



Your Child's Learning

The children are taught by their own class teacher in mixed ability classes. The composition of the classes varies each year depending on pupil numbers in each year group. The staffing complement for each class is a fully qualified teacher with access to a trained teaching assistant. Every classroom is fully furnished and equipped with the highest quality learning resources. Each class has access to laptops and iPads to enhance their learning.

The class teacher will get to know your child very well and will be pleased to involve you in their life at school. Children make progress at their own rates and in their own ways. It is important to value them as individuals and to provide learning opportunities that will build on their strengths and overcome their weaknesses. The curriculum is broad and balanced and provides for the academic, moral, physical, creative and personal and social development of every child.

We believe our educational provision should enable our children to become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. We promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs through our lessons and assemblies. This ensures our pupils understand the importance of respect.

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) – Nursery and Foundation 2 – is based around four themes:

- Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

At this age, there are six areas of the curriculum:

- Personal, Social and Emotional Development
- Communication, Language and Literacy

- Knowledge and Understanding of the World
- Physical Development
- Creative Development
- Problem Solving, Reasoning and Numeracy

Activities are planned from the children's interests. Parents are informed half termly in what the theme or topic will be and how you can support at home. Each child will have an individual Learning Journey which records their progress through the Early Years Curriculum.

Key Stage 1 (Ages 5–7 Years) and Key Stage 2 (Ages 7–11 Years)

The core curriculum at Key Stages 1 and 2 comprises:

- English
- Mathematics
- Science
- Computing

Children also study the subjects below as part of the National Curriculum. These are called foundation subjects: Art and Design, Design Technology, History, Geography, Music, Physical Education, Personal, Social, Health and Citizenship Education., Religious Education, Modern Foreign Language (Spanish).

Non-denominational Religious Education is provided for all children as part of the curriculum and is in accordance with the local agreed Religious Education syllabus. Assembly is an important part of the school day when we meet together as a community. It is a time when we place emphasis on the development of values and attitudes towards each other and the world around us. Assemblies are non-denominational and although they are of a broadly Christian nature due consideration is given to the multicultural society in which we live. Once a fortnight, assembly is led by the local Methodist minister or by the vicar at St John's. Parents have the right to withdraw their children from religious education and collective worship should they so wish. If parents do not wish their child to be taught the agreed syllabus or take part in short acts of collective worship then they should inform us in writing. Their child can then be excused and suitable alternative arrangements made.

We have a pianist who visits each week and all the children have sessions singing a wide variety of different songs, traditional and contemporary. Children from Year 4, 5 and 6 can join the school choir which has performed in a range of venues. Children in Year 4 are given the opportunity to learn a musical instrument (the clarinet) and Key Stage 2 children have the opportunity for private tuition for drums, woodwind and brass instruments.

Spanish is taught throughout Key Stage 2 by an experienced linguist and follows the iLanguages scheme of work.

Educational Visits and Visitors

Visits and visitors play an essential role in our school and take place on a regular basis. These are varied and can include places in the locality e.g. local secondary schools, swimming lessons at The Metrodome, Cannon Hall and other experiences which will support the children's learning and a residential trip to Kingswood in Norfolk. We also host a range of theme days relevant to current topics.

Sex Education and Relationships

The school has a policy for Sex Education and Relationships (SRE)

- Sex education is taught at Keresforth Primary in two ways. It is taught at both Key Stages through the content of National Curriculum Science lessons and through special lessons delivered at the end of Years 5 and 6 as children prepare to move on to secondary school.
- In Science, part of the curriculum deals with 'Life and Living Processes.' Children at Key Stage 1 learn that humans and other animals can produce offspring and that these offspring grow into adults, while children at Key Stage 2 learn about the main stages of the human life cycle and the changes made as humans develop.
- Children in Y5 and Y6 have special lessons delivered by the class teacher who may be supported by the school nurse. Children are shown a video about the main features of puberty and any questions they may have will be answered. You have the right to withdraw your child from this particular lesson and are asked to give your written consent. You are welcome to view the subject matter of the video before you make up your mind.

Extra-curricular Activities

We offer the additional service of a breakfast and after school club for those parents who need additional child care.

We also offer a wide variety of clubs that take place during lunch break and after school. Some of the activities we offer are: art and craft, sports, games club and gymnastics.

Homework

LEARNING AT HOME

Homework is a valuable part of the learning process for every child. Our homework policy aims to develop an effective partnership between the school, children, parents and other carers.

HELPING YOUR CHILD WITH HOMEWORK

Parent support is a special part of homework and can really help your child. As they get older, it is particularly important for your child to become more independent in their learning. Your child is likely to get more out of an activity if you get involved, as long as you don't take over too much. If you're unsure about what your role should be, please call in and discuss this with the class teacher.

Maths homework for the children in Key Stage 1 and 2 is set weekly on the MyMaths website. Each child has been issued with log in details and a password. Please contact your child's teacher if you misplace these.

Children are encouraged to read regularly at home and certificates and awards are given weekly in our celebration assembly.

Phonics

The teaching of phonics is intrinsic to helping children learn to read and write. It is an essential part of the children's learning that begins in Nursery and continues right through the school. Our phonics teaching is based on the Letters and Sounds approach.

Phonics is taught daily in discrete sessions to all children from Foundation 2 to Year 2 and any year 3 children who are still not secure with their phonic knowledge. The sounds are taught in progression and we use a wide range of resources when teaching phonics, including the use of ICT.

Children are assessed termly in order to monitor progress and children are placed in different phases within the phonics structure. This is very successful and in the Year 1 Phonics Screening Check, our children scored well in comparison to other Barnsley schools.

In Key Stage 2, children have discrete time to learn the required National Curriculum spellings and these are applied in writing lessons. In marking writing, teachers will direct children to address any misspelt words which they should be able to spell, in line with year group expectations.

Any child who is not progressing and applying spellings in line with most of their peers will be supported through targeted interventions and, in some cases, a home – school individualised programme.

Grammar, punctuation and spelling is taught daily to children in Key Stage 2 and covers the knowledge required from the statutory programme. This is reinforced in their English lessons.

Reading

Reading is also taught using a variety of schemes, which include Oxford Reading Tree, Big Cat and Songbirds in the early stages.

Children will bring home reading books regularly and these are banded into ability levels. Children have a Reading Record which parents/carers are asked to sign, to verify that their child has read. Our expectation is that younger children will read daily and the time spent on reading at home will increase as children progress through our school so that, by Year 6, children are reading at least 5 times a week for longer periods of time. As in phonics, any child who falls behind will be supported through reading interventions. We also deploy our teaching support staff and volunteers to read with children where we believe that they will benefit from this extra reading practice.

Guided Reading sessions take place in all classes daily, from Year 1 to Year 6. In these sessions children are taught to interpret and understand meaning in texts. During this time, in addition to independent reading, children have the opportunity to apply their understanding of the texts in a variety of ways and work directly with their teacher and teaching assistants.

We have a well stocked school library which is accessible to all pupils and can be used to support homework for children without access to the internet.

Special Educational Needs

Children's progress is constantly monitored and assessed and careful records are kept. Occasionally we find that a child does not make the progress we expect. If this were the case parents would be consulted and appropriate steps to support the child taken. A Support Plan may be made with individual targets which will be reviewed regularly. If targets continue not to be met, outside agencies may be called upon for extra support. After further consultation with parents the Local Authority (LA) may have to make a statutory assessment based on specialist advice. The LA may then draw up an Educational health Care Plan working alongside other professionals. This describes all of the child's needs and all the special help that should be provided. Parents will always be consulted and kept fully informed at every stage once we have identified that their child could benefit from some extra help. This could be for educational, physical, personal or social needs.

Our assessment procedures will identify children of very high academic ability and work will be planned to meet the learning requirements of these children.

Assessment

Assessment, in all its forms, is a critical part of the work of the school. It helps the school to identify patterns of performance in comparison with national, local and similar schools and the results enable the school to set targets for future performance. It helps teachers monitor the success of teaching strategies, informs future planning and pupil grouping and enables them to set targets for individual children. It allows the children to know what they are good at and what next steps they need to take to continue to improve. Finally, assessment allows teachers to monitor the achievements and progress of individual children and pass that information on to parents. Assessment is an ongoing process and takes a variety of forms.

SATs

In the summer term of years 2 and 6, the children carry out the required Standard Assessment Tasks and Tests (SATs). The class teacher assesses each child's development in speaking and listening, reading and writing, mathematics and science. In addition each child undertakes a test in spelling, punctuation and grammar, reading and mathematics. Parents are informed of how their child has done at the end of the summer term as part of their child's annual school report.