



ALEXANDER HOSEA PRIMARY SCHOOL

'Roots to grow, wings to fly'

General Information

WELCOME

Working in partnership with parents is an important aspect of our school ethos. The aim of the meeting is to give you the opportunity to meet your child's new class teacher/teaching partner, to give you some helpful general information and to highlight some of the routines and expectations for the class. It is also an opportunity for you to ask general questions.

MORNING ROUTINES

Please try to encourage your child to be independent. They need to be responsible for their book bag, remembering reading books/library books and items such as their glasses! We encourage children to be left at either the pedestrian or black gate to go to the playground on their own. A member of staff will be on the pedestrian gate and on the black gate from 8.50am. The external doors to classrooms will be opened at 8.55am when the children can go straight into class. This gives them the opportunity to access the building calmly without everybody trying to get in at the same time. The children are provided with a morning challenge linked with their learning, which they start as soon as they get into class. The morning session starts at 9.00am.

Please ensure your child is at school on time so that they are in class by 9.00am. Lessons start promptly and often first thing in the morning is a time when some of the children benefit from pre-teaching and additional individual or small group support with reading, maths, phonics etc., so punctuality is essential to ensure they do not miss this opportunity.

ATTENDANCE

Regular attendance at school is important for many reasons, including personal, social and academic considerations. Please advise the school on the first and every subsequent day of illness. Children should only return to school 48 hours after their last bout of sickness or diarrhoea.

Our Attendance Policy reflects the DfE amendments to attendance regulations. Ms. Quest is no longer able to grant any holidays during term time. Other absences can only be granted in the most exceptional circumstances.

There is a form to complete, available from the office, if you have other exceptional circumstances.

TRANSITION

As a school, we have a huge focus on children's personal, social and emotional development and this is reflected in our school ethos. The staff try to make the transition from one class to another a happy one. Encouragement is given to children to promote greater independence and responsibility for their learning, their possessions and their behaviour. All relevant personal information and assessment data has been shared and discussed with the next class teacher and their teaching partner so they are fully aware of your child's progress and attainment last academic year. This data is used to inform the class teacher's medium

term and daily planning. Our planning is personalised to help meet your child's individual needs.

CURRICULUM

The National Curriculum 2014 is used to inform teaching and learning. Some teaching is skills based and some knowledge based, although we recognise the importance of developing children's positive attitude towards learning and their self-belief, so we very much focus on these too, as well as other behaviours for learning.

A date for your diaries - Tom Robson (an internationally acclaimed speaker) has been booked to talk to parents about the importance of having a positive attitude, self-belief and a 'growth mindset' which makes anything possible! He will be leading the session at school on Monday 7th November – 7.00pm.

Our focus is also on 'learning' (the skills to improve themselves) rather than 'work' (the activity / doing something for somebody else). We continue to teach in a cross-curricular way which takes account of children's interests and needs and we relate teaching and learning to a real life project as a final outcome, with mini outcomes along the way. We continue to make learning creative and engaging and provide the 'want' and 'need' to learn as well as plenty of opportunities for children to learn collaboratively.

We share our success criteria with the children by talking through a WAGOLL (What A Good One Looks Like). Peer critique is used to help fine tune skills. The children might redrafts their learning to make improvements. These are quite new aspects to our curriculum but we are already noticing the great impact on learning.

All subjects will be taught throughout the year, although we now have a curriculum focus for each academic year. Last year was our 'Year of Science'. This year's focus will be sport, physical development and outdoor learning. Educational visits and visitors to the school will often be sports based. The first of these will be on 8th September when we will go into Wickwar village to see the Tour of Britain cycle race. The aim is to make learning as interactive and meaningful as we can.

Children will be learning as a class, although there is close liaison between teachers and plenty of opportunities for children to learn together across classes too. Children will be learning skills at the appropriate level and when learnt and used confidently, these will be recorded on their individual assessment records. By incorporating the children's interests, their learning becomes more relevant and personal.

Each child will have a Learning Journal as well as English and Maths books; together, these will demonstrate their progress and achievements across the curriculum. There will be plenty of opportunities for you to share these with your children throughout the year.

ASSESSMENT

Teachers will be assessing your child's progress and achievement in various ways throughout the year and the children will also be involved in self-assessment as part of our focus on 'Assessment for Learning'. Children will be developed as reflective learners and a learning dialogue established with the adults in class.

All children from Y1 –Y6 will be taught the National Curriculum 2014 and assessed against this. Their progress will be tracked using the South Gloucestershire assessment system, which assesses children in relation to their year group expectations. Teachers will use pieces

of learning to make their assessments, although there will still be some testing of skills and knowledge and SATs practice.

ENGLISH

English is taught both as a discrete subject and in a cross-curricular way. Children have targets which they are supported to meet. They have some ownership over meeting these and are involved in 'target setting and getting' as part of 'Assessment for Learning'.

Spellings and grammar related to the year 3 objectives will be assessed on a regular basis and fed through as 'next steps' in both class and home learning.

Recommended resources for tackling homework are a thesaurus, dictionary, spell checker, a personal reading book and a computer.

How you can help: Please listen to your child read daily **and discuss the contents of their reading material with them.** The development of comprehension skills - how they understand and can interpret texts is key and this is what they are currently tested on as part of national SATs tests in Year 2 and Year 6. Encourage your child to record good examples of beginnings, endings, suitable words and character traits that may assist with their writing. Please ensure key words and spellings are learnt.

MATHS

Maths includes mental arithmetic and a range of activities to support the children with the next steps in their learning. There is a focus on children learning mathematical skills which they can then apply independently and accurately to a range of problem solving activities.

Recommended resources are a ruler, a watch (analogue and digital), access to a variety of scales, tape measures and weights.

How you can help: Carry out practical activities involving measurement, money, shape and telling the time with analogue and digital clocks.

Encourage and help your children to learn their tables including 11 and 12 times tables. Encourage mental arithmetic. Using Mathletics will support this.

These are all important as there are raised expectations for children in maths in the National Curriculum 2014.

COMPUTING

The emphasis in the curriculum is now on 'computing', which involves programming skills. All children have access to a range of ICT including the computer suite, the mobile netbook suites, Learn Pads and the Internet, which is closely monitored. They are taught to be 'SMART' when using the internet. Please remember to go through the e-safety rules which are on our school website. Children who do not use the internet appropriately can have a time limited computer ban in school. You will be informed of this.

ADDITIONAL SUPPORT

Children from **across the ability groups** will be able to access additional support as appropriate. It may be used to:

- offer additional challenge to the more able pupils
- introduce new concepts before these are introduced to the whole class
- reinforce concepts that children are having difficulty with in class

- ensure children meet predicted targets
- provide support to meet special educational needs etc.

Much of the additional support will be given as part of our usual differentiated and personalised curriculum.

Special Educational Needs and Disability (SEND)

Miss Edgar is our Special Needs and Disability Co-ordinator. She teaches Pearl class (Y5).

Children identified with special educational needs and / or disabilities are supported by a differentiated and personalised curriculum to match their needs. Support is given by the special educational needs/disability co-ordinator, teachers, teaching partners and sometimes external professionals. Children may benefit from additional support either individually or as part of an intervention group. If your child needs an individual plan (Pupil Passport), the teacher will ask you and your child to contribute to this and sign it.

Statements of special educational need are currently being replaced with Education Health Care Plans, which will be explained in more detail if and when relevant.

Medical needs

If your child has any specific medical needs please make sure you have completed the necessary paperwork available from the school office. There has been a change to requirements in relation to medication in school and on educational visits. Only prescribed medication will be held in school and must be in the original packaging which has the pharmacy label on it.

GIFTED AND TALENTED

Children identified as having particular curriculum strengths are supported by an appropriately differentiated and personalised curriculum to offer additional challenge. Additional support may be offered to extend skills further. Ofsted noted the school is very good at this, an area which is often an Ofsted key issue for many schools!

If your child has any specific strengths outside school, please share these with us so they can be promoted and celebrated in school.

HOME LEARNING / HOW YOU CAN HELP YOUR CHILD

You can really make a difference to your child's progress and attainment by the support you give at home.

Teachers will sometimes give you something specific that your child needs to learn or practice. Please support your child with this.

Your child will also be given regular relevant homework to support the learning of basic skills, unless there is a reason for no homework being given that week.

All children in KS2 will have some project based homework which can be completed over a given time period. Opportunities are then provided as part of class time to share the learning outcomes with staff and peers.

A weekly class newsletter will help keep parents informed of expectations, class events, planned areas of learning etc. This is posted on the website on Friday afternoons.

Following the Upper Junior's approach, we will carry out homework shares. During these afternoons, parents will have the opportunity to participate in the homework share.

Feedback of homework will be offered during these afternoons as well as in Learning Journals where home-learning evidence shall be stuck in and reviewed by the class teacher.

Core learning

Children will be expected to:-

- read daily to parents/carers and discuss the contents of his/ her reading material.
- share a range of books with their parents/carers
- learn key words and spellings
- undertake phonic / word activities
- practice their mental maths skills including use of Mathletics
- learn times tables

These will be ongoing throughout the week.

Support will be provided for parents who require help to support their children with these activities – please ask or seek help from the Parent Link Advisor.

Extension activities

In addition to these regular tasks, children may be given home learning which requires them to research an aspect of a theme / topic to extend their learning. Please encourage your child to find the relevant information rather than copy huge chunks of text from the internet! Sometimes this research will involve preparing for an oral / ICT based presentation. This is likely to take more than one evening to complete. The time frame will be provided by the teacher.

Extension activities will often be on-going. They will be more open ended and flexible to allow children to develop their personal interests and open up wider opportunities for their learning.

If the school is closed during term time for any reason, such as severe weather, activities will be posted on the school's website for completion at home.

If pupils have a long-standing illness or health condition which prevents them from attending school, the school will provide learning activities to undertake at home.

VISITORS / EDUCATIONAL VISITS

The curriculum is supported by various visits / visitors.

Examples of these are:

- Sports coaches
- Life bus
- Theatre groups
- Live Music groups
- Artists
- Lessons in 'Road Safety', Recycling etc.

Sharing your skills and interests

If you have any particular skills or interests which you could share with the children in the class (or in the school), even if a 'one off', we are always keen to provide opportunities for this to support the children's learning. Please let the class teacher or the teaching partner know!

The pupils also have the opportunity to explore the local environment and we are keen to continue to strengthen our links with the local community in as many ways as possible.

TIMETABLE

IMPORTANT DAYS

Monday – Athletics set.

Tuesday – PE (with sports coach)

Wednesday –

Thursday – PE

Friday – Reading Checks, Arithmetic, Mental Maths, Times Tables Assessment, Spelling Assessments

SEAL (Social and Emotional Aspects of Learning)

This term's theme is 'New Beginnings'. There are 6 themes which are covered throughout the year. This supports the children with developing personal, social and emotional skills, which are vital for them to become successful learners.

BEHAVIOUR

We are very proud of our children's excellent behaviour both in school and when they are on school trips - we also receive many compliments about this!

We continue to use our established Behaviour Strategy to reward positive behaviour for learning, and for sanctions for negative behaviours. If children are 'in flight' (green), this is positive and is celebrated. Parents will be informed if their child reaches level 3 or 4. For more information, please refer to the 'School Documents' area on the website.

ACCESS TO THE SCHOOL

For security reasons, access must be through the **front door only, even if this is at the end of the school day**. You will need to sign in and wear a badge and sign out again when you leave. No mobile phones / or devices that access the internet can be brought into school when visiting. There are lockers available to store these in during your visit. The school gates are locked during the school day.

A letter will be issued asking for permission. Any photographs taken are for personal use only and must not be shared via social media sites such as Facebook.

Please let us know if your child's image is not to be put on the school website or included in other publications. There is a form to complete.

UNIFORM

Our Uniform Policy is available on the school website and must be adhered to. This has been agreed by staff, Parent Council and Governors. Girls must wear plain headbands, not those with brightly coloured flowers etc. attached. The length of dresses and skirts should be just above the knee. Wellingtons are required to support our play project and outdoor learning. **Please name all items** of clothing and ensure coats etc. have hooks. Please consider the size of school bags as these are often very large with little in them and they do not tend to stay on pegs!

Children must not bring mobile phones / hand held electronic devices to school at any time.

DAYS FOR PE / SWIMMING

PE kit needs to be in school at all times and should include a tracksuit for cold weather.

All items of clothing need to be named. Please note that the only jewellery permitted is a watch and stud earrings which should not be worn on PE / swimming days. **Parents need to supply micro tape to tape over studs** when these are new and cannot be taken out.

LOST PROPERTY

There is a lost property cupboard in the main reception area. No responsibility is taken by the school for lost items.

FOOD AND DRINK

Children should bring water to school in a named bottle. Infant children are currently provided with a free fruit snack. Children, with the exception of YR, may purchase a fruit cone (15p) or toast (10p) from the kitchen. No nuts or nut products should be brought to school, as we have children and staff with a severe allergy to nuts.

Please ensure the contents of packed lunches are healthy.

PARENTAL INVOLVEMENT IN SCHOOL

Your involvement is essential to a happy, busy school. We hope you will be proactive in supporting your child's learning but we would also like you to become more involved on a personal level:-

Parent Helper

Many of you will have helped in the past and we greatly appreciate this. All parents helping in school on a regular basis will need a DBS check and must attend a meeting with Ms Quest before they start.

Parent Council

'Parent Council' would love your support. We have 6 meetings a year in order to enhance communication, celebrate success and discuss ideas and issues relating to the day to day running of the school. Each class requires a representative. If interested please let an existing Parent Councillor, your child's class teacher or Ms. Quest know.

Friends of Alexander Hosea School

The 'Friends of Alexander Hosea School' are a valued part of the school community and always need committee members or support during the year. Please speak to the class teacher or contact current members if you are interested in becoming involved. Again we also have 'Friends' class reps.

PARENT LINK

Chris Cranney is our Parent Link Advisor. If you would like someone to talk to or would like some parenting advice etc. she is the person who can offer independent support. To find out more or to get some help, please talk to the class teacher or Ms Quest so this can be accessed. More information and her contact details are also available on the school website.

NOTABLE DATES

A copy of the significant dates for the year, including INSET days are available from the website. Please note that these are accurate when published, but occasionally they may have to be changed due to unforeseen circumstances.

WEBSITE

This is always a good place to look for information and to see what's going on! Weekly class newsletters are posted which will keep you up to date with what the children are learning, what they need to bring to school, special class events etc.

There are also regular tweets.

SHARING INFORMATION WITH THE TEACHER

Teachers are always happy to answer your questions and allay your concerns. If there are any non-urgent issues or problems which you wish to discuss with the class teacher, please make an appointment or catch teachers at the END of the day rather than the beginning when they are preparing for the day or need to be with their class.

All teachers are also easily contactable via their e-mail addresses which are published on the website.

Of course Ms Quest is also available if you wish to speak to her – again her e-mail address is on the website.

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