



Parent Guide

Year 3

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.attrust.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 Y3 & Y4, this is **Miss Paige Clark**.

If the Phase Leader is unable to help, please contact the Assistant Principal for the Key Stage your child is in. For KS2 (Y3, Y4, Y5 and Y6), this is **Mr Andrew Smith**. Any issues that cannot be resolved by Mr Smith 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. It 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 KS2, reading is far more than being able to say the words on the page. This is known as decoding and is one of the first reading skills taught. As the children become older, far more time is spent on developing the children's understanding of retrieval, inference and understanding, so that each child is able to 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 3 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 metaphor, simile, analogy, imagery, style and effect.
- Reading whole books to your child so that they can meet texts and authors they might not choose to read themselves.
- Expose your child to more than one account of the same event so that they can examine similarities and differences.
- Show your child different types of writing, such as diaries and autobiographies which are written in the first person, and discussing the relevant features.
- Teach your child how to use contents and index pages within reference books so that they can retrieve information, and frequently asking them to do so.
- 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.
- Provide your child with ample opportunities to access increasing challenging texts which explore a variety of themes.

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: Spelling

The list below is the spelling list for Y3 and Y4. children are expected to know how to spell all of these words by the end of Y4.

accident(ally)	actual(ly)	address	answer	appear	arrive	believe
bicycle	breath	breathe	build	busy/business	calendar	caught
centre	century	certain	circle	complete	consider	continue
decide	describe	different	difficult	disappear	early	earth
eight/eighth	enough	exercise	experience	experiment	extreme	famous
favourite	February	forward(s)	fruit	grammar	group	guard
guide	heard	heart	height	history	imagine	increase
important	interest	island	knowledge	learn	length	library
material	medicine	mention	minute	natural	naughty	notice
occasion(ally)	often	opposite	ordinary	particular	peculiar	perhaps
popular	position	possess(ion)	possible	potatoes	pressure	probably
promise	purpose	quarter	question	recent	regular	reign
remember	sentence	separate	special	straight	strange	strength
suppose	surprise	therefore	though	although	thought	through
various	weight	woman	women			

Within lessons we use a programme called No Nonsense Spelling to 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 (general)

Below you will find guidance on common grammatical terms.



adjective	A part of speech that describes a noun.
adverb	A part of speech that describes a verb.
antonym	A word that means the opposite of another.
clause	A group of words that contains a verb. It may be part of a sentence or a com-
collective noun	A noun that refers to a group of people, animals or things.
command	A sentence that tells someone to do something.
complex sentence	A sentence with a main clause and a subordinate clause.
compound sentence	A sentence with two main clauses joined together by a word like <u>and</u> , <u>but</u> or <u>or</u> .
conjunction	Links clauses within a sentence.
connective	A word or phrase that links clauses or sentences
contraction	A word that is shortened by missing out some letters.
definite article	Refers to a particular person or thing.
dialogue	A conversation between 2 (or more) people.
reported speech	When you write what people say without inverted commas.
direct speech	When you write down the actual words that are spoken and use inverted commas.
homonym	Words that sound the same and are spelt the same but have different meanings.
homophone	Words that sound the same but have different spelling and different meanings.
phrase	Part of a sentence that does not contain a verb and does not make sense on its
prefix/suffix	A letter, or group of letters, added to the beginning/end of a word to change its
preposition	Shows the relationship between one word and another.
pronoun	Used to avoid repeating a noun that has already been used.
proper noun	A noun that refers to a thing, place or person by name.
simple sentences	A sentence with one clause. Contains (at least) one verb.
subordinate clause	A clause that does not make sense on its own, but gives more information about the main clause.
1st/3rd person	When the write speaks about himself or herself (1st person) or about another (3rd person)

English: Grammar (Y3 specific)

Below you will find guidance on common grammatical terms.

adverb*	Works with a verb to describe manner, time, frequency, place, degree or cause: <i>carefully, finally, outside</i> <i>Mariam painted carefully.</i> <i>Finally, we arrived.</i> <i>I went outside.</i>
clause	A single idea or event that has a verb and a subject. A clause can be a sentence, but some clauses cannot stand alone as a sentence (see 'subordinate clauses'). <i>The girl walked to the shops.</i> <i>Today is a sunny day.</i> <i>before he went to bed</i>
conjunction *	Conjunctions link ideas together, expressing time, place or cause. She was angry because her friend was late. <i>He wanted to build a snowman but the snow had melted.</i> <i>I will call for you after I've had my guitar lesson.</i>
consonant	The consonant letters are all of the letters other than vowels (see 'vowels').
direct speech	Also see 'inverted commas'. Direct speech is what a character actually says. <i>"I want to go on the swing next," said the little girl.</i> <i>"You shall go to the ball," the fairy godmother told Cinderella.</i> <i>Asif yelled, "Pass the ball!"</i>
inverted commas/ speech marks	Punctuation which goes around direct speech, to show what a character actually says. <i>"I want to go on the swing next," said the little girl .</i> <i>"You shall go to the ball," the fairy godmother told Cinderella.</i> <i>Asif yelled, "Pass the ball!"</i>
prefix	A group of letters which are added to the beginning of a word to change its meaning. <u>un</u> happy, <u>dis</u> appointed, <u>auto</u> matic
preposition	A preposition works with a noun or a pronoun, showing a relationship of time, place or cause: <i>under, in, during</i> <i>Alex crawled under the table.</i> <i>The box is in the cupboard.</i> <i>During the holiday, we will go to the seaside.</i>
subordinate clause	A subordinate clause does not make sense by itself; it works with another clause (the independent clause) to add information. <i>The dog wagged its tail <u>because its owner had returned.</u></i> <i><u>When we get home,</u> it'll be time for bed.</i> <i>Karina hasn't played football <u>since she injured her knee.</u></i>
vowel	The vowel letters are a, e, i, o and u (see 'consonants').
word family	A group of words that are built from the same root word and are related in form and meaning. <i>agree</i> : disagree, agreeable, agreement <i>vary</i> : various, variety <i>hope</i> : hopeful, hopeless, hopelessness

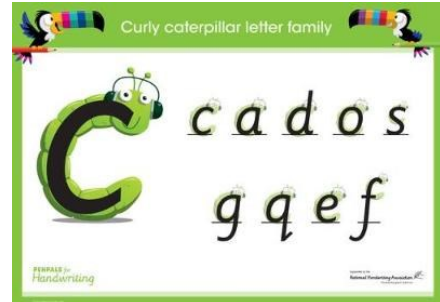
verb
adverb
noun
pronoun
adjective
vowel
consonant

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

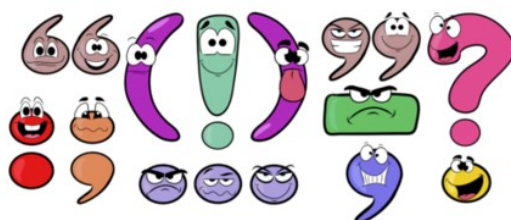
abcdefghijklmnopqrstuvwxyz
abcdefghijklmnopqrstuvwxyz



English: Punctuation

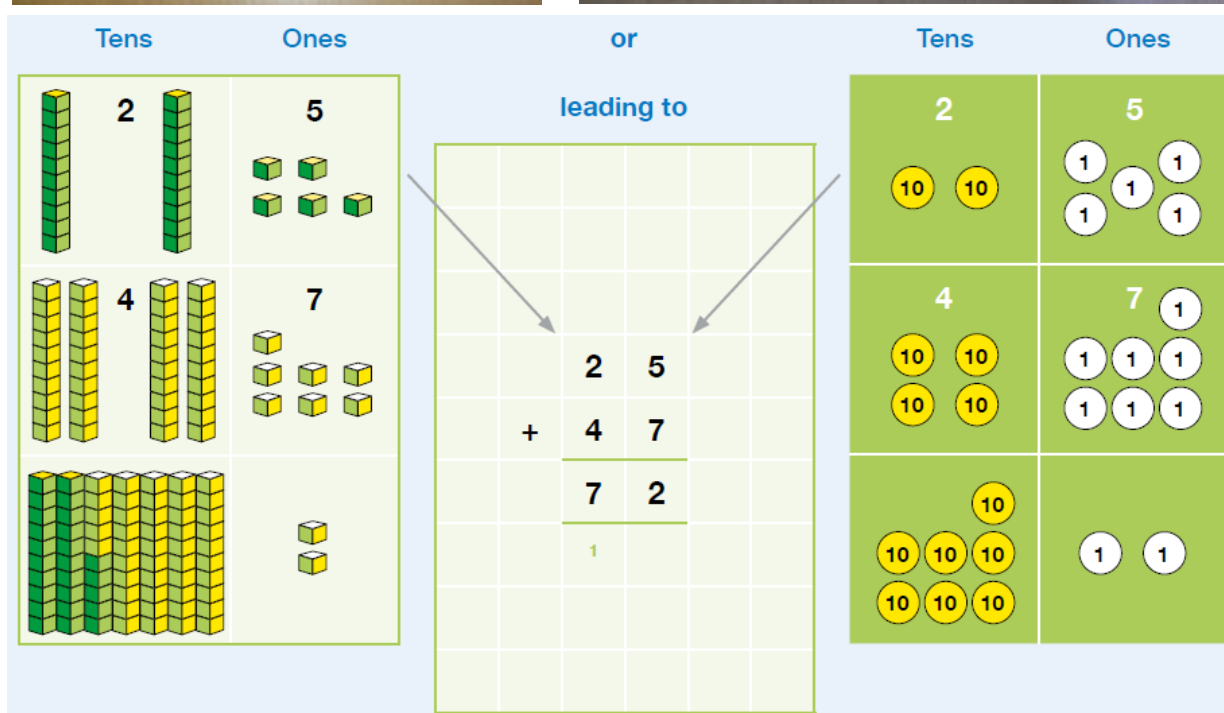
Below are the types of punctuation the children are expected to know and use independently by the end of Y6. By the end of Y3, children should have mastered up to **apostrophes** as well as **speech marks**..

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, pairs and bananas."
Apostrophe	'	Apostrophes are used to form contractions or to indicate possession.	I can't believe Jack's brother still hasn't arrived!
Colon	:	A colon can be used to introduce a list, before someone speaks or instead of a full stop.	She was freezing: the temperature was below zero. "I have the following: eggs, flour and butter."
Semi-colon	;	A semi-colon is used to separate parts of a sentence. It is stronger than a comma but not as strong as a full stop.	Jane likes Indian food; Marco prefers Italian food.
Brackets	()	Brackets can separate off parts of sentence or put in an extra example.	The chicken (followed closely by her chicks) crossed the busy road.
Dash	—	A dash holds words apart. It is stronger than a comma, but not as strong as a full stop.	There is only one food worth eating – pizza!
Ellipsis	...	An ellipsis shows that words have been missed out. It can create suspense by adding a pause before the end of the sentence.	David kept pondering his decision . . . and finally decided he had made a mistake.
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 in KS1 and lower KS2:











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 know their times tables up to 12×12 by the end of Year 4. 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 Y3 & Y4 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

Hundreds	Tens	Units
		
 	 	

Regroup when you have ten or more hundreds, tens or units.


Remember to always do a fair swap!

regroup the ones for a ten.

regroup the tens for a hundred.

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

ALWAYS add the ones first!



Addition

plus

total

more

sum


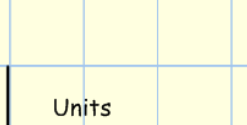
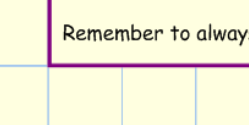
add

together

increase

and

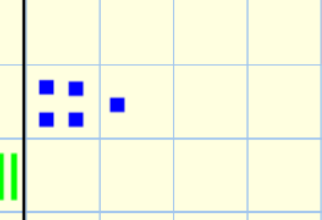
Maths: Subtraction

Hundreds	Tens	Units
		

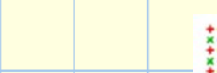
Regroup when you can't subtract the bottom number from the top number.
Remember to always do a fair swap!

ALWAYS subtract the ones first!

regroup a hundred into tens



4	1		
5	2	5	
2	7	3	
2	5	2	



A colorful poster with a light blue background and a decorative border of small, multi-colored crosses. The word "Subtraction" is written in large, orange, rounded letters at the top, flanked by two minus signs. Below it, a yellow horizontal bar contains the word "difference". Surrounding this bar are six yellow rectangular boxes, each containing a synonym for subtraction: "fewer", "decrease", "reduce", "take away", "take from", and "minus".

Subtraction

difference

fewer

decrease

reduce

take away

take from

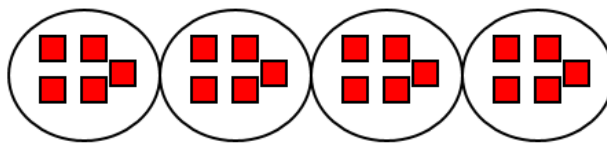
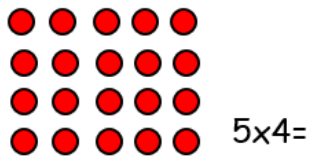
minus

Maths: Multiplication

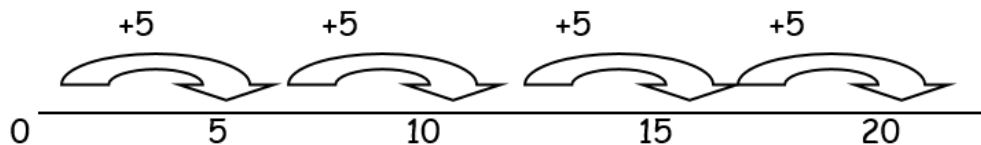
U x U

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)

$$\begin{array}{r} 38 \\ \times 7 \\ \hline 56 \\ 210 \\ \hline 266 \end{array}$$

Leading to

$$\begin{array}{r} 38 \\ \times 7 \\ \hline 266 \\ 5 \end{array}$$

Multiplication

Tens	Units
	■ ■ ■ ■
	■ ■ ■ ■

2) multiply each part by the number.

1) partition the number.

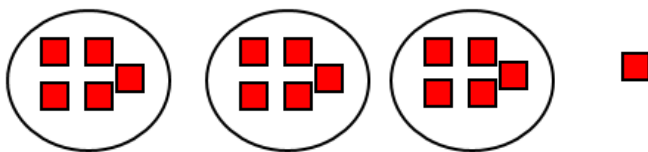
3) recombine the answer.

	2	8	
	x	2	
	1	6	
+	4	0	
	5	6	

Maths: Division

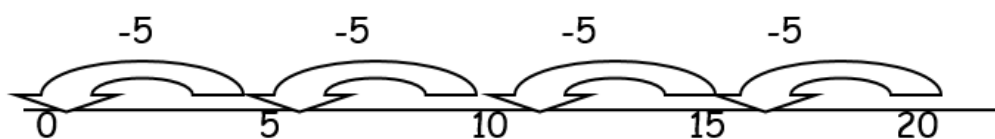
Division by grouping

$16 \div 5 =$ 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										
					÷	6						3) recombine the answer.							
2) divide each part by the divisor.					1	0	+	4	=	1	4								

$$186 \div 6 =$$

0	3	1
1	8	6

$1 \times 6 = 6$
 $3 \times 6 = 18$

no groups of 6 can be made










































Maths: Big Ideas (Y3)

Number: place value	<ul style="list-style-type: none"> The position of a digit in a number determines its value, e.g. 210 is more than 120 Units of the same size can be added together e.g. $54+32=50+30+4+2$ 10 tens is the same as one hundred, e.g. 210 can be made with 2 hundreds and 1 ten; 210 can be made with 21 tens. Quantities can be represented by a position on a number line
Number: addition and subtraction	<ul style="list-style-type: none"> = means 'the same as', e.g. $160=120+40$ and $14+6=30-10$ Number facts can be approximated or calculated by adjusting numbers, e.g. $39+19$ using $40+20$ Numbers can be broken down to calculate e.g. $28+7$ is the same as $28+2+5$ Subtraction can be done by counting up or counting back - we can choose the easier strategy The same question can be represented by addition or subtraction number sentences e.g. $17+ ___ =25$ or $25-17= ___$ Written methods make it easier to answer certain questions
Number: multiplication and division	<ul style="list-style-type: none"> Multiplication is repeated adding of the same number Times tables facts are related e.g. 6×4 is double the 3×4; $3 \times 3 + 3 \times 2 = 3 \times 5$ (shown by 2-colour arrays); 5×3 is used to calculate 50×3 Multiplication and division are inverse operations (shown by arrays) - division calculations use multiplication facts Division is sometimes easier to do by sharing e.g. $80 \div 4$ and sometimes easier to do by grouping e.g. $15 \div 5$
Number: fractions	<ul style="list-style-type: none"> Fractions are equal parts of a whole e.g. of an area, length or quantity and are therefore linked to division A fraction of an area can be equal without being the same shape Fractions are numbers and can be shown by their position on a number line e.g. to show age The size of a unit fraction is inversely related to the size of the denominator Our base-10 counting/decimal system can be described using tenths (this explains why $1/2 \neq 0.2$)
Measurement	<ul style="list-style-type: none"> Some units are more appropriate than others to measure different objects An object is equivalent to more of a smaller unit and less of a larger unit Benchmark measures help when estimating e.g. I am 120cm tall so my brother is about... a bag of sugar is 1kg so... Time is displayed in different ways depending on the context 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	<ul style="list-style-type: none"> Shapes have a range of different defining characteristics e.g. number of sides/angles, types of angles, symmetry Only certain changes alter the characteristic of a shape e.g. the orientation and size of a shape doesn't alter it's characteristics Angles are a measurement of turn which is not affected by the length of the lines The 2D faces from 3D shapes can be visualised as individual 2D shapes
Statistics	<ul style="list-style-type: none"> 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 to communicate information effectively



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.

1	Brainwave	Autumn			Spring		Summer		
		 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
		 Freeze It	 All Dressed Up		 People of the Past	 We Are What We Eat	 Green Fingers	 The Magic ToyMaker	 The Stories People Tell
		 Footprints from the Past		 Explorers and Adventurers	 Active Planet		 Let's Plant It	 Time and Place, Earth and Space	 Feel the Force
		 Bright Sparks	 Saving the World	 Shake It	 Temples, Tombs and Treasures	 Land, Sea and Sky	 On Tap	 How Humans Work	 Olympics: Going for Gold
		 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!	

Footprints from the past: Dinosaurs lived millions of years ago – long before people lived on Earth. How do we know anything about them? Fossil evidence and dinosaur bones provide our only clues.

Explorers and Adventurers: Explorers are people who travel to new places in the world and discover new things that they didn't know existed. Could you be an explorer? Let's find out.

Active Planet: The tectonic plates that form the Earth's crust are always moving. If we can understand what is happening underground we can learn to predict and protect ourselves in the future.

Lets Plant It: Plants grow in all corners of the globe – even in extremely hot and extremely cold places. This is good news for people and animals because without plants we couldn't live...

Time & Place, Earth & Space: When we look up at our sky on a clear day we will see the Sun. The Sun gives us light to heat the Earth and help things grow. What does the Sun have to do with our time?

Feel the Force: Without forces to push and pull us along, nothing on Earth or in the wider Universe would move. Forces are so important that it is almost impossible to imagine a world without them – and yet, they are invisible. Let's find out more...

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. KS2 SATs take place at the end of Y6, but the work that the children complete throughout all of KS2 impacts on their tests.



Children in Y3, Y4, and Y5 are tested termly to determine how they are progressing and their progress is closely tracked. Throughout KS2, children are assessed in Reading, Maths, Spelling, Punctuation & Grammar (SPAG) and Writing. Writing is assessed internally within school, although external moderation happens on a regular basis.

When children reach Y6, they sit national, standardised tests to determine if they have reached the expected standard for their age. Although the children sit the test in Y6, the tests assess the whole curriculum from Y3 to Y6.

Reading tests in KS2 have a range of text types and a selection of question types, including:

- Ranking/ordering, e.g. 'Number the events below to show the order in which they happen in the story'
- Labelling, e.g. 'Label the text to show the title of the story'
- Find and copy, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- Short constructed response, e.g. 'What does the bear eat?'
- Open-ended response, e.g. 'Look at the sentence that begins Once upon a time. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

Grammar, spelling and punctuation tests consists of two parts: a grammar and punctuation paper requiring short answers, and a spelling test of 20 words. The grammar and punctuation test includes two sub-types of questions:

- Selected response, e.g. 'Identify the adjectives in the sentence below'
- Constructed response, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

Maths tests are normally made up of a shorter arithmetic paper and one or two longer reasoning papers. The arithmetic test consists of fixed response questions, where children have to give the correct answer to calculations. The reasoning tests involve a number of question types, including:

- Multiple choice
- True or false
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem

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 2. Spoken to by an adult away from the other children 3. 5 mins on the thinking chair 4. Spoken to by Phase Co-ordinator 5. Sent to Assistant Principal	6. Warning 7. Final warning 8. 5 mins on the thinking chair 9. Sent to Phase Co-ordinator to complete work 10. Sent to Assistant Principal	11. Warning 12. Final warning 13. 5 mins time out in a class in the same phase 14. Sent to Phase Co-ordinator to complete work 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.