

Classes & Organisation

Updated September 2017

Reception: Children in Reception will have had their fifth birthday by August 31st 2013

Otters Rachel Dukes/Rachel Wright (Teachers)

Rabbits Samantha Skilton (Teacher)

Foxcubs Rachel Smith (Teacher)

Year 1: Children in Year 1 will have had their sixth birthday by August 31st 2012

Hedgehogs Tara May (Teacher)

Squirrels Kay Child (Teacher)

Badgers Katy Newman (Teacher)

Year 2: Children in Year 2 will have had their seventh birthday by August 31st 2011

Barn Owls Kate Firth/Liz Emslie (Teachers)

Tawny Owls Verona Perry (Teacher)

Snowy Owls Jo Richardson/Alex Aughterson (Teachers)

TA's/Support staff

Carole Wilson
Carolyn Collins
Ellie Trimm
Emma King
Hara Birch
Hazel Creasey
Karen Francis
Kat Morrow
Linsey Algar
Lucy Razey
Marie Kaine
Nicola Blows
Nikki Powell
Roxy Adams
Sonia Huntley-Robertson
Stephanie Ruddle



Teaching is mainly class based although from time to time groups of children may be gathered from more than one class for specific focused teaching. Children may be ability grouped for writing, some aspect of mathematics or another activity which might be designed especially for those who have reached the same stage of development. On these occasions the children will have experience of being taught by teachers in addition to their own class teacher. They also enjoy the support of parents who work as volunteers. If you would like to join the parent volunteer team speak to your child's teacher, although you will not necessarily work with your child's class.

Please be aware that new regulations from the DfE require anyone working in the school and having regular contact with children, to have a Disclosure and Barring Scheme Check (which replaces the CBR). The office has details of this.



On the first day of teacher absence, children will go to another class, or they will be taught by two of the year group Classroom Assistants. If the absence is longer, a supply teacher will provide cover.

Parent/Teacher Conferences

During the Autumn Term the parent/teacher meeting provides an opportunity to meet your child's new teacher and discuss any targets set at the end of the previous term. You will be able to book a time for this using our online booking system. If you have concerns about your child's progress in learning, please speak to the teacher and she will arrange an appointment when both of you will discuss the problem, suggest possible ways forward and set dates to review the situation. This is repeated again in the Spring term where you will be given a verbal progress report.

In the Summer Term you will be given a written report on your child's progress during the year.

On Thursdays after school, please come into the classroom and look at your child's learning, display, etc. Please bear in mind that the classroom belongs to the teacher and the children as a group; I'm sure you will be sensitive to this ~ while you may look at a piece of learning your child has done, and examine learning displayed publicly, it is obviously not acceptable to explore the contents of cupboards and drawers.

If you would like to observe a lesson, just give us a ring and it can be arranged.

Homework

You will be asked to support your child's reading by spending a 10 to 15 minutes daily sharing a book and reading a bed-time story which contains much more challenging text than your child is able to read.

The teacher will show you the best way for your child to visualise words so that they can 'read' them. (Spelling is a skill which relies on the ability to 'see' in the mind ~ English is not a

phonetic language, so knowledge of phonics, while essential for reading, is not always useful for spelling.)

In year 2, your child will bring home a learning log for just that ~ practising a new skill.

You will be given a curriculum outline each term; this will show you the areas of learning and experience and the skills and knowledge being developed and can be found on the school website.

There is a strong correlation between home involvement and attainment, particularly in reading and writing.

Teachers and Classroom Assistants:

There will be occasions when the class will be taught by two teaching assistants. This may be when the teacher is taking part in a professional development activity. Our teaching assistants play a valuable role in children's learning and are trained to carry out teaching plans.

Early Years Foundation Stage (EYFS)

The classrooms and outdoor learning areas are resourced to support all areas of learning and development. In the course of a day the children will experience learning in all areas of the curriculum, from stories and reading, number work and painting, to clay work or sewing, construction and role play. In both the inside and outside learning environments they will be investigating, enquiring, making and doing, giving them a rich experience to stimulate talking & listening, reading and writing.

There is a balance between child initiated learning, child selected learning and teacher-directed activities. Direct teaching will often be followed by a practice session, where children are working independently of the teacher. During the week your child will learn something new (as a novice), have the opportunity to practise (as an apprentice) and apply skills and understanding (as an expert).

A key factor of learning in the EYFS is the developing ability to express ideas, ask questions, make predictions, test ideas out, observe using the senses and describe events.

Children are taught to become self-reliant. They learn where to locate what they need to support their learning, how to handle it properly and how to return it to its home ready for the next person to use. They learn to work and play alongside and with each other, sharing and turn-taking, listening carefully and speaking one at a time so that others can listen to them. We encourage the children to take risks in their learning, to try things out, suggest ideas and make predictions.

We have an established induction process to support the children as they start school. In the summer term before they join us, they will be invited to visit the school and meet their teachers. These visits will help your child to feel more familiar with the school, their classroom and their teachers. If you are concerned that your child may need more support please contact the school office to discuss this.

Year 1

The children move into Year 1 the following September. They will already have had the opportunity to visit their new teacher, who will have had detailed discussions with their current teachers.

Records, of course, are passed on, so that the receiving teacher has secure knowledge of the stage each child has reached and what the next steps are.

When they visit they will have been asked to select a piece of learning which best tells their next teacher what they can do and of which they are really proud.

Their Year 1 teacher will display that piece of learning, emphasising its value and giving the new children a sense of ownership of their new classroom. When they return in September, there will be the learning, reminding them of the pride they had in selecting it.

They will then join in putting together their classroom 'contract'. They discuss behaviour and suggest rules or a code of conduct. They are introduced to their tools and equipment so that, again, they can be self-reliant as quickly as possible.

We continue to make sure that experience is at the centre of the curriculum, and through that experience, the development of the key skills of communication, problem-solving, technology, working with others, application of number and improving own learning. The children will learn as part of a whole class, sometimes in a focused group, and sometimes individually, coming back to a piece of learning over a period of days, when working on a model or a design, continuing a story, looking again at change occurring. The teacher may want to carry out assessment activities e.g. finding out which skills and strategies your child is using in order to learn. This information helps her identify strengths, learning preferences and informs the planning of teaching.

Children will often work collaboratively, sharing ideas, making suggestions, solving problems or testing out theories.

In September parents will be invited to attend a class induction meeting. Here the class teacher will share information about the class and expectation for the year.

Year 2

The transition to Year 2 follows the same procedure: the visit to their next class with a selected piece of learning. The new teacher is armed with full information about the stage of development and makes plans to build on that and take the learning forward. Again, a vital element in successful transition is the setting of the classroom contract and the

introduction to the tools and equipment. The organisation and management of the teaching and learning is on the same lines as in Year 1. There is a balance between whole class teaching, individual and collaborative learning and, for the child, the opportunity each day to act as a novice, an apprentice and an expert.

During this year we expect to see children displaying a high degree of independence; they will be increasingly able to understand themselves as learners ~ what their strengths are, and what to do to improve.

They should be reading fluently and with joy, able to write with verve and apply what they know about numbers to problems rooted in real-life situations. They will be developing real empathy and will support one another sensitively, accepting and celebrating difference and building their knowledge of other cultures as well as their own. They will be able to express themselves through the creative arts, taking pleasure in painting, music, dance and drama, and they will be confident socialisers, able to work and play effectively together.

In September parents will be invited to attend a class induction meeting. Here the class teacher will share information about the class and expectation for the year.

In the final term teachers assess the children against National Curriculum End Of Year Expectations. There are standardised tests in Maths and English.

