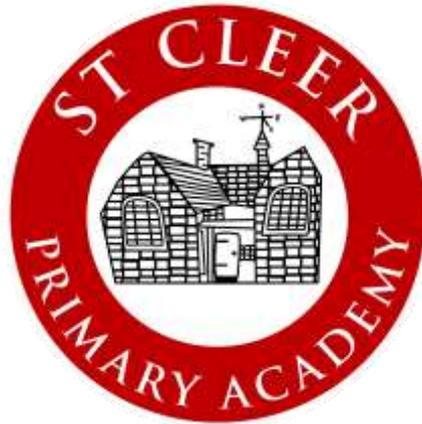
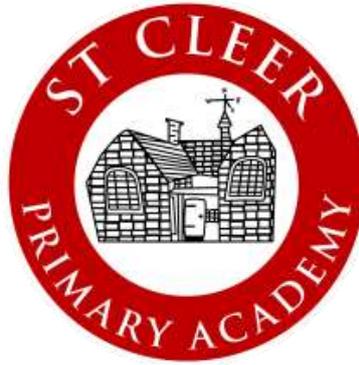


# St Cleer Primary Academy



September 2020





## Welcome to St Cleer Primary Academy

St Cleer Primary Academy is set in a beautiful rural location with wonderful views of the Caradon hills. We have extensive school grounds including a large school field, an adventure playground, Forest School, gardening and environmental areas. The school even has its own miniature railway which we are in the process of restoring.

The school joined Bridge Schools Trust in 2018 and is working towards building capacity and ensuring that the children are given the very best educational offer.

All staff at St Cleer Primary Academy have high expectations of pupils and we believe in approaching teaching and learning in a holistic way. As well as developing children's academic potential, we endeavour to support each child's sporting, creative and artistic talents. The curriculum is enriched by after school provision, educational visits, a wealth of talented volunteers and a collaborative approach with the other schools in the trust. The school works in active partnership with parents and continues to build positive relationships with the wider community in which our children live.

**Michele Spencer**  
**Headteacher**  
**St Cleer Primary Academy**

### Our Values...



Curiosity



Creativity



Excellence



Responsible



Determination



Enthusiasm

## GETTING READY FOR SCHOOL

A child learns from the moment of birth, not just the time he or she starts school. They learn from experiences within a family and here at St Cleer Primary Academy, we know that parents are children`s first educators, and are valued as such. When parents and staff work together, the results have a positive impact on a child`s development and learning. A successful partnership needs a two-way flow of information, knowledge and expertise. What you do at home makes all the difference to your child in the early stages of talking, reading and writing and beyond.

Here in Reception we value learning through play and ask you to support us in learning this way. Play provides opportunities for exploration, experimentation and manipulation that are essential for constructing knowledge. Learning through play promotes the development of social, emotional and intellectual abilities of a child. It is through play that children develop their imagination, creativity and motivation to learn.

Please remember all children respond differently to starting school. As the practitioners working with your children, we endeavour to make their experience of school fun, familiar and secure. As a parent /carer you can help by reassuring your child, being positive about school and establishing a good relationship with your child`s teacher.



Be prepared for your child using more energy, therefore eating more and becoming very tired by the end of the school day. The tiredness will be because your child is putting all of their energy into school, learning a lot, making friends and enjoying a new stage in their life.

### Reception curriculum

We follow the Revised Early Years Foundation Stage framework (EYFS) which now consists of three *prime* areas and four *specific* areas of learning and development. The prime areas cover the knowledge and skills which are the foundations for children`s development and future progress, and which are applied and reinforced by the specific areas - particularly literacy and maths- they form an appropriate baseline for the National Curriculum in Year 1.

The Reception curriculum consists of:

#### The Prime Areas

- Personal, Social and Emotional Development

- Physical Development
- Communication and Language

### **The Specific Areas**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Further information regarding this can be viewed at;

<http://www.foundationyears.org.uk/parents/>

The children will experience a lot of practical work and structured play activities which take place outside as well as within the classroom. The purpose of these will be to:

- Interest and motivate the children;
- Develop their feelings of security and confidence;
- Extend their vocabulary, and language skills;
- Develop their fine and gross motor skills;
- Develop their concentration and persistence;
- Develop their own thoughts and ideas
- Encourage their personal interaction with their peers so that they quickly form friendships and settle into their new environment.

The practical work may seem like play to the children, because we endeavour to make the activities enjoyable. The activities are structured and provide a sound foundation for moving on to more formal, recorded work towards the end of the year. Activities are planned for both the indoor and outdoor areas throughout the year.

### **Helping your child at home.**

#### **Reading**

Don't worry about whether your child can read at this stage. Helping them enjoy books and be curious about reading is key. You can encourage a love of books simply by reading to your child as much as you can. Eventually children want to read and how much you can help them is really limited only by their interest and your time and patience. Try these ideas out:

- Use non-fiction as well as fiction books so when your child asks you one of those impossible questions like 'Why does it rain?' or 'Do crocodiles lay eggs?' say 'Let's look it up, shall we?'
- Point out food labels, newspaper TV listings, shop fronts: the letters of the alphabet are everywhere
- Give the message that words are helpful and friendly by pointing out words that tell us when a favourite TV programme is on; where the bus is going; that there are baked beans in the tin

- Teach by letter sound – it's more important for your child to know that d is pronounced duh than to know that its name is dee
- Use rhythm and rhyme to help teach your child that letters have sounds which are repeated – nursery rhymes are great for little children as they teach them to join in, to share words and books and to use their memory
- Sing songs with your child.



### A word about writing

Many children like to pretend to write and their first attempt may look like scribbles. This is a very valuable and important stage in learning to write. You can encourage your child's writing by providing them with note pads, old forms and diaries and by showing them the correct way to hold their pencil between their thumb and first finger. They may want to write their name and you can show them how to do this with a capital letter followed by the small letters. Letters from their name are often the first recognisable letters they produce in their play writing. **Please do not write in capitals.**

Drawing, painting, building with construction toys, using scissors and playing finger rhymes all help children develop their finger control and hand eye co-ordination and are activities that will help their pencil control when they do begin to write.



# Learning across the school at St Cleer

At St Cleer we take great care to provide a happy, safe environment where children feel confident to take risks with their learning and reach their potential. All staff at St Cleer Academy have high expectations of pupils and we believe in approaching teaching and learning in a holistic way. As well as developing children's academic potential, we endeavour to support each child's sporting, creative and artistic talents. The curriculum is enriched by after school provision, educational visits, a wealth of talented volunteers and a collaborative approach with the other schools in the trust.

We are situated close to Liskeard and the moors and benefit from the expansive outdoors on our doorstep as well as the amenities of a local town. We are developing close links with Darite Academy, with whom we share a governing body, and Liskeard Secondary school which most of our children go on to attend. We are fortunate to have a generous, creative and supportive school community who want to see the school thrive.

At St Cleer:

- Teachers choose an enquiry-based question, based on their knowledge of their individual class and the children take control of the enquiry through further questioning as the learning progresses. This is guided by the National Curriculum objectives.
- The children's Learning Adventure is presented in class floor books which reflect the journey and progress of learning. The use of floor books encourages pupil's pride and aspiration to do their very best piece of work. Pupils are encouraged to actively engage with the floor books, which enables them to reflect on their learning, commit this to long term memory and enable the transfer of both skills and knowledge.
- The progression ladders form the basis of our coverage of objectives, these allow teachers to monitor and ensure a broad, rich content. Teachers use the ladders to guide their planning. Pupils ongoing progress is recorded alongside these ladders and passed on to the next class teacher. Pupil's self-assessment through referring to the learning journey adds another dimension to the learning. They are asked the enquiry question before the topic begins and again at the end to show the depth of their understanding.
- Visitors and trips enhance the curriculum and are used to provide first hand experiences which help support real life outcomes.
- Children will feedback on their Learning Journey to staff, parents and Governors; ensuring that they are key drivers for improvement.
- Leaders review the curriculum regularly using pupil's work, progression ladders, pupil conferencing and pupil progress meetings to ensure it remains language rich, diverse, inclusive and develops the whole child.

- P4C underpins our approach to PSHCE teaching and learning and supports our commitment to developing the whole child



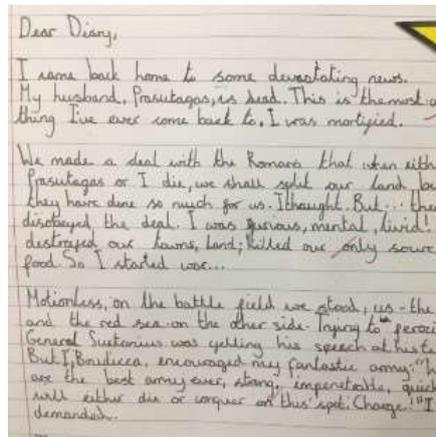
## Phonics

We teach phonics using Read Write Inc. Phonics is taught daily in Early Years and Key Stage 1. This is followed in Key Stage 2 by regular spelling lessons. Spelling lists are given to pupils in year 1 - 6 every half term.



## Reading

Pupils follow the Read Write Inc. scheme to learn to read. Home reading in Early Years and KS1 is supplemented by a range of reading material. Pupils are encouraged to read daily in school and at home. In school all pupils are taught the skills of reading using VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise/ sequence). Classes engage in regular guided reading sessions where pupils work in small groups with an adult to read texts together and engage in discussions and activities about the text. We have a library that pupils can access to explore and enjoy books and which is a project for further development with the PTA. We want to cultivate a genuine love for Reading that remains with the children for life.



## Writing

We use Babcock planning and assessment to guide our sequence of learning. We believe it is important for pupils to have something engaging to write about and to have a purpose; therefore, we use the wider curriculum as a stimulus for writing. We teach SPAG as part of every lessons to build children's understanding of grammar and punctuation.

We develop pupils' writing style and speed through regular handwriting sessions.



## Maths

We use White Rose to structure the sequence of mathematics teaching. We all start the year by looking at Place Value as this is fundamental to the skills for calculation. We block our planning to build skills and knowledge. We plan mathematics to help pupils to master the skills. We achieve this by building through fluency activities to reasoning and problem solving. Children will always have a 'Ready to Rock', 'Getting Going', or 'Go Jettors' entry level to ensure that they access their learning in the most meaningful way. We complete 6 in 6 daily across KS1 and KS2 to improve speed, accuracy and fluency.



## Wider Curriculum

We use skills progression ladders, which we have developed with the support of the Bridge Academy Trust. These ladders were developed by exploring successful curricula, carrying out research and trialling ideas based in the Visible Learning approach. The ladders show how skills and knowledge progress and develop over the years at Primary School.

We start our learning with a question to engage pupils and give them a purpose for their learning. This then gives pupils the opportunity to devise their own questions to direct our learning.

We plan our questions to be relevant, current and engaging. We also try to ensure a balance of local knowledge and broader knowledge.



## Forest School

We believe the outdoors gives pupils the opportunity to develop confidence, problem solving skills, take risks and find new interests or skills.

We have extracted key areas from the curriculum that can be developed in the forest school including - History (Stone Age) Design Technology (construction), Maths (shapes in Nature), Science (pond dipping and bug hunts), Geography (orienteeing), Literacy (stimulus for writing/settings).

Alongside this, pupils can also develop forestry skills including: fire making, knot tying, whittling and animal tracking.

## Practical Information

### School opening time

The School gates are unlocked at 8.40 and School starts promptly at 8.50.

### Collection time

School finishes at 3.15 and the gates are unlocked at 3.00 and then locked again at 3.30pm

### Uniform

School uniform can be purchased from Wovina, Bodmin: <https://www.wovina.com/> or from a supermarket if you would rather unbranded. The Memorial Hall in St Cleer also has some second hand uniform that they sell each Friday morning if you contact them.

### Naming clothing

**Please make sure that all items are marked,** including shoes and coats.

### Reading Record Card

In your child's reading folder, there is their Reading Record Book. Please feel free to use this to comment on your child's reaction to their books or reading. Your child will also have access to reading material from our school library.

### Water bottles

Your child can have a water bottle at school. Please label and as part of our healthy school policy we prefer to encourage water only.

### P.E.

Your child does PE weekly. If they can bring their kit to school each Monday and then take it home again at the weekend it will ensure that they are ready for their lessons.

### Adult help in the classroom

It is always great to have help in the classroom. It can be given in all sorts of ways: - art work, story telling, computers, playing games, gardening etc. If any of you have some spare time and would like to help in school, please see your child's teacher.

### Toys in school

Please try not to let your child bring toys from home into school in case they get lost or broken.

### School lunches

Please take advantage of the free school meals provided now for ALL children aged 4-7. They are really delicious, and staff will help your children to enjoy a good hot lunch cooked on the premises.

### Travelling to school

The school is keen to promote sustainable ways of travelling to and from school. Children are encouraged to walk to school as often as possible. If you bring your child to school by car, you need to park in the free public car park opposite the church in the village, this is a short and healthy walk away.

It is not permitted to park outside the school or in the neighbouring roads. Police regularly check that the parking restrictions in the vicinity of the school are being followed: don't risk a fine!

**We do hope your child has a happy time at St Cleer School. Please remember that if you have any queries or concerns, come and talk to any of the teachers or Mrs Spencer.**