Our Fundamentals

Peer and collaborative strategies, Outdoor Learning, metacognition, growth mindset, active learning and the topic-based curriculum we offer enables all children to access learning and reach their potential.

Outdoor Learning
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.
The benefits to Outdoor Learning are plenty: improved fine and gross motor skills, confidence from achieving something 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.
Foundation Stage
All children take part in Outdoor Learning sessions for one afternoon a week for two terms.
Key Stage One & Two
Teachers are encouraged to arrange Outdoor Learning days/sessions in our copse area to link to topics taught.
As a school we fully understand the therapeutic impact of working and playing outside and therefore interventions are also put in place for pupils who require additional support in self-control, risk management or other SEMH needs.

Oracy Imperative
Oracy is a great equity enabler, and our Oracy Imperative ensures that children learn ***to*** talk and learn ***through*** talk. Precise, subject specific vocabulary is identified through careful curriculum planning, and taught explicitly throughout the pedagogical learning sequence. Teachers scaffold and frame responses using stem sentences and rich oral rehearsal to enable children to 'Speak like a Specialist'.
Sophisticated structures – including Targeted Talk Roles – are used across the school to teach children the skills needed to Initiate, Develop, Question and Summarise planned and purposeful discussion across a range of curricula themes and topics.

Cooperative Learning
Foundation Stage
Talk partners are used as an opportunity for pupils to share, questions and consolidate their understanding.
Key Stage One & Two
Talk partners, Team Huddle and a range of Kagan structures are used to enhance learning. These cooperative structures give pupils an opportunity to articulate their emerging understanding in a low-stakes environment. These structures also enable effective assessment for learning, and allow adults to question, probe, develop and deepen develop learning.
Collaborative learning further promotes equity and progress by recognising and rewarding cooperation and collegiate effort. Our Cooperative Learning Goals are: Everyone participates, help and encourage others, active listening, completing tasks and share and explain ideas.

British Values
British values are taught within school explicitly and through positive role models.
- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

It is expected all members of our school community will model these behaviours at all times.
British values are reflected in the school vision **'Be Challenged, Be Inspired, Be You'** and our values **'Be Resilient' and 'Be Respectful'**. Work on British values is underpinned with work on the United Nations Convention on the Rights of the child.

Metacognition
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.
Foundation Stage
Focus is on the 'me' stage of the Metawalk. Children are expected to consider how they feel before beginning, during and after a task.
Key Stage One - The Metawalk: First, Before and After
The first two steps of the Metawalk are used to support children's metacognition development. 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. They also begin to reflect on how they feel after a task.
Key Stage Two - The Metawalk: First, Before and After
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?

Across the school, the **'I Do, We do, You Do'** approach is used to introduce, practise and apply learning. Teachers use explicit metacognition to demonstrate their thought processes during modelling.

Self-Regulation
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.

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.

Growth Mindset
Children in our school are encouraged to be resilient learners: challenging themselves and not being afraid to take risks. Pupils are taught to reflect carefully on their learning and plan their next steps collaboratively, supported by adults when necessary.

The **Jigsaw PSHE** scheme aids the development of emotional resilience, and the emotional resilience toolkit can be used to support individual children if a need is identified.