



Engineering Habits of Mind (EHoM)

School Ethos: Learning Today for the Challenge of Tomorrow

Intent

Aims: Our **intention** is that all pupils will have opportunities to experience success. Our **Foundations of Learning** and **Learning Powers** are embedded within our curriculum and our teaching reflects the needs of the individual learner, providing all pupils opportunities to shine. Our curriculum is broad, balanced and relevant - offering mastery and challenge to all. The aim of the curriculum within the GFM Primary Phase is to provide learners with the skills and knowledge to develop as successful learners with high aspirations who know how to make a positive contribution to their local and wider communities. Children's spiritual, moral, social and cultural (SMSC) understanding alongside the development of **British Values** is central to our intent.

British Values

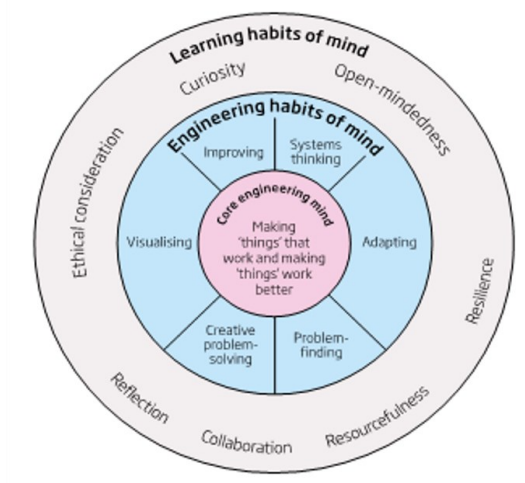
Rule of Law	Democracy
Tolerance	Mutual Respect
Individual Liberty	

Cultural Capital
Local & Global
Citizenship

SMSC

Foundations of Learning : Self-awareness * Thinking * Collaboration * Relationships * Independence * Resilience *

Learning Powers: Thinking * Independence * Resilience * Determination * Tolerance * Collaboration



Implementation

The curriculum is implemented in such a way that purposeful learning opportunities are created for each and every Gomer child. We take into account the diversity of our children to carefully plan lessons which meet individual needs, ensuring equity and inclusion for all. At Gomer Junior, distributive leadership is embedded, ensuring subjects are planned carefully securing both continuity and progression of skills and knowledge. Learning units are taught using a range of techniques to enable each individual to learn at an appropriate pace.

English	Maths	Science	Art	DT	Geography	gSTEM
History	IT	MFL	Music	PE	PSHCE	RE

Our daily assembly varies in approach and content and provides a fantastic opportunity to build a strong sense of community. They reinforce our school's ethos, values and relevance of Foundations of Learning, Learning Powers and British Values. They are planned to develop the children's identity at Gomer and all staff are involved in assemblies during the year.

Reading is integrated into all curriculum areas in the Junior school. Children read to be informed and entertained across a range of subject areas – we have a genre map to ensure good coverage.

Pupil Voice: Head boy, Head girl and deputies, Gomer Reps, Gomer Growers, Gomer Mile Reps, House Captains, JRSOs, Librarians, School Council, Office Team, Sports Reps.

Beach & Forest School

Supporting Roles: *Associate Teacher * Church Team * EdPsych * ELSA * GFM Attendance Team * GFM Forum * HMusicS* LAPS * TAs * School Nurse * PAT Dog * Sports coaches * HLibraryS * STEM Ambassador

Clubs: Art, Calm Zone, Choir, Drama, Football, gSTEM, Multi-skills, Netball, Coding, Orchestra

Sports (accessible to wheelchair users): * Athletics * Basketball * Bowls * Cricket * Dance * Fencing * Football * Gomer Mile * Gymnastics * OAA * Outdoor multi-gym for unstructured times * Multi-skills * Rounders * Swimming * Table-tennis * Tag Rugby * Tennis * Netball

Outside agencies: Bikeability * CAMHS * Emergency * Services Premier * Sports Primary Behaviour * Service * STAs * Social Services * School Nurse *

Special Events: Be Bright Be Seen Day, Black History Month Learning, Charity events, FROGJS,

Needs of Pupils: ASCD * MLD * ADHD * ADD * SEMH * Dyslexia * Physical Disability *

Enrichment Visits: Art Gallery, Butser Farm, St. Mary's Church, Olympic Visitors, Paultons Park, Stokes Bay

Resources: * Wide range of Technology * On-line Home Learning * Pods * GMG * Forest *

Residential Visits:
Y5: sleepover **Y5:** Stubbington **Y6:** PGL

Community Links: * Diving Museum * Friends of Stokes Bay * Fareham Men's Shed * Gosport STEM Centre * GFM Music Department * Gosportarians * MOD * NSPC * Portsmouth University * Rotary * Saltwater * Search Museum * St. Mary's Church Team * St. Vincent's College * STEM Centre

Interventions: * Bereavement * ELSA * Fine motor * Precision Teaching * Phonics Catch-up * Physio-therapy * Pupil Conferencing * Rapid Reader * Restorative Justice * 1:1 teaching * Friendship groups * Transition * Read, Write, Inc Fresh Start * Solent Therapy OT programme

Standards - ALL children make expected or better than expected progress and attainment and have targets matching their individual needs. Formative and summative assessment and data is frequently analysed to inform next steps in learning.

Wellbeing - children enjoy learning and coming to school. Their mental health and wellbeing are taken into account on a daily basis and any concerns Staff have are acted upon quickly and effectively. Children are confident, independent and successful learners.

Personal Development - children demonstrate our Learning Powers through their attitude to learning and behaviour in and around school. They master essential skills and knowledge whilst developing effective foundations for learning which will see them prepared for further schooling and the challenges life brings.

Impact

Internal Data (Target Tracker)

External Data (SATs)

ELSA Outcomes

Survey Responses

Pupil Conferencing

Self Assessment

Closing Gaps

Book Looks

Learning Walks

Lesson Observations

Parent View

Pupil Dialogue