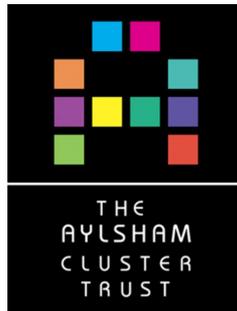


The John of Gaunt Way

A Framework for Excellence



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**“It takes a Whole Community
to Educate a Child”**



John of Gaunt Core Values

We promote a happy, secure and caring environment where learning is enjoyable and rewarding for both children and adults. We provide a broad and balanced curriculum which enables children to develop positive values and attitudes, skills and knowledge, within a co-operative and supportive framework.



Our Unchanging Priorities

- High quality teaching and learning and professional development
- Personal, Social and Emotional Development underpins everything
- Deliver a broad and balanced curriculum which caters for all abilities
- Working in partnership
- Team work and working as a whole school not as individuals

Key Value - Co-operative Values

John of Gaunt school is part of the Aylsham Learning Federation (ALF) with Bure Valley School and Aylsham High School. John of Gaunt is also part of The Aylsham Cluster Trust (TACT). TACT has chosen to adopt a Co-operative Trust model. We have done this because we believe that the greatest energy for change and development comes from within our own communities.

Our work is underpinned by the Co-operative values:

- Self-help - we help people to help themselves
- Self-responsibility - we take responsibility for, and answer to our actions
- Democracy - we give our members a say in the way we run our organisation
- Equality - we are genuinely inclusive and pursue success for everyone
- Solidarity - we share interests and common purposes with our members and other co-operatives

Our ethical values are:

- Openness - nobody's perfect, and we will not hide it when we are not
- Honesty - we are honest about what we do and the way we do it
- Social responsibility - we encourage people to take responsibility for their own community and work together to improve it
- Caring for others - we are a nurturing community that takes care of each other and we regularly support charities and local community groups

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At John of Gaunt we have a strong ethos which stems from teamwork across all staff in the school. Everything we do, is for the benefit of the children and to ensure that they receive the best start to education possible. We ensure that teaching and learning is of a high quality and that the children's Personal, Social and Emotional needs are met. We know that ensuring the EYFS core principles of Personal, Social and Emotional Development (PSED), Physical Development (PD) and Communication and Language (CL) are addressed across the whole school enables the children to learn at their best. We want good teachers to be supported by good support staff, engaged parents and governors, to enable the whole community to change lives. Children and adults learn best when the environment that they are in allows them to do so. Our core values of happy, safe and secure environment are critical in recognising the part they play in early education. We want our children to have the best start to their education encouraging them to be life long learners.



The 6 R's

We base everything that we do at John of Gaunt on the 6 R's which help us to do everything the John of Gaunt way.

Resilient - We don't give up when the going gets tough

Resourceful - We find different ways to get things done

Responsible - We work well with others and take our role in a group seriously

Reasoning - We think carefully before jumping in and plan things out

Reflective - We learn from experience and from our mistakes

Respect - Each other, yourself and the environment

We are working on embedding the 6 R's all around school and use the language of the 6 R's all the time with the children.

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Our Curriculum

Early Years Foundation Stage

The curriculum in the early years is based around what the children want to learn about as well as incorporating the fundamentals of Development Matters. Learning is taken from where the children are and then what they want to find out about. In this way, children have ownership of their own learning, are highly motivated and engaged. The curriculum in the early years addresses all of the 17 areas and ensures that children have a broad and balanced curriculum to cater for all children at all different stages and a variety of learning styles.

Nursery

In John Bear's Nursery our aim is to nurture a love of learning, to support independent explorers, to ensure children achieve excellent progress in all areas of their development and to encourage happy, confident children who feel secure that their ideas and emotional needs will be valued. To ensure that this happens we use 'In the moment' planning. Planning in the moment involves engaging in the play of the children, observing and assessing their interests, motivations, understanding and skill levels and using this knowledge to support and extend these further through purposeful and thoughtful teaching opportunities. By doing so we show the children that we support them in exploring what really motivates them, that we shall be there to offer help if needed and that we can support them in accessing resources or suggest possible ideas that stimulate and develop their thinking and exploration during play. In the moment planning is essentially simple, assess what the children are doing, plan how to support and extend their learning, use a teachable moment and observe the impact upon the child's engagement, learning and development. In the moment planning enables our youngest children to learn from where they are at and their interests. As they develop these interests change and in the moment planning meets all those changing needs.

Reception

In Reception we aim to continue to develop the children's love of learning and the reception teachers follow a continuous provision model where there are some adult led activities everyday but the children's structured and planned play is not interrupted by continuous stopping. Teachers and support staff go into the children's play and extend their learning from their interests, which builds on our curriculum from Nursery.

Our creative curriculum always starts from what the children already know about a topic so that they are able to share their knowledge with us. It moves forwards with what the children want to know and they set their own learning for each topic. Each classroom has a learning line for each topic and the children are constantly moving their learning line along as they gain more knowledge and skills related to their chosen topic and learning. In this way the curriculum becomes very child focused and can change depending on the interest of the children. Reception teachers are however very clear on the key skills that need to be gained and these are woven in to the children's learning and planned play.

At the heart of our EYFS curriculum is always the focus of PSED, PD and CL.



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Our Curriculum

Key Stage 1

In Key stage 1 (KS1) we aim to continue the children's love of learning that they have developed across the EYFS and to ensure that learning is still fun. We continue to work on the core EYFS principles of PSED, PD and CL because we know that these feed into all other learning.

We have developed a fully creative curriculum that is based on enquiry based learning. Children have opportunities throughout every day to practise their learning through chosen activities and play opportunities that build upon skills already learnt. By practising these skills we know that they will become embedded.

The curriculum in KS1 runs on a two year rolling programme so that the whole key stage can work together on a topic. Topics start with a 'wow' day to immerse the children in their learning right from the start and to launch a new topic. During 'wow' days children work together across the key stage, supporting each other and learning from each other too.

At the start of each topic an enquiry question is set which sets the scene for their learning for the duration of the topic. The children understand that by the end of the topic they will be able to answer the enquiry question using all the knowledge that they have gained.

Topics are planned on knowledge organisers which highlight the key learning that will take place, the way it fits in to the timeline and key vocabulary and skills that will be taught during the topic.

Each class in Key Stage 1 has a timeline which is continually added to so that the children can visualise and understand where their learning fits in to the history of the world and their place in that history. Something from each topic is plotted on that timeline.

As well as learning new things, time is taken to recap topics that have come before to ensure that learning is not lost just because a topic has finished.

The curriculum and learning in KS1 is cross-curricular in order that children can make links between their learning rather than learning everything as a stand alone. Some subjects are taught discretely and do not fit with the overall topic.

All children in KS1 take part in the daily run challenging themselves to improve and ensuring that they begin to build stamina and fitness. The daily run has a positive impact on our children's ability to learn.





The EYFS Curriculum

Core Areas

Personal, Social and Emotional Development

Self-Confidence, Feelings and Behaviour and Relationships

What we do

- Independent activities are set up in different areas of the classroom so that children can select the resources they need and also tidy away afterwards
- Discussion times, carpet times, small groups, circle time, diaries
- Support sharing and negotiation; use 5 more turns where appropriate
- Face to face when problems arise
- Resolution of conflicts
- Encouraging sharing and positive friendships
- Reward systems encourage positive behaviours
- Assess children on the Leuven scale for their well being and involvement
- Nurture groups target those that need further support
- Self-help skills
- Learning inside and outside everyday
- Group snack times and lunch times
- Self registration

Why we do it

- To support self confidence and self-awareness
- To enable children to select activities and talk about what they want to achieve and encouraging them to ask for help when they need it
- To give talking time and time to listen to others and ask questions, considering others feelings
- To provide opportunities to build positive relationships with adults and peers
- To encourage taking turns
- To encourage showing respect
- To develop their independence
- To provide opportunities for children to interact with others, play alongside, join in the play of others, share resources and take turns.
- To enable children to explore theirs and others feelings
- To learn to sit and eat together and table manners
- To develop resilience when something doesn't go quite right with the support of an adult
- To encourage resourcefulness by adapting their play
- To encourage responsibility for their classroom or space



The EYFS Curriculum Core Areas

Communication and Language

Listening and attention, Understanding and Speaking

What we do

- Group discussions during carpet times
- What we know and what we want to know more about
- Role play opportunities
- Daily story time
- Barney Bear going home with the children
- John Bear going home for a special play after writing a letter
- Diary task sharing
- Snack time and talk box, rolling snack and lunch time
- Book time
- Circle Time
- Christmas Performance
- Story sack library
- Library time
- Music and Singing, transition songs, going home songs, timetabled music every week
- Show and tell
- Stopping and showing what they have been making or doing

Why we do it

- To strengthen listening and attention in a range of situations and to engage in conversations
- To give learning a context in real life experiences
- To provide opportunities for children to talk and ask questions or react to an activity which may be adult led or child initiated
- To check their understanding
- To support language development. To provide ideas for adding narrative to play
- To ensure home school links are embedded and to share experiences
- To be able to speak and express themselves showing an awareness of the listener
- To be confident to speak and perform in front of an audience
- To provide a varied use of language and to build their vocabulary
- To encourage children to listen to each other and join in conversation with relevant answers or points
- To encourage a love of books and sharing books at home
- To encourage language in imaging or recreating roles and experiences
- To encourage reluctant speakers to find their voice



The EYFS Curriculum Core Areas

Physical Development

Moving and Handling and Health and Self-Care

What we do

- Music and movement
- Planned P.E sessions
- 'Finger gym'
- Manipulating materials e.g. play dough, construction
- Pincer movement activities
- Dough disco
- Arm strengthening activities e.g. monkey bars, sweeping, lifting blocks, squeezing water, climbing frame
- Trim track and Bikes
- Writing opportunities e.g. in sand, in water, in messy play, on paper
- Handwashing
- Cooking and investigating different foods
- Tidying up!
- Sharing discussions about bedtime stories and why we need sleep
- Putting on coats and shoes independently
- Using aprons
- Road awareness
- Mud kitchen
- Outdoor space and outdoor learning
- Sports Day and after school clubs

Why we do it

- To provide opportunities to use physical skills for gross and fine motor development
- To develop thumb, finger and arm strength for writing development
- To establish pivot movements for writing development
- To develop strength and the correct pencil grip
- To ensure good co-ordination of the body
- To be able to handle tools effectively for cutting, threading etc.
- To understand the importance of a healthy lifestyle and that this means
- To know how to keep safe
- To encourage self-help skills
- To ensure a positive mental attitude
- To support healthy minds
- To encourage use of space and negotiating others



The EYFS Curriculum General

What we do

- Assemblies - singing, visitor, headteacher and celebration
- Playtime
- Lining up
- Parents evenings
- Outdoor Learning
- School Trips
- Family Learning Days
- Easter Hat Parade
- Lunchtime table skills and manners
- Christmas Parties
- Sharing Learning Journeys
- Reading Garden

Why we do it

- To join in and be part of a whole school
- To appreciate and celebrate others achievements
- To ensure that children learn how to co-operate
- To ensure that children can use their imagination without equipment
- To promote safety and awareness around school
- To support awe and wonder
- To support cross curricular and whole school links
- To enable the whole community to be part of learning
- To celebrate tradition
- To create positive memories
- To encourage contribution and involvement with families
- To celebrate British Values



Happy, Secure and Caring Environment



Teaching for Learning

High Quality Teaching
Focus on PSE, Physical and Communication
Skills rich

Curriculum & Assessment

Broad and balanced
Creative
Enquiry Based
In the moment

Ethos & School Culture

Growth Mindset
The 6 R's – Resilience, Reasoning, Respect, Responsible, Reflective, Resourceful

Partnerships & Community

Care & Kindness
Equity, Equality & Diversity
Family Learning
Celebrating Success

Leadership for Learning

Student Leadership
Shared Leadership
Teamwork
Shared Framework

Personal Development, Behaviour & Wellbeing

5 Golden Rules
Kind and Helpful
Listen
Honest



The KS1 Curriculum Core Area Reading

What we do

- Guided Reading
- Story time
- Book corners
- Topic related books linked to current work
- Class topic books (created by the children)
- Displays
- Individual reading
- Paired reading
- Reading comprehension
- Vocabulary walls
- Write words and labels with sound buttons

Why we do it

- To enable discussions at appropriate levels. Guided reading and group targets enable all children to make progress and for specific skills to be taught
- To encourage a love of reading by listening to stories
- To broaden and build their vocabulary during story time to enable 'wow' word discussions
- To ensure children are able to listen to stories at a higher level than they would be able to access themselves
- To develop a knowledge of different genre
- To demonstrate a model good reading skills and use of expression and intonation
- To provide opportunities for children to do independent research
- To display current work, including key enquiry questions
- To provide opportunities to revisit their learning and take ownership of their learning
- To provide opportunities for them to practise their learnt skills
- To ensure that displays and words around the classroom have sound buttons on them to make them accessible to all readers and to reinforce their phonic skills



The KS1 Curriculum Core Area Writing

What we do

- Cross-curricular planning
- Purposeful writing
- Key Stage planning
- Talk for writing
- Weekly vocabulary focus
- Wow words displays
- Purple Polishing Pens
- Weekly handwriting practise
- Phonics sound mats
- Spelling mats
- Suffix and prefix mats
- Next steps
- Writing targets
- Spelling challenge

Why we do it

- To give writing a purpose and cover the whole of the curriculum
- To give a real life purpose e.g. making books for the reception classes or making books for the book corner
- To allow children to embed themselves in the genre by developing speaking and listening skills through re telling and then adapting before writing their own version of a story
- To increase the children's vocabulary so that when they are writing more they can add interest to their compositions
- To consolidate new vocabulary and allow children to use this resource to support their writing independently
- To encourage improving their work and editing skills
- To give children the opportunity to embed a text
- To develop correct letter formation and joins
- To enable children to have readily available resources to support themselves independently ready for writing
- To enable children to understand how to improve their work and make corrections
- To give children a focus to make their progress better and give them a sense of achievement
- To ensure that writing is fun and that they enjoy the process



The KS1 Curriculum Core Area Maths

What we do

- Cross-curricular links where they fit
- Use concrete resources e.g. Numicon, dienes, cubes etc.
- Resources are freely available in the classroom
- Maths working walls
- Planning for the 3 aims - Fluency, Reasoning and Problem solving
- High quality resources used e.g. NRich, White Rose Maths
- Regular CPD
- Flexible timetable
- Maths talk
- Open questions
- Maths area
- Collaboration between EYFS, KS1
- Work together with Bure Valley and the KS2 maths leader

Why we do it

- To give maths a purpose and ensures that the curriculum is covered
- To ensure that resources are readily available to the children to select the most suitable for their learning at the time
- To ensure that current work and examples are on display to support the children with what they have already learnt and how they can make links
- To ensure that maths vocabulary is displayed and referred to, to support the children's understanding
- To ensure that planning reflects the 3 aims of Fluency, Reasoning and Problem Solving and lessons try to address all of these
- To promote resources and training and ensure that staff have a good subject knowledge and are kept up to date with new thinking
- To ensure that resources enable the 3 aim coverage
- To promote a flexible timetable to allow for maths being able to be across a whole morning or a whole day if relevant and applicable. This also allows for more depth to be achieved
- To encourage children and adults to reason about their work and not give just one word answers e.g I think the answer is ... because...
- To give children the opportunity to talk about maths
- To ensure that maths has an equally high priority to English
- To enable children to practise their learning during independent times to allow time for consolidation
- To ensure progress across the key stages in our school and between schools



The KS1 Curriculum Core Area Science

What we do

- Cross-curricular links
- Practical experiments
- Predictions and evaluations
- Science week
- Family Learning Days
- Outdoor Learning
- Parental cafés

Why we do it

- To give real life purpose to learning
- To equip them with skills for their learning in the future
- To ensure that we embed learning on a subject through curriculum links
- To enable children to take ownership of their learning
- To enable learning to be taken out of the classroom
- To equip them with skills for life
- To equip them with life long learning
- To enable children to wonder why and find out
- To encourage awe and wonder
- To enable children to make mistakes, learn from them and put them right next time



The KS1 Curriculum General

What we do

- Performances to Parents in classrooms
- Daily mile
- Christmas, Year 2 Leavers, Harvest, Spring Assemblies and plays
- Family Learning Days
- Outdoor Learning
- Homework Days
- Parental workshops
- Parental Information Meetings
- Pride in our work
- Children assess their own work
- High quality assessment to assess attainment and progress
- High expectations
- Nurture
- Homework tasks that extend and support children's learning in the classroom

Why we do it

- To enable children to develop confidence and speaking and listening skills
- To increase children's own self-confidence
- To encourage celebration of and ownership of their own learning
- To keep children fit physically and mentally
- To improve staff well-being
- To encourage 30 minutes of activity every day
- To be able to share learning with our community
- To build relationships between home and school to further the children's and the parents learning
- To enable children to experience learning outside of the classroom
- To enable all types of learners to achieve
- To ensure parents have an understanding of school expectations and about statutory assessments and requirements
- To ensure our books enable people to see the child's journey in their learning. They encapsulate their learning, their voice, their learning styles, their editing, their assessment of their own learning. The photos on the front give them ownership of their books
- To ensure our 'Starfish' room enables children to develop their social, emotional and mental health needs away from a classroom setting. It enables children to find their voice and express the way that they are feeling within a safe, secure and happy environment
- To make sure that homework tasks are designed to spark the interest of the child and enable them to take their learning from the classroom home. Homework addresses a variety of learning styles and encapsulates a wide range of subjects



www.johngaunt.norfolk.sch.uk



John Bear's Nursery - Information for Parents

John of Gaunt Infant and Nursery School - Information for Parents