

John Wycliffe Primary School



'Life is about the journey and we're making it together'



Aim:

- To share the school class structure for 2019
- To explain the process and reasons behind decisions that have been made or are about to be made
- To inform you of the areas of development that we will be focusing on in 19-20
- To answer any questions you may have

Class Structure

Pupil Admissions Number is 40

- Every academic year is dependent on the number in the cohort and the pupil/staff ratio.
- Inevitably means mixed age-range classes.
- JWPS staff are used to working in this way and skilled at making it work for the children.
- Work closely together to ensure equal entitlement in all Year Groups
- Looking to gradually rise to 60 in years to come, with section 106 funding from the Local Authority.

Funding – number of classes and teachers depends on the number of children so less children = less funding = less teachers = more mixed age-range classes.

Mixed age-range classes has been part of JWPS story for many years and Teachers are used to teaching in this way. On a few occasions we have been fortunate to have small classes or single age-range classes. Not always possible.

Within any cohort of 30 children, there is likely to be a wide-range of abilities, with some children working below the ARE for that cohort, ranging to some children working in greater depth (Above ARE) , who need opportunities to apply their skills across the curriculum.

Where children are split up – like Y1 – (and Year 4 this past year) **curriculum objectives** are followed, allowing for flexibility in delivery in each class.

Before presenting our structure to the Governing Body & Trust, the leadership team constructed all the possible scenarios we could think of and every one had the Y1 split in some way – we believe that, the way we have chosen enables us to meet the individual needs of all the children.

Class Structure

Life is about the journey and not the making it together!

Y5/Y6 Mrs Hodder's Hummingbirds 28	Y5/Y6 Mrs Gherzum's Geckos 28	Y5/Y6 Miss Clarke's Chameleons 28
Y3/Y4 Mrs Senior and Mrs Beck's Spectacled Bears 25	Y3/Y4 Mr Turbevill's Tigers 25	Y3/Y4 New teacher 25
Y1/Y2 Mrs Horton's Honeybees 25	Y1/Y2 Miss Williams' Woodpeckers 25	
FS/Y1 Mrs Perkowski's Penguins 27	FS/Y1 Mrs Davinson & Mrs Dunphy's Ducks 26	

- Our school staff are used to working in this way and skilled at making it work for the children and their needs
- Work closely together to ensure equal entitlement in all Year Groups
- Class sizes under 30 – structured this way allows room for growth in each phase, minimises the risk of going over 30 in a class.

FS/Y1/Y2 will share a topic plan with the same objectives, but each class will be allowed to follow the children's interests around the plan. Nationally, 30 is maximum in a KS1 class, but in KS 2, there is no limit to class-size. Some schools have KS2 class sizes of 35+. Some small schools have mixed age-range classes of FS-Y3 and Y4-6.

How do we make decisions about which class your child goes into and who they are grouped with?

- Notify parents that we are going to be asking children about friendship groups (newsletter),
- Time is given for children to fill in "friends slip", guided by class teacher,
- Teachers complete friends slip with academic ability, siblings, SEN, friendships that don't work,
- The present class teachers sort the children into classes with a view to ensuring that the classes are balanced by ability, age, SEN/well-being needs, gender whilst ensuring that they have at least one friend,
- This is then checked & re-jigged (if necessary) by the Senior Leadership Team, who assign the next class teacher based on the needs of the class.
- This is then announced to children and parents.



School Development Plan 2019-2020

Maths Mastery – raising attainment in Maths

Mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject. Achieving mastery means acquiring a solid enough understanding of the maths that's been taught to enable pupils to move on to more advanced material. (NCETM)



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Maths remains an area of development for us. Maths Hub to develop our teaching of mastery maths to ensure that children have a solid understanding of maths and how to apply it in a range of ways, before advancing.

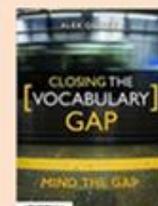
School Development Plan 2019-2020

Developing vocabulary – raising attainment in English

'Word consciousness'

- Children reading more actively;
- Children (and teachers) being more aware about words and how they are used for communication
- Recognising connections across languages/cultures;
- Recognising parts of words: root words; prefixes, suffixes; word families;
- Etymology;
- Unlocking and discussing layers of meaning and asking questions;
- Strategies to work out the words you don't know

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School Development Plan 2019-2020 Curriculum Design – IPAT & LEARN-AT

“Leaders adopt or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.” Ofsted 2019

Cultural capital is the essential knowledge that children need to be educated citizens

“the curriculum is planned and sequenced towards building sufficient knowledge and skills for future learning and employment” Ofsted 2019

Ofsted have revised their framework and have agreed that, although academic standards are important, the wider curriculum and how schools prepare children for the future is of equal importance. This is something JWPS has always felt and we pride ourselves on a creative curriculum that teaches skills for employment. Citizenship, Forest Schools Curriculum - looking further to develop STEM and the arts

School Development Plan 2019-2020 Further Developments

- Continue to develop the Forest School Curriculum
- Holiday building work – New windows and doors for older part of the building
- Multi-Use Games Arena



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Parents, who were able to attend the Parents' Forum, were asked for some feedback about JWPS. Here are their thoughts. These will be shared with staff and governors for consideration in the future.

What do we do well?

You create a caring but challenging environment.

Teachers and LSAs are lovely and enthusiastic.

JWPS makes all of the pupils feel welcome.

Teachers are always very approachable and happy to discuss any issues/concerns.

The pupils' wellbeing is valued over the academic achievement. Love this school.

I like the "all around" options you offer like Forest School etc. with emphasis on "whole-child".

Provide emotional support for children when we (parents)/children need help. Thank you.

Communicating with parents through newsletters, forums, meetings etc, including this forum!

Always friendly and helpful and offer lots of fun learning experiences.

A fun, relaxed atmosphere.

Any issues are dealt with very quickly and effectively.

Approachable class teacher and headteacher.

Celebrating achievements.

Afterschool clubs.

Evenings like this.

The mixing up of year groups and ages throughout the school can be a positive, for children to create friendships with children of different ages.

How can we improve?

Give a bit more notice of events such as dressing up days or things we need to provide.

Can we have an online payment system for lunch money?

We sometimes feel that communication is not the best, homework assignments can get missed – is there another way?

More info about online spelling and maths tools (Spelling Shed and TT Rockstars) – when and how often should we be using them?

Cheaper afterschool care.

More notice about things needed for class. 2 days is not enough time, especially for a working parent.

1 x English and 1 x maths homework per week – on paper, so that we know what they are learning and can support them.

Communication with parents. I know it's a tricky one, but what about a big notice board by the gates – so information is hard to miss.

Any other questions/comments

Please can we have some maths insights so we can learn how you teach it?

Would love some drop-in sessions for maths so I can understand the methods used. Evening sessions would be good but I understand this means more hours for teachers.

Would like some more information about who to talk to if you think your child is struggling and needs 1:1 support.

We are really happy with JWPS – very impressed.

More opportunities to learn how our children are taught, so that we can support them.