



Parent Guide

Year 2

Welcome to Great Heath Academy. We hope that this guide will tell you more about the work that we do and how you can help support your child's education. There is a separate guide for each year group. Some of the information is the same, but some varies according to the age of the children. You can find more detailed information on our website: www.greathathacademy.atrust.org.uk

It is a shared desire, of all staff and parents, for all the children who attend Great Heath Academy to achieve their maximum potential. To this end, this guide has been created to help clarify what goes on in school and hopefully support you, the parents, in your efforts to help the children outside the school gates.

There is a great deal of information included within the next few pages. We hope you find it helpful, but if you feel there is something missing, or you require more detail on something, please let us know.

General Information

Attendance

School starts at **8.55am** every day. Children line up outside their classroom and are brought in to class by the class-teacher. Children arriving late should sign in at the school office. The register closes at 9.05am each day. Children who arrive after that time, without a valid reason, are marked with an unauthorised absence.

If your child is too unwell to attend school, please phone **01638 713430** on the first day of absence.

Lost property

Please label all items of uniform. Lost property is kept in the dining hall. If you would like to look in the lost property cupboard, please ask at the school office. Items not claimed at the end of term are disposed of.

Medication

Please note that we will only administer prescription medication, prescribed by a doctor. This must clearly show the dosage and frequency. You will need to complete a consent form, obtainable from the office.

Uniform

- Jumper/cardigan in the academy colour of green, with the academy logo. V-neck, not round neck.
- White shirt (long or short sleeve).
- Academy tie (green & silver broad stripe). Available from the school office.
- Grey trousers (shorts in the summer term).
- Grey skirt/pinafore dress (green checked summer dress in the summer term).
- Black, low heeled, sensible shoes.

PE kit

- Bottle green t-shirt with logo
- Black PE shorts
- Plimsolls/trainers
- Great Heath gym bag

Contacting Great Heath Academy

For anything related to learning or pastoral, your first port of call should be the class teacher. They spend the most time with your child and will be able to deal with most queries. If the class teacher is unable to provide the advice you need, please contact the Phase Co-ordinator. For Y1 & Y2, this is **Miss Rachal Brett**.

If the Phase Leader is unable to help, please contact the Assistant Principal for the Key Stage your child is in. For KS1 (Y1 & Y2), this is **Mrs Emily Mitchinson**. Any issues that cannot be resolved by Mr Mitchinson should then be passed on to the Principal, **Mrs Naomi Brown**, or to the Executive Principal, **Mr Steven Vincent**.

English: Reading

Children read in school every day in school in both formal and informal settings. Within a normal school day, children read as a class in groups, in pairs and individually, both silently and aloud. We have a large range of fiction and non-fiction books in the classroom which all children are able to access. We also have a well stocked library and the children are encouraged to regularly borrow and return books.



In English lessons, children often share a text with the teacher and all are encouraged to take part in reading the text, understanding the meaning and developing reading strategies, using them to read new and unfamiliar words. Children learn about the structure of stories, poems and information texts. They become aware of authors, illustrators and publishers and begin to develop and express preferences in their reading. An awareness of writing styles and conventions is also developed through reading so that children may be aware of these and apply them to their own writing.

Within the classroom the children are exposed to a 'print rich' environment with lots of key words and displays. Every classroom has an English "Working Wall", providing guidance on key reading and writing strategies. Children are encouraged to read throughout the day, and there are times during the week when we DEAR; Drop Everything And Read.

All children at Great Heath have access to a computerised reading development programme called Lexia. This system adjusts itself to a child's abilities and becomes progressively harder as they develop. Lexia provides a true personalised teaching programme for all children.

Naturally all other curriculum areas give a high priority to literacy skills and skills taught and learnt in English are also practised and reinforced in other subjects. There is a book corner in all classrooms and a well stocked library. Children are taught to respect and take good care of books so that they can be used and enjoyed by everyone. Hearing stories and poems is just as important as reading them and story time is a very special time for both children and teachers. Teachers model good reading skills which help to make the texts more interesting and enjoyable to the listener.

Within KS1, reading starts as "decoding"; the ability to recognise and say the words on the page. This is known one of the first reading skills taught. As the children develop through KS1 and into KS2, more time is spent on developing the children's understanding of retrieval, inference and understanding, so that each child is able to analyse a text, drawing out the reasoning for the use of language and so that they are able to explain the author's intent. Children need to develop these important skills:

Comparing & Contrasting, Contextual Understanding, Inference with justification through evidence, Prediction, Retrieval, Skimming & Scanning, Summarising.

At school, children are **taught** to read. They do, however need to **practise** their reading as often as possible and this is where a good home reading scheme is invaluable. Sharing books and stories and talking about them with your child will help increase his/her enjoyment of books and improve their reading skills. Try to set aside a quiet time when you can sit together and share the enjoyment of the story and the pictures, talking about the story and discussing what happened and why.



English: Reading (continued)

Once children have developed the basic skills of reading, there can be a risk that their motivation and enthusiasm begins to lessen. This is a vital sign in children's reading development and the point at which parents can offer invaluable support. Taking the time to talk to your children about the books they choose and listening to them reading aloud regularly can make all the difference. Children need to understand why we read. They need to experience the range of feelings that a book can create or the power that can be gained from accessing information. Reading must not only be confined to stories. Many children love reading comics, magazines, newspapers, information books and poetry. All of these reading activities should be encouraged.

Children at Great Heath have a reading diary and we expect children in Year 2 to read a minimum of 3 times per week. Children need to read to an adult so that they can discuss what happened and the reasons for it. They need to discuss the text and consider what the words and phrases mean and why the author chose them. We have a reading reward scheme and children can collect prizes for reading regularly at home. Please support your child by filling in their diary each time you hear your child read. Please be honest with your comments. If your child had problems with certain words or found the book very difficult, please say so.

Activities & techniques to help develop reading

- Teach your child the technical terms needed for discussing what they hear and read, such as noun, verb, adjective, simile etc.
- Read whole books to your child so that they can meet texts and authors they might not choose to read themselves. When you are reading with your child, ask them questions such as:

What happened in the story?

Who were the characters in that chapter?

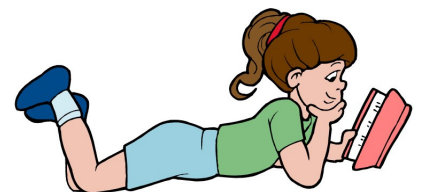
How did it make you feel?

What do you think will happen next? Why?

- Show your child different types of writing, such as diaries and autobiographies which are written in the first person, and discussing the relevant features.
- Allow your child to read texts they are genuinely interested in, e.g. reading information leaflets before visiting a gallery or museum, or reading a theatre programme or review.

Some points to note

- Reading should be fun and enjoyable. Be guided by your child's concentration span; try to stop just before anxiety, tiredness or boredom set in! Give lots of praise and encouragement.
- Make reading special by having a quiet place where your child can have your full attention and read undisturbed by siblings or the television.
- Have a regular reading time, e.g. 10 minutes or so after tea or at bedtime.
- Your child's progress in reading will be constantly monitored in order to give them the help and support they need. It is quite normal for children to progress at different rates. It is therefore to be expected that, within one class, children will be reading different books.



English: Phonics

Children start learning to read in EYFS through synthetic phonics. Phonics is about children knowing how letters link to sounds (graphemes to phonemes), e.g. c as in 'cat', ll as in 'fell', ee as in 'sheep'. Children use this phonics knowledge when they are reading and writing. This system has been shown to be a quicker and more efficient way for children to learn to read the words on a page fluently and accurately. It also gives them essential skills for spelling. At Great Heath, children take part in high-quality daily phonics sessions throughout EYFS and Y1. They develop and apply this knowledge in Y2. Sessions involve lots of speaking, listening and games, where the emphasis is on children's active participation. They learn to apply their phonic knowledge in reading and writing activities and in their independent work.

What is a phoneme?

It is the smallest unit of sound and a piece of terminology that children like to use and should be taught. At first it will equate with a letter sound but later on will include the digraphs. For example 'rain' has three phonemes, / r / ai / n.

What is a grapheme?

A grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. Another way to explain it is to say that a grapheme is a letter or letters that spell a sound in a word. E.g. /ee/, / ea/, /ey/ all make the same phoneme but are spelt differently.

What is a digraph?

This is when two or more letters come together to make a phoneme. /oa/ makes the sound in boat.

What is blending?

Blending is the process that is involved in bringing the sounds together to make a word or a syllable and is how /c/ /a/ /t/ becomes cat. To learn to read well children must be able to smoothly blend sounds together. Blending sounds fluidly helps to improve fluency when reading. Blending is more difficult to do with longer words so learning how to blend accurately from an early age is imperative. Showing your child how to blend is important. Try to 'push' sounds smoothly together without stopping at each individual sound.

What is segmenting?

Segmenting is a skill used in spelling. In order to spell the word cat, it is necessary to segment the word into its constituent sounds; c-a-t. Children often understand segmenting as 'chopping' a word. Before writing a word young children need time to think about it, say the word several times, 'chop' the word and then write it. Once children have written the same word several times they won't need to use these four steps as frequently.

What are tricky words?

Tricky words (sometimes known as common exception words) are words that cannot be 'sounded-out' but need to be learned by heart. They don't fit into the usual spelling patterns. Examples of these words are attached under each phase. In order to read simple sentences, it is necessary for children to know some words that have unusual or untaught spellings. It should be noted that, when teaching these words, it is important to always start with sounds already known in the word, then focus on the 'tricky' part.

What are high frequency words?

High frequency (common) are words that recur frequently in much of the written material young children read and that they need when they write.

What are CVC words?

CVC stands for consonant- vowel- consonant, so a word such as *map*, *cat* is CVC. In phase 4 we talk about CCVC words such as *clip*, *stop*.



English: Spelling

Children in Y2 continue with developing their phonic knowledge and learn a series of spelling patterns. They also learn “common exception words”. These are words that don’t fit with specific spelling patterns.

door	door	floor	poor	because	climb	most
find	kind	mind	behind	only	both	child
children	wild	old	cold	gold	hold	told
every	everybody	even	great	father	fast	last
past	class	grass	pass	break	steak	pretty
beautiful	after	eye	plant	path	bath	sure
sugar	hour	move	prove	improve	could	should
would	busy	who	whole	Christmas	any	many
clothes	people	water	again	half	Mr	Mrs
money	parents					

Within lessons, teachers teach children the letter patterns and the words. Children will have regular spellings to learn at home. Please support your child by helping them learn their spellings.

- Try writing the word down in two or three different ways, in joined handwriting. This will fix the spelling in the hand.
- Use a highlighter pen to draw your attention to the part of the word you need to learn.
- Look for words within words (e.g. get in vegetable, lie in believe).
- Use the Look, say, cover, write, check strategy.
- Group together words that may not sound alike but have a shared pattern.
- Listen to the word. Break it into syllables and then identify the phonemes in each syllable (e.g. Sep-tem-ber).
- When letters or parts of words are silent, say the words in an exaggerated way (e.g. k-nife, bus-i-ness).
- Analogy is using words already known (e.g. could, would, should).
- Learning about the structure of words can help spelling. For example, find the root of a word and check whether it changes when prefixes or suffixes are added (e.g. smiling: root = smile + ing).
- Mnemonics are a useful memory aid (e.g. Big elephants can always use small exits).
- Homophones often cause difficulties. Learn them with other words that look the same rather than sound the same (e.g. there, here, where).
- Think of a spelling rule (e.g. short vowel and single consonant, double the consonant when adding ing).



English: Grammar (Y2 specific)

Below you will find guidance on common grammatical terms.

adjective	An adjective is a describing word. tall, blue, old <i>the tall tree</i> <i>a blue car</i> <i>the old house</i>
apostrophe	An apostrophe is used to show: 1. contraction, where a word has been shortened or two words combined. can't, should've, I'm 2. possession, where something belongs to someone or something. Helen's car, the teacher's chair, the rabbit's hutch
comma	Punctuation used to separate items in a list. <i>In my pocket I found a coin, a button, a sweet and a tissue.</i> <i>My favourite foods are chicken, pizza and pasta.</i> <i>I have been on holiday to Paris, Rome, London and Moscow.</i> Note: commas are also used to separate clauses. This is introduced in Y5/Y6.
command	A sentence that orders or commands. A command often ends with an exclamation mark. Put your book away! or <i>Please put your book away.</i> Close the door! or <i>Please close the door.</i> Go to bed! or <i>Please go to bed.</i>
compound	A longer word made from two shorter words. playground, afternoon, sunshine
exclamation	A sentence, phrase or word which shows strong emotions, or emphasis. An exclamation ends with an exclamation mark. How fantastic! What an amazing film! What a surprise!
noun	A noun is a naming word. book, lion, kitchen
noun phrase	A phrase is a group of words which make up part of a sentence but it does not contain a verb. A noun phrase is a phrase which has a noun as its main word. my house, that big box, seven kittens
question	A sentence asking for information that ends with a question mark. Who are you meeting? What do you want for tea? Where is the new toy shop?

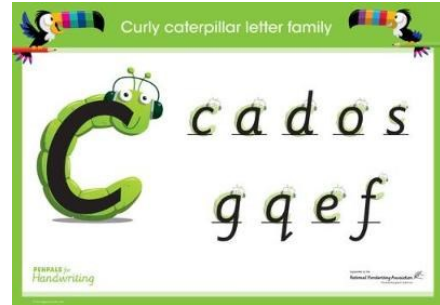
verb
adverb
noun
pronoun
adjective
vowel
consonant

English: Handwriting

At Great Heath Academy, our aim is that pupils will be supported to develop a handwriting style which is clear, joined and fluid. Inevitably some will be neater than others, but each child can acquire a consistent and fluent style. Formal handwriting skills are taught regularly and systematically through the use of the PENPALS Handwriting scheme. By the end of Year 6 pupils should have a clear, fluid handwriting style.

Five stages are identified and these form the basic organisation of the scheme:

- Readiness for writing: gross and fine motor skills leading to letter formation (Foundation)
- Beginning to join (Lower KS1)
- **Securing joins (Upper KS1/Lower KS2)**
- Practising speed and fluency (KS2)
- Presentation skills (KS2)



Posture and pencil hold

- It is important that children hold their pencil correctly and ensure their posture is correct.
- Feet flat on the floor
- Head up, not resting on the desk or hand
- Paper at the correct angle
- Spare hand steadies the paper

Pencil hold

- Pencil held between finger and thumb
- Middle finger provides extra support

*Top joining or
baseline joining
throughout the text*

Penpals: Example Letter formation before joining

a b c d e f g h i j k l
m n o p q r s t u v w
x y z

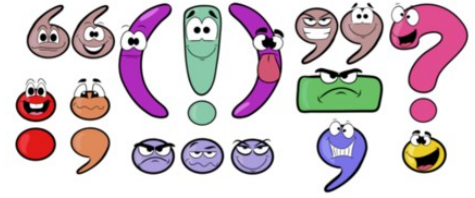
Penpals: Example Letter formation with joins

abcdefghijklmnopqrstuvwxyz
abcdefghijklmnopqrstuvwxyz



English: Punctuation

Below are the types of punctuation the children are expected to know and use independently in Y2.



Punctuation mark		Purpose	Example
Full stop	.	A full stop is used at the end of a sentence or to show where a word is abbreviated.	Tower St. is the oldest street in our village.
Exclamation mark	!	An exclamation mark is used at the end of sentence which expresses strong feeling.	You are amazing!
Question mark	?	A question mark is used at the end of sentence that asks a question.	Do you know what a question mark is used for?
Comma	,	Commas are used to separate two or more nouns, to separate phrases or clauses or to separate direct speech.	Martin opened his bag, looked inside and said, "I have apples, pears and bananas."
Apostrophe	'	Apostrophes are used to form contractions or to indicate possession.	I can't believe Jack's brother still hasn't arrived!
Speech marks Inverted commas	“ ”	Inverted commas , otherwise known as speech marks or quotation marks , are used: To enclose the exact words of a speaker, to indicate the titles of books, plays etc., to enclose a quotation, to emphasise a word, to show a word is slang or to enclose a nickname.	

Maths: Primary Advantage Maths

At Great Heath Academy we follow the Primary Advantage Maths Programme. This programme develops understanding of mathematical concepts using concrete, pictorial and abstract approaches. Children use a range of resources to develop their conceptual understanding of the procedures they use. Here are some examples of concrete & pictorial resources that children would use in KS1:



Tens	Ones	or	Tens	Ones
<p>2</p>	<p>5</p>	<p>leading to</p>	<p>2</p>	<p>5</p>
<p>4</p>	<p>7</p>		<p>4</p>	<p>7</p>

Mental Maths

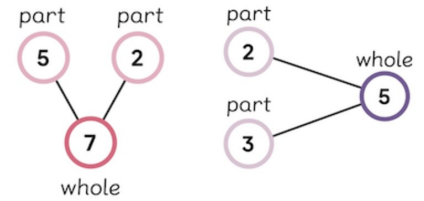
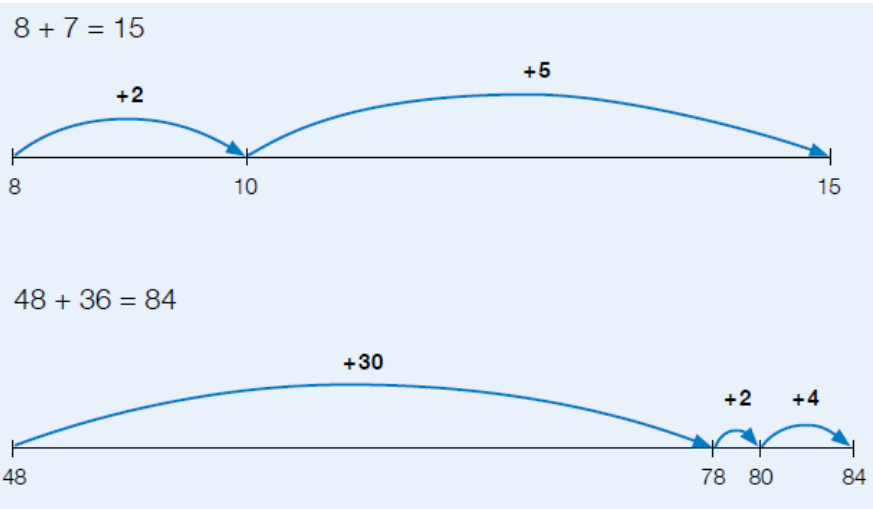
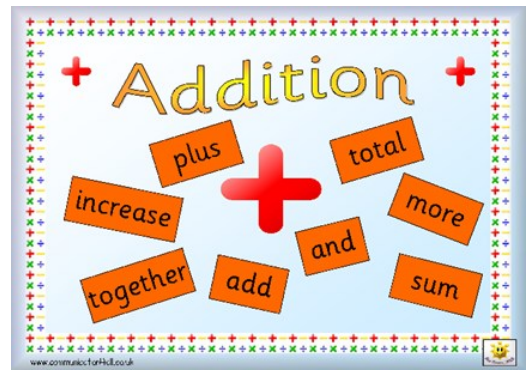
Children who can recall number facts quickly and accurately are at a huge advantage at school. It is really important that children are confident when recalling their times tables. Children are expected to learn their times tables off by heart, as they need to know them up to 12×12 by the end of Y4. Your child learns their times tables each week at school, but it helps them a great deal if they practise them regularly at home.

Written Calculations

Over the next few pages, you will find a brief summary of the methods that we use in Y2 for the four operations and for other calculations. By practising questions at home using the methods which we use at school you will be really helping your child. If you don't understand any of the methods please come and speak to the class teacher who will be more than happy to help out.

Maths: Addition

After much practical work to build an understanding, steps in addition can be recorded in single step jumps on a number line.



Children can then move on to partitioning.

$47 + 76 = 40 + 70 + 7 + 6 = 110 + 13 = 123$

$47 + 76 = 47 + 70 + 6 = 117 + 6 = 123$

Children use counters, dienes cubes and rods to assist in moving to formal calculations.

Hundreds	Tens	Units
3 blue squares	2 blue rods	5 blue units
2 blue squares	7 blue rods	7 blue units
1 red square	1 blue rod	2 blue units

Regroup when you have ten or more hundreds, tens or units. Remember to always do a fair swap!

ALWAYS add the ones first!

	3	2	5
+	2	7	7
	6	0	2
	1	1	

regroup the ones for a ten.

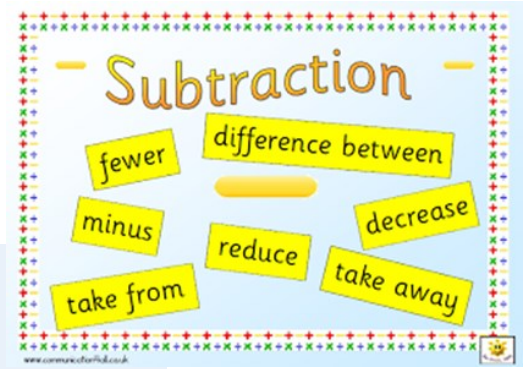
regroup the tens for a hundred.

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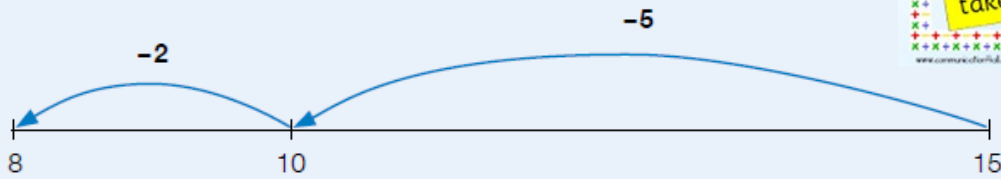
Tens	Ones
2 10 10	5 1 1 1 1 1 1
4 10 10 10 10	7 1 1 1 1 1 1 1 1
10 10 10 10 10 10 10	1 1

Maths: Subtraction

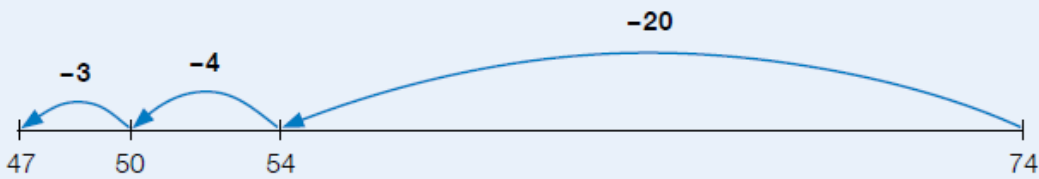
After much practical work to build an understanding, steps in subtraction can be recorded in single step jumps on a number line.



$$15 - 7 = 8$$



$$74 - 27 = 47 \text{ worked by counting back:}$$



Children can use partitioning to assist with subtraction.

$$74 - 27 = 74 - 20 - 7 = 54 - 7 = 47$$

This requires children to subtract a single-digit number or a multiple of 10 from a two-digit number mentally. The method of recording links to counting back on the number line.

Children use counters, dienes cubes and rods to assist in moving to formal calculations.

Hundreds	Tens	Units

Regroup when you can't subtract the bottom number from the top number. Remember to always do a fair swap!

ALWAYS subtract the ones first!

4	5	1	2	5
-	2	7	3	
	2	5	2	

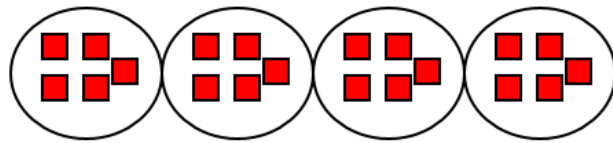
regroup a hundred into tens

Tens	Ones
6	12
4	7

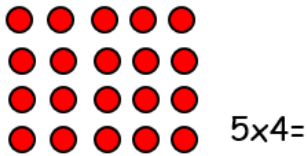
Maths: Multiplication

U x U

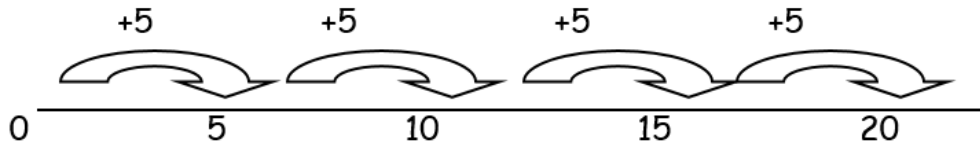
1. $5 \times 4 =$ make groups of 5, 4 times.



2. Use arrays



3. Repeated addition on a number line



TU x U

1. Grid method $38 \times 7 =$

x	30	8
7	210	56

$$210 + 56 = 266$$

2. Short multiplication (expanded then compact)

38	Leading to	38
<u> </u> X7		<u> </u> x7
56		266
<u>210</u>		5
266		

Multiplication

	Tens	Units		
		■ ■ ■ ■		2 8
		■ ■ ■ ■	x	2
		■ ■ ■ ■		<hr/> 1 6
			+	4 0
				<hr/> 5 6

2) multiply each part by the number.

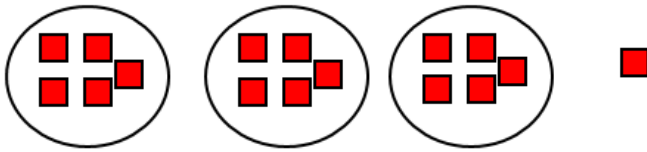
1) partition the number.

3) recombine the answer.

Maths: Division

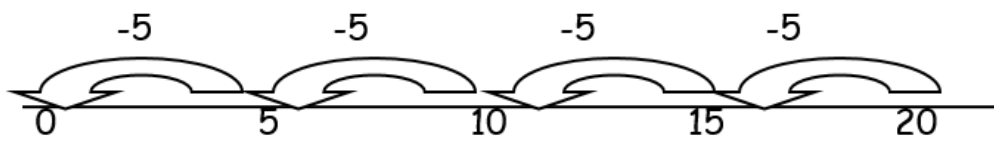
Division by grouping

$16 \div 5 =$ count out 16 objects and put into groups of 5



The answer is 3r1 because we have made 3 groups of 5 but there is one remaining.

Repeated subtraction a number line. $20 \div 5 =$



						Dividing by grouping.. Group the dividend (24) by the divisor (4). How many groups do you get?						
2	4	÷	6	=	4							
8	4	÷	6	=	1	4	Dividing by partitioning..					
1) partition the dividend.				6	0	+	2	4				
2) divide each part by the divisor.		÷	6	↓	↓	↓	↓	↓	3) recombine the answer.			
			1	0	+	4	=	1	4			

$186 \div 6 =$

0	3	1	
6	1	8	6

no groups of 6 can be made 1 × 6 = 6
3 × 6 = 18





















Maths: Big Ideas (Y2)

- Number:** place value
- Each ten in a number is made of ten 1s, e.g. 30 is 3 tens; 30 is 30 ones; 30 is one ten and 20 ones. One hundred is made of ten 10s
 - One item can be used to represent more than one object, e.g. a 20p coin
 - The position of a digit in a number determines its value, e.g. 21 is more than 12
 - Quantities can be represented by a position on a number line
- Number:** addition and subtraction
- Numbers can be added in any order, e.g. $5+4+5$ is the same as $5+5+4$
 - $=$ means 'the same as', e.g. $5=7-2$ and $4+1=8-3$
 - Addition and subtraction are linked (part whole relationships) e.g. $9+7=16$ and $16-9=7$
 - Subtraction can be done by counting up to find the difference or by counting back
 - Number facts can be approximated or calculated by replacing numbers with other numbers, e.g. $29+8$ as one less than $30+8$
 - Numbers can be broken down to calculate e.g. $8+7$ is the same as $8+2+5$
 - The same number sentence can describe different situations, AND different number sentences can describe a the same situation
- Number:** multiplication and division
- Multiplication is adding the same number
 - Multiplication and division are inverse operations (shown with arrays)
 - Division can be carried out by sharing e.g. $15\div 3$ as 15 shared into 3 sets or grouping $15\div 3$ as how many 3s in 15?
 - There are connections between times tables, e.g. the 10x table is double the 5x table
- Number:** fractions
- Fractions are equal parts of a whole. The property that is equal may differ e.g. area, length or quantity
 - A fraction of an area can be equal without being the same shape
 - Fractions can be used when each share gives less than one or where the item measured is smaller than the measuring unit
- Measurement**
- Measurement shows equivalence e.g. a table is the same length as how many cubes?
 - Different measurements describe different properties of an item e.g. the length, weight or size of a parcel
 - An object is equivalent to more of a smaller unit and less of a larger unit
 - We need standard units of measure, and different sized measures, to compare and describe items accurately
 - On an analogue clock the hour hand shows the approximate time in the day and the minute hand shows a more exact time
- Geometry:** properties, position and direction
- 2D shapes exist in the real-world as faces on 3D shapes
 - Shapes have defining characteristics e.g. number of sides and non-defining characteristics e.g. size, colour
 - A shape doesn't change when it's in a different orientation e.g. a rotated square
 - Shapes can be made by combining different shapes
 - It is possible to mentally visualise the transformation of a shape
- Statistics**
- Data is collected with a specific purpose in mind, e.g. which areas of the playground are most popular?
 - Tally charts are used to collect data over time, e.g. insects in a nature area
 - Graphs and charts are used as ways to show information clearly



Topic: International Primary Curriculum

Other subjects (science, history, geography etc.) are taught through the IPC, a detailed scheme that ensures that all children receive a broad and balanced curriculum.

		Autumn			Spring		Summer			
1	Brainwave	 A Day in the Life	 What's It Made Of?	 Time Detectives	 Live and Let Live	 Treasure Island	 The Earth: Our Home	 Push Me, Pull You	 Hooray! Let's Go On Holiday	
2		 Freeze It	 All Dressed Up		 People of the Past	 We Are What We Eat	 Green Fingers	 The Magic Toymaker	 The Stories People Tell	
3		 Footprints from the Past		 Explorers and Adventurers		 Active Planet		 Let's Plant It	 Time and Place, Earth and Space	 Feel the Force
4		 Bright Sparks	 Saving the World	 Shake It	 Temples, Tombs and Treasures	 Land, Sea and Sky	 On Tap	 How Humans Work	 Olympics: Going for Gold	
5		 Mission to Mars		 Here and Now, There and Then		 What a Wonderful World	 Being Human	 Making New Materials		 The Great, The Bold and The Brave
6		 Full Power	 Time Tunnel	 Space Scientists		 Go with the Flow		 Out of Africa	 Look Hear!	

Freeze It: We are going to investigate the science of freezing to make our own ice lollies and ice desserts. We will learn all about solids and liquids.

All dressed up: Have you ever seen an elephant in a dress? Or a giraffe in a pair of jeans? Of course not, because unlike animals, only humans wear clothes. Clothes are an important part of our lives.

People of the Past: History is one big story, filled with important people who did many great things - scientists, rulers, artists, writers, explorers. Find out more about the qualities that make someone great.

We are what we eat: Food plays a vital role in history and culture throughout the world because food is essential to life. We will learn about the food our bodies need so we can enjoy longer lives.

Green fingers: Plants are living things – they grow when we give them enough sunlight, food and water. We are going to find out how to look after plants and even grow our own plants.

The Magic Toymaker: Toys come in many shapes and sizes. They are made of different materials but all are designed for us to have fun with, to learn new skills and to exercise our bodies and our imagination.

The stories people tell: Many of the stories that we enjoy today are influenced by the stories that have been passed down through the ages. By studying older stories, such as myths and legends, we can become storytellers too, writing and performing our own stories to entertain people today.

Assessment and SATs

At Great Heath, we assess children half-termly and track progress throughout their time at school. All children are assessed on whether they have met the expected standard for their year-group. It is only Y6 who have externally marked tests. KS1 SATs take place between May and June and are marked by school staff.



Throughout their time at Great Heath, children are tested termly to determine how they are progressing and their progress is closely tracked. They are assessed in Reading, Maths, Spelling, Punctuation & Grammar (SPAG) and Writing.

Children are matched against 'performance descriptors' (in other words what pupils are expected to know and be able to do at the time of testing) when being assessed by their teachers in non-SATs subjects at the end of Key Stage 1 to see if they've achieved the expected standard.

Children take SATs tests at the end of Y2 and the scores that they achieve guide the teacher in giving each child an assessment grade. You will be told whether your child has reached the national standard in their KS1 SATs as part of their end-of-KS1 report, but won't be given their test scores.

Special Educational Needs (SEN)

All children have needs and many children experience some type of difficulty at school during their educational careers. Children with an SEN require additional or different provision from that given to other children of the same age. Once a child has been identified as having SEN, either through involvement of outside agencies or following monitoring in school, the class teacher will invite parents to a meeting to:

- Formally let you know that your child is being placed at SEN Support
- Discuss assessments that have been completed
- Agree a plan and provision for the next term. (A School Based Plan or SBP)

Glossary of SEN terms

Annual Review: An annual review of your child's Special Educational Needs must be made at least once a year. It is to confirm that their support is appropriate, and to check on your child's progress throughout the year.

Code of Practice: This is produced by the Government. It has been written to guide schools and academies. It gives guidance about the help that they should offer to children, and schools should refer to this when they are working with parents and children.

School Based Plan (SBP): This is a plan produced specifically for your child. It is a plan outlining what will be taught to a child with Special Educational Needs. It sets realistic, achievable targets for your child. There will be termly reviews. You, as parents, are invited to attend review meetings and contribute your thoughts. All of the professionals involved in drawing up and implementing the SBP will attend the review meeting.

Special Needs Co-ordinator (SENCO): The SENCO is the teacher that is responsible for the SEN provision within a school. They support the other teachers in the school and devise SBPs and work materials to help the children. The SENCO for our school is Mrs Gill Hawkes

Special Educational Needs Register: This is a confidential document of all of the children in the school that have Special Educational Needs. All schools must keep a register of all children with Special Educational Needs.

Educational Health Care Plan: This is a legal document. It states exactly what a child's Special Educational Needs are and the way in which the school/academy and LA will provide help to meet the needs of the child.

Moving to an EHCP (Educational Health Care Plan)

If children fail to make progress, in spite of high quality, targeted support, we may apply for the child to be assessed for an EHC plan. Generally, we apply for an EHC plan if:

- The child has a lifelong disability which means they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (eg. of ADHD, ADD, ASD or dyslexia) does not mean the child needs an EHC Plan. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce an EHC Plan which will record the decisions made at the meeting.

Safeguarding

Every child has the right to be safe from harm and danger. It is everyone's responsibility to ensure every child is free from fear and able to learn and develop in safe, secure environments. We have a duty to ensure that all children at Great Heath Academy are kept safe. Sometimes children tell us things that make us believe that they are not safe. If this happens we are obliged to take the matter further and refer to Children and Young Peoples Services (CYP). The highly trained professionals at CYP then look into the matter to find out what has happened and what needs to happen to improve the safety and wellbeing of the child. This involves the parents and school working with CYP. All schools have a Designated Safeguarding Lead (DSL) who is responsible for Safeguarding. The DSL at Great Heath is identified on a poster in the entrance foyer, together with the Alternate DSLs.

Why am I being given this information?

We do this so that you know what we must do if we are worried about a child or young person.

What is child abuse?

A child is abused when a parent, carer, other family member or another adult deliberately causes harm, neglects or fails to protect the child from harm. Harm may be physical, sexual, emotional or may take the form of neglect.

Why would we make a referral to Children & Young People's Services?

All schools have a duty to refer cases of suspected child abuse to Children's Services. If someone at our school sees an unusual or unexplained injury or mark, if your child has said something worrying to us, perhaps someone has reported something your child has said or if their behaviour is particularly out of the ordinary, we are required to make a referral. Children's Services are also able to help children and their families if a referral has been made and abuse is not evident but there are concerns that mean additional support might be needed. Every school is required to help CYP with their assessments but must not conduct any investigations themselves. This can only be done by social workers and/or police officers.

We have made a referral but you don't agree with it.....

If we think your child has possibly been abused we don't have to seek your agreement for the referral to be made. However, it is always better for your child if we can work together. We will, wherever possible, discuss the referral with you and also let you know it has been made.

What happens next?

When a referral is made an experienced and qualified social work manager will read the information and decide what needs to happen next. They will be assisted by other agencies that you know, for example, school nurse, GP, health visitor or school. Children's Services may decide that they can provide a service or will know of other agencies in your area that will be able to offer you some support. You may feel angry, upset or worried because we have made a referral. Please try to understand that every member of staff has a responsibility to act in the best interests of all of our children all of the time and are not allowed to take any risks if a child's safety is of concern.



Safeguarding (continued)

Why are we involved with safeguarding?

The Children's Act 1989 requires everyone working with children to inform Children's Services about any child thought to be in need of support or at risk of harm. The Education Act 2002 requires all schools to have arrangements to safeguard the children. We have procedures in place to do this and a policy that all staff, volunteers and regular visitors must work to. You can also request a copy of this from the school office.

How you can work in partnership with us.....

Children will get the most out of their education when we all work together on every issue. This means that both school and home have to have good communication links. Please let us know about anything that might affect your child, we might be able to help. Let us know if your child has a medical condition or has had an accident. Also, please let us know if your child will not be coming into school by ringing us on the first day they are absent. If you move house or out of the area and don't need your place at our school please let us know this too.

What can you expect from us?

- A safe environment for your child to learn that complies with safeguarding in education legislation and guidance.
- We will take good care of your child whilst they are with us. We will talk to you about anything we see that we are worried about.
- We will keep accurate up to date records.
- If your child transfers to another school we will share important information with them that will help to support your child's move.
- We will contact you if your child is absent and you haven't let us know why.
- We will respond promptly to any problem you tell us about.
- Our staff will offer support and assistance when needed.

For more information on safeguarding in Suffolk visit www.suffolkscb.org.uk



Behaviour

At Great Heath Academy, we have a framework for behaviour that is underpinned by the belief that all children should be able to learn in a safe and happy environment. Children that follow our academy rules are rewarded and for instances where rules are not followed, sanctions are applied.

Our Academy Rules

The academy has the following rules at its core:

- **To show respect for each other**
- **To respect all property and resources**
- **To always do your best in your learning**
- **To take responsibility for your actions**



Following these rules will allow all children to achieve their full potential and learn in a safe and happy environment. Children will be rewarded for following these rules. Children have the opportunity to explore these rules in class PSHE sessions and assemblies. When a child does not follow the rules, a sanction may be applied. There will also be an opportunity for the child to learn the reason behind the rule to avoid it happening again. This may include ELSA support, restorative justice or some time with a member of SLT. The rules, rewards and sanctions listed are regularly reviewed by staff and pupils.

Rewards at Great Heath

We have 4 teams at Great Heath: **Sapphire** (blue), **Ruby** (red), **Diamond** (yellow) & **Emerald** (green)

Children are put into one of these teams at the beginning of each year from Reception onwards. When children show they are following our school rules and are trying hard with their learning they are awarded Dojo points. They collect these points to exchange for prizes and privileges.

- 50 Dojo points = a prize from the treasure chest
- 150 Dojo points = £5 voucher and a letter home
- 350 Dojo points = a special prize and a letter home

In Year 6 children can swap 20 Dojo points for a chance to wear their own clothes on the next Friday. In the summer term of Year 5 children may swap 40 team points for the chance to wear their own clothes on the next Friday. Each week the Team Leaders count up the Dojo points across the school and the running totals are shared in assembly and displayed in the hall. At the end of the year, the winning team will receive the Team Point Cup and a treat.

At the end of each term, the children who have consistently followed the rules without any reminders are awarded bronze behaviour award in form of a certificate. If they are awarded this for a second term, they gain a silver award and for three terms in the same year, they are awarded a gold award. Behaviour Ambassadors are chosen by members of the Senior Leadership Team from the Gold winners. These are the children who have been identified as going over and above with their behaviour. These children are awarded a gold badge and their parents are invited to see them be awarded this in assembly.

Behaviour (continued)

Sanctions at Great Heath

When the academy rules are not followed, the following sanctions will be applied.

Low level behaviours that disrupt learning will be dealt with in the following way:

Nursery/Reception	Y1 & Y2	Y3, Y4, Y5 & Y6
1. Verbal reminder	6. Warning	11. Warning
2. Spoken to by an adult away from the other children	7. Final warning	12. Final warning
3. 5 mins on the thinking chair	8. 5 mins on the thinking chair	13. 5 mins time out in a class in the same phase
4. Spoken to by Phase Co-ordinator	9. Sent to Phase Co-ordinator to complete work	14. Sent to Phase Co-ordinator to complete work
5. Sent to Assistant Principal	10. Sent to Assistant Principal	15. Sent to Assistant Principal
Behaviour from step 3 and above will be recorded on CPOMS by the adult who deals with the incident initially. Parents will be informed from step 4.	Parents Behaviour from step 3 and above will be recorded on CPOMS by the adult who deals with the incident initially. Parents will be informed from step 4.	Behaviour from step 3 and above will be recorded on CPOMS by the adult who deals with the incident initially. Parents will be informed from step 4.

High Level

Higher level behaviours such as hurting someone, damaging property or similar events will be dealt with in the following way:

1st instance: Sent to Assistant Principal for the Phase

2nd instance: Sent to Principal

Sanctions may involve an internal or fixed term exclusion or loss of lunchtime play.

Any behaviour that is deemed to be discriminatory or includes violence or threats to staff is dealt with by the Principal or Assistant Principal in the Principal's absence. In cases where behaviour is not improving, individual behaviour plans will be used which may involve support from outside agencies.