

Welcome to Beddington Infants' School



Outline

- Organisation of the school
- Learning Environment
- Influences – Sir John Jones, Sir Ken Robinson, Chris Jacobs, Reggio Emilia, Little Wonders, Reflections Nursery, Ridgeway Primary Croydon .
- How children learn at Beddington Infants' School



Organisation



- The main building opened in 1974 to replace the original building that was at the front of the school. The bell tower is a local landmark and is situated on the ground where it used to be. A long standing tradition is that children ring the bell at the end of every term.
- The school has been designed to offer a learning experience where learning happens everywhere, indoors and outside, reflecting a real-life experience . We don't want children waiting for an adult to arrive for learning to begin.



- We have 322 children on role.
- Three classes of 30 children in each year group.
- We have a Nursery with 26 children in the morning and 26 children in the afternoon sessions. Each session is 3 hours long. We offer the new 30 Hour Provision for a limited number of places.



Why is it important for us to evaluate how we educate children?



https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity

Our Provision

As a school community (children, families, staff, governors) we are influenced by our past and our present. We have our unique set of interests and talents. Our provision should reflect that. It should evolve with us.

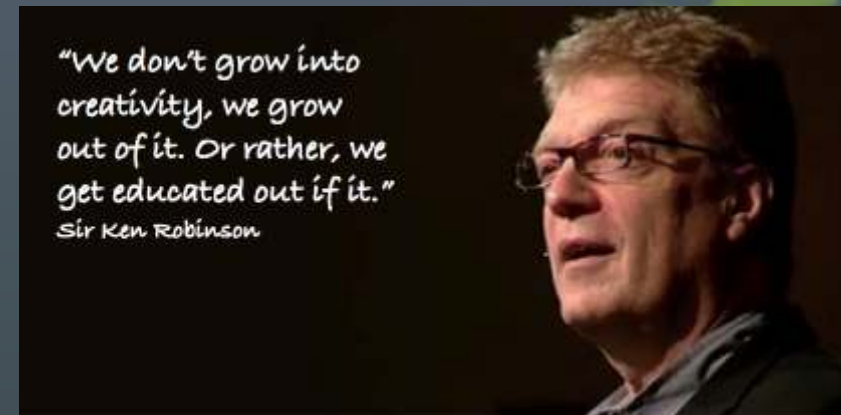


Reggio
Emilia



Sir John Jones

- Influences – Sir John Jones, Sir Ken Robinson, Chris Jacobs, Reggio Emilia, Reflections Nursery, Ridgeway Primary Croydon.



Sir Ken Robinson

Reggio Emilia

A little background.....

Reggio Emilia is a city outside Milan, Italy.

After World War II, parents, under the leadership of Loris Malaguzzi, decided to serve the children affected by the war by creating schools and high quality programmes.

Later, in 1963, the City Government took over responsibility for these schools and developed more schools based on the Malaguzzi philosophy.

Now, this approach has been developed all around the world.



How is Reggio Emilia relevant to us?

Loris Malaguzzi was inspired by the work of John Dewey, Jean Piaget, Lev Vygotsky and Jerome Bruner. He created his philosophy of education based on a socio-constructivist model where interactions with people and the environment created knowledge. **This model fosters the positive image of children and sees them as capable participants in their own learning.**



Our Image of the Child?

- The child is a member of a family community first of all.
- Our model of childhood is not a deficit model.
- The child is not a vessel to be filled.
- **The child is powerful, capable, resilient and empathetic.**
- The child's self concept is still forming and it is therefore fragile.
- We are helping each child to develop a concept of him/herself as a writer, a dancer, a scientist, a musician, a mathematician etc.
- We want to give children the confidence, the interest, the strength to take risks and to challenge themselves.
- The child is a learner for life – we model how we are learning too.
- The child should feel safe, confident and involved - owning the space and enjoying challenge
- Children should have opportunities to look closely with fascination, to be drawn in
- Children should have immersive learning experiences

The Rights of Children

We believe that all children have the right to **be** children whilst making **strong academic progress** which **empowers and inspires them to be life- long learners.**

Characteristics of Effective Learning

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things



Planning

What next?

Experiences and opportunities, learning environment, resources, routines, practitioners role.

Start here

Observation

Look, listen and note.
Describing

The Child

Assessment

Analysing observations and **deciding** what they tell us about children.

Early Education
The Early Years Foundation Stage

Development Matters in the Early Years Foundation Stage (EYFS)

This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Children develop rapidly in the early years, and early years practitioners need to be fully aware of the individual needs and potential of each child. This guidance provides a framework for practitioners to ensure that they are able to meet the needs of all children, and to provide a high quality early education for all.

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How do we achieve this?

- Keeping the individual child at the centre
- Listening
- Working in partnership with families
- Giving children a balance between direct teaching and opportunities for **meaningful independent learning** and growth
- Creating a balance between adult-led and independent learning
- Following a continuous cycle of **plan** → **do** → **reflect** → **evaluate**
- Learning from others



How do children learn through the day?

Whole class teaching – about 20 minutes at various points through the day.



Independent Learning
While some children are learning with an adult, others are using and applying skills in a range of independent learning opportunities which are available across the three classrooms, in central learning areas such as the role play area, library etc. and in the outside areas.



Groups of children learning with an adult. Tailored to their individual needs. Immediate verbal feedback.



Independent Learning

- This offers children opportunities to be children.
- It ensures that we are able to offer a broad curriculum in a meaningful way.
- It offers many and varied opportunities for children to move around.
- Children are familiar with their entire learning environment and the children and adults in their year group.
- It offers children genuine opportunities to use and apply skills that they have been learning.
- Children learn to manage their time, be accountable, manage their learning state.
- All learning is marked and returned to the child to file.



Outcomes of our Provision

Our children achieve very well academically. They are also demonstrating qualities and skills that were less obvious and less well developed when the provision was organised in a more traditional way.



- Strong academic progress and achievement
- Maturity
- Resilience
- Independence
- High levels of engagement
- Thinking for themselves
- Enjoying challenge
- Enjoying and understanding process
- Enjoying achieving
- Not reliant on stickers – intrinsically motivated



Learning Happens Everywhere



Empowered Children



Practical,
immersive
learning
experiences





A broad and
balanced
curriculum



Forest School



Physical Development integrated into every day, as well as in specific Physical Education lessons.



Full Members of our Community



Whole School and Year Group Assemblies



We Sing



Lunchtime

- Children eat in the hall.
- High quality food, following strict dietary requirements, is provided by Caterlink. Please talk to Caterlink if your child has any particular dietary requirements such as allergies.
- All food is cooked on the day, using fresh ingredients.
- Vegetarian, meat and Halal options available every day.
- Children also independently select from a salad bar.
- All school dinners are currently free– funded by Government
- Children are welcome to bring a packed lunch if you prefer.
- The menu is available on our website.
- We have a Midday Supervisor per class to take the children through the lunchtime experience ie eating in the hall and into the playground.



Opportunities for you to spend time learning with your child.

We love welcoming you to learn with your child. We will usually organise a simple task to start with and then you will have time exploring the learning environment with your child.

We will give you lots of notice, but understand that not everyone is able to join us. If you can't come along yourself, a family member or child minder is welcome. Alternatively, staff will ensure that your child has fun doing the activity with staff and your child can show you around the learning environment at another time.



Breakfast Club



- Children love Breakfast Club
- In line with our Healthy School Policy, children have non sugary cereals, fresh fruit, toast, yoghurt etc.
- Children enjoy a range of activities every morning.
- Most children attend regularly so we can accommodate an extra child or two without booking as long as you have registered.
- Current Pricing
£4.00 from 7.30 am
£3.50 from 8.00 am

After School Provision

- Clubs in our school hall run from 3.15 – 4.14.
- Specialists run the clubs which cost on average £5 a week.
- Clubs on offer include Tennis, Strictly Fun Dancing, Gardening, Football, Lego Modelling, Meditation, Basketball.



The Grange in Beddington Park

We work in partnership with The Grange After School Club. Children from Beddington Infants' and Holy Trinity Junior Schools attend. Staff from The Grange spend time here to get to know the children. They liaise closely with our staff. A team of staff collect the children at the end of our school day. Children love going! For more information please contact the team at The Grange on 07736 338 532.



Volunteers



Volunteers support learning opportunities across the curriculum.

All have full DBS Clearance.





The Seven Gifts of Beddington Infants' School



The vision of our school is summarised in The Seven Gifts above so that it is meaningful for the children.



Holy Trinity Junior School

Excellent....

Excellent Engagement

Learners at Holy Trinity have the most appropriate resources and challenges which suit their needs. Therefore, the learners are: attentive, curious, excellent listeners who ask intelligent questions, able to independently stay on task, help others and can enthusiastically explain their learning.



The majority of our children transfer to Holy Trinity Junior School, Bute Rd. Wallington.

Excellent Enjoyment

Pupils at Holy Trinity enjoy being at school! Pupils are: absorbed, highly focussed, respond well to challenge, have high aspirations, laugh at their mistakes, show resilience, cooperate and support each other. Teachers enjoy teaching! They have excellent rapport with pupils, spot anxiety, promote resilience and teach with enthusiasm and warmth.



Holy Trinity Junior School has a strong tradition of sporting success.

The school offers a traditional approach to education which is age appropriate. When the children return to visit us in the Autumn Term, they happily tell us about their new school, that they're learning lots and are delighted that they have their own desks.

Excellent....



Excellent Empathy

Our community recognises that learning is an emotional, spiritual, moral, social and cultural experience. In our school wellbeing is promoted through: valuing all contributions, building confidence, an open culture, teaching healthy and safe choices, having high expectations for behaviour for learning.



Strong Links

There are strong links between the schools.
Lots of transition activities take place before and after the children move to Holy Trinity School.

Please contact Holy Trinity Junior School to find out about open days if you would like to visit 020 8647 7496.

Excellent....

Excellent Progress

We aim that every child makes excellent progress from their individual starting points. Through teachers' excellent subject knowledge and skilful teaching pupils are: able to discuss, assess and improve their learning; can work independently or cooperatively; are highly motivated and want to learn. Progress is tracked carefully and regularly by all staff to ensure that support and challenge allow each individual child to seek to achieve their potential.



Sutton Education Trust



Beddington Infants' School is proud to be a founding member of the Sutton Education Trust.

This is a group of schools, from across Sutton, who have agreed to work closely together to improve our provision for the children in our schools.

Although still in the early stages of development, schools are already learning from each other.

Between 12th -30th October we will have a joint Sutton Education Trust Art Exhibition in Sutton Library.

