



The inclusion of all children is at the heart of Beckers Green Primary School. Peer and collaborative strategies, Outdoor Learning, metacognition, growth mindset, PE and the topic-based curriculum we offer enables all children to access learning and reach their potential.



**An Inclusive Approach**

<p style="text-align: center;"><b>Peer and Collaborative Learning</b></p> <p><u>Foundation Stage</u> Talk partners are used as an opportunity for pupils to share, question and consolidate their understanding.</p> <p><u>Key Stage One and two</u> Talk partners and Kagan groups are identified and used to support learning. This give pupils opportunity to develop their understanding within a task in a non-threatening way. It also allows adults to guide the conversation by identifying which pupils are encouraged to share ideas. Further strategies may include galloping gallery and peer feedback.</p> <p style="text-align: center;"><b>Focus on vocabulary and oracy</b></p> <p>Vocabulary is taught explicitly by teachers and displayed in classrooms. Vocabulary to be taught is identified on long term curriculum plans. Vocabulary is taught in a number of ways, including through reading skills lessons and Frayer models.</p> <p>Children are encouraged to be active in all lessons and given opportunities to talk to their classmates and adults. Children will be encouraged to talk in full sentences and to orally rehearse their work before writing.</p>	<p style="text-align: center;"><b>Outdoor Learning</b></p> <p>We believe that learning takes place in a range of environments. Children at Beckers Green take part in Outdoor Learning sessions which enhance and develop the knowledge and skills they have learnt in class.</p> <p>The benefits of Outdoor Learning are plenty: improved fine and gross motor skills, confidence from using tools, communication skills, teamwork, coordination and designing and planning skills. The children also develop an understanding of the need to care for their local environment and the other life-forms that share our school grounds.</p> <p><u>Foundation Stage</u> All children take part in Outdoor Learning sessions for one afternoon a week for two terms.</p> <p><u>Key Stage One</u> All children take part in Outdoor Learning sessions for one morning a week for one term.</p> <p><u>Key Stage Two</u> Teachers are encouraged to arrange Outdoor learning days/sessions in our copse area to link to topics taught.</p> <p>As a school we fully understand the therapeutic impact of working and playing outside and therefore interventions are also put into place for pupils who require additional support in self-control, risk management or other SEMH needs. Our outdoor classroom in our pond area is utilised to support children who struggle to engage in writing elements of the curriculum.</p>	<p style="text-align: center;"><b>Metacognition</b></p> <p>Children in our school are taught to use meta-cognitive strategies to plan their own learning and develop their skills for predicting and overcoming difficulties.</p> <p><u>Foundation Stage</u> Focus is on the ‘me’ stage of the metawalk. Children are expected to consider how they feel before beginning, during and after a task.</p> <p><u>Key Stage One - The Metawalk, - Me, Plan, Do, Review</u> The first two steps of the metawalk are used to support children’s metacognition development, with some elements of the do and review stages. Children encouraged to consider how they feel before beginning a task and plan the steps they will take to overcome any issues they can predict.</p> <p><u>Key Stage Two - The Metawalk, - Me, Plan, Do, Review</u> Questions used to support and deepen learning, particularly maths, spelling and editing work: How do I feel about this task? What might I find difficult? What do I already know about this topic? What strategies might help me? How do I know if I am on track? What could I do differently? How can I use what I learnt to help me next time?</p> <p>Across the school, the ‘I do, we do, you do’ approach is used to introduce, practise and apply learning.</p>
<p style="text-align: center;"><b>British Values</b></p> <p>British values are taught within school explicitly and through positive role models.</p> <ul style="list-style-type: none"> <li>- democracy</li> <li>- the rule of law</li> <li>- individual liberty</li> <li>- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</li> </ul> <p>It is expected all members of our school community will model these behaviours at all times.</p> <p>British values are reflected in the school vision “Be Challenged, Be Inspired, Be You” and our values “Be Resilient and Be Respectful.”.</p>	<p style="text-align: center;"><b>Self-Regulation</b></p> <p>We believe in teaching children personal skills that will remain with them long after they leave our school. Zones of Regulation are used to teach pupils to identify their emotions, how these are intrinsically linked to their ability and readiness to learn and how to manage these.</p> <p>All staff are trained to deliver positive behaviour management and de-escalation strategies. Trauma perceptive practice training is ongoing and adds to staff understanding of children’s behaviour. Educational consequences are used so that pupils learn from their behaviour as part of our therapeutic approach to behaviour management.</p>	<p style="text-align: center;"><b>Growth Mindset and Resilience</b></p> <p>Children in our school are encouraged to be resilient learners: challenging themselves and not being afraid to take risks. Our Choose and Challenge style of teaching in many lessons supports this philosophy. Pupils are taught to reflect carefully on their learning and plan their next steps collaboratively, supported by adults when necessary.</p> <p>The JIGSAW PSHE scheme support emotional resilience and the emotional resilience toolkit can be used to support individual children if need is recognised</p>