SPaG and Literacy

Literacy has high priority and gives the basis to all learning in the school. Emphasis is put on children speaking clearly and gaining confidence to speak to various audiences; to listen to others and to respond appropriately to instructions, stories, poems and information. All children are taught to participate in general discussion and drama. We aim to establish positive lifelong attitudes to reading, ensuring that children find pleasure and that skills are developed to each child's full potential.

The school has a continually developing classified non-fiction library for all children to use. Every classroom has a wide range of fiction books and texts which are used for class and group work. We have recently introduced ‘The Power of Reading’ into KS1 and KS2 in which one book is focused upon all term and the lessons explore the text in depth. This allows for Literacy to be integrated into other lessons and for topics to become cross-curricular.

Early years have recently introduce the ‘Phonic Fairy’ phonics scheme. A book is carefully chosen in relation to a phonics sound, grapheme or phoneme and the scheme is designed to instil a sense of awe and wonder around books and provide children with memorable experiences which connect learning to read with pleasure.

Parents, children and teachers are encouraged to make comments regarding reading in the Home / School Log Book. Children are encouraged to read every day at school and at home.

Information & Communication Technology (ICT)

We have an excellent computer suite and interactive whiteboard technology, and Key Stage Two children access the Internet to support learning. There is a good library of current, up to date software which we use to teach the children keyboard skills. The children are taught how to independently access, use and retrieve their work and to handle information by setting up and using databases. They are also taught to manipulate images, search for information online, send and receive emails and create a musical composition and programme an on-screen Lego robot. Programming, debugging and having a working knowledge of algorithms are an integral part of the ICT curriculum and provide the children with important life skills.

Internet safety is also an important element of the curriculum as the majority of primary school children regularly use the internet on laptops, tablets and mobile phones; easy access to digital worlds they can explore without parental guidance or supervision. We teach the children how to stay safe online and how to use technology responsibly, respectfully, critically and creatively. We also focus on creating a safe online community on Safer Internet Day (annually on the 5th February).

With this in mind, here are a few websites to support any parents interested in finding out more about e-safety to help their children. One of the most comprehensive sites for parents is www.thinkuknow.co.uk/parents/ which includes an interactive area especially for children to play games to learn more about e-safety for themselves. The Child Online and Exploitation Protection Centre (CEOP) www.ceop.police.uk/safety-centre/ includes advice about how to make a report if you or your child feels threatened or are bullied whilst online. For information about how to set parental controls and technological advice, visit the parents page at www.saferinternet.org.uk/ or to watch a short animated film about the ‘Digital Universe of Your Children' you can click on this link www.saferinternet.org/digitaluniverse which makes a good starting point to initiate a family chat about safety online.

Personal, Health and Social Education & Citizenship

Relationship Education (RSE) is often taught cross curriculum through other subjects and topics where links can be naturally made. Our school values of: Equality, resilience, courage and kindness are embedded throughout the school and these will incorporate many objectives from our RSE planning. RSE is also taught discreetly through PSHE sessions. Beginning in early years with ‘pantosaurus’, over many years the school has successfully taught a program of Sex Education to ensure pupils are prepared for life. This builds on the RSE Relationship planning and is brought in during Year 5, when puberty is taught in more detail, and in Year 6, when we teach how babies are made and how they are born. Parents have the right to request their child is removed from these sessions.

 The RSE curriculum covers 5 specific objectives: To ensure pupils know about 1) Families and people who care for me, 2) Caring Friendships, 3) Respectful Relationships, 4) Online Relationships, and 5) Being Safe. The Table below outlines some specific objectives that are covered and how they may be taught in different year groups. Class PSHE sessions are always representative of the cohort and may be adapted to meet any specific cohort need.

 We also provide additional pastoral support for children using additional resources such as: reflection corners in the classroom, Lego Therapy and mindfulness activities in each classroom. This year we encouraged mental health awareness on World Mental Health day and enjoyed a yoga session that taught us important breathing techniques.

Class 3

Class 3 is Years 4, 5 & 6, whose age (at the start of the year) are 8, 9 and 10 - with 14 children in the class as of Autumn 2019. I believe the main objective as class teacher is to prepare the children for the next phase of their education. That is why I am so passionate about building their reading, writing and mathematics capabilities to as high a standard as possible. However, I also recognise that children should be well motivated and enjoy their learning, so Class 3 includes many exciting and practical projects throughout the three years. We also provide lots of trips for the children to build their life-skills outside of the classroom, for example we go on a week-long residential trip to Norfolk and also go on many day trips (such as The Royal Albert Hall, the aviation museum, and to the local mosque). In class 3 I believe individual talents and interests should be celebrated and promoted, therefore we take part in many sporting, art, and computing competitions.