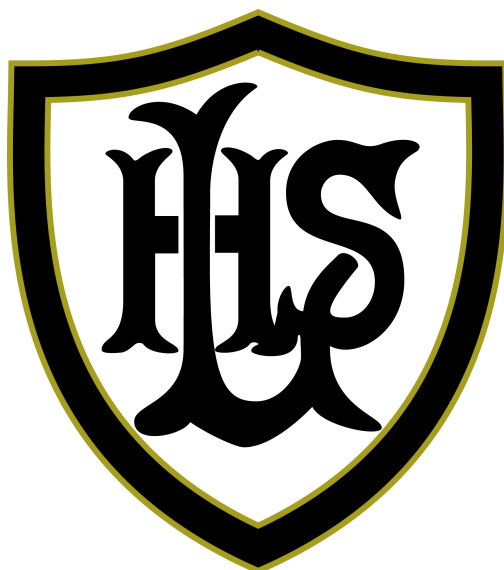


WELCOME TO LYNCH HILL SCHOOL



KEY STAGE 2 (Year 3 to 6)

Handbook

2020 / 2021

WELCOME TO KEY STAGE 2

Teachers

Year 3:	Mr R Paches, Mrs R Abban, Miss P Bason, Mrs B Arora Mrs K Edwards (support teacher)
Year 4:	Miss A Okyere, Miss S Dean, Mrs Z Hassanali, Mrs V Pithia, Mrs K. Edwards (support teacher), Mrs S Zak (support teacher) Mrs L Khattak (currently on maternity leave)
Year 5:	Ms J Surrage, Mrs R Agarwal, Miss H Tidey, Mrs R Prasad Mr J Patmore, Miss C Lynch (currently on maternity leave)
Year 6:	Mrs C Schoeman, Mrs S Das, Miss K Pooley, Mr S Jones, Mrs M Bose, Mr Joe
PE:	Mr Foster & Mrs T Jolly
Support Staff for KS2	Mrs S Rai, Mrs F Janjua, Ms J Souchette-Mouzon, Ms L Burton Mrs S Appleton, Mrs K Poole, Mrs S Chumber Ms M Ayres, Mrs N Green, Mrs S Biddle, Mrs S Lewendon, Mrs L Kurton, Mrs J Simpson
PE Support	Mr I Bucknell
SENDCo	Mrs J Mohammed
SEN Support Staff:	Ms C Cargin, Mrs H Airs, Ms K Runham, Ms K Robinson, Miss D Davies, Ms C Powell, Ms A Iernia (currently on maternity leave) Mr E Rawlings, Ms J Harper, Mrs S Jones, Ms K Glover, Mrs J Runham, Mrs L Butler
Wellbeing Team:	Ms C Cargin, Ms K Robinson & Ms K Runham

We hope this booklet will answer many of the questions that parents and pupils will want to know about (Years 3 - 6) Key Stage 2. Please refer to the General Information handbook for Covid-19 variations to our normal procedures.

Pupils are in the upper school where we expect high standards of work and behaviour and encourage independence, 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 spontaneity and encourages purposeful learning. 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 cooperatively 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), e.g. 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.



Aspire Achieve Respect

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 set-backs 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 2 we consider others at all times and observe the Lynch Hill School Code of Conduct.

THE CURRICULUM

THE KEY STAGE 2 YEAR GROUPS

Y 3	7-8 years old
Y 4	8-9 years old
Y 5	9-10 years old
Y 6	10-11 years old

In every class, we aim to meet the individual needs of each child with a combination of group, individual and class teaching. Children will also receive curriculum support from a variety of teachers, both from within and outside the school.

The teaching is based on the new National Primary Curriculum and current recommendations are followed for the Core subjects of Maths, English, Science & Computing. These are taught as separate subjects although they will be enhanced further through cross-curricular links. **We recognise that the last academic year was seriously hindered and that there is a need to implement an effective recovery curriculum 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 will be central to all curriculum planning.**

Teaching for Maths Mastery:

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 strategies from Singapore maths and combines them with successful British teaching to achieve the best outcomes for our pupils.

What does this look like?

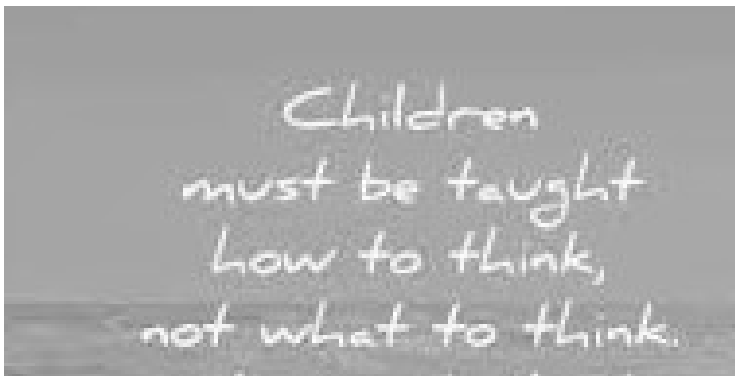
Teaching and learning in maths looks very different from the ability-setted, success criteria-led, process learning of traditional maths teaching and such a change, particularly the move away from maths sets, can seem questionable, but, as mentioned above, this is now a well trialled system and has proved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

Along with the change to the groupings, extra maths learning time was 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 was 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 are 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 that we are able 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 time now, this is something we definitely want to continue 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.

PiXL also offer a wealth of wellbeing resources and activities and these will be an integral part of our recovery curriculum during Autumn 2020.

SATs:

Pupils enter Key Stage 2 with a Teacher Assessment gained in Year 2 in English, Maths and Science. Year 6 pupils take SATs tests in English and Maths in May. These tests cover work done throughout the 4 years of Key Stage 2.

In Year 6, the children take their End of Key Stage 2 SATs. These are taken in May and measure their achievement in Maths and English in relation to the national expected judgements. From 2016, the End of Key Stage SATs have differed from the format previously used. Levels are no longer awarded to pupils: rather the tests judge whether Year 6 pupils are 'secondary ready' and a scaled score is given. Children deemed to be secondary ready would achieve a scaled score of 100+ and our most able pupils would be aiming for 110+. The maximum scaled score that can be achieved is 120.

It is essential that all Year 6 children attend during the SATs week as there may be no opportunity to re-sit them at a later date. A great deal of the Year 6 work, in the Spring Term, involves revision for KS2 SATs.

Y4 Multiplication Tables Check:

In the summer term of Year 4, all pupils will take the national Multiplication tables check. The purpose of this test is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided. To support the learning of times tables, we encourage the children to access Times Tables Rock Stars which they are all given a log-in for.

Foundation Subjects:

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.

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.

Music:

Years 4 and 5 have class brass lessons as part of their Curriculum music. Children are encouraged to extend this opportunity by playing in the Brass Band in Years 5 & 6. There are other extended opportunities in music for children in choirs, piano, violin, brass and guitar lessons. Letters are issued at the start of each term, indicating the additional music lessons on offer and the cost. There is also a Year 6 production at the end of the school year.

Collective Worship:

Collective worship emphasises positive relationships, the school's values and moral code, and is broadly Christian in nature. Parents have the right to withdraw their child from this activity.

At Lynch Hill, we celebrate the main religious festivals and actively promote our cultural diversity. Our local Reverend is welcomed into the school to lead assemblies at different points in the school calendar. We focus on the school's values and use well-chosen stories as examples, alongside the UN charter of the Rights of the Child and our IPC Learning Goals.

A "Thought for the Week", linked to one of our IPC Learning Goals is displayed in each classroom and children use these quotes as the focus for some deep thinking and discussion during class circle times.

We aim to provide an opportunity for pupils to worship, to consider spiritual and moral issues and to explore their own beliefs. Collective Worship plays a particular part in the spiritual, moral, social and cultural development of the children.

Some of our collective worship takes place in the classroom as a Circle Time during which children are encouraged to participate and express their feelings and opinions whilst exploring further the theme of the week.

Please note that in following government guidance on COVID, key stage assemblies will not happen until it is deemed safe to do so.

Relationship and Sex Education:

There has been 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 are not introducing compulsory sex education at primary school, what they are introducing is Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start 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, there would be the right to withdraw from one session in y5 and two lessons in y6. If you would wish to withdraw your child from these three sessions, you should discuss this with the leader for upper KS2. 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.

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. We strongly encourage children to be involved in the target setting process as this helps in raising their own expectations, celebrating their own achievement and increasing their self-motivation.

Teachers at Lynch Hill use subject specific documents, linked to the new national curriculum, to guide teachers' assessment and to help form personalised pupil targets. Children and teachers are involved in regular learning reviews. This ensures that each child's needs are met through guided, focused teaching sessions.

We regularly assess all children in all subjects. Teachers assess children's work constructively through marking and through their interactions with them.

Teachers encourage and praise children, build on their responses and steer them towards new learning.

The school keeps records of every child's progress and these are passed on to their next school on transfer. Written reports are provided for parents once a year. Parents' evenings provide the opportunity to discuss pupil progress in greater depth. Target cards are shared with pupils and parents in the Autumn and Spring terms. All parents receive a more detailed end of year report in July each year.

All children meet with their teacher 1:1 each term to set targets for their learning. These are important if your child is to fulfil their potential in Year 6. It is hoped that parents will share in this process and work in partnership with school to support their child. At various times in the year, some children who are in need of extra help, will be offered the opportunity to attend after school Booster Clubs and 1:1 sessions, where specific teaching will focus on the children's targets.

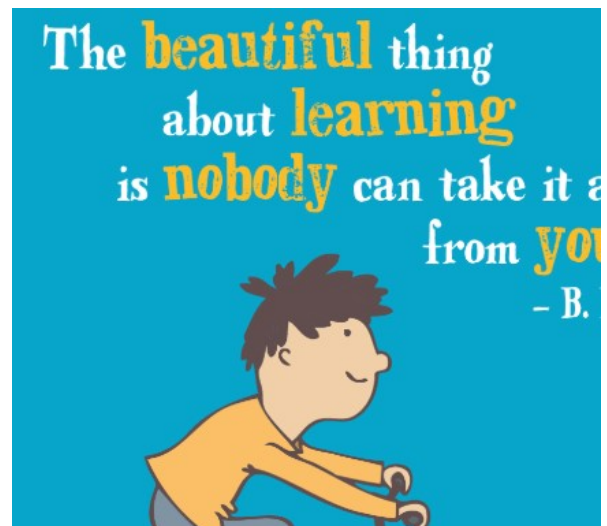
Standards

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

With the abolition of national curriculum levels, Lynch Hill made the decision to adopt the Rising Stars Assessment Programme and, more recently, Insight Tracker. These programmes clearly support teachers and pupils, for they offer 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.*

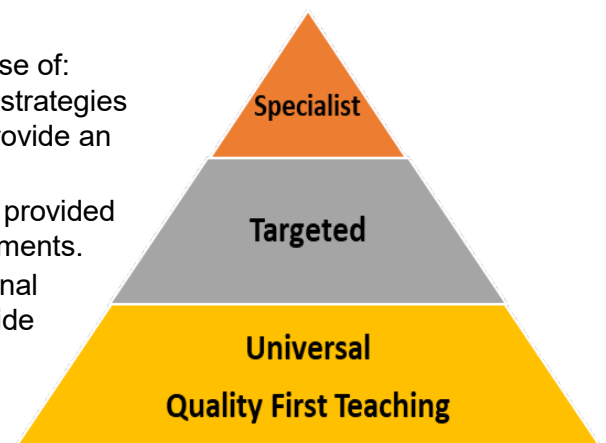
Graduated Response

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.

More Able Pupil Support:

We recognise the talents and abilities in our most able pupils. Where possible children receive additional opportunities to develop their skills in a variety of challenges / activities either in school or via independent study tasks as well as benefitting from outside learning such as educational visits. We also keep a "More Able Pupil Register. The children will receive this provision throughout the year and progress, against their targets, will be reviewed in the summer term.

EAL Support:

We recognise that a number of our pupils have a first language which is not English. Teachers plan activities in lessons that are matched to children's language skills, making use of a variety of strategies to support the development of the English language. For those pupils who are in the very early stages of acquiring / learning English, additional intensive language support is offered by the Community Team.



Pupil Voice:

Each class in KS2 elects 2 representatives to represent their views on the School Council. This allows them to contribute to the way the school operates and the school's development.

Staff and Governors are very interested in what children think about their school. The Governors receive regular reports from their meetings and address the issues they raise. The School Council also has a budget to spend which includes the funds raised during the school year as a result of Non-uniform days for example.

We also have a Sports Council, IT Council and an Eco-Council to engage and represent children's views on specific issues. Other opportunities are available to older pupils to take on responsibilities around the school such as Prefects and Peer Mentors.

Example of School Times: (please note that these timings will vary for each year group due to COVID and the need to stagger the school day)

<u>Time</u>	<u>What happens</u>
8:00	Monday – Friday: Early Morning Sports' Clubs.
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.
8:35	Pupils' doors open. They go straight to their classroom for registration. Pupils should be left at the school door as parents entering the school by the pupils' doors will be challenged for security reasons. Children should not be in school before 8.30am, as we do not take responsibility for them before that time (unless being supervised after attending morning clubs). Registration and early morning class activities.
8.50	Start of the school day.
9.50 - 10.05	Year 3 & Year 4 Break
10.05	Year 3 & Year 4 late morning teaching session
10.05 - 10.20	Year 5 & Year 6 Break
10.20	Year 5 & Year 6 late morning teaching session
12.15 - 1.30	Staggered lunchtimes. Each year group has 45 minutes.
1.00	Year 3 & Year 4 afternoon teaching sessions including an assembly
1.30	Year 5 & Year 6 afternoon teaching sessions including an assembly
3.00	Lessons end
3.10	School day ends
3-15 – 4:15	After School Clubs

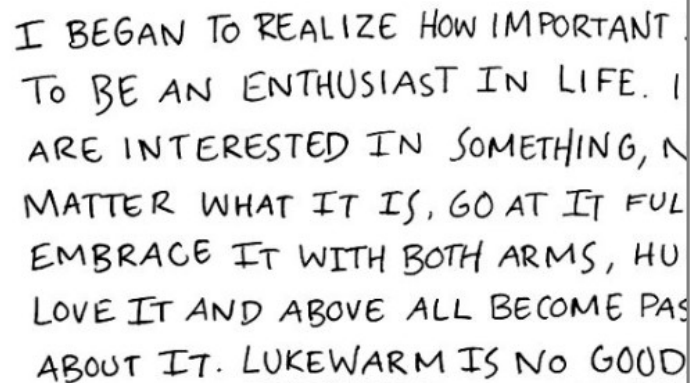
The teacher may take up to 10 minutes after 3pm to give out letters, Good Day tickets etc and talk to the children as necessary before dismissing them.

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. In the Summer term the children attend a celebratory ceremony in order to graduate. Throughout the academic year, a variety of extra-curricular clubs will be held before and after school; a nominal fee will be charged for this. Activities will be on a rota and details given in the termly club letter and on the 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.



I BEGAN TO REALIZE HOW IMPORTANT
TO BE AN ENTHUSIAST IN LIFE. I
AM INTERESTED IN SOMETHING, NO
MATTER WHAT IT IS, GO AT IT FULLY,
EMBRACE IT WITH BOTH ARMS, LOVE
IT AND ABOVE ALL BECOME PASSIONATE
ABOUT IT. LUKEWARM IS NO GOOD

PE, Games and Swimming:

It is a legal requirement for ALL children to do PE and swimming 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 in KS2 need to be organised and bring their PE kit to school on PE days. Those who do not, may lose their Good Day Tickets.

A contribution is requested for swimming to cover hire of the pool, a qualified instructor and insurance. At present this is £20. Absence does not lead to a refund as the ongoing costs still have to be met.

Our Rules for PE:

- Long hair should be tied back.
- Studs and watches and religious jewellery must be removed by the child on health and safety grounds or removed by parents before school on PE days.
- Health and Safety policy must be observed at all times
- Full PE kit must be worn.
- Pupils forgetting kit will be loaned items when available
- All PE kit needs to be labelled.

PE Kit:

Indoor PE

- Yellow T shirt (school uniform or plain)
- Either plain black shorts, cycling shorts or leggings
- Bare feet.

Outdoor PE (summer)

As above with the addition of trainers and socks. A change of shoes is essential for outdoor PE.

Outdoor PE (winter)

As for summer PE plus either a plain black or grey track suit or plain black jogging bottoms and plain black sweat shirt. A dark waterproof jacket is recommended as games lessons are taken outside in all weather.

Swimming Kit:

- Girls - plain dark one-piece swimming costume (preferably black)
- Boys - plain dark swimming shorts or trunks (preferably black)
- Swimming Hat
- Towel
- Goggles

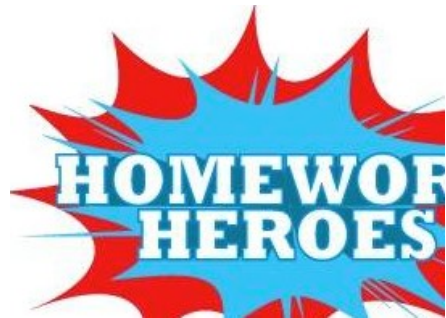
Personal Hygiene:

Roll-on deodorant can be used by older pupils after swimming and PE. Aerosol sprays should not be brought to school.

Sanitary protection can be obtained from the key stage office or main office. A disposal bin is available in the girls' toilets.

Homework:

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. Recording of tasks in diaries each day also encourages your child to be responsible for themselves. (Further diaries are available for a charge of 50p for Yrs 3 – 5 or £1.00 for Yr 6).



The classroom charter negotiated within 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 breaktime detention or after school detention. Good Day Tickets can be withheld if homework is not completed in full or to an adequate / satisfactory standard.

At times, pupils will be required to take books home to complete homework. These books are the responsibility of the pupil and loss or damage will have to be paid for. Exercise books are provided for pupils' work. Pupils are expected to keep these in GOOD CONDITION and ONLY the pupil's name, class and subject are to be written on the cover.

Your child will bring home reading and library books on a daily basis. Please encourage and support their learning by sharing these books with them, listening to them read daily and then signing their reading record. Parents are responsible for the safe return of these books. Bills will be sent home to cover the replacement of lost or damaged books.

Weekly Expectation:

Your child's teacher will aim for the following, but if lessons are altered they may have to amend this.

Maths	Tuesday & Thursday
English	Monday & Wednesday
Reading	At least 20 minutes every night when pupils are expected to read either their library or class reading book. All pupils will benefit from being heard to read and being asked questions about what they have read. A reading log must be signed daily by an adult. [Children will receive breaktime detention if their reading log is not signed.]
Spellings	Children are generally given between 5 and 10 spellings to learn each evening. These are set in accordance with their spelling ability and should offer an appropriate level of challenge. They should be written out neatly 5 times and this also provides pupils with an opportunity to practise their cursive handwriting.

Good Day tickets will be withheld for incomplete homework or when homework has been completed to a poor standard.

The revision programme for Year 6 children will mean, however, that daily homework in English and Maths is frequently set.

Teachers will usually give homework tasks Monday to Thursday with very little on Friday. Our expectation is that homework will usually take one hour to complete each night. If your child genuinely cannot complete the work please write a short note in the homework diary giving the reason. A maximum time of 40 minutes should be spent on any one piece of homework.

Extended homework tasks may be set to support topic work. These tasks are often set via computer learning sites and may include tasks set for completion during holidays.

Finishing Work:

From time to time it may be necessary for a teacher to ask for work started in class to be finished at home. This is usually when sufficient time was allowed and a pupil did not do the work in the time allocated or homework was not done.

If there is persistent time wasting then the Governors have an agreed policy of detention when a pupil will be expected to attend a 1 hour detention after school to make up missing work. Parents will be informed when a child is in detention (24 hours notice will be given). Parents' permission is not requested as the school has the right to detain pupils for this purpose.

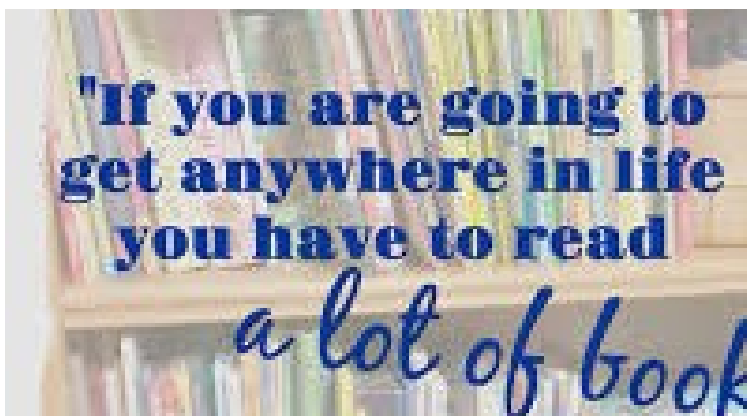
Stationery Equipment:

- Pupils are expected to have their own pencil case containing a rubber, pencils, Handwriting pen (from Y4 upwards) pencil sharpener and a 30cm ruler.
- **Children from Y4 onwards are now given a pen license and will require a handwriting pen (no ballpoints or cartridge pens). The pens should contain blue ink. These can be purchased from school but we encourage children to have their own.** (Berol handwriting pens are available @ 80p from the class teacher)
- Pencil cases should also contain whiteboard pens and highlighters.
- Coloured pencils are desirable.
- All children should have 3 sharpened pencils at the start of every lesson to prevent time wastage in pencil sharpening.
- Tippex and other ink erasers are not allowed.

Children who regularly do not bring their stationery equipment to lessons will lose their Good Day Tickets.

Library:

Children in Key Stage 2 have access to a well-stocked library. They visit the library regularly during school time but are also able to change their books at the end of the school day. The electronic lending system uses each child's thumbprint or pin number as ID for any withdrawals.



This is scanned into the system at the start of the year and allows us to keep track of books that are borrowed and returned.

Please note that children are expected to take responsibility for returning their library books. Letters are sent to parents regarding outstanding books and lost books must be paid for. Bills will be sent home to cover the replacement of lost or damaged books.

Lockers:

These are available for hire to children in Year 6 to keep their belongings secure. Coat pegs are available for others to use but we strongly advise that valuables are not left in the cloakroom.

Contact between Home and School:

As parents you are welcome to come to school or telephone at any time to discuss any point regarding your child's education. Teachers are most likely to be available early in the morning and after school although the Headteacher (or member of the Senior Leadership Team) will try to see parents at short notice whenever possible. It is however, advisable to make an appointment so as to avoid disappointment and inconvenience. This can be done through the school office.

A weekly newsletter, regular letters, website and text messages are sent home to keep parents up to date with events. A copy of all is available to download from the website.

Parent-Teacher Interviews:

We have a pattern of Parent-Teacher interviews 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, 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.

Prize Days:

An annual ceremony takes place in July for Year 6 pupils when all contributions to the academic, sporting and social life are recognised. Full attendance by any pupil and excellent behaviour are also rewarded in a special assembly prior to this. Prize Day is a formal event and so therefore, we request that no young children are brought into the hall and alternative child care should be sought.

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 or part time visits during school hours are normally part of the curriculum and 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 certain benefits. 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 financial hardship.

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

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 in KS2. **Please note that due to covid, we have not scheduled in any visits for the Autumn term.**



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**
- Pupils are not allowed to access any of the play equipment before or after school
- 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 is not permitted on the school site or around the gates.
- Bicycles and scooters should not be ridden in the school grounds and should be parked in the bicycle sheds. **(Whilst the one-way system remains in place as a result of the pandemic, bikes and scooters will not be allowed on site)**
- 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 to school and the staff too!

Bicycles and scooters:

Ordinarily, we encourage pupils to cycle and scoot to school. We have 60 cycle stands at the school, which are sheltered. Pupils would be strongly advised to lock their own bikes to the stands, we recommend using a high-quality lock.

However, as a result of the restrictions being put in place due to COVID, we are not allowing children to park their bikes and scooters on the school site. This may change later in the school year, in line with safety guidance.

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 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 operates between:

7:45pm-9am

2:30pm- 4:30pm

Beginning and End of the School Day:

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). Lessons generally finish at 3.00pm and children leave class by 3.10 pm. 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 during at least the Autumn term of 2020/21, the timings of the school day will vary from year group to year group as 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.