



Haytor View Community Primary School — Core Offer Statement

Appendix 1 - Defining Wave 1 Provision—March 2019

Purpose of this Document

The primary purpose of this document is to inform parents, children, staff and community members of the ethos and principles that underpin provision and the expectations that we have of each other at Haytor View. The contents of the document inform regular developmental, reflective discussion between staff members as we continually seek to make marginal improvements in the service and support that we provide.

Wave 1 provision is that experience that every child has in relation to their learning on a day-to-day basis. It is typically defined as 'inclusive quality first teaching for all' (DFES 2006) . The Core Offer at Haytor View seeks to describe this for children, parents and staff in more depth and detail, over time however it was recognised that this document in itself was not enough.

This addition to the Core Offer seeks to develop this further, providing a more vivid picture of what we strive to provide to **all** who are part of the school community each day—children, parents and staff. Discussions were supported by consideration of the work of Ferre Laevers among others.

It was recognised that a critical characteristic of the experiences that the school seeks to provide to all is defined as 'congruence':-

'the requirement for a professional to behave in alignment with their authentic feelings instead of with a preset or ideal perception of what a professional should be or act like'

As a school we recognise the important role that congruence plays in the ethos of our school and strive to employ this positively and meaningfully to support the learning and experiences of all.

Wave 1 (Day-to-Day) Provision for All Children

As individuals within Haytor View we strive to.....

- Look at children when we are talking to them and when they are speaking to us
- Consider children's engagement in relation to their levels of eye contact
- Use R Time to support development of children's awareness of importance of eye contact through adult modelling
- Consider the physical positioning of children in relation to other adults/children to support relationships and learning
- Be aware of ourselves as adults and the non-verbal cues we provide with a view to positively reflecting and supporting relationships and learning
- Provide opportunities for children to feel listened to through the above and that as a result ideas are welcomed and valued
- Take care to draw communications out of children to enable them to express themselves

- Recognise the effect of preconceived outcomes belonging to adults and use this awareness to influence approaches taken towards children at any moment
- Pay attention to and reflect upon our body language, the words that we choose to use and the voice we use to deliver them
- Be aware of our role as models and use opportunities to model approaches to others around us at any given time
- Demonstrate congruence, attunement and validation within our interactions with children – it is noted that these are non-hierarchical approaches
- Use the approaches above beyond classrooms, both with individuals and groups – providing children with what they need at any time
- Attune with children at all times in all contexts
- Consider the different ‘levels’ of relationship that exist between the range of adults and children throughout the school – whatever relationship exists they will be characterised by the above statements
- Maintain an awareness of the often philanthropic- styled model of development of children, adults and the wider community that these strategies represent – recognise that we seeking to promote the welfare of others in a generous and benevolent manner
- Actively encourage and support children in recognising the role that they play, and can play, in promoting the experiences of others positively through social interaction
- Provide children with an environment that supports them to recognise that sharing in others’ experiences also brings them value.
- Assign competence to children to support them as learners eg. you’re really good at that...., I like the way you did.....
- Build environments where everybody has a role and as a result everyone has a sense of importance and community
- Be considered in praising the skills children have used rather than the outcomes achieved
- Consider the wider context of children’s experiences at any given time using professional judgement rather than personal emotionality to support small steps to develop positive long term outcomes for the child

This might look like us.....

- Overtly acknowledging children – attunement; validation; congruency
- Sharing the problem solving process not just solving it for yourself – next steps are important to share
- Seeking confirmation from children that they are comfortable with outcomes
- Directing children to the best time and place to explore further
- Recognising yourself listening to children
- Recognising yourself assigning competence to children – not negatively judging but positively expressing
- Accepting who children are and stepping back from having expectations that they will change
- Sharing with others the consideration we put into conversations, puzzling over possible solutions and next steps and remaining open to change as we move forward
- Supporting children in understanding that any interaction is the first of many as we work together with them in partnership and demonstrate our long-term commitment to them.
- Displaying faith and trust in the process of open, honest dialogue to solve problems