

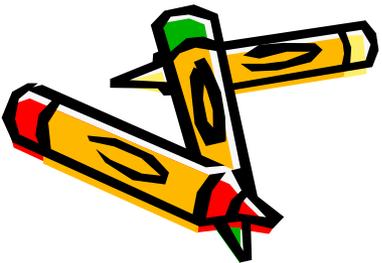
Welcome - and thank you!



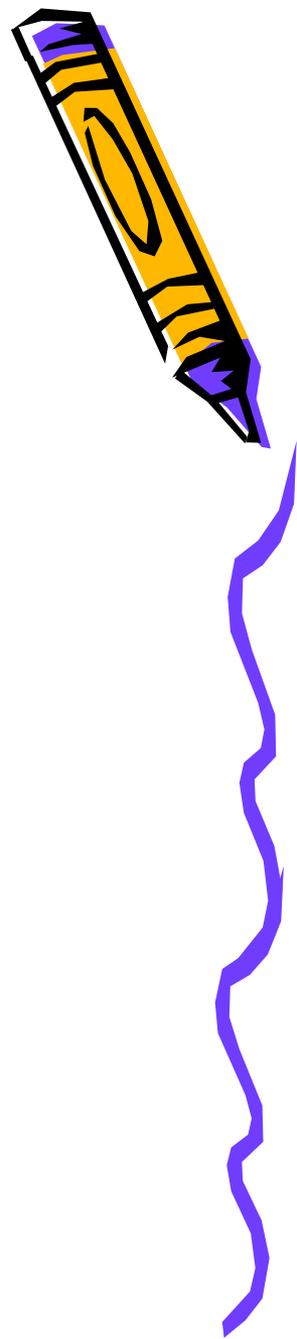
With your help we can ...



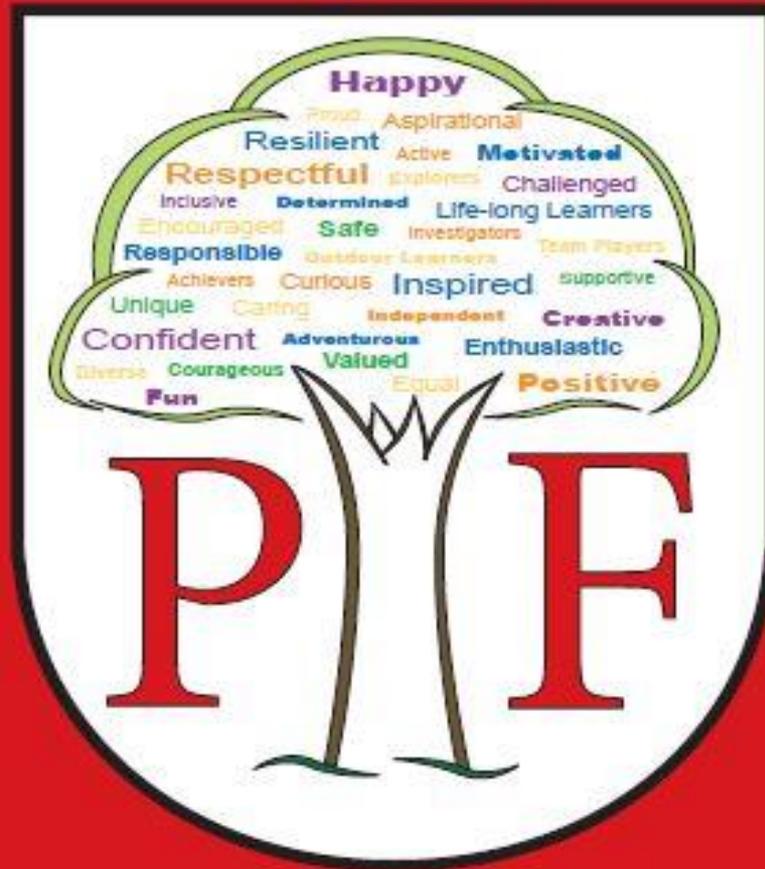
- Extend the children's experiences
- Support children better with their learning
- Enhance our learning environment



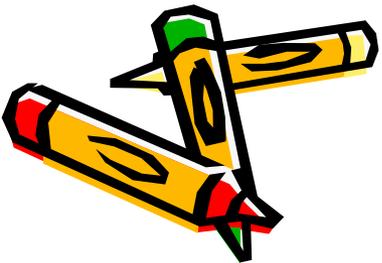
Our School Vision



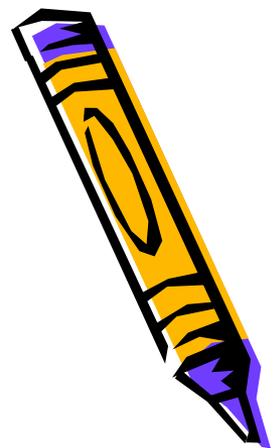
Growing Together



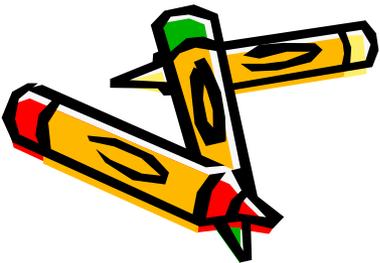
Ready For Life

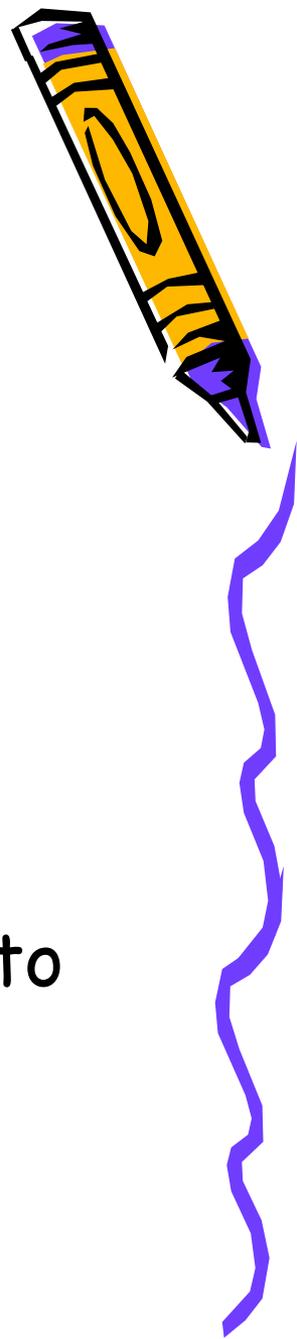


In adult speak...

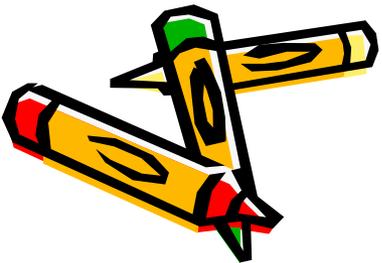


- We aim to provide an open, welcoming atmosphere where a sense of belonging is fostered by praise, the promotion of positive behaviour and teamwork. In addition we aim to provide equal opportunities for learning regardless of gender, culture, race, creed or ethnic origin
- We also aim for the children to make the best possible progress.
- (School policies are available on request)

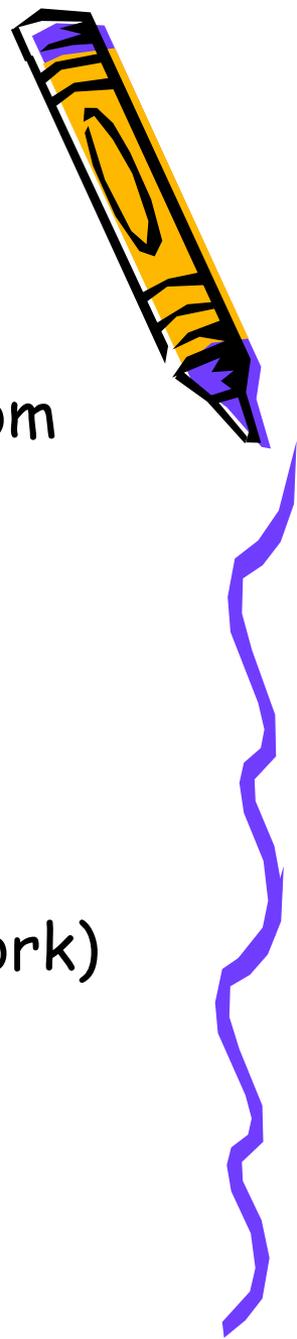




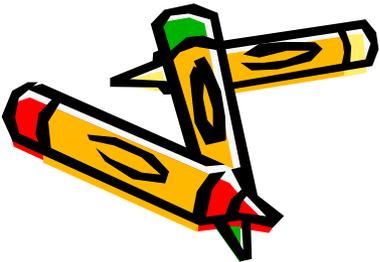
- We have seven classes, Reception, then Years One to Six.
- Reception is also known part of the 'Foundation Stage' and 'Early Years'
- Key Stage One comprises Year One and Year Two.
- Key Stage Two comprises Years Three to Six.



What you might be asked to do

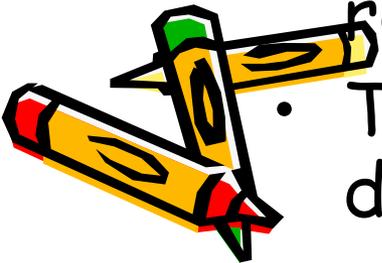
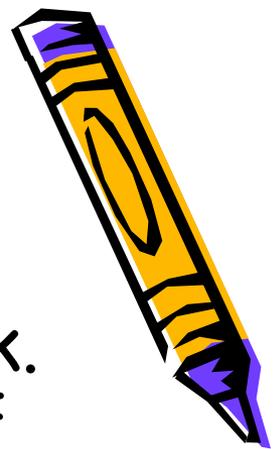


- Support a group within or outside the classroom
- Art work
- Cookery
- Work in the library
- Help on school trips
- Hear children read
- Prepare work (trimming, photocopying)
- Contribute towards displays (trim or mount work)
- Laminate work (laminator in workroom)
- Etc etc!



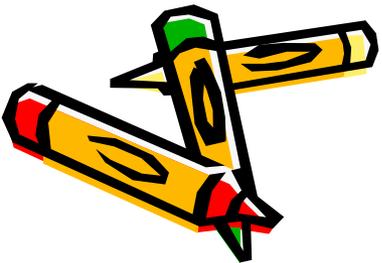
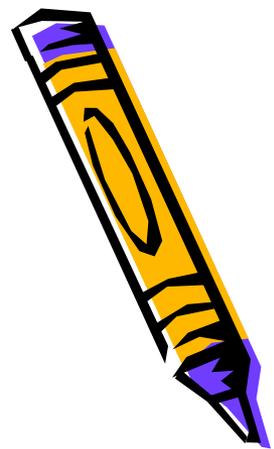
Domestic Arrangements

- You are welcome to come into the staffroom at break times for a drink. (Please do not take hot drinks out of the staff room) There are plenty of spare mugs in the cupboards. Coffee and tea for visitors are on the tray above the small fridge in which visitors' milk is kept. We have a dishwasher for dirty cups.
- Ladies toilets are in the corridor on the left just before you get to the staff room
- The men's toilet doubles up as the disabled toilet in the school foyer.



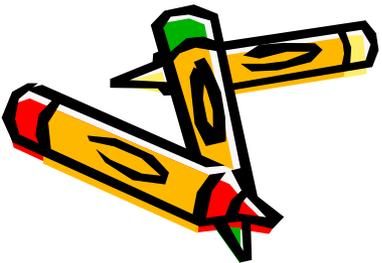
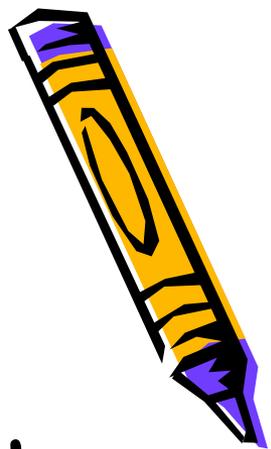
School Times

- Morning session 8.55 - 12.00
- Afternoon session 1.10 - 3.20/3.25
- Morning break 10.30 - 10.45
- Afternoon break - varies in R/KS1

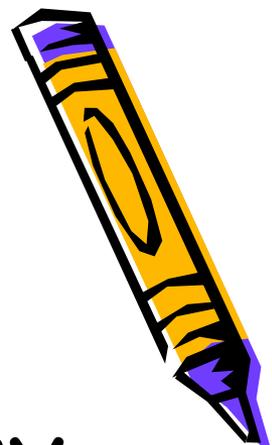


Health and Safety

- You must have a DBS check to work with children in school
- Please sign in at the door and wear a visitor badge



Child Protection

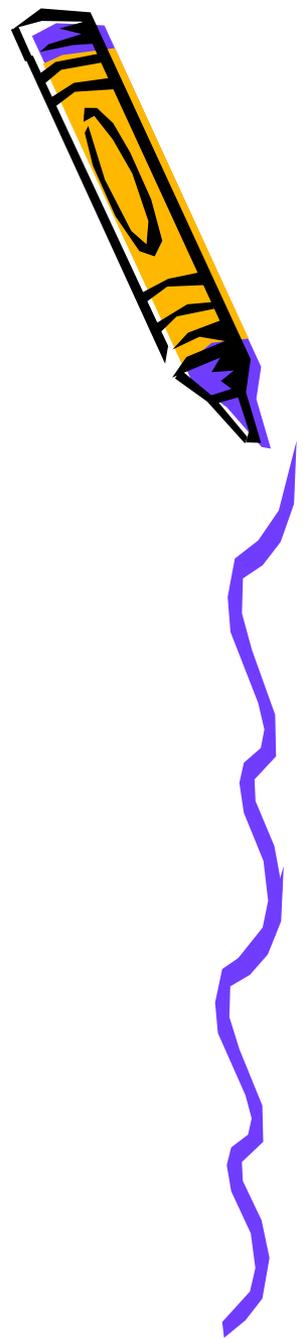


- Happens anywhere and in any school
- Never lead or question
- Always report to the Designated Safeguarding Leads -Mrs Gane
Mrs Braley and Miss Leary



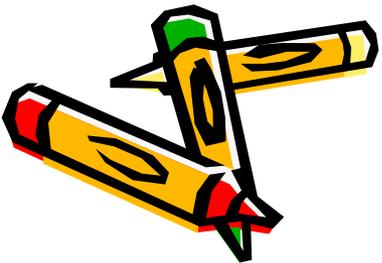
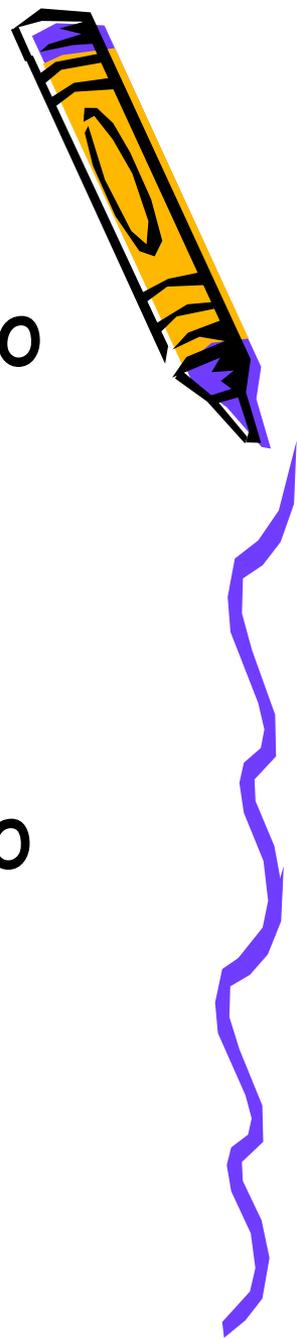
Mobile Phone Policy

Please turn your phones off
at the door.



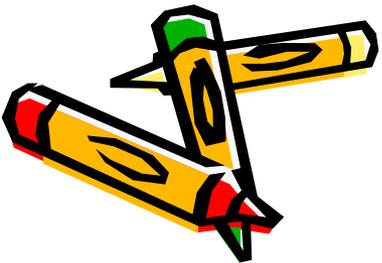
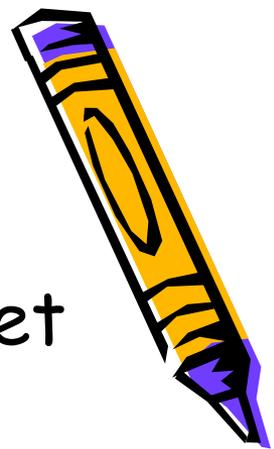
Confidentiality

- Please refer outside enquiries to school
- If you see anything that concerns you during your visit to school, please talk to a member of staff about it.



School Trips

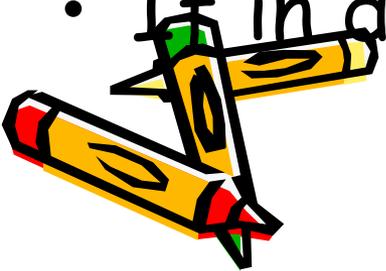
- You will be given a separate protocol sheet and asked to sign it.
- You will usually be assigned a small group of children
- The children know they are expected to behave as well out of school as they do in school
- The class teacher should give you information to help you - if in doubt do please ask.



First Aid

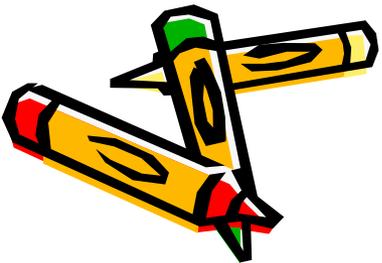
If an accident occurs or a child feels unwell

- Draw a member of staff's attention to the problem - do not treat it yourself
- First aiders in our school are Rebecca Fortheringham (Y6), Claire Franklin Smith (R) and Julie Faulkner Morgan (Y4) but all staff have basic first aid training.
- If in doubt, ask at the school office!



Fire Drill

- The school bell will ring continuously
- Follow member of staff's lead
- Fire exits are marked
- The assembly point is in the playground at the front of the building. Each class knows where to stand.
- Children are trained to keep calm but move quickly, leaving belongings behind.



More Health and Safety!

- Kick stools are located around school - please do not use tables, chairs, trolleys etc as access equipment, or overreach from access equipment
- Please report defective equipment to Karen Hallard, School Business Manager - please do not use it.

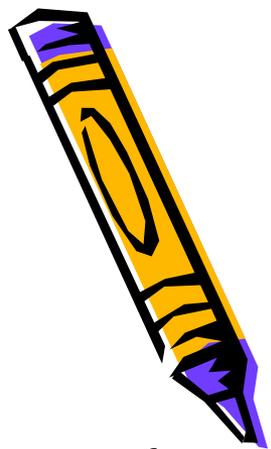


Food Safety

Before cooking children should:

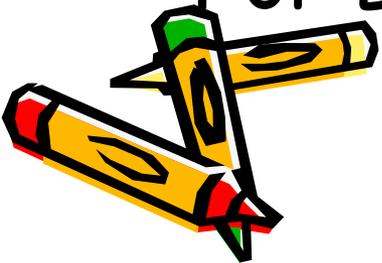
- Remove jumpers and push sleeves up
- Ensure that long hair is tied back
- Wear an apron
- Wash their hands thoroughly

(Adults should also observe the last three!)



Food Safety

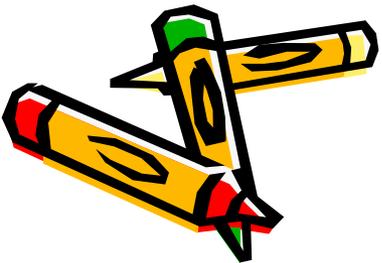
- Food preparation - as you would at home (separate board for raw meat, keep raw and cooked food separate, don't leave food in a can, clean worktops etc)
- Supervise children closely where sharp knives, hot food etc is involved
- Fully equipped cooking area outside Y6
- We have had training from the Food For Life Partnership





Scissors and Other Tools

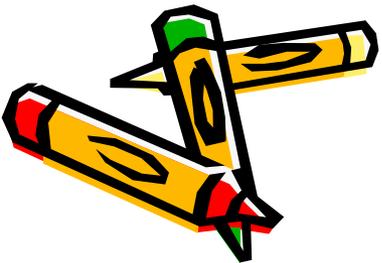
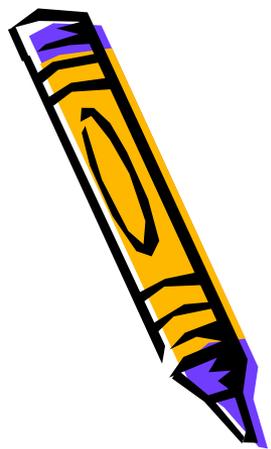
Please help us to train children to use tools safely. In particular, scissors should not be waved about and should be carried pointing downwards.



Our Behaviour Code

We expect our children to treat visiting adults politely and with respect - we also expect that they do as they are told! If you experience problems, please refer to a member of staff.

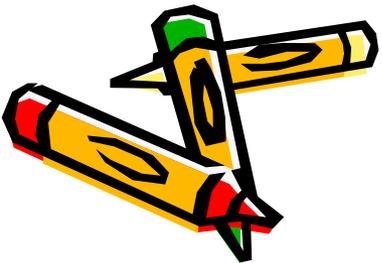
We are using a policy of 'restorative justice' in school.



Our Behaviour Rules

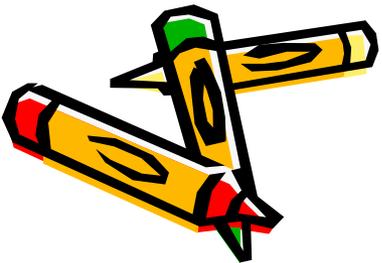
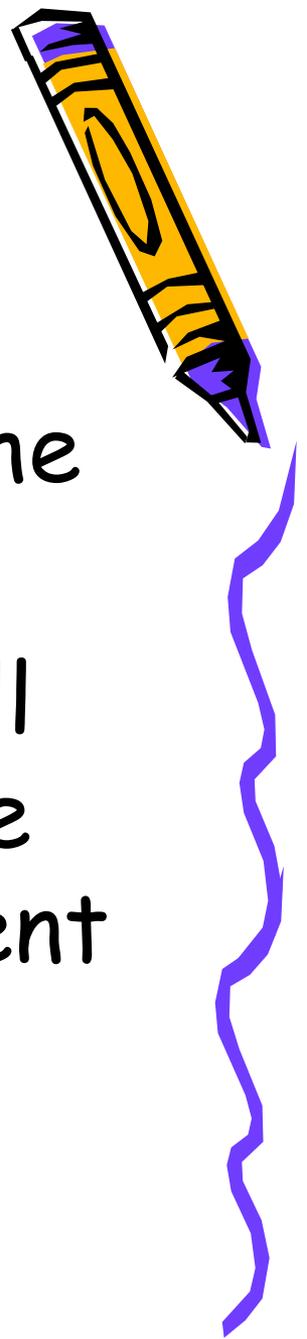


1. We show respect to everyone in our school.
2. We take care of our environment.
3. We behave sensibly and safely.
4. We listen well and work hard.
5. We take responsibility for our own actions.

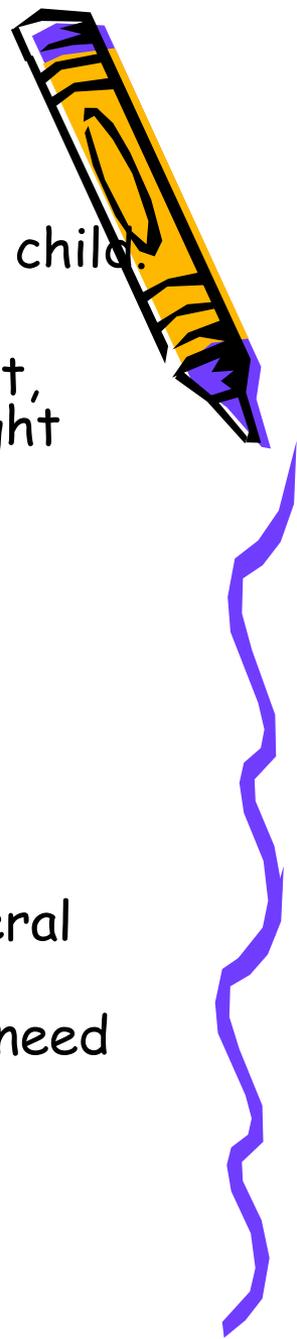


Helping in Your Own Child's Class

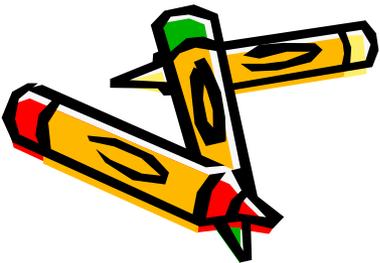
- The teacher is responsible for the class - including your child.
- If your child doesn't respond well when you are in the class, you are very welcome to help in a different year group.



Hearing Readers



- The exact approach will depend on the reading level of the child.
- **Beginning readers**
- 1. Children should be aware that you read from left to right, turning the pages that way and reading the lines left to right and top to bottom.
- 2. Read the book together to start with.
- 3. Discuss the pictures and the story.
- 4. Read the book again pointing to each word as you read.
- **Early reader**
- 1. Discuss the pictures and the story.
- 2. Read the story together.
- 3. Ask the child to find key words which are repeated several times in the book i.e.. 'the', 'up', 'in', etc.
- 4. The children should be aware of full stops and that you need to pause at a full stop and not to run sentences together.



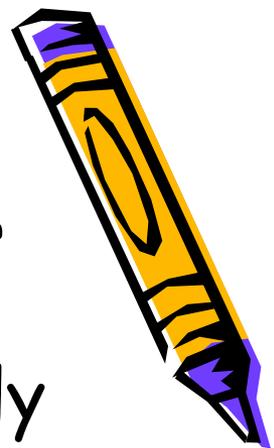
Hearing Readers

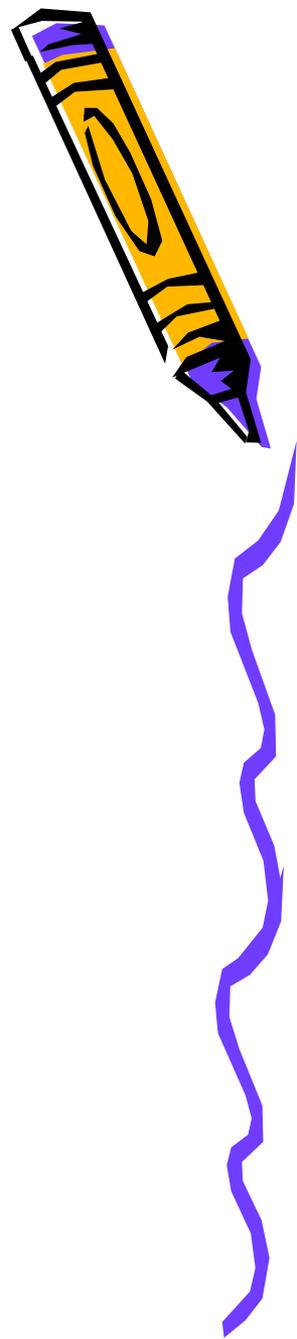
- **Extending reading**
- As the children can read more words try to get them to work out new words by making a good logical guess. Maybe the picture will help. If the child has good knowledge of initial sounds, looking at the first letter strings or small words within words, sound out the whole word e.g. ing in king
- Try to get the child to read to the end of the sentence and then go back to work out an unknown word. Even with competent readers you should discuss the stories and pictures. Also you can try to encourage the children to use expression or put on suitable voices.
- **Discussion Questions**
- The following are examples of the types of questions to use when discussing a story.
- What was the story about? Who was the main character?
- What sort of a person was he?
- Was that a sensible thing to do?
- What should he have done?
- Which part did you like best?
- What would have happened if....?
- Try to relate some ideas to the children's own experiences. i.e. Can you....? Have you ever?



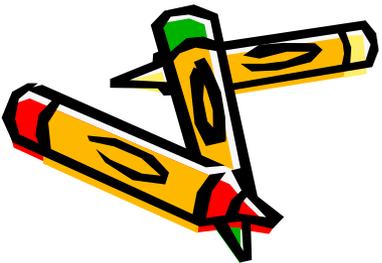
A word about phonics...

- A 'phoneme' is the sound that a letter or group of letters make ('ow', 'oi', 'a')
- Phonemes should be pronounced correctly
- A 'grapheme' is how the sound looks like written down - so a child can hear the sound that 'sh' makes but also knows which two letters spell 'sh'
- We teach children from reception to know the name of the letter and what phoneme/sound it has.
- Children are taught from reception to 'segment' (break a word down into phonemes) and to blend (build sounds up to make a word)





<http://www.youtube.com/watch?v=IwJx1NSineE>



Thank you for joining us. We hope you enjoy your time with us - if in doubt, please do ask!

