



LITTLE GREEN JUNIOR SCHOOL

Mr D Roberts, Headteacher

Dear All,

I am very selfish.

I want the best for me and my children.

My own research has taught me that my success is built with the success of others. We are stronger together. This means my own wellbeing depends on the wellbeing and success of others – on the success of my community. So what does this mean for selfish Mr Roberts? My own research into learning suggests an effective school - an effective community in fact- is built on some simple foundations:

Community requires **Relationships**
Relationships require **Trust**
Trust requires **Conversations**
Conversations requires **Language**
Language requires **Community**

This reinforces the brilliant work of our teachers and yourselves in supporting a love of reading – a love of language. I have also been working with colleagues to consider how we, even better, support relationships across the school: to put relationships into the structures and systems of our teaching and learning. This also comes at an exciting time for educators as Ofsted have recognised the importance of a holistic education – one that encompasses more than just success in a test but also success in the more social skills of being a human – the skills that will enable children to build effective relationships in the future.

Two clear targets will be:

1. Build in structures to allow ongoing **mentoring** between year groups.
2. Develop a Family System that utilises the schools **3 forms of entry**.

So, let me take you on a journey through the planned general experiences of a child as we weave in a few adjustments to learning across the school.



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Planned Relationships Experiences at Little Green through the eyes of a child



New child starts school having had a range of transition work completed in the summer term of Year 2 with Year 4 children. This includes transition for parents.

Child is mentored by children in Year 5 (the same Year 4 children who supported transition.)

Year 3 and 5 individual classes are paired up to further develop learning relationships supporting a range of possibilities: reading mentors, maths mentors, grammar mentors, friendship mentors etc.



As child moves to Year 4, the same mentors, now in Year 6 continue support.



Having experienced two years of being mentored the child is supported during transition to be a mentor during summer term of Year 4. This will be supported by Year 6 mentors while working with Year 2 children about to join the Little Green community. Learning and curriculum supports process.



Child enters Year 6 and continues to mentor, now Year 4 students. Child also has support with transition to local secondary schools.



Child moves on to the next page in their lives with community wellbeing, positive attitudes to learning and the powerful knowledge needed to succeed...

