

WELCOME TO LYNCH HILL SCHOOL



FOUNDATION YEAR 2 (Reception) & KEY STAGE 1 (Year 1 & 2)

Parent's Handbook 2021-2022



Artwork by Ms Knight – Year 1 Teacher

WELCOME TO RECEPTION & KEY STAGE 1

Teachers

Year 2:	Miss A Hall (Y2 leader), Mrs J Maule, Mrs L Khattak, Mrs N Rai, Ms K Collins, Mrs K Matthews
Year 1:	Miss R Williams (Y1 leader), Mrs J Njunge, Ms A Knight, Miss G Laws, Ms E Read (Support Teacher)
Reception:	Mrs C Barber (EYFS lead), Ms C Dyde, Mrs A Khan, Mrs K Goubert, Miss J Price, Mrs J Tobin
Sports Coach:	Mr D Nwosu
Lower School Support Staff	Mrs M Richardson, Mr G Bailey, Mrs Z Creed, Ms J Bartholomew Mrs C Everson-Plant, Ms L Burton, Mrs E Vasilov, Mrs W Tyson, Mrs W Bangs & Mrs D Isernia
SEN Support Staff:	Ms C Cargin (Lead), Miss P Hector, Mrs T Johnson-Paige, Ms K Runham, Ms D Langley, Ms C Powell, Ms K Robinson, Mr E Rawlings
PE Support Staff:	Mr I Bucknell
Wellbeing Team:	Ms C Cargin, Mrs K Robinson & Ms K Runham

We hope this booklet will answer many of the questions that parents and pupils will want to know about the Reception classes and Years 1 and 2. Please refer to the General Information handbook for Covid-19 variations to our normal procedures.

Children learn about the standards of behaviour and work expected in school and begin straight away to work towards independence, self-motivation and consideration for others.

We aim to give every child the opportunity to achieve their personal best and to develop lively enquiring minds through teaching which allows for spontaneity and encourages purposeful learning. If children have time to develop full confidence in themselves, they will then be able to cope with the more advanced tasks set for them in school life. Pupils will be set work which will be within their level of competence but will stretch their capabilities. We believe that social skills are also vitally important and all pupils will be expected to work co-operatively with everyone in their year through a variety of group tasks. It is our aim to provide an exciting, challenging and caring environment within which our pupils will feel secure, both socially and academically.

We are happy to discuss with you any concerns you may have. Parents who have an urgent reason to contact their child's teacher first thing in the morning must do so through the office and not go into the classroom before school. We are also happy to receive emails – the office address is office@lhspa.org.uk), alternatively class teachers can be contacted using their school emails (initial.surname@lhspa.org.uk), for example l.tomlinson@lhspa.org.uk. Teachers will respond to emails in a formal manner.

The senior staff in the school are:

Mrs L Tomlinson	Headteacher
Mrs S Das	Deputy Headteacher
Miss A Okyere	Assistant Headteacher
Mrs J Maule	Assistant Headteacher
Mrs C Barber	EYFS Lead

Appointments can be made through the school office.



We Aim High, Work Hard, Care Deeply

At LHSPA, we aim to develop children:

- As motivated individuals who strive for high academic achievement
- As responsible and caring members of the community
- As independent, life-long learners
- Who have high self-esteem, respecting themselves, others and the world around them.

We believe that each child will succeed at Lynch Hill because of the value we place upon:

◆ **Adaptability**

It's now more important than ever to be flexible and agile, with plenty of resourcefulness and creativity to respond effectively to challenges and grab new opportunities. Change is always with us and our ability to adapt is vital.

◆ **Communication**

Effective communication is an important life skill that enables us to better understand and connect with the people around us. In school and in life, it allows us to build respect and trust, resolve differences and foster environments where problem solving and creative ideas can thrive.

◆ **Co-operation**

Cooperation is a key skill for once developed, it allows pupils to work together to achieve a common goal or derive mutual benefits.

◆ **Enquiry**

Enquiry is the process of discovery that is driven not by answers, but by dwelling in the deep questions that arise in our lives. It is an open, rather than closed, form of learning and one we celebrate and actively promote at Lynch Hill.

◆ **Morality**

We recognise that good behaviours help in instilling respect and enhancing relationships with others. Knowing what is right or wrong is an important element in life that shapes the character of an individual. We want all of our pupils to have a strong understanding of morality.

◆ **Resilience**

We recognise that resilience is the ability to cope with and rise to the inevitable challenges, problems and setbacks that we meet in the course of life, and come back stronger from them

◆ **Respect**

Respect shows that we value others as individuals, and that we honour the personal rights and dignity of our fellow students as human beings. Our strapline 'Learning Together' means we are inclusive of everyone. We recognise that everyone makes a unique contribution to this school.

◆ **Thoughtfulness**

Pupils who can show compassion and humanity are essential to the betterment of this world and we should never under-estimate the power that acts of kindness can make to the lives of others.

We demonstrate our commitment to working as a learning community by :

- Striving for continuous improvement in all that we do
- Working collaboratively towards common goals
- Achieving the Basic Skills Quality Mark and the School Games Gold Award for our commitment to sport
- Promoting healthy lifestyles and recognising that healthy eating and regular exercise contribute to a healthy and active mind
- Raising the aspirations of our learners and their families through links with the Children's University
- Being open to new ideas and challenging ourselves and others to be the best we can be



Code of Conduct

Everyone at Lynch Hill embraces the IPC Learning Goals for we recognise that these personal goals underpin the individual qualities and dispositions children will find essential in the 21st century:

- Adaptability
- Communication
- Co-operation
- Enquiry
- Morality
- Resilience
- Respect
- Thoughtfulness

We will also recognise that everyone has a unique contribution which they bring to Lynch Hill and we will celebrate each individual success. But ultimately, at Lynch Hill, we believe that unity is strength; when there is teamwork and collaboration, wonderful things can be achieved.

In Key Stage 1 and Reception we consider others at all times and observe the Lynch Hill School Code of Conduct.

Children come to school to learn, they need help and support from their teacher, but to enable them to be successful they need to undertake and follow a code of conduct.

The Pupil's Pledge

- 1. We are kind to others**
- 2. We get on with our work quietly and sensibly**
- 3. We make our rooms pleasant places to be in**
- 4. We take pride in our work**

THE CURRICULUM

Reception and Key Stage 1 Year Groups

Reception		4-5 years old
Yr 1	-	5-6 years old
Yr 2	-	6-7 years old

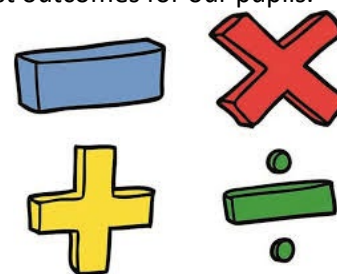
In every class we aim to meet the individual needs of each child with a combination of individual, group and class teaching. In addition, pupils will be grouped by ability as it is our intention that every child achieves their full potential. Children will also receive curriculum support from a variety of teachers, both from within and outside the school. **We recognise that due to the pandemic there has been lost learning and that there is a need to ensure that children can catch up on missed learning but also recognise that in order to do so, they need to have the correct mindset, therefore pupil wellbeing and building resilience are central to all curriculum planning.**

Teaching for Maths Mastery in KS1:

At Lynch Hill, we constantly strive to enable all pupils to be the best they can be. This is achieved through rigorous monitoring and assessment of teaching and learning. Whilst Maths outcomes for pupils and results are favourable, we still need to maintain and improve. It was decided, after much consideration, that the next steps for Lynch Hill in maths was to adopt the excellent and well documented success of the Singapore style of teaching, in the form of teaching for maths mastery. This adopts new strategies from Singapore maths and combines them with successful British teaching to achieve the best outcomes for our pupils.

What does this look like?

Teaching and learning in maths now looks very different from the ability-setted, success criteria-led, process learning of traditional maths teaching and such a change, particularly the move away from maths sets, can seem questionable, but, as mentioned above, this is now a well trialled system and has proved very successful in other settings.



Along with the change to the groupings, extra maths learning time has been introduced to the timetable to develop the understanding of key concepts such as number bonds, times tables as well as mental and formal written methods of calculation. This has been designed to enable pupils to commit these key skills to the long-term memory, thus freeing up space in the working memory for the new style concept-based learning of the maths mastery scheme.

It has been shown that mixed ability groups in maths allow for high ceiling and shared learning within each group, to ensure all pupils are challenged and that there is quality learning opportunities for all. Carefully designed programmes of learning ensure that there are fewer topics which are studied for a longer time to ensure deeper conceptual understanding and learning is designed to utilise carefully crafted increases in challenge to enable all pupils to apply their maths skills in a wide variety of settings.

The use of carefully planned variation enables pupils to make and use links within and between their learning and opportunities in every learning session for deepening of ideas and breadth of understanding – seeing patterns, making links and mathematical generalisations will bring greater success.

The independent work given develops the ideas in a wide variety of representations, developing fluency in a varied environment and a high importance is being put on the CPA approach, ensuring all pupils develop their conceptual understanding using concrete, pictorial and then abstract ideas. Problem solving and reasoning is at the heart of the concept, with multiple applications being investigated within a learning session and differentiation is evident through how deeply and widely the pupils can reason and problem solve. This is achieved through the completion of carefully crafted increases in the challenge and variety present in a wealth of mathematical settings.

Support for those needing extra help with maths mastery

The White Rose scheme that we now use, along with Power Maths, has been expertly designed to minimise the need for interventions of this kind – the ideology is for pupils to keep up, not have to catch-up. It is, however, recognised that some may need support from time to time and the extra daily learning sessions can be utilised to provide personalised provision in addressing misconceptions from the previous learning session or pre-teaching in preparation for the next learning session.

Support for the more able pupils in maths mastery sessions

Learning sessions are carefully designed to enable more able pupils to explain their understanding, rather than just calculating a numerical answer. This might be through exploring different ways to solve the same problem, responding to or creating their own generalisations, providing them with questions where there is no clear signpost so they have to devise their own strategies to tackle them effectively, or explaining ideas or misconceptions that have arisen. There are many ways of doing this but we challenge pupils by deepening their understanding and ability to apply this in a range of contexts, rather than pushing them on to new content ahead of their peers.

Whilst this has been a big change for all of us, we continue to feel really excited about this journey and believe that by following this approach to maths teaching, all children can reach their full mathematical potential.

PiXL:

During the 2018/19 academic year, we registered to join the PiXL partnership and are pleased to continue with this. PiXL (Partners in Excellence) is a not-for-profit partnership of schools across the UK who together share best practice in order to raise standards for pupils.

Being a PiXL school has enabled us to access a great deal of focused resources to support learning in the classrooms in KS1 and KS2 and, having been a part of this partnership for some months now, this is something we definitely want to explore further in future years. PiXL have recognised that many children need to extend their understanding of vocabulary in order to progress as readers and writers and, to further succeed in maths, they must obviously secure their knowledge of multiplication tables. Therefore, as well as supporting teachers in their quest to ensure the best outcomes for pupils, PiXL have created Apps to support pupils at home.

Your child will have been given a log-in and password which can be used to access both the times table and vocabulary Apps on mobile phones, tablets and desktop computers. They will need the **school id**, which is **LH6107** and then their own unique username and password. There are a number of games and activities, at different levels, that can be accessed and will help to improve their learning in these areas.

- X table App: <https://timestable.pixl.org.uk/>
- Vocabulary App: <https://vocab.pixl.org.uk/>

If your child does not have their username and password, please speak to the class teacher who will be able to re-issue this. We hope that you will enjoy exploring the Apps with your child.

Topic work:

Cross curricular work is taught at Lynch Hill in which History, Geography, Design & Technology, Art, Music and RE, are planned around topics or themes that provide interest for the children. Opportunities are provided for children to develop their key skills and creative abilities as they apply their knowledge and skills to exciting challenges. Within our cross- curricular topic work, children will be given the opportunity to further develop their Maths, English, Science and Computing skills.



“And above all, watch with glittering eyes the whole world around you because the greatest secrets are always hidden in the most unlikely places. Those who don’t believe in magic will never find it.”

- Roald Dahl, *The Minpins*

The topics are planned in line with the IPC (International Primary Curriculum). As a result of using the IPC, it is hoped that our pupils develop into global citizens who have a good understanding of the world and their role within it. All the topic work links with the new Primary Curriculum, which was launched nationally in September 2014, and ensures that our pupils will be taught the skills necessary to prepare them well for their secondary education. We also place great emphasis on personal, social and moral education which focuses on rights and respect.

Regular, routine assessments will be made during the year and used to assess your child’s progress and potential.

In May, Year 2 children will be assessed for National SATs in English and Maths. These assessments take place during school time in May as part of the child’s working day. The children all enjoy these activities.

Relationships and Sex Education:

There was a great deal of debate and discussion regarding Sex and Relationships Education and the changes being made from September 2020. We would like to clarify that the government did not introduce compulsory sex education at primary school, what they introduced is Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This starts with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships. Some primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), but this is not the case at Lynch Hill where we follow the national curriculum framework.

All aspects of Relationship education are a statutory requirement and there is no right to withdraw from these sessions. Parents will have a right to withdraw their child from sex education delivered as part of RSE, which unless there are exceptional circumstances, should be granted. There is, however, no right to withdraw if these sessions are taught as part of science. For Lynch Hill, following the Jigsaw programme, we issue an overview of all the sessions taught through the ‘Changing Me’ unit and clearly identify the sessions that parents would have the right to withdraw their children from. If you would wish to withdraw your child from these three sessions, you should discuss this with the leader. Please be mindful of the fact that withdrawing your child could result in them hearing a version of the content from their peers rather than directly from the teacher and this could lead to misinformation and confusion.

As educators in the 21st century, our curriculum at Lynch Hill must reflect modern Britain, which is made up of different people and families, all of whom have characteristics that must be protected. Whilst we recognise that some of these characteristics may perhaps be in conflict with people's faiths, staff will always show great sensitivity and strive to teach our curriculum content in a non-biased way and with a commitment to avoiding prejudice and discrimination.

Here at Lynch Hill, we want to reassure you that the children will receive relationship education sessions suitable for their age group and in appropriate contexts following the Jigsaw PSHE programme. Parents are welcome to meet with teachers to discuss the Jigsaw programme and see the resources used.

Collective Worship:

An assembly is held in the school hall on 4 days of the week in which we actively teach morals through stories and close links with the articles on the Rights of Children and our IPC Learning Goals. An assembly is held in the classroom on the 5th day using Circle Time to develop the week's theme in more depth. Although broadly Christian in focus, we embrace everyone's beliefs and encourage understanding and tolerance of all religions, cultures and people. Parents have the right to withdraw their child from an act of collective worship in assembly time but not from Religious Education (RE) which is part of the National Curriculum.

Please note that we will follow government guidance on COVID and whole key stage assemblies will only happen if it is deemed safe to do so.

Assessment Recording Reporting

At Lynch Hill the key purpose of assessment is to move children on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. The outcomes of our assessment will help children become involved:- raising their own expectations, celebrating their own achievement and increasing their self-motivation.

We regularly assess children in core subjects. Teachers assess their work constructively through marking and through their interactions with the children. Teachers encourage and praise children, build on their responses and steer them towards new learning.

In Year 1, pupils are assessed in reading through a national phonics screening scheme. They are given a variety of words and pseudo (nonsense) words that they read by sounding out each part. For more information on this please refer to the DfE website.

In Year 2, the children are assessed using the National Curriculum SATs. Assessments are collated in May and measure their achievement in Maths and English in relation to the national expectations.

The school keeps records of every child's progress and these are passed on to their next teacher or next school on transfer. Written reports are provided for parents once a year. Parents' evenings provide the opportunity to discuss these in greater depth. Target cards are shared with pupils and parents on a termly basis.

All children are set targets for their learning. These are important if your child is to fulfil their potential. It is hoped that parents will share in this process and work in partnership with school.

At various times in the year, some children in need of extra help will be offered the opportunity to attend after school Booster Clubs, where specific teaching will focus on the targets set for the pupils.

Assessment and Tapestry:

Throughout the children's time in Reception (and previously in Nursery), staff observe and support play as well as lead carpet times. At Lynch Hill School, throughout Early Years, we use an online learning journal called Tapestry. Each child will have their own individual journey and this is how we record your child's

progress. Tapestry is a website, which can be accessed on a computer or laptop or on an Apple or Android device. Through Tapestry, we can upload photos, videos and observations of your child and make reference to your child's learning against the new EYFS framework. You can log on and keep a track of your child's learning and development and as parents, you can be involved by adding your own comments and photos.

Staff use these invaluable interactions with the children to informally assess them against the three prime areas of learning. Once these areas are established teachers will move their development on to assess them against four specific areas of learning. This comprises 17 Early Learning Goals (ELGs).

These are as follows:

Prime areas of learning:

1. Personal, Social and Emotional Development.

Self-Regulation
Building Relationships
Managing Self

2. Communication and Language.

Listening and attention and Understanding
Speaking

3. Physical Development.

Gross Motor Skills
Fine Motor Skills

Specific Areas:

1. Literacy

Comprehension
Word Reading
Writing

2. Mathematics

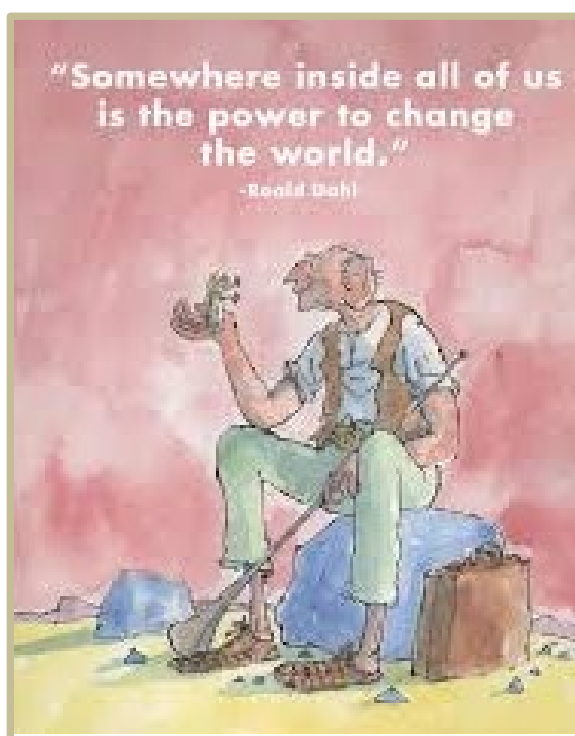
Number
Numerical patterns

3. Understanding the World

Past and Present
People, Culture and Communities
The Natural World

4. Expressive Arts and Design

Creating with Materials
Being Imaginative and Expressive



The children are also assessed against the three characteristics of learning: playing and exploring, active learning and creating and thinking critically. Practitioners take into account evidence from a range of sources throughout the year such as observations, discussions and photo's to make their final judgements. The children will access the curriculum through planned purposeful play and through a mix of adult led and child led initiated activity.

Parents are welcome and encouraged to contribute evidence towards their child's Learning Journal. When forming a judgement about whether an individual child is at the expected level of development, teachers will draw on their knowledge of the child and their own expert professional judgement.

Standards

We have high expectations and strive to ensure that all of our pupils achieve well academically.

With the abolishment of national curriculum levels, Lynch Hill made the decision to adopt the Rising Stars Assessment Programme and, more recently, Insight Tracker. This programme clearly supports teachers and pupils, for it offers progression statements or 'ladders of progression' for each year group, enabling teachers to evaluate individual pupil progress and identify the next steps in learning for the child. Targets are set after a discussion between teacher and pupil and pupils are very much involved in the assessment and evaluation process throughout the year.

At the end of each academic year, pupil reports are completed and parents are able to see how their child is progressing when compared with national expectations and their cohort. This is reported to parents in the following terms:

- Below the age expected standard
- Working towards the age expected standard
- Working at the age expected standard
- Exceeding the age expected standard

SEND Provision at Lynch Hill Primary Academy

At Lynch Hill, we believe that every child should be equally valued, irrespective of abilities or individual differences and encouraged to develop to their full potential. We are committed to providing all children with an inclusive learning environment so that they can **aim high**, removing barriers to learning to enable them to **work hard** and ensure that their wellbeing is at the heart of all we do so that they know that we **care deeply**.

We recognise that it is the teacher's responsibility to meet the needs of all children in their class through **quality first teaching**. All pupils are expected to make progress and we offer a wide range of approaches to learning to support this. However, if a pupil is not progressing then teachers will follow the school's **graduated response**. This is in order to allow us to provide focussed interventions as part of a tiered response. Using an '**Assess, Plan, Do, Review**' approach the provision offered to pupils is regularly reviewed to ensure it remains appropriate and external professionals are involved where additional support is required.

***The Code of Practice (2015)** states, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

Graduated Response

The graduated approach has four stages of action: assess, plan, do and review. The assess stage is used to identify a child's needs. The initial assessment is reviewed and where a professional assessment is required a referral will be made. The 'plan' stage is where outcomes and steps are planned and these will consider the views of the child. Interventions are selected to best meet the identified outcomes. During the 'do' stage, the SENDCo oversees the implementation of interventions or programmes. The effectiveness of the intervention

or support on the child's learning is reviewed and evaluated. Changes to outcomes are agreed with parents and the next steps are planned.

The school's policy for assessment and identification of children's special needs is set out in the SEN Policy.

The actions the school will undertake are to make best use of:

- Universal Quality First Teaching – classroom strategies adapted to meet the needs of the child and provide an inclusive learning environment.
- Targeted support – interventions and support provided by the school using specialist teacher assessments.
- Specialist support – where advice and additional provision may be sought from resources outside the school and shared amongst those supporting the child.



Targeted support is either group or individual interventions such as:

- Reading – Word Wasp, a multi-sensory approach to teaching reading, daily reading for catch up children, smaller phonics sessions and 1:1 intervention.
- Writing – identified children within each year group receive small group teaching each day during English. This enables the adults to focus specifically on the children's areas for development in writing. Additional interventions such as handwriting and Read Write Inc Fresh Start. also target children's individual needs.
- Maths – Targeted maths interventions take place on an individual and group basis. These address fundamental skills the children need to develop such as number recognition.
- Communication and Interaction – The Speech Links Programme is used across the school to support pupils with language development. The programme combines a standardised assessment, planned interventions, resources and measured outcomes. In addition to this, interventions such as Bucket and Lego therapy are also offered to support attention and listening.
- Social Emotional and Mental Health – Children who require additional support may receive ELSA through small group or individual sessions. We also offer nurture groups. Individually, pupils may receive drama therapy, play therapy, Lego therapy or visit a counselling psychologist. As well as providing buddies and mentors as required.

As part of our pro-active approach to responding to the needs of our pupils we have established 'The Blossom Tree' and 'The Hub'. These are areas within the school where children can access more intensive targeted support. The time pupils spend in these areas are at the discretion of the school and are based on assessment of individual need.



Specialist support is at the top of the graduated response model and is sought only when all other options have been exhausted. At this point, the school reviews referral criteria to consider whether a referral to an external professional for further assessment is appropriate. It is essential that all previous steps have been followed in order to justify and support the referral being made. Should this be necessary, we will involve you in this process and gain your consent to do so.

Parents and carers – working together

We encourage parents and carers to share their concerns and recognise that any anxieties are very often justified. We welcome information parents have regarding their child. We share information with parents about the measures that are being taken to address the child’s difficulties and ensure that parents understand the system (the 2015 Code of Practice, role of staff, support services and funding system). We ensure that parents are involved in the target - setting process and the review of the targets set through the use of IEPs with SMART targets and regular reviews. Our aim at Lynch Hill Primary remains the same – to provide an exciting, challenging, caring and safe environment where children can flourish, both socially and academically. We trust that we can continue to work together to support your child.



School Day for Each Year Group:

Year Group	Doors Open	Registration Closes	Day Ends
Nursery am	8:30am	8:40am	Doors open at 11.15am and close at 11.30pm
Nursery pm	12:30pm	12:40pm	Doors open at 3.15pm and close at 3.30pm
Reception (timings from 20 th September)	8:40am	8:50am	3:00pm
Year 1	8:30am	8:40am	2:50pm
Year 2	8:40am	8:50am	3:00pm
Year 3	8:50am	9:00am	3:10pm
Year 4	8:50am	9:00am	3:10pm
Year 5	8:40am	8:50am	3:00pm
Year 6	8:30am	8:40am	2:50pm

Example of School Times:

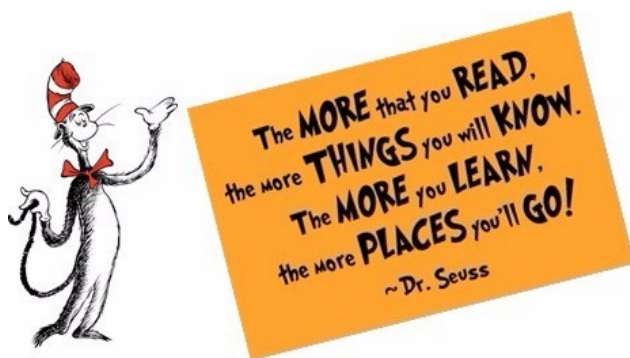
Time	What happens
8:00	Breakfast club: Children can have their breakfast and a drink, catch up with their homework or play with their friends. The cost for this club will be £2.00 per day.
8:30 or 8:40	Classroom doors open, (please see above) children go straight to their classroom for registration. The school day will then begin. Children who are late must enter via the school office and sign in.
8:50 – 11:30	Reception children will have access to activities supporting children’s learning including a phonics and mathematics session.
09:50	Playtime for Years 1 and 2.
10:05	End of playtime - start of late morning teaching session.
11:30 – 1:00	Staggered lunchtimes
11.30 - 12.30	Foundation (Reception & Nursery)
11.45 – 12.45	Year 1
12.00 - 1.00	Year 2

12:30	Reception afternoon teaching session, including whole class topic discussions, interventions and free flow. Reception have access to outside play areas across the day
12:45 or 1:00	KS1 afternoon teaching session.
1:45 – 2:00	Year 1 and 2 Assembly time, Reception to join in on Fridays
2:50 or 3.:00	School day ends and doors open (please see above for the end of day for each year group)

The teacher may take up to 10 minutes after the end of the last session to give out letters, Good Day tickets and talk to the children as necessary before dismissing the children. The children are dismissed from the class when the teacher is satisfied that the business of the day is completed.

Clubs:

Lynch Hill School is affiliated to a national scheme called 'The Children's University', meaning clubs are validated to ensure they provide good quality activities and develop a range of skills. There are national awards depending on the amount of time spent in a club. Therefore, a variety of extra-curricular clubs will be held before and after school for pupils in KS1 and KS2. We feel that children in Reception are still a little young to attend a club after a full day at school. Activities for KS1 will be on a rota and details given in the termly club letter and website. If your child is registered for a club, they must attend it for the duration; any absence must be explained to school in writing. Failure to attend may result in your child losing their space. Mobile numbers should be up to date as any last minute changes will be notified by text.



PE

It is a **legal** requirement for ALL children to do PE unless they have a serious medical condition or an injury explained in a note. Pupils can do PE with athlete's foot and verrucae but these should be treated promptly. These and other minor ailments are not acceptable excuses for opting out of these lessons. If a child is able to participate in break-time activities, we believe they are well enough to follow a structured PE lesson.

Children who do not bring their PE kit to school on PE days will lose their Good Day Tickets. They may also be excluded from PE due to health and safety concerns.

Our Rules for PE

- Long hair should be tied back.
- Studs, watches and any religious jewellery must be removed by the child.
- Health and Safety policy must be observed.
- Full PE kit must be worn.
- Pupils forgetting kit will be loaned items when available
- All PE kit needs to be labelled.

PE Kit

- Yellow T shirt (school uniform or plain)
- Plain black shorts, cycling shorts or leggings

- Plimsolls or trainers
- Either a plain black track-suit or plain black jogging bottoms and plain black sweat shirt may be worn for outdoor PE and are highly recommended for the winter months.

HOMework IN KS1

Homework is set to support work in class. Whenever homework is set we need support from home in ensuring that it is done. A homework diary is provided to ensure communication between home and school. We believe completing homework encourages your child to be responsible for themselves. (Further diaries are available for 50p.) Homework timetables are displayed in class so that parents are fully aware of homework expectations.

The classroom charter negotiated with each class will have an expectation that homework is completed and books returned. Warnings will be given out if the rules are broken and pupils will be expected to complete work in break-time detention.

Homework in KS1 focuses upon reading and Word Work, as learning to read is a priority at this stage. Reading is one area of school life that spills over naturally into home life. All homework offers the opportunity for parents to provide their child with valuable support. Equally important though is the learning of number bonds and tables.

Our weekly expectation

Task	Reception	Year 1	Year 2
Reading at home with parent or carer including phonic activities	10 mins per day	20 mins per day	20 mins per day
Number bonds practice		Practised in class	Practised in class
Tables practice			Practised in class
Phonics	Sound a day 5 mins per day	Sound a day 5 mins per day	
Spellings / Handwriting	} approx. 1 } task per week }	2 daily (practised in class)	3 daily (practised in class)
Word work			1 task per week
Number work		1 task per week	1 task per week
Topic work	A weekly topic based homework	A topic based project is set once per term	A topic based project is set once per term

Reading

It is very important to share a book with your child, or to hear them read, every day. This is essential if they are to progress well at school and the Government expects all parents to support their child in this way. **The purpose of reading together is not for you to teach your child to read the book.** We do not expect them to return to school knowing every word. Instead we hope you will sit and enjoy the story together, just as an ordinary story telling session. Please ensure the reading record is signed daily.

"If you are going to get anywhere in life you have to read a lot of books."
– Roald Dahl



Points to help you:-

1. Make sure you are both comfortable and can clearly see the print and the picture.
2. Follow the words with your fingers.
3. Use the pictures to add to the story (there are often many details in them).

4. Don't be in a hurry to turn over, allow time to discuss the story e.g. How did he feel? Why did she do that? What do you think will happen?
5. Let your child re-tell the story to you. They may read it or simply remember it. They may recognise a few words or make it up from the pictures. Praise their efforts.
6. Remember it is not 'cheating' to read the story together first.

When things don't go well

In the early days we are trying to encourage the child's natural enthusiasm for new experiences. It is important to keep these reading sessions relaxed and pleasant. Try to avoid confrontation and anxiety on either side.

Be prepared for days when your child is tired or other things have to take priority. It might be better to occasionally abandon a reading session than to allow a battle of wills to develop. If you have any worries try to find time to talk it over with the teacher before it becomes a problem.

Year Leaders will be able to address any issues that need to be resolved:

Mrs C Barber – Reception

Miss R Williams – Year 1

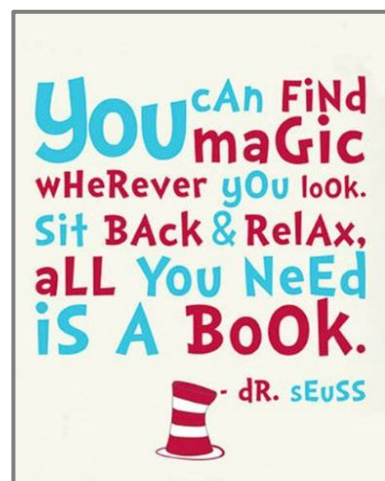
Miss A Hall – Year 2

Getting the reading habit

While you are establishing this venture at home, the teacher is sharing books with your child in much the same way at school.

Many other reading activities will be taking place too and your child will work through an individual reading programme at school to suit their needs. We hope that you will join with us in a partnership to help your child to become a successful reader. Parental help, approval and encouragement is most important in educating your child and we value it at Lynch Hill School.

As your child progresses in reading they will bring home words they are learning as well as books. These are called high frequency words and being able to recognise these words in a context will develop your child's confidence in their own reading ability. In Year 1, children's phonetic ability is assessed through a National Phonics screening check. To prepare your child we will send home pseudo words (nonsense words) and activities to develop your child's ability to break down words into sounds. You will receive the results of these tests in a letter.



School Visits

We aim to provide children with a stimulating education which is varied and challenging and both local and residential visits are organised by the school. These are planned, in discussion with Governors. In the interest of safety some children may be refused the privilege of joining a visit if their behaviour in school does not show the level of personal responsibility that is felt appropriate.

Day visits, linked to the curriculum, are arranged during the school year. All pupils in the class are expected to take part in class visits as they support their learning. There are also opportunities for residential visits once the children enter KS2. Day or part time visits during school hours are normally part of the curriculum and are not therefore optional. A contribution may be requested for each visit where transport is provided.

The Governors will apply the statutory minimum remissions to any charges for families in receipt of Income Support, Job Seekers Allowance or Family Credit. Individual arrangements are negotiated with the

Headteacher and Governors. No child is refused the opportunity to take part in educational visits on the basis of an inability to pay.

Visits sponsored by the Variety Club are arranged to local attractions on a regular basis when only the minibus contribution is requested.

Parent-Teacher Interviews

We have a pattern of Parents Evenings but in depth discussions can also be arranged at other times, should the need arise. There will be opportunities during the year when children are invited to show their parents around the school to see the classrooms, the progression of work through the school and any special displays.

The partnership between home and school is extremely important to the education of your child. You can support your child in a variety of ways both at home and at school.

We hope you will take every opportunity to join and share in the community of Lynch Hill School for the benefit of your child.

Year Group Performances

During the year, if Covid restrictions allow, you will be invited to either a year group assembly or presentation which will enable you to share in your child's learning, particularly in the topic work which has been covered in their year group. Young children are particularly nervous when speaking to an audience and we appreciate parents support in ensuring that during these speaking times, the noise in the hall is kept to an absolute minimum.

End of Key Stage Graduation

An annual ceremony takes place in July for Year 2 and Reception pupils when we recognise the hard work of the children and celebrate them reaching the end of a key stage. Full attendance by any pupil and excellent behaviour are also rewarded on this occasion.

GENERAL INFORMATION

Entering and Leaving School

- Pupils will be expected to use their appropriate doors
- Parents should wait for their children outside the school building.
- Parents should enter by the office area at all times and obtain the appropriate pass.
- Pupils and parents are requested not to walk through the school to meet other children.
- Pupils and parents are requested to walk on the paths, not across the field or the mound or through the car park.
- Written notification should be sent in advance if pupils have to leave school during school hours and pupils must be collected from school.
- Dogs are not allowed on the premises for health & safety reasons.
- Smoking including e-cigarettes/vaping is not permitted on the school site or around the gates.
- Bicycles should not be ridden in the school grounds and should be parked in the bicycle sheds.
- Bad language and aggressive behaviour is a poor example to everyone and parents are asked to respect this code as well as children.
- Parents must not park or stop on school zig zags, double yellow lines or pavements, as this puts the safety of children at risk.

Active travel rewards scheme

We are committed to reducing traffic around the school, improving pupils' health and helping the environment. We reward pupils who travel actively too.

Bicycles and scooters



We actively encourage pupils to cycle and scoot to school, we do ask that they walk their scooter and bike once inside the school premises to avoid knocking over pedestrians. We participate in the Sustrans Bike It initiative, which encourages and promotes cycling to school. We also offer Bikeability cycle training to pupils (formerly known as 'cycling proficiency') in order for them to be trained with the skills to ride on the roads. We have 60 cycle stands at the school, which are sheltered. Pupils must lock their own bikes to the stands, we recommend using a high quality lock.

We have 2 scooter pods available, with space for 24 scooters, for pupils scooting to school. We also offer pupils scooter training as part of the Bike It initiative.

Voluntary one-way system

At school opening and closing times, a voluntary one-way system will be in place along Garrard Road. This is in an East to West direction – enter at Calbroke Road, and exit at Lynch Hill Lane. Please adhere to the one-way system.

The one way system will operate between:

7:45pm-9am

2:30pm- 4:30pm

Pupils should not arrive too early in the morning. We consider 10 minutes to be sufficiently early for pupils to arrive. Lateness is monitored in a late book and followed up.

Parents have a legal responsibility to ensure their children are in school on time. (This may be followed up by the Attendance Officer). Children should leave the premises promptly unless staying for an after-school activity. We expect children who stay after school to have permission from their parents, preferably in writing with an agreed time for departure. It is the child's responsibility to attend the club/activity as expected by their parents.

Please note that the timings of the school day will continue to vary from year group to year group as parental feedback has overwhelmingly suggested that staggered starts and end times are considered to be the safest way to help avoid congestion and maintain a good level of social distancing at entrances and exits.

Children are not allowed to use any of the outdoor equipment before or after school unless supervised by a member of staff.

Parents and pupils are requested to observe our code of conduct at all times. We always refer any incident of abuse or intimidation towards any member of staff, on the school site or on the telephone or via social networking sites to the Police.

Attendance

We place great emphasis on regular attendance at school. We cannot teach children who are absent and irregular attendance also makes progress very difficult. We therefore reward those who do attend regularly with class prizes and an end of term party for those who attend 95% or more during the term.

Late Pupils

Pupils who are late for school must report to the office and sign in. Continual lateness may be followed up by the Attendance Officer.