



# Learning at Green Gates

Promote Happiness; Discover  
Success; Achieve Excellence



# What learning looks like at Green Gates

At Green Gates, we believe that when children are engaged and inspired by exciting learning opportunities, the motivation to learn is increased and learning becomes meaningful.

Learning comes in all shapes and sizes here at Green Gates and it is clear that this is because our children feel safe, happy and valued, not only by the dedicated team of staff, but by each other also.

Pastoral support underpins our everyday practice and our nurturing approach ensures that all children are able to succeed.

Teachers and Teaching Assistants work closely together to make sure that no child is ever left behind; they really do go above and beyond to ensure that the children at Green Gates receive whatever they need.

We provide opportunities through all areas of the curriculum which ensure that our children can flourish. In short, we Promote Happiness; Discover Success and Achieve Excellence.



# Teaching Strategies used at Green Gates

## Clear, challenging and child-friendly Learning Objectives

For each session, pupils know and understand what the Learning Objective is and are encouraged to link this to their prior learning. Learning Objectives are challenging and link closely to end of year expectations.

## Success criteria

Once the Learning Objective is shared and understood, the children work alongside the teacher to create the success criteria. This ensures that children know how to be successful in their learning. The success criteria is used to inform feedback from staff but can also be used to inform self and peer assessment so that pupils can evaluate their own and others' work.

## Modelling and Scaffolding

All staff have secure subject knowledge which ensures that they are able to model what is expected in any given lesson. Modelling is used highly effectively to demonstrate to the pupils how they can achieve the Learning Objective. Alongside this, scaffolding is used to support the children before they move onto working independently.

## Thinking Time and Talk Partners

Thinking Time and Talk Partners are vitally important within lessons and are used throughout school. When adults pose questions, children are given time to think before they respond so that they can gather ideas before being asked to articulate their answer. Talk partners are used to ensure pupils are actively engaged in their learning. Pupils are taught how to be an effective talk partner and teachers expect feedback that demonstrates consideration of each other's viewpoints as well as the impact of talking time on learning.

## Drama

Drama is used across the curriculum to make learning relevant for pupils. A range of drama techniques such as role play, hot-seating and freeze-framing, allow pupils to consider a range of perspectives. We know that drama can unlock children's imaginations and help them to identify with others.



## Mastery Teaching

At Green Gates, we believe that every child has the ability to succeed. Mastery Teaching is the expectation that every child can achieve at least age-related expectations and those who do not, are given targeted support, intervention or homework. Staff identify these children early so that specific support can be planned and implemented.

## Use of Working Walls

Working Walls can be found in all classrooms for both English and Maths. A working wall will evolve as a unit of work progresses and will aid the children when they are completing their work independently. They may include examples of methods, key vocabulary or shared planning. The children know how to access the working walls and use them well.

## Technology

Technology plays a major role in all of our lives. At Green Gates, we recognise this and use it as way to enhance the curriculum. Pupils from Year 2 up to Year 6 have access to their own iPad which is used in a variety of ways to enrich learning.



## No child left behind

Here at Green Gates, staff are relentless in their determination to ensure that no child falls behind and hold incredibly high expectations for all pupils. Children are given every opportunity to ensure that they keep up in all areas of the curriculum and several strategies are used throughout school.

## Pre-teaching

Pre-teaching is used throughout school. Children who are less confident and who may struggle with the concepts being taught, work in a small group with an adult immediately prior to the lesson, looking at the objective they are just about to cover. This ensures that when they start the lesson, they feel much more confident and are able to access the learning, which allows them to move along at the same pace as the rest of the class.

## Same Day Interventions

Same Day Interventions are used to help ensure that every child has achieved the Learning Objective. If, for whatever reason, a child needs to spend more time on a particular concept or topic, or needs to consolidate their learning, they are given same day intervention with a member of staff that very day.

# Our Curriculum



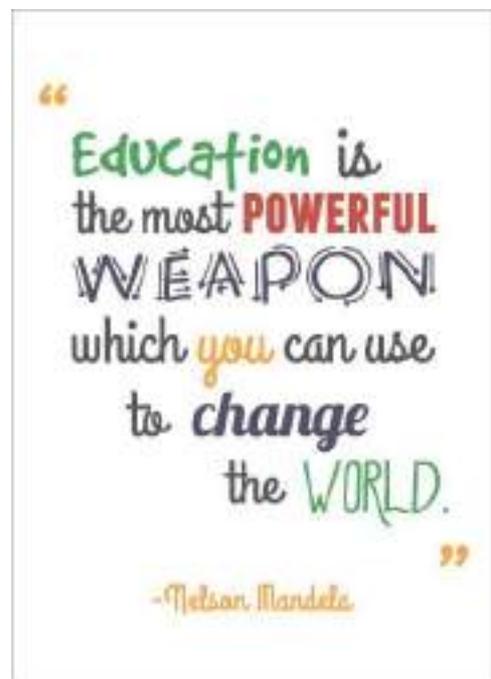
At Green Gates, our curriculum offer is second to none. Staff have developed a tailor made curriculum, which follows the National Curriculum, but is also relevant to our children and the community in which we live. The curriculum is progressive and builds on the pupils' knowledge and skills as they move through school. We continually review the curriculum to ensure we are providing the very best education for each and every child.

Reading, Writing and Maths are taught as discrete sessions in the morning, but may be linked to the topics being studied in each year group. Foundation Subjects are taught in the afternoon, with individual subjects being linked to an overarching topic. English and Maths skills are applied across the curriculum.

We firmly believe that memorable experiences, creative stimuli and intriguing hooks can motivate and inspire our pupils. Therefore, each topic begins with a 'Hook Day' where the children may experience a visitor or a trip out to help inspire a love of learning and get their learning off to an exciting start. To end our topics, each year group showcases their learning journey. This showcase can take many forms: a play, songs, discussions, workshops; and families are invited in so that our children can share their learning journey.

# Our Curriculum Intent

- ✔ To provide a broad, balanced and relevant curriculum which helps children acquire the knowledge and skills to fully prepare them for the next stage of their education and their later life;
- ✔ To provide first hand experiences which develop natural curiosity and a love of learning;
- ✔ To provide experiences and opportunities which ensures our children develop as confident, responsible citizens;
- ✔ To broaden pupils' horizons through a range of Spiritual, Moral, Social and Cultural opportunities which help to celebrate diversity;
- ✔ To develop a sense of character and resilience so that pupils overcome the challenges they may encounter in later life.



# English - Reading

Reading at Green Gates is exciting and inspiring. We create a love of reading with a variety of techniques. Our children see reading as an enjoyable activity and a transferrable skill. We want children to understand that reading skills can help them to access a range of texts and information from different viewpoints and cultures.

## Intent

As a school, we aim to:

- ◆ Encourage all pupils to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live;
- ◆ Establish an appreciation and love of reading;
- ◆ Gain knowledge across the curriculum and develop their comprehension skills.
- ◆ Ensure that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.



## Implementation - EYFS

Reading is essential in a child's all round development and for enabling them to be successful in later life. Through a progressive, systematic and multi sensory approach, children will develop the necessary skills and fluency to be successful readers. Children need to develop their speaking and listening skills, vocabulary development and the process of word recognition to enable them to become confident readers. In EYFS, they will be exposed to a language rich environment and will share stories, songs and rhymes to enable them to develop a love of reading and build a bank of vocabulary which can be built on in later school.

## Implementation - EYFS / Key Stage One

At Green Gates, we teach reading through the Read Write Inc. approach, alongside interactive activities, to develop confident, resilient readers. The programme begins in Reception and pupils continue until they have completed all of the units. Read Write Inc (RWI) is a consistent, rigorous and dynamic literacy programme to teach EVERY child to read by the age of six. Using synthetic phonics, children quickly learn to blend letter sounds together following a fun and effective programme. All staff at Green Gates are highly skilled and phonics is delivered daily in small groups.

## Key Stage Two

Once children complete our Read Write Inc. phonics programme, normally at the end of Year 2, they move onto focusing on reading comprehension. As a school we teach whole class reading sessions using an approach known as DERIC. As part of this, we explicitly talk about and discuss the following specific reading skills:

- Decode: Word Reading
- Explain: Discussing vocabulary in context and discussing understanding of whole texts
- Retrieve: Finding Information in the text
- Interpret: Inference skills with a emphasis on using evidence
- Choice: Focus on author's choice of words and layout

Group discussions enable the children to share opinions about themes in the story and to understand more complex language patterns. Once these discussions have taken place, children learn a range of skills to enable them to answer questions about a text. The children are taught the skills of simple information retrieval and shown how to gain a deeper understanding of the text using the complex skill of inference.

Each year group has a class novel (3 per year) which they study for a term.

The ultimate aim is for children to become avid readers who are not only able to understand a text, but are able to make judgements and express opinions and preferences – clearly justifying their reasons.

## Home Reading

Every child is expected to take a book home to read, and their parent/carer is expected to record in their home reading record on a daily basis. We encourage the children to read at home regularly and to reach the sun in our 'Read for the Stars' reading reward scheme.

## Reading Areas

At Green Gates Primary, every class has a reading area and a selection of books which the children can choose from to read for pleasure. We are also incredibly lucky to have a wonderful, immersive library where the children can relax and enjoy a book or two.



# English – Writing

Writing at Green Gates is an inspiring and creative subject which engages and encourages children to write for relevant and meaningful purposes. Writing is focused on the National Curriculum and ensures the development of skills throughout school. Teachers use a range of techniques including cross curricular links and engaging hooks to stimulate children's creativity. Teachers have a deep knowledge and understanding of the subject and plan inspiring lessons.

## Intent

As a school, we aim to:

- ◆ Develop a positive attitude towards writing;
- ◆ Develop skills through creative and inspiring teaching of appropriate learning objectives;
- ◆ Help children appreciate our rich and varied literary heritage;
- ◆ Teach children to write in a range of styles and genres
- ◆ Teach children how to write clearly, accurately and coherently, adapting their language and style appropriately.



## Implementation – Early Years Foundation Stage

Following our Read Write Inc programme, pupils are taught phonics daily in small groups. Alongside this, children are encouraged to mark make and write for a purpose. Pupils are encouraged to produce relevant and meaningful writing which is linked to their current topic or their own interests. Opportunities for mark making and writing are multi sensory and are visible in all provision areas – both indoors and outdoors. Children are taught pre-cursive writing from Reception.

## Implementation – Key Stage One / Two

Children continue their phonics teaching, usually until the middle/end of Year 2. Once they have completed all of the stages, they are taught SPAG skills alongside English writing lessons.

Teachers encourage creativity in writing by providing inspiring, relevant and varied experiences. Every piece of writing has an audience and purpose and this is discussed with the children prior to the planning process. Prior to planning, pupils are exposed to a variety of examples and are able to explore the construction of a variety of text types. Teachers are also highly effective at modelling writing across the curriculum.

1:1 Writing conferences are used effectively to help provide feedback to pupils and help them improve their writing.



# Maths

Maths at Green Gates is practical and engaging, drawing on the children's knowledge of basic skills. We aim to develop resilient problem solvers who are not afraid to take risks

## Intent

As a school, we aim to:

- ◆ Equip children with a sound understanding of maths, including the skills of calculation, reasoning and problem solving that they need now and in the future;
- ◆ Develop basic skills so that children can tackle more complex problems with fluency;
- ◆ Provide opportunities for hands on learning so that children are active and develop a love of maths;
- ◆ Develop and nurture deeper thinking and reasoning skills so that children become mathematicians;
- ◆ Develop a comprehension for maths alongside basic skills;
- ◆ Support children to develop fluency and fast recall of times tables and their related division facts.

## Implementation - EYFS

In the EYFS, maths is embedded within the areas of learning and is taught discretely in Reception. There are stimulating and engaging activities that enable the children to practise their basic number skills in lots of different ways. Children will learn through well planned play and will be encouraged to question and explain, using appropriate language.

## Implementation - Key Stage One / Two

Maths is taught in blocks as a discrete subject, however is also linked into the wider curriculum as much as possible. The teaching of maths follows the White Rose Maths Mastery approach of concrete, pictorial and abstract, ensuring that children are following the model by showing, practising, thinking, solving and explaining.



Children complete pre tasks at the start of each block, so that teaching is carefully planned to address any gaps in knowledge and provide challenge for all children. At the end of each block, all children complete a post task and a self-assessment to track the progress they have made.

Maths in KS1 is still very practical and children use a wealth of concrete resources to make maths as interactive as possible. Children work individually, with a partner and in small groups to solve problems, develop their understanding with challenges that provoke deeper thinking. Children build on the skills that they have developed in EYFS as they begin to learn their times tables and related division facts. They are encouraged to verbalise their understanding and explanations of different concepts. Children take part in Fantastic Five and Times Table Rock Stars on a daily basis to develop their fluency and mental calculation skills.

Maths in KS2 continues to follow the concrete, pictorial and abstract approach to learning, ensuring that the children take part in a wealth of active lessons. Children are encouraged to build upon the basic skills they embedded in KS1 ensuring that they are able to manipulate calculations with fluency. Deeper thinking is part of daily maths lessons encouraging children to question, reason and explain. Children engage in open-ended tasks that do not always have a right or wrong answer. Children continue to develop their mental calculations and knowledge of times tables by taking part in Terrific Ten and Times table Rock Stars on a daily basis.

# Science

Science at Green Gates is exploratory and investigative. Children are provided with stimulating questions to explore, which creates a sense of excitement and curiosity – a fundamental aspect of science learning. We aim to develop a passion for science and a lifelong interest in the subject.

## Intent

As a school, we aim to:

- ◆ Support children to develop an understanding of the process and methods of Science by providing a range of Scientific enquiries, investigations and questions to help them explore the world around them;
- ◆ Develop and nurture our children's curiosity by not only following the National Curriculum, but also following their questions and interests to develop a love, passion and appreciation for Science;
- ◆ Develop pupils' understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information;
- ◆ Equip children with the knowledge required to use and implement Science today, tomorrow and for their futures.



## Implementation – EYFS

In the EYFS, there are engaging, stimulating and fun exploratory areas of provision that run through the whole classroom (inside and outside). Children are encouraged to learn scientifically and independently; creating their own experiments related to their current learning. Teachers will facilitate learning through questions that will spark curiosity and in turn motivate children to explore key areas of provision.

## Implementation – Key Stage One / Two

Science is taught in units as a discrete subject. We follow the 'Thinking, Doing, Talking Science' model which focuses on the development of challenging, practical and interactive primary science lessons. Teachers enable their pupils to think and talk about Scientific concepts through dedicated discussion times. They provide pupils with a wide range of opportunities for creative investigations and problem solving and they focus on pupils' recording so there is always time for practical Science.

Children are encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse causes.

# Topics

History, Geography, Art, DT, Music and Computing are all taught as part of a unit of work with an overarching topic.

Each topic lasts a term and has been planned to cover the National Curriculum, but also inspire and motivate our pupils with their learning. We have found that by providing our children with a context, their learning has much more meaning.

Each topic starts with a 'Hook Day' which is an integral part of our curriculum. These memorable experiences give our pupils memories to last a lifetime and also help spark their natural curiosity. Although these subjects are taught under a topic umbrella, their uniqueness is not ignored and there is a clear set of skills and knowledge which is progressive throughout school. Our intent for each subject is shared and understood by all staff.



## Art and Design Technology - Intent

As a school, we aim to:

- ◆ Help pupils to explore ideas, record their experiences and produce creative work;
- ◆ Support pupils to become skilful in drawing, painting, sculpture and other art, craft and design techniques;
- ◆ Teach pupils how to evaluate and analyse creative works;
- ◆ Teach pupils about great artists, craft makers and designers, and understand the historical and cultural development of their art forms;
- ◆ Nurture individual talents and develop pupils' appreciation of the arts.

## Geography - Intent

As a school, we aim to:

- ◆ Help children to develop an age-appropriate, accurate knowledge of the location of a wide range of globally significant places and develop their skills in describing the physical and human characteristics of these places;
- ◆ Support children to use their locational knowledge to provide a geographical context in which to study and understand important geographical processes;
- ◆ Develop an understanding that these key processes play a vital role in the development of key physical and human geographical features of the world;
- ◆ Develop pupils' key geographical vocabulary which is appropriate and accurate and which evolves from EYFS to Key Stage 1 and through to Key Stage 2;
- ◆ Develop the skills to use and interpret a wide range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
- ◆ Develop the skills to collect, analyse and present a range of data, gathered through experiences of fieldwork, to deepen their understanding of key geographical processes.



## Computing - Intent



As a school, we aim to:

- ✦ Ensure children have access to a progressive, challenging and enjoyable curriculum which is relevant to them and their needs;
- ✦ Equip pupils with the confidence and capability to use ICT and computing throughout their later life;
- ✦ Enhance learning in other areas of the curriculum using ICT and computing;
- ✦ Develop pupils' understanding of how to use ICT and computing safely and responsibly.

## Music - Intent

As a school, we aim to:

- ✦ Enable pupils to use music as a unique way of communicating and personal expression;
- ✦ Ensure pupils have a better understanding of the world we live in by using music as a reflection of cultures and societies;
- ✦ Promote enthusiasm for, and the enjoyment of, music in all its forms;
- ✦ Develop musical skills and knowledge.
- ✦ Offer our children opportunities to develop skills, attitudes and attributes that can support learning in other areas as well as developing life skills such as listening skills, the ability to concentrate, creativity, self-confidence and a sensitivity towards others.

## History - Intent

As a school, we aim to:

- ✦ Develop an understanding of British History and that of the wider world;
- ✦ Develop an understanding of chronology and how things have changed over time;
- ✦ Give children the opportunity to examine, interpret and evaluate a variety of sources in order to make deductions about the past.
- ✦ Teach pupils to think and behave as historians and archaeologists and encourage them to pose their own historical questions.



# PSHE

Personal, Social and Health Education plays a huge role here at Green Gates and is embedded into everything we do. We work together to ensure that we support the whole child and work towards developing future citizens who know how to look after themselves, their community and the wider world.

## Intent

As a school, we aim to:

- ◆ Ensure our children know and understand what constitutes a healthy lifestyle;
- ◆ Make children aware of how to stay safe, including online;
- ◆ Ensure pupils know what a healthy relationship is;
- ◆ Help pupils develop their resilience, perseverance and self esteem;
- ◆ Develop mindfulness which will help increase concentration, emotional awareness and focus;
- ◆ Ensure our pupils become active members of their community.

## Implementation

We follow the Jigsaw Scheme of work within school. Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year.

Every Piece has two Learning Intentions, one specific to Relationships and Health Education (PSHE) and the other designed to develop emotional literacy and social skills.

Puzzles are launched in a whole-school assembly containing an original song, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes. The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation.

# Religious Education

At Green Gates, we teach our children about several different world religions and ensure they leave with an understanding of different faiths and traditions. We believe that this is essential in promoting skills such as tolerance and respect.

## Intent

As a school, we aim to:

- ◆ Ensure that children know about and develop an understanding of a range of religions so that they can describe, explain and analyse beliefs and practises, recognising the diversity which exists within and between communities and amongst individuals;
- ◆ Enable children to express ideas and gain insights about the nature, significance and impact of religions and worldviews to enable them to express, with increasing discernment, their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value including ethical issues;
- ◆ Allow children to gain and deploy the skills needed to engage seriously with religions and world views, so that they can articulate beliefs, find out about and investigate key concepts and questions of belonging, meaning, purpose and truth.

## Implementation

We teach RE in blocks throughout school, which ensures that children can develop their knowledge and create meaningful links. Teachers are encouraged to invite various visitors into school as well as arrange visits to various places of worship.



# Physical Education

We are committed to providing pupils with high-quality Physical Education that will develop their physical fitness, social skills and teamwork. Our pupils take part in external sporting events and competitions.



## Intent

As a school, we aim to:

- ◆ Inspire all pupils to enjoy, succeed and excel in competitive sport and other physically-demanding activities;
- ◆ Develop confidence and competence in a range of skills;
- ◆ Provide opportunities for pupils to become physically confident in a way which supports their health and fitness;
- ◆ Provide our children with opportunities to compete in sport and other activities to build character and help to embed core values such as fairness and respect;
- ◆ Teach pupils how to live a healthy and active lifestyle;
- ◆ Develop a positive attitude towards physical education.

## Implementation

Children at Green Gates receive 2 hours of PE teaching each week which can include units such as gymnastics, netball and dance. Alongside this, they also attend many external sporting events to help promote teamwork and develop their confidence.



## MFL

The children within Key Stage 2 learn French.

### Intent

As a school, we aim to:

- ◆ Develop an interest in learning other languages;
- ◆ Introduce young children to another language in a way that is enjoyable and stimulating;
- ◆ Stimulate and encourage children's curiosity about language;
- ◆ Encourage children to be aware that language has a structure and that the structure differs from one language to another;
- ◆ Help children develop their awareness of cultural differences in other countries;
- ◆ Lay the foundations for future language learning.

### Implementation

Children from years 3–6 receive a weekly session of French. A medium term plan is in place which covers all elements of the National Curriculum.



# Early Years



Our Early Years area of school is full of fun; has exciting experiences and a shower of sparkle! We firmly believe our children learn best when they are inquisitive and eager to explore. We aim to provide our children with an immersive environment where their imaginations can be ignited. Children at this age learn best through play which gives them opportunities to: challenge themselves, problem solve, work together and learn to lead in an environment that promotes positive communication, and enables our children to express ideas, imagine, laugh and have fun.

Our extremely dedicated team offer a nurturing approach whereby every child achieves their full potential. At Green Gates, our planning has a sharp focus on the children's needs, interests and stages of development in order to meet their next steps in learning. We recognise that the areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know. Through child-led play, every day is different and every day is an adventure. The children's high levels of involvement mean that they are intrinsically motivated and their play is purposeful.

Our children are independent; they choose what they learn and how they learn it. They are happy to tackle challenges and take risks.

# Feedback

At Green Gates, we believe that effective and regular feedback is essential in ensuring that children make rapid progress across all areas of the curriculum. All work that children produce must be given feedback so that children know whether they have achieved the learning objective and what they need to do in order to improve further.

Feedback is given to all children regularly and consistently in line with this policy. Feedback can take a range of forms and at Green Gates, we use all methods: verbal feedback, written feedback, whole class feedback, peer feedback and self-assessment. The way in which pupils receive feedback depends on their age, ability and how they learn best.



## Our philosophy for Marking and Feedback

- ✦ Marking and feedback should be specific, accurate and clear;
- ✦ Marking and feedback should be up to date and in line with the school's policy;
- ✦ The sole focus of feedback and marking is to provide specific guidance on how a child can improve;
- ✦ Marking and feedback should show that we value the children's work and encourage them to value it too;
- ✦ It should highlight how far in their learning a child has come;
- ✦ It may redirect the teacher's planning or pupil's learning journey, depending on what they have achieved;
- ✦ Feedback delivered closest to the point of action is most effective;
- ✦ Self and peer assessment plays an important role in pupil's progress.

# Rights Respecting School

At Green Gates Primary School, we always encourage the children to be respectful towards each other, staff, parents and the local community. With this in mind, we are proud to have become a 'Rights Respecting School'.

We have already achieved **Silver Award: Rights Aware**. We are now working hard to achieve Gold!

UNICEF is the world's leading organisation working for children and their rights. In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child. These rights are based on what a child needs to survive, grow, participate and fulfil their potential.

Our pupils have learned about their rights by putting them into practice every day. A Rights Respecting School models rights and respect in all its relationships, which helps improve the school community's well-being and develop every child's talents and abilities to their fullest potential.

## Community Links

At Green Gates, we pride ourselves on our links with the community. We are a charitable school and take part in various annual events such as Macmillan Coffee Afternoon, Children in Need and Comic Relief. Alongside this, we often raise money for lots of local charities such as SARA and Zoe's Place.

Our pupils are extremely active within the local community. We work closely with our local PCSO who has trained our very own 'Mini Police Cadets' as well as delivering our 'Good Citizens Programme'. Our dedicated eco club take part in lots of litter picks and run whole school events on sustainable development and how we as a school can help the environment.



# Pupil Voice

We take great pride in allowing our pupils to have a voice within school and ensure that their voice is heard through various ways.

## Head Boy and Head Girl

The leadership team here at Green Gates felt that they needed further support with further developing our school, and what better way to do that than to appoint some additional leaders to help to lead and manage the school. We therefore have a Head Boy and Head Girl who both support the Headteacher well with important roles within school.



## School Ambassadors

The Head Boy and Head Girl lead the School Ambassadors. Each class within school have elected their own ambassador. This elected person attends weekly meetings and works alongside the leadership team, Head Boy and Head Girl, to discuss how our school can be further developed.



## School Buddies

Our School Buddies have the very important job of ensuring that lunchtimes and playtimes run smoothly. They ensure there are a variety of games and activities to help promote a healthy and active lifestyle on offer and help teach the rest of the school how to play these games.

## Anti Bullying Ambassadors

At Green Gates, we also have a team of fully trained Anti-Bullying Ambassadors who have put in place a training and event schedule for the whole school.



# Parent Partnerships

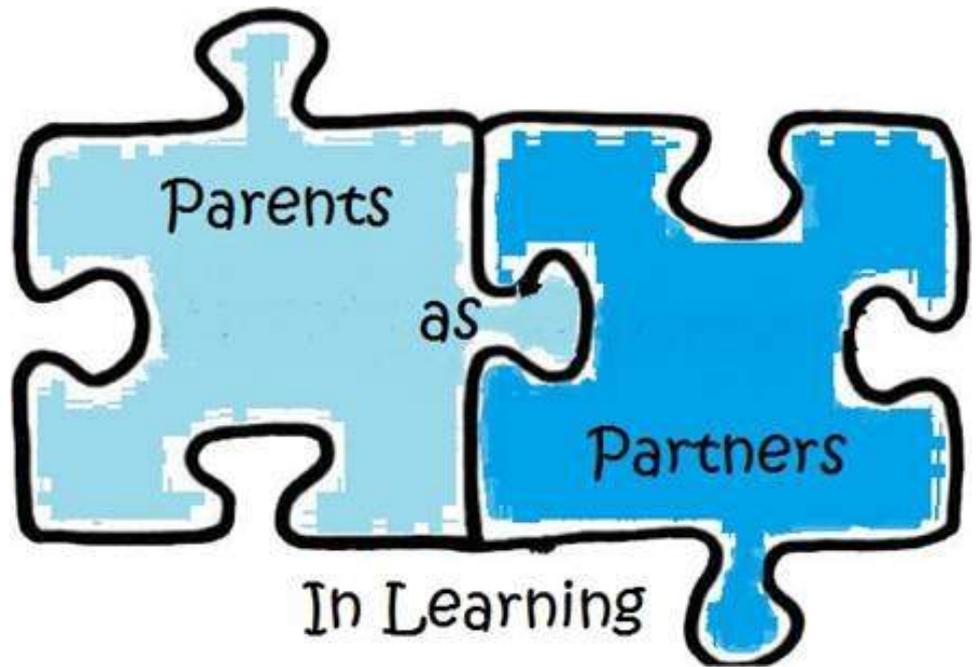
We have an open door policy at Green Gates where we encourage an honest dialogue between staff and parents. Parent partnerships are strong and this is due to staff being approachable and proactive in contacting parents on a daily basis and being on hand when needed.

Meetings with parents can be informal, on the school playground, at the classroom door or over the phone.

We have more formal termly meetings with all of our parents, where progress and targets are discussed. For our most vulnerable learners and children with SEN, we may have more formal meetings on a regular basis. We also communicate through text messages to individual families, sometimes on a daily basis so that worries and concerns are dealt with in a timely manner.

At the end of each term, each year group invites parents and carers in for their 'Topic Showcase' - these events can take many forms - a play, a musical performance or a workshop. Our children love sharing their learning with each of our families.

We also invite parents to join us in celebration assemblies on Fridays to celebrate children's successes and to ensure that parents, carers and extended family and friends feel part of the Green Gates School community.

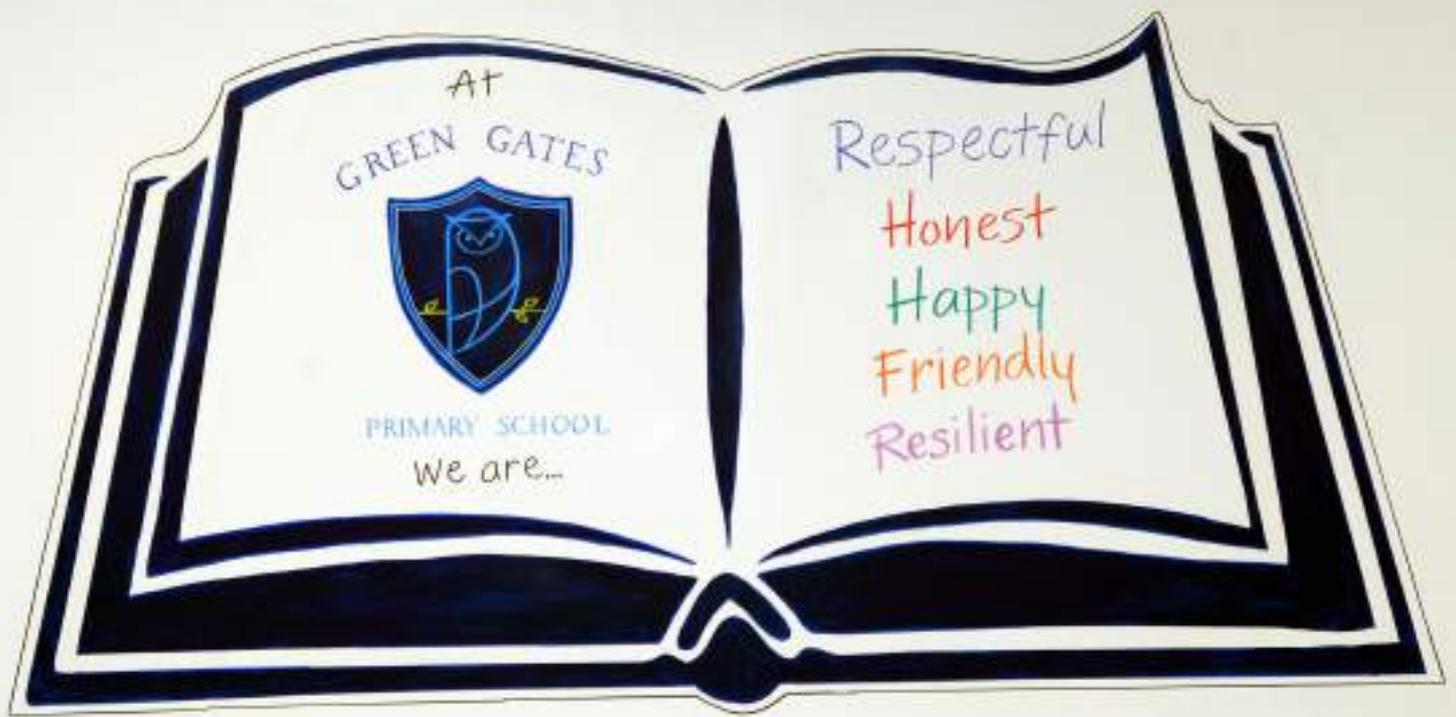


## Marvellous Me

As a school, we use Marvellous Me as a regular communication tool between school and home. MarvellousMe engages parents by telling them about their children's learning and success. It enriches family conversations about school and makes it easy for parents to help their children's education and say: 'Well done!'







AT  
GREEN GATES



PRIMARY SCHOOL  
We are...

Respectful  
Honest  
Happy  
Friendly  
Resilient