, sharing thinking, organising findings,
4. **SORTING OUT** - comprehending, answering questions, revisiting thinking, communicating with others
5. **REFLECTING AND ACTING** Discuss journey so far, pursue further interests, work on presenting findings, refine key facts, present to class
6. **EVALUATING** - apply learning to other contexts, link learning to concepts, reflect on learning journey, assess skills and understanding (peer assessment) and present.

Enrichment activities – things we do to enhance learning

Educational visits (panto, Minack, topic linked visits, local visits)

Residentials (KS1 school. LKS2 Eden/local, UKS2 Bristol, France)

Visitors to school (Safeguarding eg., sun, sea, fire, internet - parents, musicians)

Federation activities, learning together

Erasmus learning projects

After school clubs (progressive)

Team sports (we would like to improve this further)

Beach or forest school

Erasmus activities in 2021-2022

All of the projects benefit the school and the school community in a variety of ways. Staff become involved and engrossed in new learning and new developments in education which enhances our curriculum. It increases their knowledge and skills and also has the added benefit of staff retention. Staff learn continually and therefore they are all involved in shaping our ever evolving curriculum.

Our children benefit not only from the knowledge of their teachers but from meeting children from around Europe, learning about their culture first hand either face to face or via Zoom. Some have the opportunity to visit them in their own country. Our children learn about new playground games from them, they learn a little of their language. They are exposed to cultural diversity and therefore enhances their cultural capital and sparks their curiosity. They develop confidence and some have said how they would like to travel in the future.



Supporting learning and families at school and at home

How can we help your child/you to support their learning?

Learning mentor/Covid recovery leader - Mrs Rusga

Special Educational Needs Coordinator - Mrs Larcombe

Mental Health and Wellbeing Lead Practitioners - Mrs Larcombe/Mr Height

Designated and deputy designated safeguarding Leads - Miss Blackburn, Mrs Larcombe, Mrs Rusga

Support from school; 1:1, Small group interventions eg. Lego therapy, dyslexia programmes eg. speed up, precision teaching, pre-teaching, referrals to multi agencies

Support from other agencies: educational psychology, speech and language, many more,

Homework: Daily reading, spellings, project work and family learning

Special Educational Needs - the 5 a day approach – this is our integrated approach to Special Educational needs in the classroom.

Explicit instruction - Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

Cognitive and metacognitive strategies - Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.

Scaffolding - When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

Flexible grouping - Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

Using technology - Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.