

Welcome to

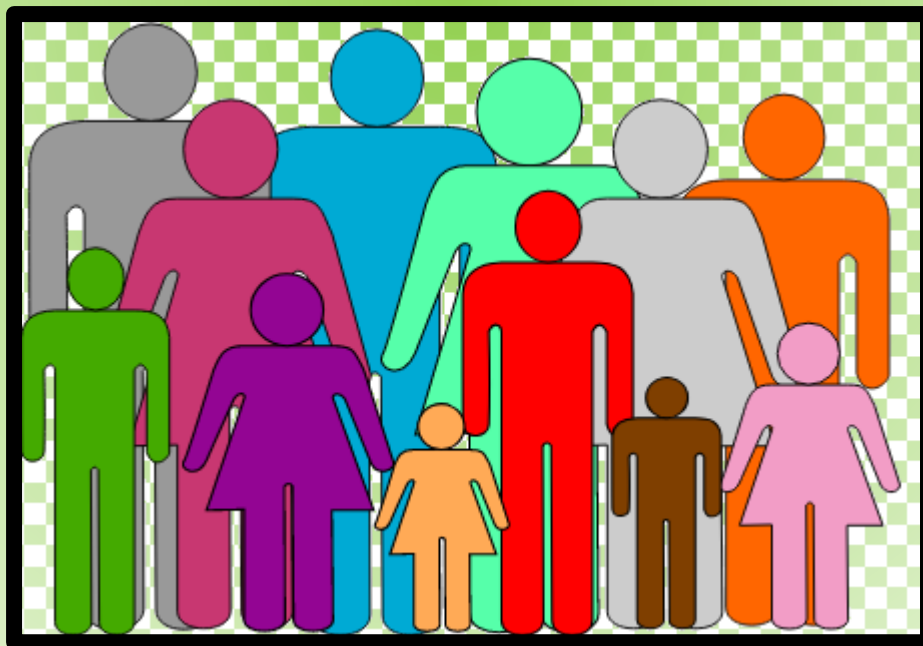


Jordans School





Welcome to the Jordans Family





Amaze



Excite



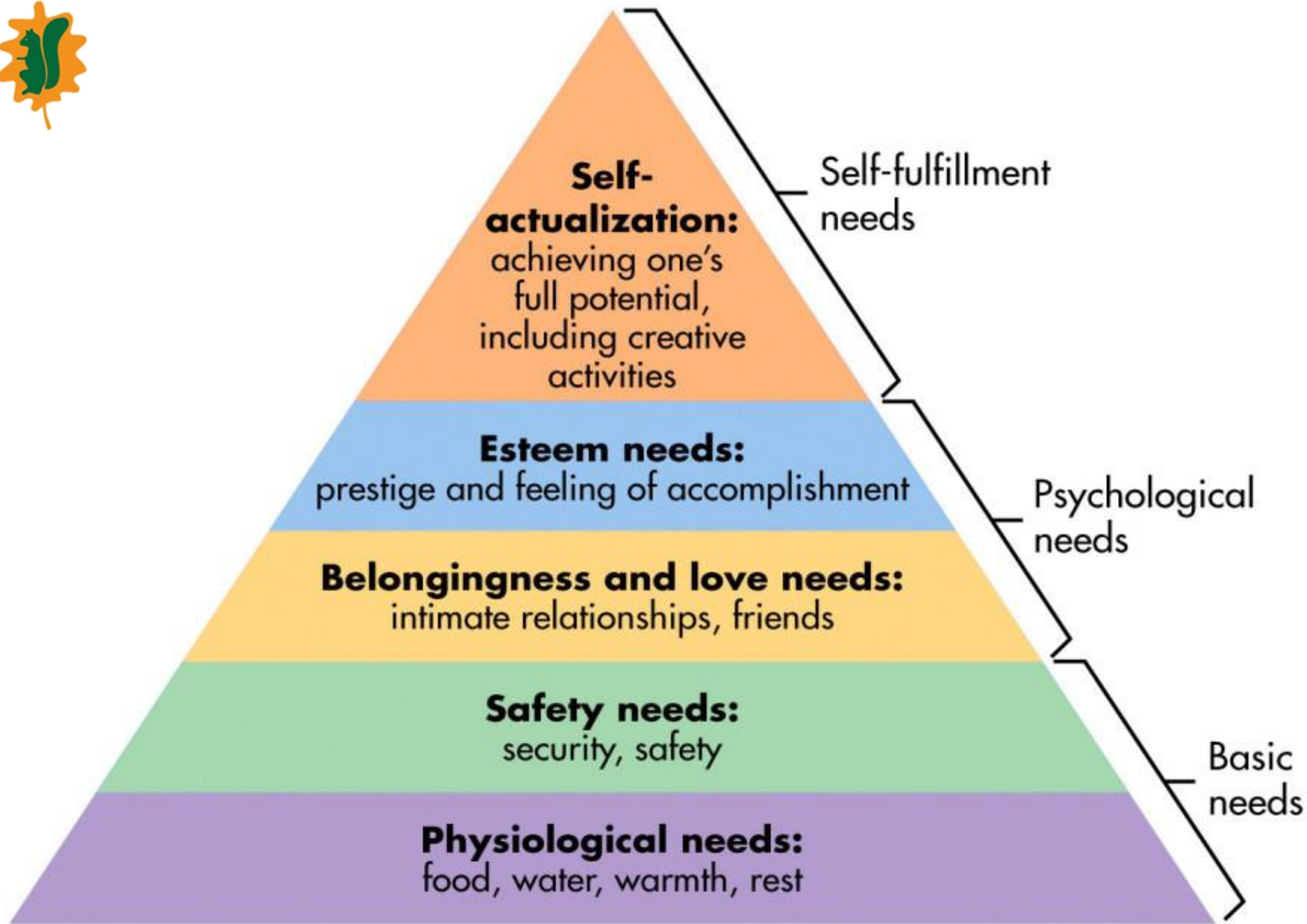
Spark
Curiosity



Build Strong
Foundations for
Future Learning



'Education is the cornerstone of liberty'
-Eleanor Roosevelt





Our Values:



Our Behaviour Expectations:





Extrinsic Motivation

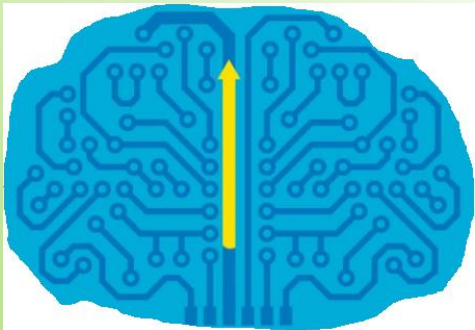
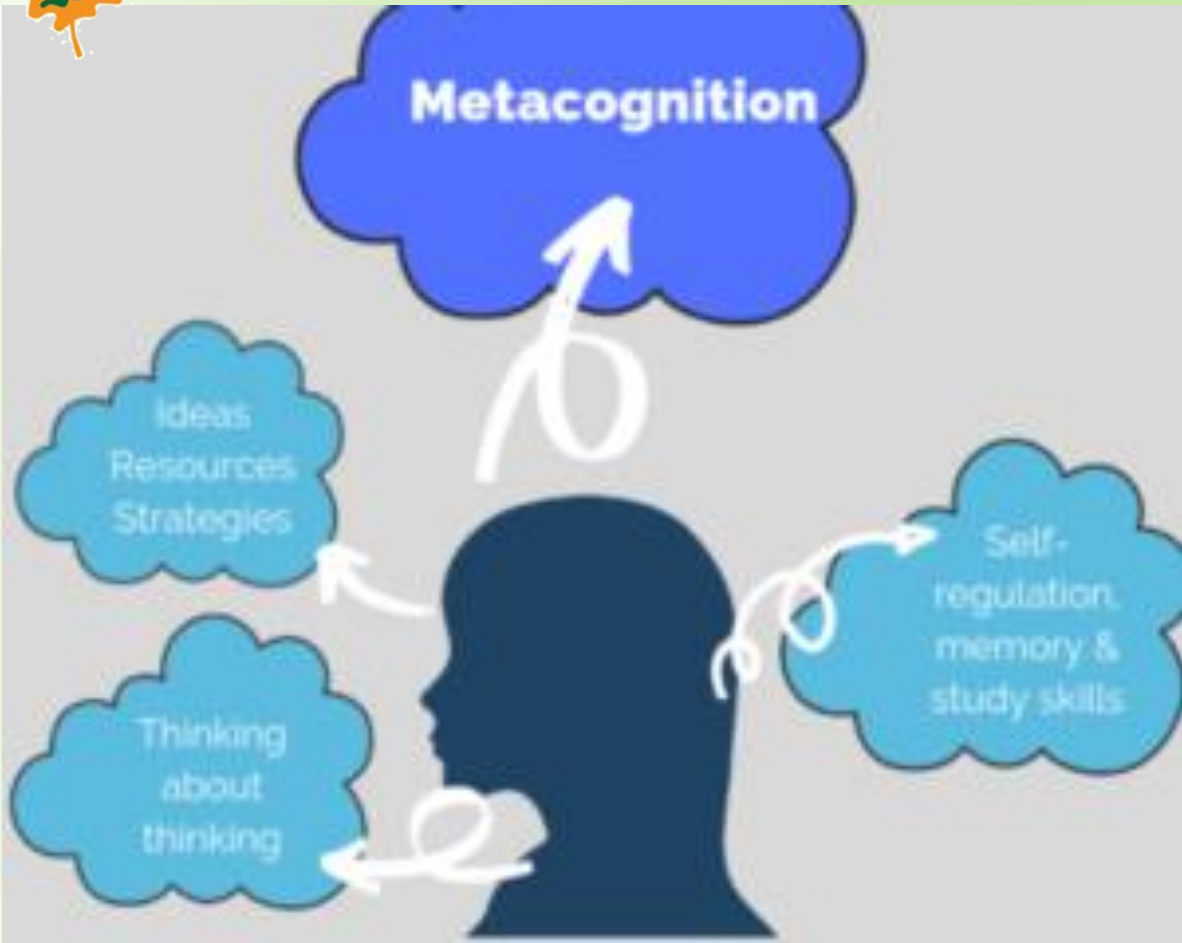
Motivated to perform an activity to earn a reward or avoid punishment



Intrinsic Motivation

Motivated to perform an activity for its own sake and personal rewards





Neuroplasticity





Growth Mindset

DEVELOPING A **GROWTH MINDSET**



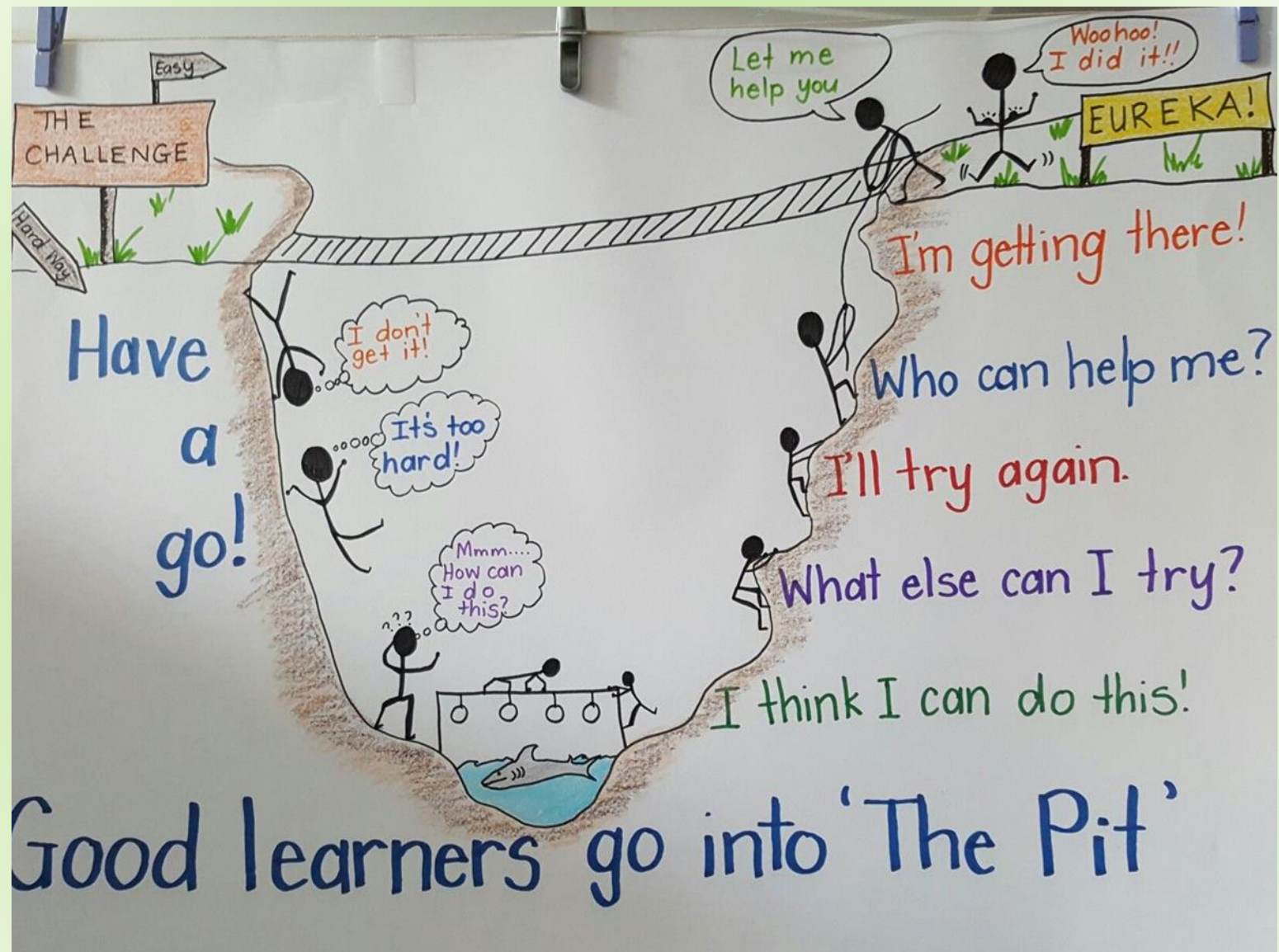
INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

Growth Mindset and...

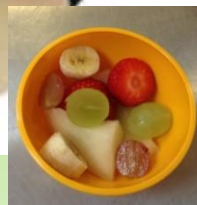
THE POWER OF YET!



There is a difference between not knowing and not knowing...YET.



The Learning Process



Food is Fuel



Collaborative Learning



Forest School

Fun & Adventure







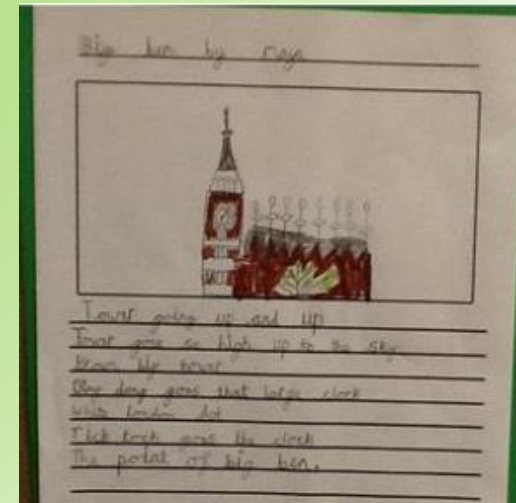
Knowledge Organisers



Jordans School

SCIENCE

EYF5	Y1	Y2
<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Early Learning Goals: The Natural World</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">Explore the natural world around them, making observations and drawing pictures of animals and plants.Show some similarities and differences between the natural world around them and contrasting environments and what has been read in class.Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	<p>Working Scientifically</p> <p>To identify, group and sort objects or living things.</p> <p>To use simple equipment to help me observe the world closely.</p> <p>To ask simple questions and understand they may have a number of different answers.</p> <p>To begin to use and understand scientific language.</p> <p>Materials</p> <p>To identify and name everyday materials - wood, plastic, glass, metal, water, rock.</p> <p>To recognise objects and the materials they are made from.</p> <p>To describe the properties of everyday materials.</p> <p>To describe the similarities and differences between everyday materials.</p> <p>To group materials by their properties.</p> <p>To describe why certain materials are used for certain purposes e.g. bricks and houses.</p> <p>Plants</p> <p>To identify and name a variety of common wild and garden plants.</p> <p>To name the different parts of a flower e.g. root, stem, leaf.</p> <p>To compare flowers and plants to identify similarities and differences.</p> <p>To describe how flowers grow.</p> <p>Seasonal Changes</p> <p>To describe the four seasons.</p> <p>To talk about the changes to the weather across the seasons.</p> <p>To talk about the changes to plants across the seasons.</p> <p>Animals, Including Humans</p> <p>To identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> <p>To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Working Scientifically</p> <p>To use appropriate scientific language to communicate my ideas, what I have done and what I found out.</p> <p>To notice similarities, differences and patterns.</p> <p>To gather and record data to help answer questions.</p> <p>To use observations and ideas to suggest answers to questions.</p> <p>Materials</p> <p>To identify the suitability of everyday materials for particular uses.</p> <p>To recognise that certain materials can be used for more than one purpose e.g. wood can be used for matches and floors.</p> <p>To recognise that certain objects can be made using different materials.</p> <p>To squish, bend, twist and stretch certain objects and describe how the material makes the shape change.</p> <p>Plants</p> <p>To describe how seeds and bulbs grow into plants.</p> <p>To identify what plants need to grow and be healthy.</p> <p>To identify what plants need to germinate.</p> <p>To identify what plants need to stay healthy.</p> <p>To observe how plants grown under different conditions such as without light.</p> <p>Animals, Including Humans</p> <p>To notice that animals, including humans, have offspring which grow into adults.</p> <p>To know the basic needs of animals, including humans, for survival.</p> <p>To describe the importance of exercise for humans.</p> <p>To describe what should be included in a human's balanced diet.</p>



Progression of Knowledge and Skills



Curriculum

Neuroimaging studies and measurement of brain chemical transmitters reveal that students' comfort level can influence information transmission and storage in the brain (Thanos et al., 1999). When students are **engaged** and **motivated** and feel minimal stress, information flows freely through the affective filter in the amygdala and they **achieve higher levels of cognition**, make connections, and experience “aha” moments. Such learning comes not from quiet classrooms and directed lectures, but from classrooms with an atmosphere of exuberant discovery (Kohn, 2004).

‘The Neuroscience of Joyful Education’ -J. Willis





Pupil		37	38	39	40	41	42
Subject	Assessment	1b	1b+	1w	1w+	1s	1s+
Spoken Language	1s+		Yr1...		Yr1 S...		• Y...
Reading	1s+	Yr1...			Yr1 S...		• Y...
Writing	1s+		Yr1...		Yr1 S...		• Y...
Mathematics	1s+		Yr1...		Yr1 S...		• Y...
Science	1s+	Yr1...		Yr1 S...			• Y...
Art and Design	1s	Yr1...		Yr1 S...		• Y...	
Computing	1s+		Yr1...		Yr1 S...		• Y...
Design and Technology	1s+	Yr1...		Yr1 S...			• Y...
Geography	1s+		Yr1...		Yr1 S...		• Y...
History	1s+		Yr1...		Yr1 S...		• Y...
Music	1s+	Yr1...		Yr1 S...			• Y...
Physical Education	1s+	Yr1...		Yr1 S...			• Y...
Religious Education	1s	Yr1...		Yr1 S...		• Y...	
PSHE	1s+	Yr1...		Yr1 S...			• Y...

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Science	1w+		Yr1 S...		• Y...		
Art and Design	1s	Yr1...		Yr1 S...		• Y...	
Computing	1s	Yr1...	Yr1 S...			• Y...	
Design and Technology	1s	Yr1...		Yr1 S...		• Y...	
Geography	1s		Yr1 S...			• Y...	
History	1s		Yr1 S...			• Y...	
Music	1s	Yr1...		Yr1 S...		• Y...	
Physical Education	1s	Yr1...		Yr1 S...		• Y...	
Religious Education	1w+		Yr1 S...		• Y...		
PSHE	1s	Yr1...	Yr1 S...			• Y...	



Individual Progress

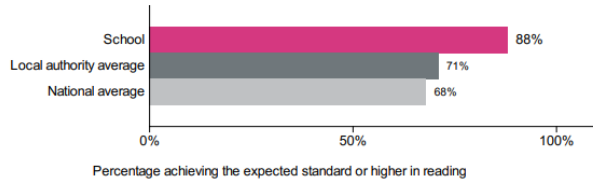


Key stage 1

This is provisional data for 2022/23.

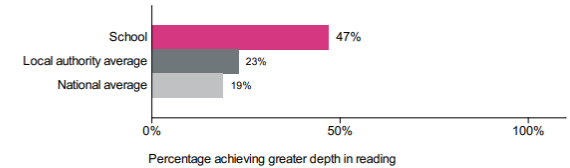
Percentage achieving the expected standard or higher in reading

Number of pupils = 17



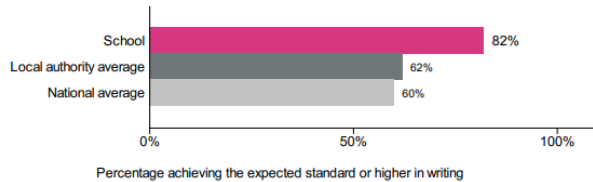
Percentage achieving greater depth in reading

Number of pupils = 17



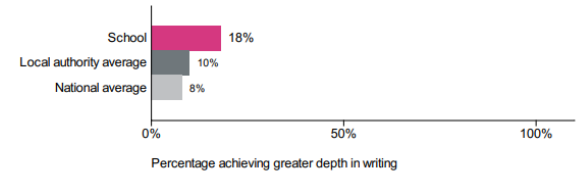
Percentage achieving the expected standard or higher in writing

Number of pupils = 17



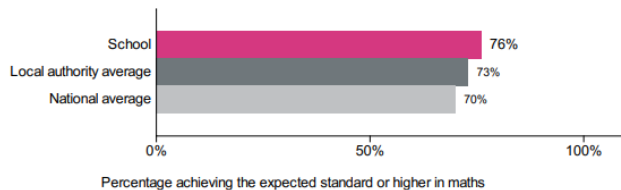
Percentage achieving greater depth in writing

Number of pupils = 17



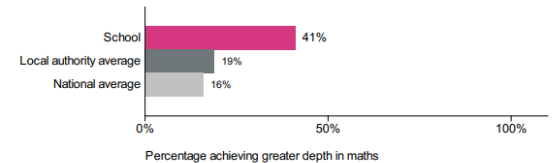
Percentage achieving the expected standard or higher in maths

Number of pupils = 17



Percentage achieving greater depth in maths

Number of pupils = 17





School / LA data

Benchmarking against local schools

2024

Reading

At least the Exp Standard		Above the Exp standard	
SCH	LA	SCH	LA
0.0	30.8	0.0	15.4
40.0	29.9	0.0	2.0
100.0	89.0	38.9	31.3
87.0	74.9	30.4	24.4

Writing

At least the Exp Standard		Above the Exp standard	
SCH	LA	SCH	LA
0.0	30.8	0.0	0.0
40.0	24.8	0.0	0.7
94.4	82.7	22.2	16.0
82.6	64.5	17.4	11.2

Maths

At least the Exp Standard		Above the Exp standard	
SCH	LA	SCH	LA
0.0	53.8	0.0	0.0
50.0	28.4	0.0	1.5
90.5	86.3	38.1	23.5
87.0	73.2	34.8	18.4

What makes our School Special?

Our Valued Staff are...

Collaborative
Dedicated
Passionate
Inspiring
Encouraging
Creative
Empathetic
Compassionate

Unique Location

Academic
Achievement

Traditional Values,
Progressive Learning

Whole Child
Approach

Partnership with
Parents

Supportive Wider
Community

Our Amazing Children are...

Active
Creative
Thoughtful
Kind
Caring
Hard-working
Resourceful
Resilient
Independent
Respectful

Unique Opportunities

Cultural Capital

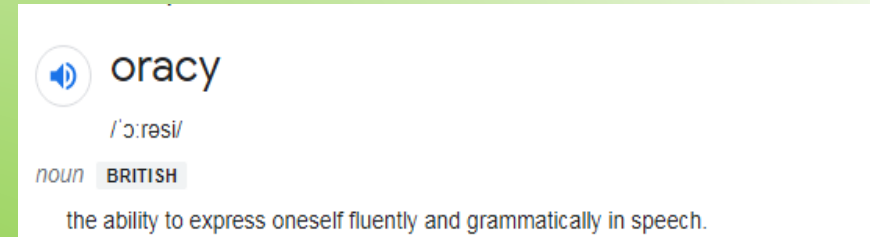
Jordans School is a place where...

- Children can grow fully
- Everyone can achieve
- Parents and teachers are in partnership
- We are part of a supportive village community
- We are all learning and discovering together
- We develop creativity and social learning
- All children become healthy, strong, literate and numerate
- We make full use of our outstanding grounds and local environment



Where are we going this year?

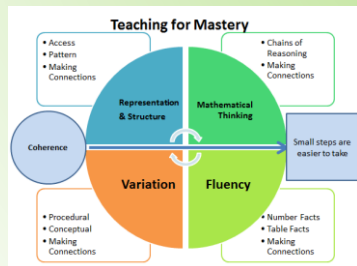
Healthy Team



Healthy Bodies



Healthy Minds





Jordans School

