

Induction Information



High Crags
Academy

FS2

September 2016

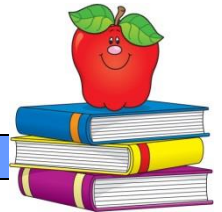
High Craggs Academy

We would like to take this opportunity to welcome you to FS2 at High Craggs Academy

Staffing

Teachers – FS2 HK - Miss Hannah Kemp
FS2 RR - Mrs Ruth Rogers / Mrs Michelle Connors

Teaching Assistants - Mrs Joanne Light / - Mrs Lisa Mather
- Miss Kiran Iqbal / - Mrs Louise Brearley



Teaching and Learning

As a school we believe that at the heart of teaching and learning are the children. Our core purpose therefore is to ensure that all of our pupils attain the highest standards in all aspects of the curriculum and leave achieving their true potential with both high levels of attainment and good progress. High Craggs is a happy and healthy place to learn and we enrich their school experience and prepare them for the opportunities, responsibilities and challenges of adult life.

Our rational:

'We must bear in mind that the ultimate end of education is, not perfection in the accomplishments of the school, but in the fitness for life; not the acquirements of habits of blind obedience and of prescribed diligence, but a preparation for independent action...'

alozzi

We believe children learn best when:

- They feel safe, secure and valued.
- Their experiences are matched to their individual interests and needs.
- They have high self-esteem and are happy.
- The learning is real and relevant to themselves and the wider world.
- They have ownership of their learning.
- The learning has a purpose.
- They develop trusting relationships, mutual respect and acceptance of diversity.
- They are challenged and encouraged to take risks.
- Their surroundings are lively, interesting and stimulating.
- They have time to reflect on and talk about their learning.
- They know what is expected of them.
- They are aware of their achievements and their next steps, - they aim high and value excellence.
- They see questions and mistakes as essentials for their learning - we encourage a 'growth mindset'.

Our core aims



High Craggs Academy provides:

- A happy, stimulating, secure and safe environment where everyone matters and achieves.
- Creative teaching and active learning in order that every child reaches their full potential.
- A community school where pupils, parents and staff can work together effectively to enhance the education provided for our children.

High Craggs Academy develops:

- The inspiration in all pupils for a love of learning and the desire to continue to learn.
- Specific lifelong qualities: curiosity, self-reliance, self-respect, self-discipline, respect for all, and the ability to co-operate with others.

High Craggs will:

- Equip all of our pupils to take their place in an ever changing society.
- Equip all of our pupils with the tools and self-confidence necessary to constructively influence their own lives.
- Ensure that all pupils have an equal opportunity to take an active part in the life and work of the school.
- Teach children to appreciate the benefits of staying healthy and safe.
- Ensure that it is a place every child remembers with affection



The Curriculum

We are committed to a cross curricular creative approach through whole school themes. We do this because we have a real commitment to creativity, and aim to make each child's learning vivid, real, engaging and exciting and to provide challenges that encourage their development in all areas. The feedback from the children also tells us that this is how they love learning!

We also believe that it is important that all children improve their own knowledge and understanding and this information is cleverly woven into their themes by some very experienced staff who make links and ensure that all the children's questions are answered. To provide breadth, balance and coverage of the children's interests we have ensured that each of the themes has a leading subject area so one is more scientific, one is more historical and one is more geographical.

We really do believe that learning is an exciting adventure where the whole community can participate. Our learning environments reflect the current theme and immerse the children in it on a daily basis. During the course of each theme they will adapt and change so that they continually motivate and inspire the children and in order to take full advantage of the rich and diverse nature of our school's community we have ensured that each theme includes opportunities to extend learning beyond the classroom.

Autumn		Spring		Summer
The world in motion (Science)	Celebrations	Time Travel (History)	Easter	Explorers (Geography)
Autumn		Spring		Summer
Our world, the blue planet (Geography)	Festivals	Long, long ago (History)	Easter	Life (Science)

Each term parents will be invited into school to share in their child's learning experiences. The format of these will differ according to the theme. We really hope that as many parents as possible are able to join with us to ensure that each learning opportunity is utilised to its maximum potential.

Foundation Stage Curriculum

The Early Years Foundation Stage includes Foundation Stage 1 (FS1 or Nursery) and Foundation Stage 2 (FS2 or Reception).

The Foundation Stage makes a crucial contribution to children's early development. As a school we are very proud of our purpose built Early Years units that include excellent, innovative and motivating learning environments. This whole stage is about developing key learning skills such as speaking and listening, concentration, co-operation, persistence and team work and we provide the children with a rich variety of learning and teaching experiences that are appropriate to their needs and underpin all of their future learning. Through planned, purposeful play, children are able to discover, practise and refine their skills in literacy and mathematics as well as find out about themselves and their environment. Our provision ensures a broad and balanced coverage of the curriculum based on the Statutory Framework for the Early Years and responds to the needs and interests of all our children. In this framework there are seven areas of learning and development that are equally important and inter-connected. They are divided into prime and specific areas of learning:

The prime areas are:

- Personal, social and emotional development (making relationships; self-confidence and self-awareness; managing feelings and behaviour)
- Communication and language (listening and attention; understanding; speaking)
- Physical development (moving and handling; health and self-care)

The specific areas are:

- Literacy (reading; writing)
- Mathematics (numbers; shape, space and measures)
- Understanding the world (people and communities; the world; technology)
- Expressive arts and design (exploring and using media and materials, being imaginative)

Reading, writing and phonics



We believe that reading and writing are core skills central to each and every day.

Most of our written work termly theme and all staff ensure that there are meaningful reasons and audiences for writing. When writing, every child is supported by clear success criteria and adults who model and scaffold the work. Any specific aspects of writing that do not naturally fit into the theme are taught discretely but in a creative manner. All of our children also learn the appropriate aspects of spelling, punctuation and grammar, taught through our creative approach.

As stated in the National Curriculum:

All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

All of our children read on a daily basis in class either as part of a guided reading session, during their phonic activities or when taking part in paired reading. At the end of the day each class will take time to enjoy a carefully chosen class story. These might be related to the termly theme and will be read aloud to the class by the teacher.

power of reading



As a school we are part of the Power of Reading development project which engages teachers and children in the literacy curriculum by using high quality books and proven teaching approaches. The project offers multi-layered professional development drawing on the Centre for Literacy in Primary Education's (CLPE's) classroom-based research and experience. The project combines the use of outstanding books with an approach to teaching the English curriculum that is creative, engaging and develops a love of literacy.

- Your child will bring home a book from our academy reading scheme alongside their academy reading record. We really appreciate parents using this record to support their child's reading development.
- Your child reads in school on a daily basis
- We encourage your child to read at home at least 3 times a week and a school reward system supports this initiative.
- Your child will also have a set of group reading books, which will be kept in school.

Phonics

To support the development of your child's reading skills they will also take part in daily phonic activities. As a school we follow the "Letters and Sounds" programme which is a six-phase teaching programme designed to help teach children how the alphabet works for reading and spelling. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills.

If you require any further information about reading or phonics please talk to your child's teacher.

Mathematics



Children at High Craggs love maths because we teach Mathematics on a daily basis and in a creative way. We aim to develop real mathematicians that can reason, solve problems, are fluent, demonstrate and use their ability to memorise number facts and are able to apply their knowledge and understanding.

Maths is a central core aspect of the curriculum. This policy describes our particular approach, for example, how we group children and how we mark work and our emphasis on reasoning, problem solving and developing fluency.

Outdoor Learning



Throughout the year your child will be taking part in a wide variety of learning opportunities in the indoor and outdoor learning environments we have developed. We will also be developing the Forest Schools approach and will be advised on these activities by specifically trained members of staff. In order to access these learning opportunities please ensure they have suitable clothing and footwear for the weather, thank you.



The following key principles form the rationale for developing positive behaviour in our school:

- Motivated children who are interested in and focused on their learning will behave appropriately.
- Children who feel successful as learners and can see their own progress will become self-motivated and 'switched on to learning'.
- Developing positive behaviour is embedded in school systems and the school ethos. Through this we promote in pupils a recognition and acceptance of responsibility for their own actions, decisions and for their consequences.
- Positive behaviour in school stems from a school ethos which is based upon mutual respect for all individuals in school. Staff, pupils and parents will work together to create a 'positive, caring and mutually respectful environment'.
- Everyone in school will take on collective responsibility for discipline within an agreed framework.
- Developing a positive approach to behaviour in school and encouraging individual and collective responsibility for each other is integral to high quality educational provision.

Aims

We will ensure that everyone:

- *feels safe and secure within school*
- *can learn in a supportive, caring environment*
- *can achieve academic, personal and social successes*
- *is treated with respect at all times*
- *is treated fairly in school*
- *understands the clear strategies and expectations that form the behaviour policy in school*

Promoting Positive Behaviour

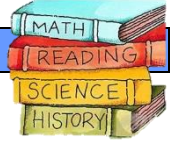
Good to be Green Policy

The school follows a 'Good to be Green' system to encourage positive behaviour. Children who stay on green all day will receive a merit mark which goes towards an academy certificate. Children whose behaviour or work ethic is considered unacceptable may receive a yellow warning card. If the behaviour continues they may receive a second yellow card. If the behaviour continues they will receive a red card and will need to see the Head Teacher or a member of the Senior Leadership team.

All yellow and red cards go back to green at the beginning of each new session.

Every day the children can work towards receiving a Privilege Card. This can be given for behaviour or work. The numbers of privilege cards earned during any term are counted (marbles in a jar) and the class with the most are rewarded by having tea with a member of the Senior Leadership Team. Each week class teachers nominate a Star of the Week – and a certificate is given to them in assembly and displayed in the class. Every month we hold an Achievement Assembly and parents are invited to this. During this assembly the children will receive their certificates.

How will you know what your child is learning?



As an academy we do the following things to keep you informed about your child's learning:

- We produce a curriculum map – this gives you an overview of the areas of learning in the new theme for the following term.
- We produce a summary of the appropriate end of year expectations – this will be sent home in the first week of the new autumn term.
- Every Friday your child will bring home their Learning Log – this gives an overview of their main areas of learning during that week.
- Every Friday your child will bring home their homework book – the work in there is also linked to their current theme.
- Each term you will be invited into school to take part in an event that is linked to your child's learning in their current theme.
- Each term we hold parent teacher meetings to discuss your child's learning and achievements.
- We write end of year reports – these give details about your child's attainment and achievements as well as detailing their next steps.



PE

Every week your child has at least 2 hours of Physical Education timetabled. This is a Government expectation and in order to take part they will need:

- Shorts or tracksuit bottoms
- A light blue r-shirt
- Suitable trainers or pumps.

This is a really important part of the curriculum and one that most children really enjoy. Please make sure that they have their named kit in a bag that they can bring in each week on a Monday morning.

As a school we are truly focused on providing an inclusive PE curriculum, offering a wide (and changing) range of sports for the children to participate in, helping children to understand the importance of an active lifestyle (and associated health benefits) and increasing overall participation in external events.

Through our developed structured programme the children learn a range of traditional team sports such as hockey and football, and we monitor and track their aerobic fitness levels through regular activities such as the Bleep Test (to assess multi-stage fitness). Almost all of our children walk to school each day and we are committed to walking as much as possible – where possible we walk to local events and we no longer use coaches to transport the children to and from swimming. Competitive sport and extra-curricular sporting activities are a strength of the school and we regularly enter inter-school competitions in a wide range of sports. We hold an annual sports day which includes competitive races as well as other potted sports activities, and we take part in other local tournaments during which our children often shine.

Assessing Progress



We use 2 forms of assessment – formal and informal to keep us informed about the next steps for each child. As teachers we are constantly assessing, by asking questions, through group work, and by providing verbal and written feedback on a daily basis.

We place a great emphasis on different forms of assessment:

- Questioning during lessons because it identifies misconceptions quickly and supports next steps in learning.
- Making mistakes because this is how you learn. We identify with the children 'good mistakes' in lessons encouraging a resilience and positive attitude to meeting challenges and learning from them.
- Verbal and written feedback that focuses on addressing misconceptions and identifying the 'next steps' for each child. Children are strongly encouraged to enter into a daily dialogue with their teacher about how they have found each day's task.
- Formative assessment (informal) as we teach specific skills and objectives we identify the children that are achieving at, above or below the expected standard for their age.
- Summative assessments (formal tests) because this allows us to compare our children's results to national standards. At the ages of 7 and 11 the children do Standard Assessment Tests (SATs) during the Summer Term of Year 2 and Year 6 and children in Year 1 take a Phonic test. There is a meeting during the autumn term – Tuesday 13th September 2016 at 15.30 for parents to discuss this.

At the end of each school year, teachers write a very full report on each child. Parents are invited to discuss this report with the teacher. However as a school we do not wait if we have concerns about a child's progress, we will always contact parents to share worries – or good news.

Homework



We have a school policy of setting homework because we want to develop a positive attitude towards learning outside of school and help set good habits for their future life particularly in secondary school. The homework system has been developed to link to their work in class and include some activities that can be completed as a whole family, however because of the carefully developed flexible system parents and children have a degree of choice too.

Homework routines begin in Reception with the expectation that children will be sharing and reading at home. In Key stage 1 and 2 tasks will include Mathematics, English, and theme related activities and many will use web based resources thus integrating technology. Daily reading and times table practice are expected too! At the start of year class meetings, parents are told about the specific routines for the new class. Expectations build up until Year 6 where children are really expected to be managing tasks independently.

As a school we are realistic and understand that circumstances will arise when children are unable to do the set homework or it becomes a negative experience for all. At this point we would like to re-assure parents not to worry about this, as we do understand! However, we do ask that any problems relating to homework are discussed with the class teacher as soon as possible.

Lunchtimes

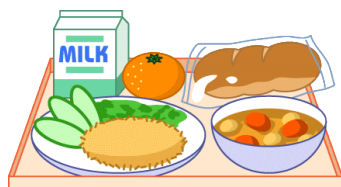


In our academy we have the following lunch time procedures:

Foundation stage 2 (Reception)	– 12 o'clock until 1 o'clock
Key Stage 1 (Years 1 and 2)	- 12 o'clock until 1 o'clock
Key Stage 2 (Years 3, 4, 5 and 6)	- 12.30 until 1.20 pm

Each month your child will bring home a copy of the menu so that you can see what is on offer. The children have a daily choice of a hot meal (halal and vegetarian choices are offered) a jacket potato or a sandwich option. They also have a choice of vegetables or freshly prepared salad from the salad bar. All of the children can select from a school dinner or a packed lunch and all meals are eaten in the main hall supervised by members of school staff.

Children in Foundation stage (FS) and Key Stage 1 (KS1) are entitled to a free school meal whilst children in Key Stage 2 are charged a fixed fee. When children in FS and KS1 attend a school visit they are given a packed lunch by the school. Payment for school dinners are made via the parent pay scheme.

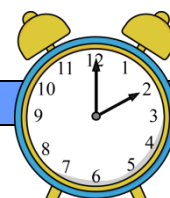


Class organisation

The Academy is organised in to 16 classes split between 3 phases of education:

- Foundation Stage (nursery FS1 and reception FS2)
- Key Stage 1 (Years 1 and 2)
- Key Stage 2. (Years 3, 4, 5 and 6)

School session times



School starts at:

All children in the academy from FS2 to Year 6 start school at 08.50. Children in FS2 go in through their classroom door whilst all the other children line up in the main playground. We really appreciate your support to ensure that all the children arrive to school on time. Any children arriving late must come through the main entrance and will be registered as late.

Learning break:

The children have a learning break at some point during the morning dependent upon their class timetable. During their learning break they can eat a suitable snack; this includes fruit, cheese and a plain biscuit. Please note we are a nut free school and an advocate for healthy eating.

Lunchtime:

The classes have their lunch at the following times.

- Foundation stage 2 (Reception) – 12 o'clock until 1 o'clock
- Key Stage 1 (Years 1 and 2) - 12 o'clock until 1 o'clock
- Key Stage 2 (Years 3, 4, 5 and 6) - 12.30 until 1.20 pm

End of day:

All children, except FS1 (nursery), in the academy finish at 15.15. They are collected in the following way:

- FS2, Year 1 and Year 2 from their classroom doors.
- Years 3 and 4 from the top porch.
- Years 5 and 6 from the bottom hall.

Children in FS1 start at 09.30 and go home at 12.00 or they start at 12.30 and go home at 15.30

During the first week back.



The start of any term is really important, especially the new autumn term, because it sets the scene for the rest of the year. During the first week the children will be:

- Setting the expectations for behaviour.
- Setting the standards and expectations for their work.
- Changing their reading book and bringing it home.
- Bringing home their homework book and learning log (Friday).
- Starting their new theme work.
- Bringing home this induction letter and the age expectations leaflet.
- Agreeing the class privilege activities.
- Bringing home their first copy of the weekly newsletter.

As an academy we appreciate your ongoing support and would like to take this opportunity to thank you for it because it really does make a difference particularly with your child's reading, writing and mathematics. We hope that you find this information useful and would like to remind you if you have any questions about your child's time in school then please come in and see us.