

CURRICULUM

How can I support my child?

Reading Record

All children are encouraged to take home reading books to share and enjoy with their parents, this is encouraged from Foundation Stage through to year 6.

The school Reading Challenge encourages parents to listen to their child read at least three times per week.

HOMEWORK

At Three Lane Ends Academy we believe that homework is an important extension of your child's learning and a way in which school and home can work in effective partnership.

What kind of work can I expect my child to bring home?

Foundation Stage

- Suggestions will be given each half term as to how you can best support your child at home; the activities will link with the school topic.
- Regular reading with parents or carers; looking at and discussing books together.
- Learning letter sounds and high frequency words.
- Home School Project linked to the current topic.

For children in Key Stage 1, homework largely consists of:

- Regular reading with parents or carers, looking at and discussing books together.
- Spellings
- Home School Project linked to the current topic

For children in Key Stage 2;

- Regular reading.
- Learning times tables. (times tables up to 12 need to be known by heart by the end of year 4)
- Children are also set more formal exercises in Maths and English; these will reinforce work taught in class that week.
- Spellings
- Home School Project linked to the current topic

How much help with homework should I be giving my child?

As partners, your role is vital. Your support, praise and encouragement will help to motivate your child into understanding that homework is an important part of learning.

Your child should be able to complete their homework activities without further explanation from you; any instructions will have been given in the lesson. It is important that your child become more independent and responsible for their own learning and is able to work things out for themselves.

However, if you do find that your child is struggling, some input from you might be necessary. If this intervention from you tends to be happening frequently, please let us know by writing on the homework and returning it to school.

Hot Hints for Happy Homework!

Practical advice for parents / carers

Foundation Stage

- Lots of everyday activities don't seem like homework! There are many practical counting maths activities you can do at home. Count everything! Number activities are all around us! Ask "How many people can you see?" "Let's count the squares on the street" etc.
- A little quality time is better than a long slog. Stop if your child loses interest.
- Make homework time a time that suits the whole family. For this short time you need to give your child your full attention.
- Read a story and ask your child to retell it to you. Ask them about the story.
- Tell nursery rhymes. These help your child to hear sounds and patterns in language and will support him/her in learning to read.
- Point out signs, labels and notices are all around. This will show your child that reading is about meaning.

Key Stage 1 and 2

- Agree on a time limit for homework and work within it. Adapt this occasionally if necessary but if your child frequently runs out of time, it may be that the work set has not been understood. Please have a word with your child's teacher.
- Before starting, check that your child is clear about the task in hand and has the relevant materials and resources to hand. Seek further clarification from school if your child really does not understand the task rather than do it for them!
- Homework is impossible if your child's favourite TV show is on! Negotiate an appropriate time that suits everyone concerned.

- It is easier to stop if your child becomes distressed than to insist that the task is completed. There may be a problem to address – have a word with the class teacher.

What is the Early Years Foundation Stage?

The 'Foundation Stage' is a framework for children aged 3 – 5 years and includes 7 areas of learning (3 Prime and 4 Specific):

Prime

Communication and language
 Personal, Social, and Emotional development
 Physical Development

Specific

Mathematics
 Literacy
 Creative Development
 Expressive Arts and Design

What is the 'National Curriculum'?

The 'National Curriculum' delivered by school consists of:

English
 Maths
 Science
 Geography
 History
 I.C.T

Design Technology
 Art and Design
 P.E.
 Music

Modern Foreign Languages (French)

Religious Education and collective worship – the school follows the curriculum as laid down by the L.A. without modification. All religions are taught during children's time in school.

Literacy and Numeracy - are taught in school for at least one session per day.

We are a SEALS school (Social and Emotional Aspects of Learning). This programme is studied throughout school with each class studying the same theme. The seven themes are:

- | | |
|--------------------|-------------------------------|
| 1. New beginnings | 2. Getting on and falling out |
| 3. Going for goals | 4. Relationships |
| 5. Good to be me | 6. Changes |
| 7. Bullying | |

This programme aims to equip your child with the necessary skills to deal with everyday situations that they will come across.

The National Curriculum allows school to focus on children working towards age expected levels at the end of key stage 1 and key stage 2. Children do not move on to work studied in other year groups, but they work at showing depth and mastery at the level of work for their age. You will be informed if your child is targeted or working towards age expected levels, at age expected levels or working at age expected levels with greater depth and mastery.

How is the curriculum organised?

Children in Early Years access part time provision in our Nursery on a morning or afternoon the term after they are 3. The year they are 5 years old, full time school is statutory and children in our school move into Reception Class.

Children work in single aged year groups throughout school, except Year 5 and 6 who have not yet become two form entry.

Will my child have access to all areas of the curriculum?

This school will provide an inclusive curriculum, which will meet the needs of all its pupils including those with disabilities, those with special education needs, those from all cultural backgrounds and pupils with English as an additional language. Learning diversity will be recognised and planned for, any barriers to learning and participation will be challenged and removed and all pupils will be provided with equality of opportunity. Parents will be fully involved in the education of their children and they will be fully informed when special educational provision is made for their child.

How is sex and relationship education (SRE) incorporated into the curriculum?

We have a 'Personal, Social and Health Education /SEALS scheme of work, which is implemented throughout school, SRE forms part of the programme.

When a child reaches year 6, the programme becomes more explicit, with regards to sexual development; parents have the right to withdraw their child from these sessions if they so wish.

How will my child be involved with religious worship?

Collective worship is of a broadly Christian base or based around our SEALS topics. If you wish to withdraw your child from religious activities, you should discuss suitable alternative arrangements with the **Headteacher**. Children are still expected to attend school even if a child is being withdrawn from a school area at parents' request

RECORDING AND ASSESSMENT

How will my child's progress be recorded?

Full time Early Years Foundation Unit

Your child's progress will be monitored through ongoing assessments. Progress will be recorded in an individual 'Learning Journey'. You will be able to view this booklet at anytime and we hope you will also add your own contributions.

Years 1 – 6

- An 'ongoing' record sheet, showing assessments through the year is kept by each teacher
- Copies of reports.
- Your child's written and maths books show progress made during the year.

How and when will my child be assessed?

Your child will be continually assessed and planning and work adapted to suit their needs. There are however, certain times when more formal assessments are made. There are also times when your child will have to be 'officially' tested or assessed:

Foundation Stage – end of year –your child is assessed against whether they are meeting expected levels of development, exceeding expected levels of development or not yet reaching (emerging) levels of development

Year 1 – Phonics test. A phonics test has been used for all year 1 pupils this year and records if a child has met or not met a standard. You will be informed of the results in your child's summer report.

Standardised Assessment Tasks/Tests – (S.A.T.S.) are taken at the ages of 7 years and 11 years. (Years 2 and 6). These usually take place in May.

The 7 year old tests are carried out and marked by the class teacher and will then be verified by internal and external assessors.

KEEPING INFORMED AND INVOLVED

How can I keep informed about my child's general progress?

The school holds a number of meetings, where parents are invited into school to find out about their child's work and progress.

You are invited into school:

- The half term prior to your child starting, in order to give details with regards to school organisation, etc.
- In September, you will be either invited to meet with the class teacher/phase leader, for general information with regards to curriculum content, homework, class organisation, etc. or you will be sent a letter from the new teacher.
- For parent teacher meetings and open sessions during the year.

If you have a concern about your child's progress, you are welcome to come and discuss it. It is always advisable to make an appointment with the class teacher, as this will allow more time for discussion. Teachers are not available at 9am or afterwards as they are teaching.

How am I informed when my child moves class?

Children will generally move class in September of each year; this information will be given at the end of each year.

Where can I find out more information about the school?

School Website

www.tleacademy.co.uk

Ofsted reports and schools data dashboard.
Parent View.

How is a 'non-resident' parent kept informed?

The non-resident parent will have been identified on the admission information sheet submitted by the resident parent.

The non-resident parent can access school letters and information via our website. If you do not have access to this, please let school know so we can provide information in an alternative format. A copy of school reports will be posted directly to them unless they wish to opt out of this.

We aim to work in partnership with parents through meetings, assemblies and 'home-link' activities.

How will I know about and be able to be involved with school events?

Keeping you informed with regards to events and developments in school is done in a variety of ways:

- Notices – notice boards are sited throughout school and are frequently updated.
- Letters – letters are sent to parents regularly (please check your child's bag!).
- Text Messages – are sent to parents regularly with reminders of upcoming events
- General help in the classroom
We are always looking for help in the classroom. If you do have any 'spare' time please do not hesitate to make arrangements with the class teacher or Headteacher. Volunteers are asked to complete a "police disclosure" (DBS) form.