

MAKING LEARNING IRRESISTIBLE



MAKING LEARNING IRRESISTABLE



WELCOME TO ALL FAITHS CHILDREN'S ACADEMY

Welcome to All Faiths Children's Academy;
Children first, Aspire, Challenge, Achieve

At All Faiths, we want to transform the life chances of every child who walks through our door by providing a cognitive approach to education which promotes aspiration and fosters a love of learning within a safe, purposeful and nurturing environment. We hold high aspirations and standards for all members of our school community and work in partnership with all stakeholders for the benefit of all of our children.

We believe that children only thrive when they are happy and feel safe in their environment. Therefore we work tirelessly to ensure that:

- There are high expectations for every child
- Every lesson matters therefore they should be exciting and motivate children to think and learn
- Every child is treated as an individual and with dignity. Every young person in our community deserves to have the best opportunities at life regardless of their individual circumstances
- Children learn to play and learn together understanding moral values of mutual respect, tolerance and personal responsibility

Starting or changing schools can be both exciting and daunting so it is important that both you and your child have as much information as possible. You are very welcome to arrange a visit to the school to meet our staff and pupils.

We look forward to welcoming you to All Faiths.



OUR SCHOOL

All Faiths is part of the Thinking Schools Academy Trust. We work closely together on many aspects of education but particularly the teaching and learning of “thinking skills” to enable all our pupils to think deeply and be adaptable to our rapidly changing world.

We teach your child to think in many different ways. They will become involved in solving problems, conducting investigations, hypothesising, philosophising and reaching conclusions which can be justified.

We also specialise in teaching deaf children. Our specialist staff help the children to communicate effectively using British Sign Language, Sign Supported English, finger spelling, lip reading and speech – “total communication”. All children will learn British Sign Language as part of our curriculum.

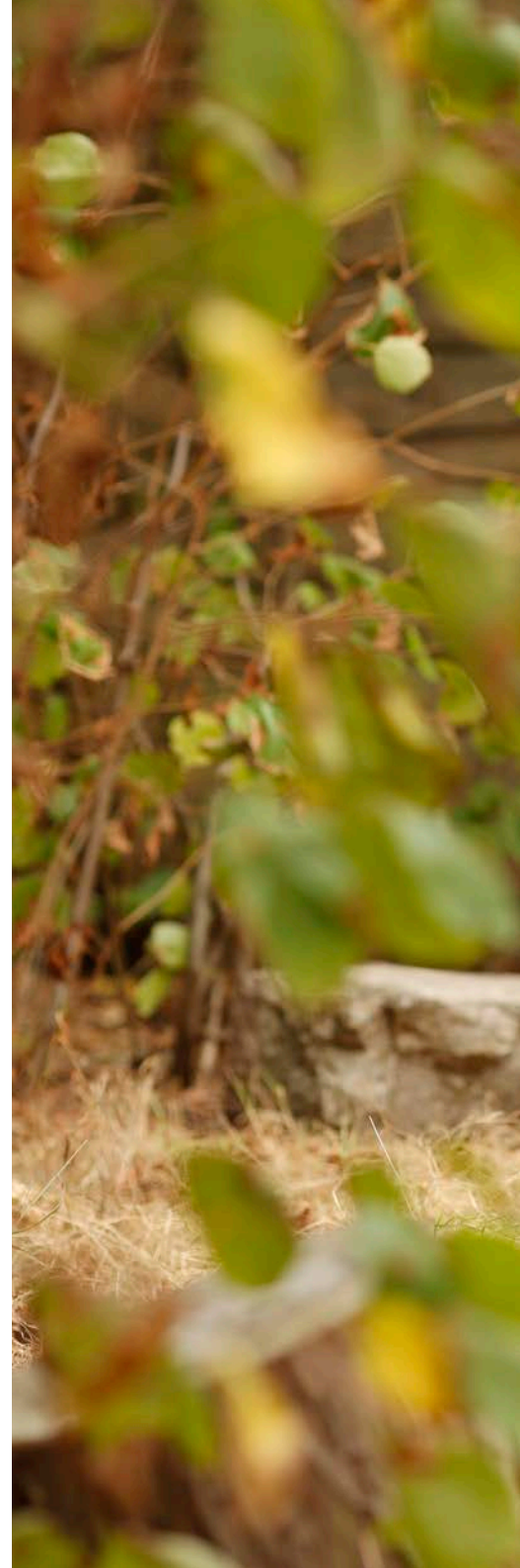
Our staff work closely together to provide a safe, clean, calm and stimulating learning environment for all children. We take learning into the outdoor environment too – with a large field, a copse, a pond and plenty of playground space.

At All Faiths we aim to give all children the very best opportunities to develop a sense of identity and to feel secure.

We want our pupils:

- To have high self-esteem – a vital component in being able to be successful
- To enjoy being challenged
- To relish being thinkers and problem solvers
- To be able to work independently or as an effective team member

The adults at school lead by example, respecting the children, each other, valuing different views and establishing relationships which benefit the children. We want your child to develop a positive attitude to learning – to love learning – for life!





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Name _____
Date _____

Read and Draw

Read the words and draw pictures to illustrate the words.

 Jack	 Beanstalk
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Literacy

All Faiths Children's Academy provides pupils with opportunities to enjoy books, to learn to read and to learn how to express themselves in writing for a range of purposes and audiences. Most of our cross-curricular work is based around an engaging text.

Behaviour

We will treat you and your child with respect – we expect the same in return. The adults at the school are friendly, firm and fair, providing a happy, welcoming atmosphere for learning in which everyone: children, parents/carers and staff are polite and considerate. We place a high value on each individual. We all have rights and responsibilities.

Rights and Responsibilities

At All Faiths, everyone has the right to:

- Feel safe
- Learn, play and work in an atmosphere that helps us to do our best
- Be treated with respect
- Be valued equally

At All Faiths everyone has a responsibility to:

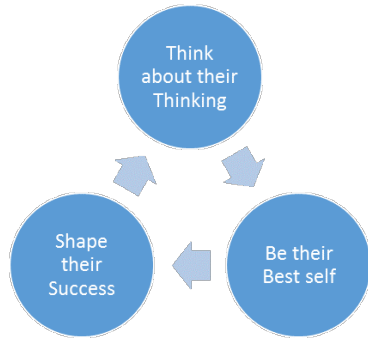
- Behave in a way that makes others feel safe
- Behave in a way which helps everyone to learn, work and play really well
- Respect everyone else
- Make a positive contribution to our school community and make others feel valued

The children devise class "Codes of Conduct" which illustrate their rights and responsibilities.

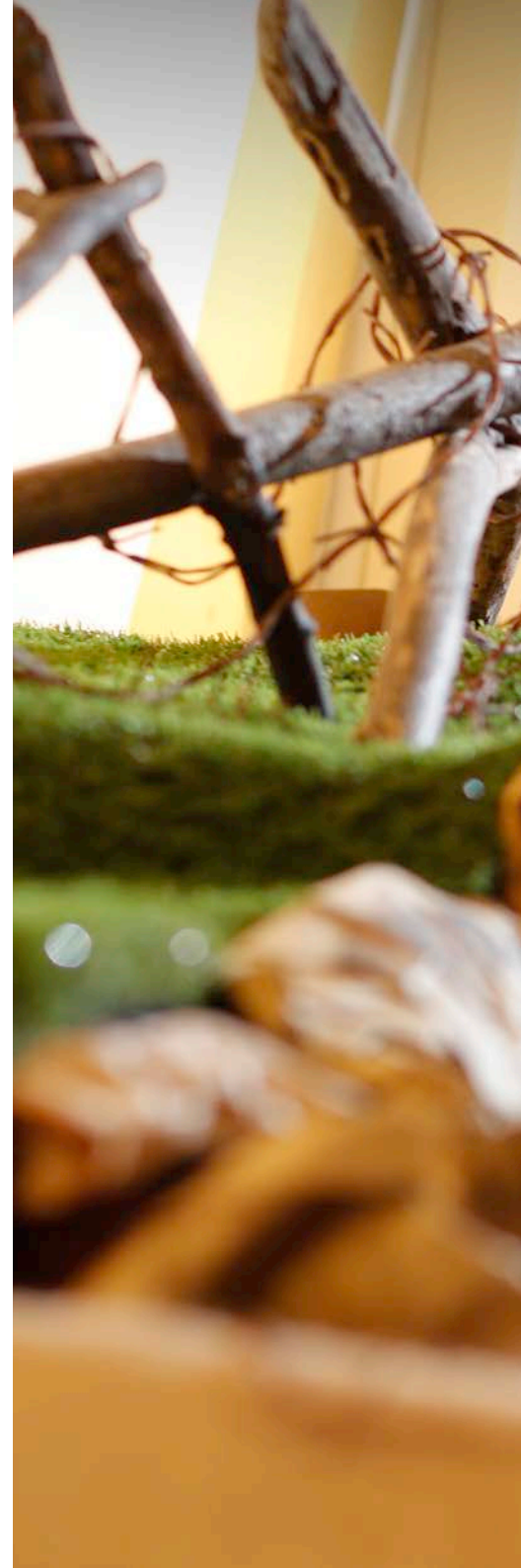
We celebrate behaviours which help everyone to be relaxed and happy.

OUR CURRICULUM

Education is the key to transforming life chances and we support and develop every member of our community to:



What makes our Trust unique is our consistency in the embedded use of metacognitive tools within our curriculum design. To achieve this consistency in approach every school in our Trust is working towards accreditation as a Thinking or an Advanced Thinking School by Exeter University. All Faiths is an accredited Thinking School.





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We believe that children learn best when learning is linked in a meaningful way. Our topic based curriculum is designed to capture children's interests, excite their imagination and provide plenty of first hand experiences to help them make sense of the world.

The 'Cornerstones' curriculum is the vehicle that supports this approach, which is used to develop links between all areas of the children's learning. Using the Cornerstones half term projects we want children to engage, develop, innovate and express their learning through a range of activities.



AN ACCREDITED THINKING SCHOOL

All staff are trained in the use of 'Thinking Tools'. Pupils in all age groups use a range of tools and techniques both at school and for homework to support their learning, with the use of The Thinking Hats to encourage pupils to actively reflect on their learning.

We have embedded 'The Thinking Maps' into our curriculum where pupils in older age groups are encouraged to select the map they require to fit the needs of the task - accurately identifying what type of thinking is needed.

Our Pupil Drive team are a group of successful young leaders who use the 'Thinking Tools' to minute their meetings - describing what is going well and why, what hurdles they have and why and how to improve. These pupils are role models within their year groups, helping to develop the use of cognitive language amongst their peers.

Our curriculum promotes 'Cognitive Education' and all pupils have opportunities to work independently and interdependently where appropriate and through this have been developing skills of persistence, flexibility and communicating with clarity and precision. These Habits of Mind are a very important thread through our 'Thinking School' drive where our learners are becoming more aware of their behaviours and how these positive dispositions can affect success in learning.





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EARLY YEARS FOUNDATION STAGE

Your child's education will already have begun before joining us and continues in our Foundation Stage classes. Children are nurtured through a play-based curriculum. Each class has access to an outdoor area. Reception and Nursery share a large fenced area and have access to the school grounds. Children develop confidence in themselves and confidence in their ability to learn and achieve.

A significant part of the Foundation Stage is child-initiated play. Children are given opportunities to initiate and choose their own activities and learn through their play. The adults in the setting support their learning by asking questions, joining in, supporting thinking and moving learning forwards. Part of the day is also designated to teacher led activities, where the teacher has a specific learning objective and will lead an activity, which will promote learning.

Early Years Curriculum

The Early Years Framework guides us where the areas of learning are split into prime and specific areas. Within our nursery, we aim to embed the prime areas (personal, social and emotional development, physical development and language and communication) to secure firm foundations for learning within specific areas. Through the development of the prime areas, we can then use this firm foundation to enhance learning in the specific areas (literacy, mathematics, understanding the world and expressive art and design).

Each term we plan for children to undertake memorable experiences which may include visits off the school site or visitors coming into the classroom. These include trainers in to teach the children to ride balance bikes safely, road safety talks, walking trips to the local church and allotments for specific topics.

Our children undertake Forest School sessions led by trained staff in our onsite copse. These sessions allow our pupils to develop their independence, improve their decision-making skills and raise their self-esteem.

ENRICHMENT

Every topic sees the children take part in an educational visit or receive a visitor into school to support their learning in class. Some of these visits use the local area, but our close proximity to the train station allows us to access all that London has to offer too. Educational visits are an important part of what we do at All Faiths, extending the range of experiences that our children can learn from.

Staff regularly volunteer to run after-school clubs which begin at 3:00pm and finish at 4:00pm. Clubs run for 5 weeks per term. A range of clubs are provided for example football, cooking and arts and crafts.

We also offer a wide range of experiences for the children including a residential adventure in Year 4 and in Year 6, workshops, cooking sessions and other valuable life experiences to help bring the learning to life.

We have a traditional school choir: KS2 pupils perform at the 'Young Voices' performance at the O2 each year. We also have a very successful signing choir, whose achievements have been recognised on a national level, being crowned National Junior Signing Choir of the Year in both 2018 and 2019.





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TREETOPS DEAF PROVISION

All Faiths has a specialist provision for hearing impaired and deaf children. All of our pupils are included in all aspects of school life and our deaf pupils learn alongside their age related peers in our classrooms.

Deafness in itself is not a barrier to learning; every pupil deserves to have the highest expectations for achievement. Treetops Resource Provision provides support for up to 25 deaf pupils from Nursery to Year 6; all of whom will have an Education, Health and Care Plan (EHCP) with a severe to profound hearing loss as their primary need.

We offer a quiet, safe and nurturing Total Communication environment in which pupils can learn and communicate effectively to achieve their goals. Our pupils have full access to a broad and balanced, language-rich curriculum which is differentiated to meet individual need. This ethos ensures the development of the child as a confident individual and independent learner. As a wider school we teach British Sign Language to all pupils, have a nationally recognised signing choir and participate in events such as Sign2Sing and Deaf Awareness Week. We also have strong links with the Ugandan School for the Deaf.

Treetops has a team of highly qualified and experienced staff, including Teachers of the Deaf and Specialist Teaching Assistants, all of whom hold a minimum qualification of British Sign Language Level 2. Mainstream staff are all trained in deaf awareness and we liaise closely with outside agencies such as the Speech and Language Therapy team, Medway Physical and Sensory Service (PASS), Cochlear Implant Centres and Deaf CAMHS. We work in partnership with families to enable all children to thrive and flourish.

Inclusion at All Faiths

We have a dedicated team, committed to transforming life chances for all of our pupils, regardless of any additional needs. We support pupils with a wide range of needs, with or without education, health and care plans. We are committed to providing every child with the best opportunities possible in order for them to thrive, regardless of any barriers.

RAINBOW NURTURE GROUP

Rainbow Nurture Group, established for 10 years, is situated at All Faiths Children's Academy. We are the only NGN accredited group in Kent, receiving the Nurture Group Quality Mark Award in 2012 & 2016.

'Nurture Groups are founded on evidence-based practices and offer a short term, inclusive, focused intervention that works in the long term'.

[Nurture Group Network (NGN): www.nurtureuk.co.uk]

Our Nurture Group supports children from All Faiths, other Trust schools and from local schools. Children attend Rainbow Nurture Group four days a week. Children return one full day per week to their home school (typically Wednesday) where they are supported by the Nurture Group staff.

Our Nurture Group offers an opportunity for 8 young children (Reception and KS1) to learn in a developmentally appropriate setting through:

- A focus on social and emotional wellbeing
- Building resilience, self-regulation and self-esteem
- The teaching of language to empower children to express their feelings verbally
- Having high expectations with clear, consistent boundaries
- Forging close relationships with adults to ensure trust is established

The Rainbow Room offers a safe and secure base for children with additional social and emotional needs. We aim to provide a carefully planned day where there is a balance of learning and teaching, affection and structure within a home-like atmosphere.

Nurture Group staff work closely with external professionals, parents, carers and wider family and referring school staff to ensure successful transition and consistency of approach.

The Six Principles of Nurture Groups:

1. Children's learning is developmental
2. The classroom is a safe base
3. Nurture is important for self-esteem
4. Language is a vital way of communicating
5. All behaviour is for a reason
6. Transition is very important in children's lives





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FOREST SCHOOL

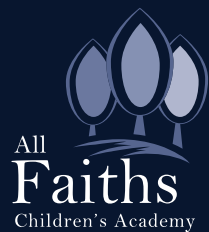
At Forest School, children have the chance to learn outdoors whatever the weather. Planting trees, building shelters, looking for wildlife and generally becoming familiar with the outdoors whilst learning skills they can use throughout their education. Through Forest School, the children develop positive relationships with other people and a strong, positive relationship with the natural world.

Forest School is used all year round, encouraging children to wander through available space, climbing trees, building habitats, helping each other to learn and grow whilst being prepared for all weathers. It is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session. Forest School aims to promote the holistic development of the children, fostering resilient, confident, independent and creative learners.

The children get to know the Forest School site well; they are aware of their boundaries and understand what is safe and unsafe. The adult to child ratio means children can safely experience activities such as finding out about fungi and berries, observing mini-beasts or lighting fires and using tools.

Small, manageable tasks are set at which children are unlikely to fail and for which genuine praise is given. The Forest School ethos creates an outdoor environment where deep-level learning and progression are the norm. In this way, children are given an excellent foundation for future learning.





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