



St. Clement's & St. John's CE Infant School Extended School

HCC VALUES CLUB VISION AND AIMS

The government encourages all schools to put equality and the raising of standards at the heart of their self-evaluation and planning for improvement. It states that the four characteristics of a good school are:

- Effective leadership,
- Child-centred provision.
- High quality teaching and learning
- A school connected to its local community.

Our values of hope, compassion and courage drive our Extended school provision.

The club aims to provide a safe and happy extended school for pupils with working parents. St Clement's and Bethany's 4C shared values of hope, compassion and courage drive our exciting and engaging after school provision.

In addition to this, we run sessions, when funding allows, for children who receive the Pupil Premium funding, or who are identified, to enrich and better engage with learning outside of school hours, especially to support language and learning engagement. We serve a disadvantaged community effectively. Impact is evident in the educational outcomes and the personal and the social well-being of our pupils. Our programme is successful in transforming the life chances of individual pupils, thus providing good value for money.

We provide family support from our very experienced parent support and social worker, including targeted help from the church to help meet the needs of pupils and their families, including outside the school day and at St Clement's church during holidays. This helps to deliver the Department's vision to ensure that every learner fulfils their full potential at each stage of development, with a clear focus on improving educational outcomes, reducing barriers to learning, and providing additional support to help improve the life chances of disadvantaged children and young people, especially those children most in need or who are at risk of low educational attainment. We especially target those with behavioural, emotional and health needs or other difficulties.

<https://www.education-ni.gov.uk/sites/default/files/publications/de/circular-2010-21-extended-schools-building-on-good-practice.pdf>



The 4Cs extended school programme aims to improve levels of educational achievement for disadvantaged children by providing the additional support that they might need to help them reach their full potential in their learning, healthy lifestyles, well-being and social growth. We identify and invite children to breakfast club and after school sessions, to enrich and better engage with learning outside of school hours.

Some of the areas the pupils benefit from include:

- Healthy snacks
- Oracy- Positive social conversation with adults and children of different ages, developing social and emotional skills
- Gross motor skills: Sport, team games, Street dance, Monkey play, den building, table tennis.
- Character development: Working together, having fun and learning to fit within a structure, trying out/ developing as a leader, Role play and small world play
- Literacy and language development: Stories, poetry, music
- Fine motor skills: Games, puzzles, Lego, structured and free craft and art sessions, including every child contributing to 4C displays.

Teachers. Leaders and parents say:

“This has helped his confidence in social, emotional and friendships, being friends with other age groups. It has a family feel. It’s less structured and more child led, and relaxing, with trusted adults. His behaviour has settled. He is better in classroom and learning more. The boxing really helped his autism as did the dancing, monkey play and climbing.”

“She is being discharged from the paediatrician- she was wobbly before- no climbing or running. Now she climbs all over the monkey play! She didn’t talk, now come out of her shell. Her diction is more clear and will talk to adults too. She is completely different and thriving in her learning. “

“He is a lot happier. He has more feelings- he expresses feelings better now than he used to.”

“The after school club makes a big difference, especially the social side. She has tried other clubs. This works because it is a familiar environment and familiar children so she is comfortable. She really looks forward to it every week. It is something just for her. She has really loved it. She is thrilled every Tuesday. She is happy when she goes off and happy when she comes home. She feels independent. Something just for her. I see that my child is thriving through it which is great.”

Children say:

“When I first came, I was scared of other children. Now I am happy. I play games like duck, duck, goose, being the teacher. It helps me with my confidence, compassion, creativity and curiosity!”

“I like the people, children, dancing, games outside, colouring, playing with big children, making friends, snacks. It has helped with my confidence.”

“We all have fun together.”

“Me and my friends play together a lot. It helps me with PE and maths because it helps our arms from moving and the games helps my maths. It helps to play together.”

“I like doing arts and crafts and going on the play trail and the bouncy stuff, and scooters. It helps me with my confidence. Compassion because we can help people in ASC. “

“I like eating bananas, playing ping pong, playing outside when it’s free play, and making cute Lego!”

“I think the ASC is really nice. We exercise and it helps our muscles grow. It’s safe, its fun and we do fun games outside on the playground like elephant football, cops and robbers.

We also get some equipment out like scooters, bikes for little ones. I like that there are older and younger ones. You can make new friends and we work as a team. Whenever someone is sad we can help them.”

Three examples of impact

Child 1

Attendance 63.6% through Autumn and spring Terms. Due to familial circumstances or frequent illness, and other children to get to other educational settings. Breakfast and After School club offered and Summer term attendance now 92.7%.

Child 2

Household of significant domestic abuse. Free Breakfast and After School Club each day since spring 2. Attendance now 98.7% only having one day of absence due to illness. By attending each day the child has engaged well with learning to catch up and passed Year 1 Phonics Screening Test.

Child 3

History of poor school attendance and lateness. Ended last academic year with attendance level of 63.3%. Many meetings and Social Care involvement, little improvement noted. Fixed Penalty Notice Letter issued and attendance improved greatly to 92.1%. A weekly After School Club session and support with weekly food parcels from the church has enabled social benefits as the child had previously struggled with making friends. The child has passed Year 1 Phonics Screening Test and has gone up six levels in reading over the year.

HEATHER TORRENS



4Cs Breakfast and After School Club activities.	EYFS, KS 1, KS2 Curriculum goals
<ul style="list-style-type: none"> • Chat time. • Story Time • Mixed age group currently-older supporting younger. 	<p>EYFS PSED:</p> <ul style="list-style-type: none"> • To understand how it feels to belong and that we are similar and different. • To start to recognise and manage their feelings • To know what being responsible means. • To start to understand children’s rights. We should all be allowed to learn & play • To develop a positive sense of self. • To set themselves simple goals and have confidence in their own abilities. • To persist and wait for what they want and direct attention as necessary.

<ul style="list-style-type: none"> • Book corner with variety of books and resources. • Role play • Small world play 	<ul style="list-style-type: none"> • Through adult modelling and guidance, learn how to look after their bodies, including healthy eating, and manage personal needs independently. • Enjoy working with others to make school a good place to be. • Through supported interaction with other children, to learn how to make good friendships, co-operate and resolve conflicts peaceably. <p>KS1 PHSE:</p> <ul style="list-style-type: none"> • To know that my own views can be unique and are valuable • To know that it is important to listen to other people’s views and opinions • To know that positive choices impact positively on my own learning and the learning of others • To know the rights and responsibilities my group have, including myself • To know what I need to do to make our space a safe and fair place for everyone • To know where to go to get help with my feelings • To recognise my own feelings including the feeling of being worried • To work with others co-operatively <p>KS2 PSHE:</p> <ul style="list-style-type: none"> • Know how individual attitudes and actions make a difference to a group. • Know that their own actions affect themselves and others • Be able to help friends make positive choices • Can make others feel valued and included • Know how to regulate emotions • Identify their own uniqueness • Know what their own hopes and dreams are • Know how to work out the steps they need to take to achieve a goal. <p>EYFS Understanding the World (UTW) Make sense of their physical world and their community with support. Learn through personal experiences and by listening to a broad selection of stories, non-fiction, rhymes and poems, which will foster their understanding of our culturally, socially, technologically and ecologically diverse world. Support developing vocabulary and early literacy skills. Oracy support to develop pupils’ confidence and competence in spoken language and listening skills. These will underpin their development across the whole curriculum. Role play and small world play to support the development of spoken English.</p>
<p>Breakfast. After School Snack</p>	<p>KS1 DT</p> <ul style="list-style-type: none"> • use a range of tools safely with adult support e.g. a knife for cutting, spreading • select from and use a range of tools and equipment to perform practical tasks e.g. a knife for cutting, spreading, peeler • use techniques such as cutting and spreading, with adult support. <p>KS2 DT:</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
<p>Sports Team games Wide games Parachute games Transport</p>	<p>EYFS. PD: Gross and fine motor experiences development incrementally through early childhood. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is linked to early literacy. Develop their core strength, stability, balance, spatial awareness, co-ordination and agility through both indoor and outdoor games and opportunities. Develop fundamental movement skills through games. Learn how to score and play by the rules, how to work with a partner.</p>

	<p>Begin to understand what a team is, take turns, keep the score, play against an opponent, play by the rules and learn how to behave when winning and losing. Develop their core strength, stability, balance spatial awareness, co-ordination and agility through both indoor and outdoor games and opportunities.</p> <p>KS1 PE: Develop fundamental movement skills. Become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. Engage in competitive, (with self and others) and co-operative physical activities, in a range of increasingly challenging situations. Jump, throw and catch, balance, grow in agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p> <p>KS2 P.E: Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Enjoy communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance.</p>
<p>EYFS/ KS1 Home Learning Support This could include:</p> <ul style="list-style-type: none"> • Reading with a child • Practicing some sounds/words • Coaching <p>KS2</p> <ul style="list-style-type: none"> • Supporting children to complete their homework set by school. • Coaching • Activities to develop language 	<p>EYFS C&L:</p> <ul style="list-style-type: none"> • Conversation, story-telling, role play. • Share ideas with leaders and peers • Use rich vocabulary and language structures. • Understand why it is important to listen <p>KS1 Spoken Language and Drama: Ask questions to find out things using 'how' and 'why' Describe events experienced. Tell stories with appropriate structure. Express feelings and ideas when speaking about matters of interest, including likes and dislikes. Take turns to talk, listen and respond in a two way conversations and in a group respond to points made keep to topic and respond to prompts to move on</p> <p>KS2 Spoken Language and Drama:</p> <ul style="list-style-type: none"> • Develop effective communication skills so pupils can speak fluently to communicate with others, and can read confidently and listen carefully so others can communicate with them.
<ul style="list-style-type: none"> • 4C Values displays • Art • Craft • Junk modelling • Lego • Clay • Collage 	<p>EYFS Expressive Arts and Design (EAD)</p> <ul style="list-style-type: none"> • Artistic and cultural awareness development supports their imagination and creativity. • Explore and play with a wide range of media and materials. <p>KS1 ART:</p> <ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Use a range of materials creatively to design and make products <p>KS1 DT:</p> <ul style="list-style-type: none"> • Use scissors to cut and shape paper and fabric

	<ul style="list-style-type: none"> Explore art as an expression of a person's ideas and can represent the world around us. <p>KS2 ART Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>
<ul style="list-style-type: none"> Mindfulness drawing Themed drawings Choice drawing 	<p>EYFS EAD:</p> <ul style="list-style-type: none"> Fine motor control and precision helps with hand-eye co-ordination, which is linked to early literacy <p>KS1 ART:</p> <ul style="list-style-type: none"> To create different types of line and tone using pencils, rubbers, pastels, charcoal, pens, wax crayons e.g. light and dark lines
<ul style="list-style-type: none"> Board games. Jigsaws Puzzles Small world play 	<p>EYFS. PD: Opportunities to explore small world activities, puzzles, arts and craft will allow children to develop proficiency, control and confidence.</p>
<ul style="list-style-type: none"> Street Dance 	<p>DANCE EYFS, KS1</p> <ul style="list-style-type: none"> Explore space. Move their body to express an idea, mood, character or feeling. travel, use dynamics and use counts of 8 consistently to keep in time with the music and a partner. Explore pathways, levels, shapes, directions, speeds and timing. Work independently and with others to perform.
<ul style="list-style-type: none"> Monkey Play 	<p>EYFS, KS1 GYMNASTICS (Monkey play) Explore and develop jumping, rolling, balancing and travelling, shapes, levels and directions. Move safely with and around others and whilst using apparatus. Encourage each other where skills are developing.</p>

EYFS 10 Curriculum goals spanning the 7 areas of Learning and Development & RE.

EYFS LEARNING GOALS

									
Good listener and confident talker.	Care for themselves and others, showing compassion.	Move their bodies with good balance and control.	Investigate and be curious; ask questions about the world around them.	Share or perform a creation of theirs to others.	Talk about a favourite book.	Read a book containing set 1 & 2 sounds.	Write a simple sentence and tell an adult what it says.	Understand and manipulate amounts up to 10.	Have a relationship with self, others, the world and beyond.