



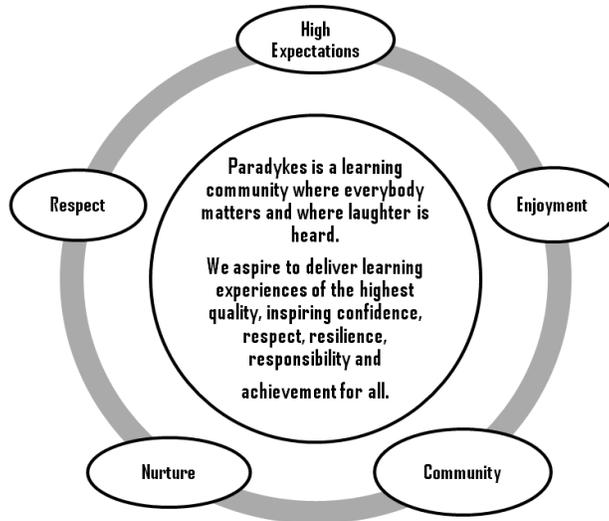
Paradykes Primary School Learning Power Pack!



Paradykes Primary School & Family Learning Centre ~ a school where everyone matters

Curriculum Rationale – 2020/21

Our School vision and values



Our **school vision and values** are regularly reviewed by our learners, staff and parents/carers. We use these as the basis for developing a clear rationale for the curriculum, taking into account the learners' entitlements.

We support **children's intellectual, physical, social and emotional development** by ensuring the school undertakes its statutory duty to assure the quality of service provided and to look for continuous ways of effecting improvement. We also recognise key strengths in practice, identify priorities for the improvement plan and help gather evidence to report on standards and quality in the school. We also take into consideration the significant new influences and challenges facing young people today as social, political and economic change, the growing diversity of our society, our better understanding of the ways in which children and young people learn, the use of new technologies and the potential of partnerships in the local, national and global community.

All children will be supported and challenged, enabling them to develop skills to use across the curriculum at all levels for learning, life and work. They will develop the four capacities - to become confident individuals, effective contributors, successful learners and responsible citizens. By doing so, we aim to prepare our learners to take their place as adults in society.

This means that every pupil in Paradykes Primary School is entitled to a curriculum which is:

- Challenging, building on knowledge, understanding and skills to ensure progression.
- Coherent from Nursery through to the end of their primary education, with smooth transition onto high school.
- Developed on sound learning and teaching practices, informed by research, and including well planned learning experiences which are active and engaging.
- Based upon developing skills and competences for learning, life and work and an ability to make informed choices about their health and wellbeing.
- Real and relevant now and in the future.

Key Features of our Curriculum

Staff plan to develop the whole child through the ethos and life of the school, curriculum areas and subjects, interdisciplinary learning and opportunities for personal achievement.

All curriculum areas are planned using the experiences and outcomes. The curriculum has been organised into 8 areas :

- Languages - Mathematics -Health and Wellbeing
- Social Studies -Sciences -Technologies
- Expressive Arts - Religious and Moral Education

Interdisciplinary Learning

- Allows children to make connections between different areas of learning within meaningful contexts.
- Allows children to meet and revisit concepts and skills from new perspectives, bringing different strands of learning together in order to deepen understanding.

Nurture

At Paradykes Primary School we aim to provide a broad education that meets the needs of all of our learners. We are a nurturing school and we take into consideration the six nurture principles-



- Children’s learning is understood developmentally;
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children’s lives.

The six Nurture principles underpin everything we do. We have rewritten the Nurture principles in to more child friendly language.

Nurture helps us to feel good on the inside.

We all learn in our own way.

Everyone has changes in their life and NURTURE helps us to cope.

Our behaviours are telling you something.

The classroom/ Learning Hive offers a safe place.

The words we use when we talk to each other are important.

At Paradykes Primary, we adopt a whole school approach to emotions awareness and regulation called Emotion Works. Your child/children are learning about each cog and what each cog means.



Emotion Works helps your child to understand why they feel particular emotions and be able to relate these emotions to a trigger (cause) and find a way to calm down and self-regulate. Expectedly, with the current ongoing situation, everyone will be feeling a range of emotions on a daily basis.



The orange cog is used to encourage your child to explain the emotion that they are feeling using their own words. They can use several words to describe this or try and relate the way they are feeling to a previous experience where they felt this emotion.

The green cog helps us to focus on behaviours. This could be used to help your child understand how you are aware what they are feeling. "I can tell you're feeling a bit anxious because I see you biting your nails/playing with your hair."



The red cog is for body sensations. Encourage your child to discuss how they feel, what are they feeling inside that we can't necessarily see.

The yellow cog encouraged good conversation about the trigger- "what happened that made you feel like this?" It's helpful for children to identify this as it gives them an explanation for why they are feeling emotional and helps them to understand that it is ok how they are feeling.

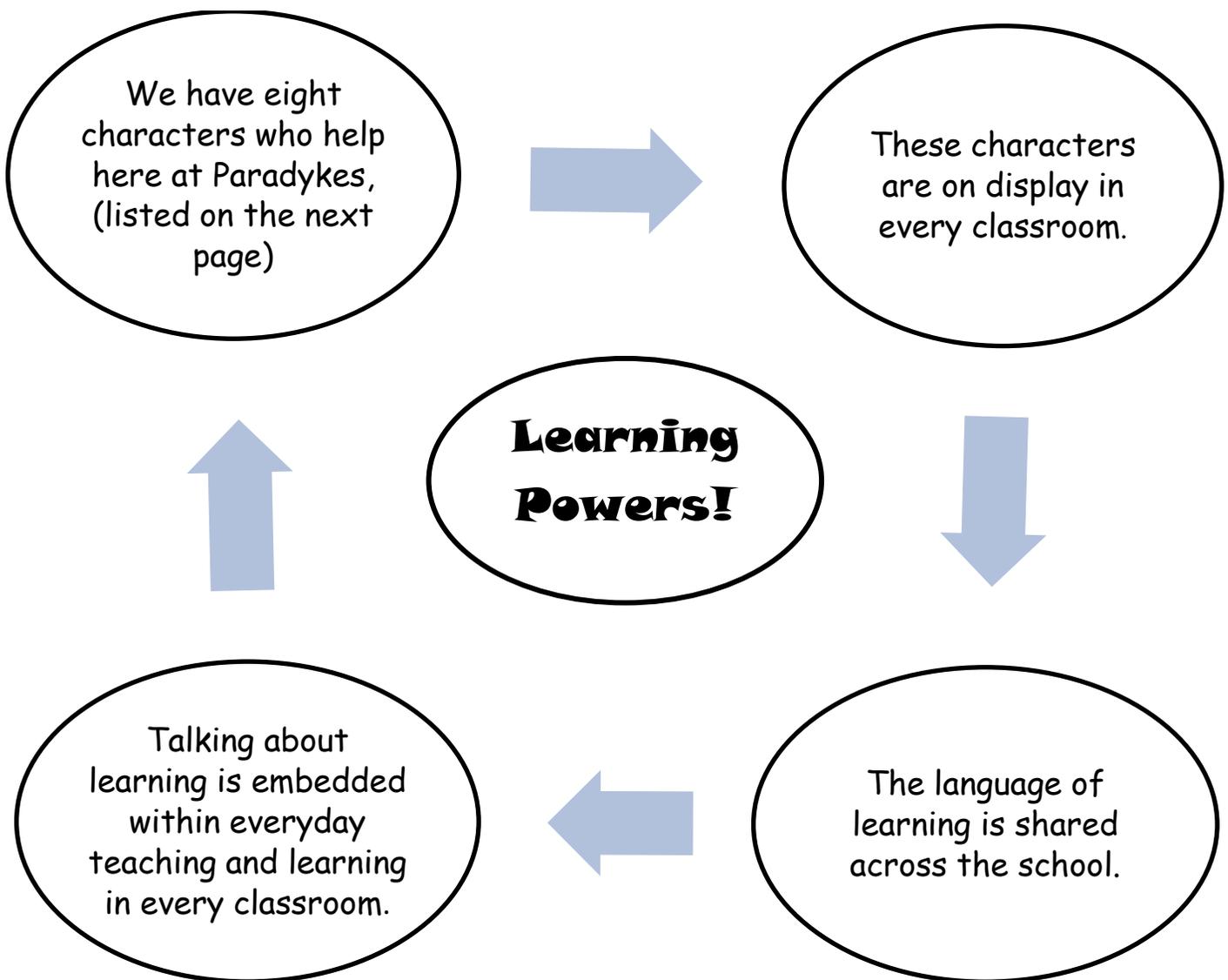


The final cog, the blue cog, is a lot to do with finding ways to cope with our emotions. Children are very good at managing to calm themselves down. Have this conversation with your child- "what do you like to do to relax and keep calm?" Make up a list of strategies, which they can use over the coming weeks/months to help self-regulate and be in control of their own emotions.

Learning Powers!

At Paradykes Primary, we believe that learning should be a life-long journey.

We aim to develop our pupils' **Learning Power**, not just so they can complete school learning more easily and effectively, but so they will leave school with the 'disposition' (a set of habits and attitudes) which will serve them through the journey of life.



	<p align="center">Growth Mindset Gary</p>	<p>Growth Mindset Gary tells us -</p> <ul style="list-style-type: none"> ❖ I have to put the effort in! ❖ I can learn to do anything I want. ❖ I'll try a different strategy. ❖ I WILL learn how to do this! ❖ This may take some time but I'll get there!
	<p align="center">Listening Lisa</p>	<p>Listening Lisa tells us how to be a good listener -</p> <ul style="list-style-type: none"> ❖ Make lots of eye contact. ❖ Pay close attention and don't let our minds wander. ❖ Think about what is being said. ❖ Understand what is being said by asking questions.
	<p align="center">Perseverance Percy & Pongo the dog.</p>	<p>Perseverance Percy & Pongo the dog remind us -</p> <ul style="list-style-type: none"> ❖ Parents, teachers and friends can help me to persevere by encouraging me not to give up. ❖ It is ok if I am struggling- it shows my brain is working. ❖ I am willing to take risks in my learning - it's not about knowing the answers, but I am willing to have a go when I don't know.
	<p align="center">Practising Patricia</p>	<p>Practising Patricia has an important message -</p> <ul style="list-style-type: none"> ❖ It is really important to practise skills but not the same skills over and over again. ❖ Keep challenging yourself!
	<p align="center">Concentration Connie</p>	<p>Concentration Connie reminds us that we have to manage the distractions round about us, distractions like -</p> <ul style="list-style-type: none"> ❖ Someone chatting to me or noise in the classroom. ❖ The distractions inside us - hunger, tiredness, feelings. ❖ Don't forget that brain breaks are great if you get stuck or lose focus.
	<p align="center">Carl & Claire Co-operate</p>	<p>Carl & Claire Co-operate remind us that -</p> <ul style="list-style-type: none"> ❖ It is ok to learn on your own or with others. ❖ When working with others, we are able to respect and recognise other people's opinions. ❖ We should encourage and support others. ❖ Actively listens, compromises, communicates ,contributes.
	<p align="center">Determination Dan</p>	<p>Determination Dan teaches us how to keep going in the face of difficulties -</p> <ul style="list-style-type: none"> ❖ He reminds us that we can help ourselves to come unstuck! ❖ Always be determined to do our best! ❖ Keep going!, Try, try and try again, give 100%
	<p align="center">Self Assess Sally</p>	<p>Self Assess Sally reminds us that we have to -</p> <ul style="list-style-type: none"> ❖ Know where we are, where we are going and how we will get there in our learning. ❖ What are your strengths, styles and interests as a learner? ❖ How we can assess our work against the success criteria to say how successful our learning has been.

Supporting at home

Here are some ideas of questions you might like to use at home:

Tell me about something you learned

Tell me something that made you smile at school today

Was there anything you found really tricky? What strategies did you use to help you in your learning?

Tell me one thing you learned at school today and I'll tell you one thing I learned at work.

Did you ask any interesting questions today?

Did you make any mistakes at school today? Tell me what you learned from them.

Which learning powers helped you today?

What did you do to make sure you worked well with....today?

Did you learn any skills today that you could use when you are working as an adult?

What targets or next steps did you set today?

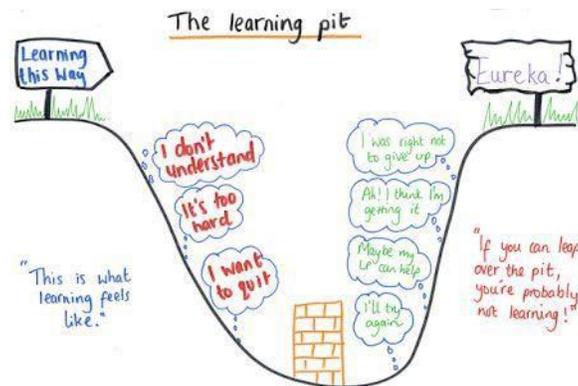
Marvellous Mistakes!

A PERSON WHO
NEVER MADE
A
MISTAKE
NEVER TRIED
ANYTHING NEW
- ALBERT EINSTEIN -

We have a culture here at Paradykes where mistakes are seen as learning stepping stones and learning opportunities. We want our children to be able to see mistakes as positives and as opportunities to develop and extend their learning.

Mistakes help us learn! Adults make mistakes too! 😊

The Rocky Road of Learning!



The learning pit is an imaginative way to help pupils with their learning.

It helps children to understand that challenge is a good thing!

It is ok to say we are stuck or we don't understand but we don't give up!

We support pupils to develop strategies for when they are stuck in their learning both in and out of school. Some classes have a '**Stuck Stop**', where resources are available for children to access independently, eg number lines, word books, learning walls, topic resources, iPads, calculators etc.

Learning is a rocky road!