

WELCOME TO LYNCH HILL SCHOOL

**Handbook for
FOUNDATION YEAR 2 (Reception)
& KEY STAGE 1 (Year 1 & 2)**

2017 / 18

WELCOME TO Reception & KEY STAGE 1

Teachers

Year 2:	Miss J Madley, Miss H Gates & Mrs J Fowler-Marsh Miss R Williams, Miss C Bond, Mrs N Sharp & Mrs K Matthews
Year 1:	Mrs R Abban, Ms P Bason, Mrs Wilson, Miss A Hall, & Mrs J Njunge
Reception:	Miss C Power, Ms C Dyde, Miss C O'Connor, Mrs K Goubert Ms A. Khan & Mrs J Tobin
Sports Coach:	Mr Nwosu
Support Staff	
Reception:	Mrs M Richardson, Miss L Hensley, Mr G Bailey, Mrs E Murphy
Year 1:	Mrs L Mantell, Mrs S Bannister, Miss E Reade, & Mrs C Everson-Plant
Year 2:	Mrs W Tyson, Mrs S Moore, Ms J Souchette-Mouzon Mrs D Isernia, Mrs S Jones & Mrs A Ellis
Leo's Pride:	Mrs D Isernia
Blossom Tree Unit:	Ms C Cargin, Ms G Rowe, Mrs H Airs, Mrs Hearn Ms H Lawrie & Ms C Powell
PE Support Staff:	Mrs J Marshall & Mr I Bucknell

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.

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 G Coffey OBE	Executive Headteacher
Mrs L Tomlinson	Head of School
Mrs H Gates	Deputy Headteacher
Mrs P Sehgal	Assistant Headteacher
Mrs S Das	Assistant Headteacher
Miss A Okyere	Assistant Headteacher
Miss C Power	Assistant Headteacher

Appointments can be made through the school office.

At Lynch Hill we place a strong emphasis on kindness and social skills throughout the school, we consider others at all times and observe the Lynch Hill School Code of Conduct.

Lynch Hill School
Code of Conduct

Everyone at Lynch Hill will try to be

HONEST

CALM

CARING & HELPFUL

CO-OPERATIVE

and RESPONSIBLE

We will try to recognise that everyone
has a unique contribution which they
bring to Lynch Hill

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.

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.

The topics are planned in line with the IPC (International Primary Curriculum) which is a new addition to the Lynch Hill curriculum this year. 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.

Sex & Relationships Education

The children will receive sex education suitable for their age group and in appropriate contexts but specific topics are not covered until Year 5 and Year 6 as part of the Science National Curriculum and PSHE.

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 UNICEF articles on the Rights of Children. 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.

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 and their child 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.

In Reception children are assessed in the summer term in accordance of the statutory framework when the child reaches age five. Children are assessed against 3 prime areas of learning and once these areas are established teachers will move their development on to assess them against 4 specific areas of learning. This comprises of 17 Early Learning Goals (ELGs).

These are as follows:

Prime areas of learning:

1. Personal, Social and Emotional Development.

Making Relationships

Self-confidence and self-awareness

Managing feelings and behaviour

2. Communication and Language.

Listening and attention

Understanding

Speaking

3. Physical Development.

Specific Areas:

1. Literacy

Reading

Writing

2. Mathematics

Numbers

Shape, space and measure

3. Understanding the world

People and communities

The world

Technology

4. Expressive arts and design

Exploring and using media and materials

Being imaginative

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. Once EYFS profile judgements have been made the practitioners record each child's level of development against the 17 ELGs as 'emerging', 'expected' or 'exceeding.'

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. 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:

- Well Below National Expectations
- Working Towards National Expectations
- Meeting National Expectations
- Exceeding National Expectations

For pupils completing **Year One**, some of the following attainment headings will appear on your child's end of year report:

Attainment Judgement Given	How this compares against national expectations for this year group
<i>EYFS</i>	<i>Well Below National Expectations</i>
<i>1 Beginning</i>	<i>Working Towards National Expectations</i>
<i>1 Beginning +</i>	<i>Working Towards National Expectations</i>
<i>1 Developing</i>	<i>Meeting National Expectations</i>
<i>1 Developing +</i>	<i>Meeting National Expectations</i>
<i>1 Secure</i>	<i>Meeting National Expectations</i>
<i>1 Secure +</i>	<i>Exceeding National Expectations</i>
<i>2 Beginning</i>	<i>Exceeding National Expectations</i>
<i>2 Beginning +</i>	<i>Exceeding National Expectations</i>

For pupils completing **Year Two**, some of the following attainment headings will appear on your child's end of year report:

Attainment Judgement Given	How this compares against national expectations for this year group
<i>EYFS & Y1</i>	<i>Well Below National Expectations</i>
<i>2 Beginning</i>	<i>Working Towards National Expectations</i>
<i>2 Beginning +</i>	<i>Working Towards National Expectations</i>
<i>2 Developing</i>	<i>Meeting National Expectations</i>
<i>2 Developing +</i>	<i>Meeting National Expectations</i>
<i>2 Secure</i>	<i>Meeting National Expectations</i>
<i>2 Secure +</i>	<i>Exceeding National Expectations</i>
<i>3 Beginning</i>	<i>Exceeding National Expectations</i>
<i>3 Beginning +</i>	<i>Exceeding National Expectations</i>

Learning Support

Lynch Hill School is a fully inclusive school and is committed to supporting the range of Special Educational Needs including learning difficulties, physical, medical or emotional needs. We believe that our commitment to the resourcing and teacher expertise that is made available to support such children benefits all children in the school. We consider this to be very much a valuable strength of the school.

We have named teachers who are responsible for ensuring that these needs are met by careful planning of resources and day to day management of the curriculum. Staff continually monitor children with Special Education needs and liaise with the Inclusion team and with other teachers and teaching staff to ensure that every child's needs are met. The staff work closely with other professionals in education such as Social Care, Educational Psychologists, Behaviour Support, the health service, therapists and parents. It is important to share information with the appropriate services to ensure that all children are receiving the appropriate support to enable them to achieve their best.

Therefore, the school regularly holds meetings with professionals from Slough in order to ensure the best possible educational care possible.

The work of the Learning Support units is supported through appropriate resources. Support is provided for these pupils within mainstream classes and through withdrawal groups, as agreed by all parties in the development of each child's Individual Educational Plan (IEP). The school fulfils the requirements of the Special Needs Code of Practice and welcomes the closer relationship it brings between support agencies, parents and the school in meeting each child's individual needs. When a child requires regular and ongoing additional provision to ensure progress an Individual Education Plan (IEP) is written by the class teacher. The class teacher will share this plan with you discussing your child's targets and the provision available to them.

When we feel that additional and more specialist assessment is required we may need to refer to specialist services. These referrals to services usually require an Electronic Common Assessment Framework (ECAAF) to be completed before a referral is considered. This is usually, an assessment that is completed with the class teacher and inclusion team but we may sometimes require additional information from the parent. We will discuss this with parents before an ECAF is done.

Pupils with disabilities are also welcome at Lynch Hill and are fully integrated to a mainstream class wherever possible. Every effort is made to ensure that such a child is not discriminated against through the admissions policy.

SCHOOL TIMES:

<u>Time</u>	<u>What happens</u>
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 £1.20 per day. (Reception class children may be accompanied by an adult)
8.35	Classroom doors open, children go straight to their classroom for registration. Children should not be in school before 8.35am as we do not take responsibility for them before that time.
8.50	Start of the school day. (external classroom doors are locked promptly. 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
9.50	Assembly for Year 1 and 2
10.10	Playtime for Years 1 and 2. Break time snack service available in dining hall for Years 1 and 2
10.25	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 Reception have access to outside play areas for the whole day
12.45	KS1 afternoon teaching session.
1.45 – 2.00	Year 1 playtime in lower school playground
2.00-2:15	Reception play time in lower school playground
3.00	Lessons End
3.10	School day ends

The teacher may take up to 10 minutes after 3 pm 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. In the Summer term the children attend a local University to graduate. Therefore, a variety of extra-curricular clubs will be held before and after school. Activities 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 and watches 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		Practiced in class	tested in class
Tables practice			tested in class
Spellings / Handwriting	} approx. 1 task per week	Spellings practiced in class	5 daily (tested in class)
Word work			1 task per week
Number work			1 task per week
Topic work		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, everyday. 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.

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

Miss C Power – Reception

Mrs R Abban – Year 1

Miss J Madley – 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 Executive 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, 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.

Prize Days

An annual ceremony takes place in July for Year 2 and Reception pupils when all contributions to the academic, sporting and social life are recognised. Full attendance by any pupil and excellent behaviour are also rewarded on this occasion. This 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.

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 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.
- Parents that must drive children to school are requested to make use of the walking bus facility (see further information below).

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 by using the Living Streets "WOW" Scheme.

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 scooterpods 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

Beginning and End of the School Day

Doors are opened at 8.35am; 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 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.

Children are not allowed on the adventure playground (climbing apparatus) unless supervised by a member of staff, which includes before and after school.

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.