



Continuing the Learning Journey at Harewood C of E Primary School

(A note from Mrs Watts our Reception Teacher)

Class One, our philosophy and purpose

Harewood really is like a big family, my own children came here twenty-five years ago and, in my experience, it has retained that strong ethos of care and high expectations which are still at the heart of everything we do. We actively seek to encourage the attitudes of awe and wonder about the world as well as reflection about our responsibilities as part of it. The children at Harewood are taught to respect, value and celebrate each other.



In Class One we follow the Early Years Foundation Stage Framework, which is a play-based curriculum your previous child-care provider will have been using. What happens here in Class One is a continuation of that learning journey. We value and capitalise on your child's previous and extensive knowledge. Our aim over the first few weeks of school is to build relationships, which are the key to happy and secure children who are ready and eager to learn. These strong relationships, between staff and parents/carers, staff and children and children with their peers means children thrive. They develop a love for school and for learning, as well as reaching their potential in these all-important early years.



We are a small school but there lies our strength. Children need to be safe, happy, settled and secure before learning can take place so personal, social and emotional development is at the heart of everything we do in Class One and is supported right through the school. Everyone knows and looks out for everyone else and our half form entry means a class of just fifteen children in their first year of school. This means I can be more responsive to individual needs and get to know the children in much greater depth. I know where they are in

their learning across the curriculum and can support them in their next steps. The children are at the centre of all we do here at Harewood. We understand that they develop and learn in different ways and at different rates. We listen to them and respect their individuality. They have a voice in our daily activities and help to plan their own learning. Knowing them well means I can follow their interests and also deliver learning in ways that appeal to every child.

Every week we look at the learning that has taken place together in class. We use photographs of learning in progress and talk about the process which has led to those fabulous photos of their success (the process is just as important as the product). We reflect on what has been achieved and talk about our plans for the following week. The children also revisit this previous learning using our memories books throughout the year.



As important partners in their learning it is so important that you also know what the children are doing at school and it's important to them to know that what they do is valued. We promote communication between home and school by providing you with a wealth of information about what we do on a weekly and sometimes daily basis so you can support and understand the learning your child is experiencing at school. Children want to share what they know and they thrive on being able to revisit learning in their own time and through their own interests. I do a weekly written update for parents/carers, which is sent out via email, and also a weekly blog (formally a notice board pre-COVID) so you can see photographs of the children in action and talk with them about what they have done.



In addition to the blog, weekly update and memories books the children have an individual online learning Journal (using Tapestry) where learning very specific to your child is celebrated. Equally, we have high expectations of the information you share with us about their interests and activities out of school. I encourage you to contribute to the Learning Journal by showing me what they have been doing at home so their successes and achievements can be celebrated in school as well.

Learning is always a balance between independence and support and we encourage independent learning skills whilst providing a scaffold for that learning to take place. Learning also has to be fun, motivating and exciting. In my classroom our philosophy is supported by child led and adult facilitated learning. We are responsive to the children and in consequence we are able to capitalize on the all-important 'learning moment'.



Equally importantly, there is time every day for a Collective Worship and also direct structured teaching of specific skills relating to mathematics and literacy. The children then have the space and time to choose how to explore and develop those skills and embed them in range of self-initiated activities. We constantly provide opportunities for them to use their new skills in practical applications so that what they learn is real to them and has a purpose.



In mathematics we follow the White Rose Maths philosophy of maths mastery. This means we really focus on developing in children a deep understanding of maths concepts so they can become confident mathematicians, able to see patterns in their learning and apply it to a wide range of practical situations. It might just seem like fun and games to them initially but it has a real impact on future learning.

Like maths, literacy learning is also supported throughout the whole curriculum and taught specifically on a daily basis. We develop literacy skills through:



- Conversations and discussions to develop language skills and vocabulary;
- Sharing books and stories to develop a lively imagination and a love for reading;
- Daily systematic synthetic phonics lessons following Letters and Sounds progression. Sessions include both reading and writing activities along with a wide range of opportunities to have fun with words. I also provide lots of support so you can continue the learning at home.
- Handwriting, with more formal handwriting lessons when the children are ready and have developed the appropriate fine motor skills.

I provide information and training for parents/carers during the first half term of school about why and how we teach phonics. This means you are in the best position to support your child at home and make it equally as motivating and fun - practise, practise, practise with lots of motivation to succeed means success!



At Harewood we recognise that you are your child's primary educator. The examples and standards you set are instilled in your child. We hope that you share our positive learning ethos, full of fun, excitement, challenge, praise and reward. Through listening to children, talking with them, showing respect for them and with an emphasis on rewarding effort, children see the value of work and develop patience, independence, self-regulation and resilience. They develop the characteristics of effective learning which make them curious about the world, respectful of other people, confident in who they are and eager to learn more. At Harewood we really do provide 'Education for life in all its fullness' (John 10.10).

Above all else, life in Class One at Harewood is fun and we are a successful team. We're really sorry you can't visit us right now, as it is the best way to fully appreciate our philosophy. However, you can take a look at my weekly Blog to see some of the fun things we have been doing recently. <https://harewoodceprimary.blogspot.com/>

Kind regards, Mrs Dawn Watts
Class One, Harewood Church of England Primary school

If you would like to know more about the Early Years Foundation Stage, which has undertaken recent reforms and will be delivered nationally in its new format from September 2021, please follow this link: <https://foundationyears.org.uk/>

We are Early Adopters of the reformed curriculum this year but there may be final adjustments before its implementation in 2021.

If you would like to know more about Tapestry please follow this link: <https://tapestry.info/>

If you would like to know more about White Rose Maths please follow this link: <https://whiterosemaths.com/who-we-are/about-white-rose-maths/>

