



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 over twenty years ago and, in my experience, it has retained that strong ethos of care, high expectations of behaviour and academic success, 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 so, where there are issues, we are quick to respond and address them. Our half form entry facilitates 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, help to plan their own learning and become reflective learners. 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 discuss and reflect on what has been achieved and talk about our plans for the following week.



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 by you. 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 written update for parents/carers, which is sent out via email, and also create a weekly Notice Board display so you can see photographs of the children in action and talk with them about what they have done that week. These pictures are then put into the Class Memory Books, which the children use to revisit and reflect on their learning and experiences throughout the year.



In addition to the update, notice board and memories books the children have an individual online learning Journal (Tapestry), where learning very specific to your child is celebrated and shared with you. 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, achievements and adventures can be celebrated in school in our weekly Show and Tell.

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 moments' when they happen.



Equally importantly, there is time every day for a Collective Worship and also direct structured teaching of specific skills and knowledge relating to communication, personal, social and emotional development, religious education, physical development, 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 but it has a real

impact on them, seeing themselves as mathematicians enables them to apply what they know in future learning.

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

- Conversations and discussions to develop understanding, language skills and vocabulary;
- Sharing books and stories to develop grammar, vocabulary, understanding of the world outside their experiences, a lively imagination and a love for reading;
- Daily systematic synthetic phonics lessons following Letters and Sounds progression, using Twinkl Phonics (a DfE approved scheme). Sessions include both reading and writing activities along with a wide range of opportunities to have fun with sounds and words.
- Handwriting in line with the phonics progression and more formal handwriting lessons when the children are ready and have developed the appropriate fine motor skills.



I also provide support so you can continue and practise this learning at home. I provide information and training for parents/carers during the first half term of school about why and how we teach phonics and then as much support as is necessary through the year. This means you are in the best position to support your child at home and make learning 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. I look forward to meeting you all, as well as your wonderful children, and welcoming you to that team.

See you soon!

Kind regards, Mrs Dawn Watts

Class One, Harewood Church of England Primary school

