

5 April 2022



Dear Parents

### **Class Portfolios**

Since March 2020, seeing what goes on within our classrooms has been considerably more challenging than usual. At the beginning of this academic year, we asked all teachers to begin to capture the breadth and balance of the National Curriculum and the ambition of our own school curriculum.

What began as an indicator of continuing staff professional development successful has now developed into a tool for demonstrating the intent, implementation and impact of our curriculum. Although these portfolios are currently work in progress, we believe that, despite fulfilling our own professional development requirements, they should not remain within. We believe that sharing them with you will allow somewhat more than a 'sneak preview', but rather a deeper insight into not only the content and style of learning, but also the context of how learning activities build upon previous learning and show progression towards the intended goal. Impatience has definitely won the day; therefore, we would like to offer you some trailers for each class, ahead of the summer release. Some of the features have been removed, including assessment data, judgements and pupil names for the purpose of GDPR compliance.

Whilst each portfolio is unique, in terms of layout, font, backgrounds etc, some commonalities are as follows:

- **Context:** For each area of learning or subject, there is a description of the learning activity, very often with photographs.
- **End points and milestones:** The end points highlight the ultimate aim of the learning for that subject, whilst the milestones enable indicators that learning is on the correct trajectory or pathway.
- **Assessment:** For each subject, we have attempted to create a greater awareness of pupil skills in all areas of the curriculum. Developing assessment opportunities for class teachers and teaching assistants to focus observation has been a key part of this process. Although this process may often be carried out towards the end of the learning sequence, this is not exclusively the case. Snapshots throughout the learning sequence provide teachers with a fuller picture for judgement.
- **Pupil Voice:** Photographs reveal children in action and examples of their work. Teachers have captured the voice of pupils in order to gauge learning impact, reflection of success and enjoyment. Reading these responses carefully will elicit responses such as, 'out of the mouth of babes', 'you could not make it up!' or 'wow!' Pupil feedback is so important for teachers, as they look to consider refinement for future learning.
- **Kagan:** Some of the portfolios make specific reference to Kagan principles, which operate throughout school. The essence of Kagan principles is to enable structured support for all learners, through peer partnerships.
- **4C principles:** Whilst our curriculum drivers of collaboration, communication, creativity and curiosity are neither subjects nor end points, they are inherent in whatever the learning that takes place and every curriculum subject reveals these principles.
- **Outdoor Learning:** During the Autumn Term and the Summer Term, pupils will take part in a range of learning activities, led by Rosie Taylor. These learning activities are linked to curriculum subjects, in addition to serving the focus on pupil wellbeing.

At the moment, it is highly likely that not every curriculum subject has coverage. Where some subjects are covered regularly, e.g. weekly, some subjects may be covered over a shorter time span. Equally, it may be that some subjects do not appear each term. The most important factor is that pupils at our school experience a broad, balanced and ambitious curriculum.

The portfolios are from Year 1 to Year 6 and support the National Curriculum. The EYFS does not follow the National Curriculum and does not study subjects in the same format. Instead, EYFS teachers must adhere to the principles of the new 'Development Matters' framework, which centres upon each child being unique, the progress






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of positive relationships and the establishment of enabling environments, leading to learning and development. For EYFS pupils, there are over-arching principles which will enable the characteristics of effective learning to develop. Within the EYFS curriculum, there are 3 prime areas of learning (Communication and language, personal, social and emotional development and physical development). There are also 4 specific areas of learning (Literacy, Maths, Understanding the world and expressive arts and design). These 7 areas of learning enable pupils to be prepared for the study of the National Curriculum subjects in the years proceeding. In due course, we will share some examples of our EYFS practice with you.

To view the Class Portfolios on the website follow this [link](#) to our Curriculum page.

### **Celebration Assembly**

Recently, in our weekly assembly celebration of all that is 4C (collaboration, communication, creativity and curiosity), I introduced 3 tigers (the soft, furry variety) to the children. Each tiger represents a positive character trait that we are looking to celebrate at the end of every half term.

Name and meaning	Tiger variety	Tiger Gallery	Tiger Qualities
Baalaraju (Strong)	The Buoyant Bengal		<ul style="list-style-type: none"> <li>• Resilient</li> <li>• Optimistic</li> <li>• Enthusiastic</li> <li>• Sense of humour</li> <li>• Conscientiousness</li> </ul>
Cortez (Courteous and well-mannered)	The Considerate Caspian		<ul style="list-style-type: none"> <li>• Kind</li> <li>• Polite</li> <li>• Appreciative</li> <li>• Respectful</li> <li>• Humble</li> </ul>
Sonya (Wise)	The Steadfast Siberian		<ul style="list-style-type: none"> <li>• Reliable</li> <li>• Honest</li> <li>• Trustworthy</li> <li>• Calm</li> <li>• Mature</li> </ul>

This Wednesday, April 6<sup>th</sup>, we will celebrate one child per tiger type from each class in assembly. Following this assembly, those nominated will receive a postcard informing them, and you, of their success.

We look forward to discovering who has earned their stripes!

### **Calling all Scientists!**

If you work in the scientific field, in any way, we would love it if you could come into school to talk about your job, to our Year 5 & 6 pupils, to promote a lifelong love of science. If you are able to help please contact Mrs Turner by email – [emma.turner@holmfirthjinschool.net](mailto:emma.turner@holmfirthjinschool.net).

We will send out diary dates to parents later this week. We break up for the Easter holidays on Friday 8 April and return to school on Monday 25 April – we hope you have an enjoyable Easter break!

Kind regards

Mr J Rose  
Headteacher