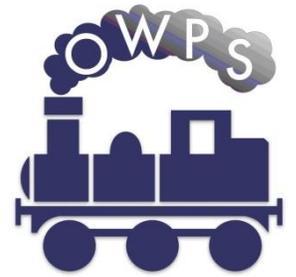


ORTON WISTOW PRIMARY SCHOOL



A Parent's Guide to Changes in
the new National Curriculum

17 September 2014

Subject: English**What are the main changes?**

- There will be a stronger emphasis on vocabulary development, grammar, punctuation and spelling (for example, the use of commas and apostrophes will be taught in KS1)
- Handwriting will be expected to be fluent, legible and speedy by time children leave Year 6.
- There will also be a statutory requirement to teach speaking and listening,
- Learning poetry by heart will be expected by the age of five.
- On leaving primary school children will be expected to be able to spell at least 200 complex words.
- Phonic decoding expected to be secure by Year 3
- Regular opportunities for “discussing” texts across all ages
- More focus on blending sounds as opposed to segmenting
- KS2 are expected to learn material by heart – this was only KS1 previously
- A major emphasis placed on children's ability to debate and take part in formal presentations
- Children in Year 2 will be expected to learn expanded noun-phrases (previously Year 3/4)
- Year 5 and 6 have to précis long passages – more than 1 paragraph long.
- Level of grammar expected by Year 6 has greatly increased, however this cannot all be left until Year 6

What will the school do differently?

- There will be an emphasis on ensuring children are learning specific spellings from the designated list of 200 complex words from the KS1 and KS2 spelling lists.
- Greater development of children's presentation skills and focus on their ability to use presentation tools such as Powerpoint to effectively present findings.
- SPAG sessions in school aimed at boosting children's grammar

What can parents do to help their child?

- Read a wider range of poetry with your child & encourage them to recite poems
- Take time to encourage debates and
- Encourage your child to practice the specific word list of spellings for their designated age group
- Encourage your child to read a wide range of texts types at home and take the time to discuss their reading
- Ensure your child is confident with their grammar

Subject: Mathematics

What are the main changes?

- It affects Key Stages 1 & 2 (that's all the primary maths curriculum)
- The new curriculum represents a substantial increase in both the amount of subject matter being taught and the mathematical levels expected of children at each age range. – quite a few topics that used to be in secondary maths have been moved forward – such as long division and a more complex understanding of fractions
- Fractions are introduced earlier, multiplication tables up to 12x are expected by age 9
- There is an increased emphasis on practice. "So pupils develop the ability to recall and apply knowledge rapidly and accurately"
- There is a particular emphasis on multi-step problems and more emphasis on money and time.
- Calculators are out! - to be replaced by "mental fluency and the use of efficient written methods in the four mathematical operations"

What will the school do differently?

- Prepare for the challenge by making sure that children have a really solid bank of known number facts.
- A ten-minute session of quick maths *outside* the maths lesson –This is simply a memorisation session when learned facts (bonds to 10, 20, 100 and all their derivatives, tables, doubles, place value additions/subtractions, etc.) are rehearsed.
- Greater emphasis on using models, images and structured apparatus across the school to develop children's concrete understanding through manipulation.
- Introducing formal written calculation strategies earlier, (however, this will only be when the teacher knows the child is ready for this method and has a sound understanding of place value and the number system).

What can parents do to help their child?

- Try to make maths as much fun as possible - games, puzzles and jigsaws are a great way to start. It's also important to show how we use maths skills in our everyday lives and to involve your child in this.
- Identifying problems and solving them can also help your child develop maths skills. If you see him or her puzzling over something, talk about the problem and try to work out the solution together.
- Point out the different shapes to be found around your home.
- Take your child shopping and talk about the quantities of anything you buy.
- Let your child handle money and work out how much things cost.
- Look together for numbers on street signs and car registration plates.
- Practise, practice, practice times tables.

www.bbc.co.uk/bitesize/

www.woodlands-junior.kent.sch.uk/maths/

www.mathszone.co.uk

www.crickweb.co.uk/ks2numeracy.html

www.nrich.maths.org

www.ictgames.co.uk

Subject: Science

What are the main changes?

There are a few name changes. However, the new curriculum places a greater emphasis on being able to identify and name plants and animals.

A main change is that Physical Processes (anything to do with electricity, light, sound and forces) have been removed from KS1 and now only appears at KS2.

Micro-organisms have been removed from KS2

New in at KS1 is 'seasonal changes', habitats and food chains

New in at KS2 is fossil formation, human digestion, evolution, levers, pulleys and gears

The new curriculum stresses the importance of using discussion to help children to develop their scientific vocabulary and be able to both read and spell scientific words.

The new curriculum continues to expect science to be 'hand-on' with children being involved in a range of simple experiments and to work scientifically (making predictions, planning to investigate, using simple equipment to carry out tests and to record their observations/ measurements). The children are required to report on their findings and draw conclusions, using a variety of methods (oral presentation, written explanation, creating a display)

What will the school do differently?

- create a 'seasons' display board, along the long corridor, to record the changes during the school year.
- Establish Science boards in different key stages, displaying key vocabulary and definitions/examples
- Forge closer links with Ferry Meadows to tap into their expert knowledge re naming plants/trees/animals found locally.
- Investigate further resources in preparation for the teaching of fossils and evolution

What can parents do to help their child?

- **Listen** to children's ideas and explanations. **Encourage** them to ask questions and to seek answers. **Avoid "negative" statements** such as "I never liked these subjects when I was in school" or "I got my worst grades in these subjects." **Be positive.** Help communicate the importance of science and **expect your children to be successful** in these areas.
- **Help children see the science that exists around them** and that they encounter in their daily lives. Whenever you go out for a walk, talk to your child about what they can see/hear (collect leaves in the autumn, listen to birdsong etc). Draw their attention to the lack of leaves in winter and little new buds in Spring. Encourage them to make predictions about simple every day events i.e. what will happen to the ice cube if it is left out of the freezer. What will happen to the water you use to fill up your ice trays, when you put it into the freezer etc
- **Involve your children** in family activities and "everyday" jobs that use mathematics, science, and technology. Invite them to join you in any baking ... and talk about the changes that occur as you beat in eggs and bake cakes (what observations have they?) Activities such as determining how much paint is required to cover a room if a gallon covers "x" number of square feet. Things that no longer work and now simply occupy space in the attic or garage are great teaching tools. **Encourage children** to take these items apart to learn how they go

together, how they work (and, perhaps, determine why they no longer work).

- It is never too early for children to think about “what they want to be when they grow up.” **Encourage your children to ask questions** and to find out about different jobs. How much education is needed? How much science is required? When you encounter people in a “science-related” career, encourage your child to ask questions about their jobs and the education required for them.
- **Taking part in organizations and/or events** sponsored by the 4-H, the Girl Scouts, and the Boys and Girls Clubs is a great way for children to develop an interest in science and many other things!
- http://www.bbc.co.uk/schools/websites/4_11/site/science.shtml
- <http://www.sciencekids.co.nz/> (lots of ideas for experiments, games, projects etc)
- <http://www.sciencemadesimple.com/> (more projects and experiments)
- <http://www.howstuffworks.com/>

Subject: Languages

What are the main changes?

It is no longer called Modern Foreign Languages as schools can opt to teach Latin or Greek rather than French, German, Spanish etc. A single language must be chosen to teach from Year 3 to Year 6.

It is now a compulsory subject which means it must be taught in each KS2 class. Expected outcomes are much higher than they are currently. At the end of Year 6 children will be expected to:

- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing

What will the school do differently?

Timetable a discrete lesson each week for our chosen language – French.

Give children the opportunity to benefit from our close liaison with Ormiston Bushfield Academy Language Department.

What can parents do to help their child?

There are many interactive sites on the internet which can be found easily. Most have speech so that you can hear the words being spoken – very useful if you are not a French speaker, such as:

<http://www.french-games.net/>

http://www.bbc.co.uk/schools/primaryfrench/index_flash.shtml

If you do speak French practice with the children. If you do not, then allow the children to teach you what they have learned that day. This role reversal will help reinforce their learning. Buy a CD of French songs aimed at children.

We also have various bi-lingual books in our library which the children can borrow.

Subject: History**What are the main changes?**

The main change is now a greater focus on children's understanding of chronology in British history, with Primary schools asked to focus on the period from the stone age up to 1066.

The additional main change in 'aims' are the teaching and learning of abstract terms e.g. Empire, civilization, parliament and peasantry. Children will also be expected to understand the *significance* of historical events and understand how evidence is used by contrasting views and interpretations.

In KS1 children will learn about changes in living memory and significant events beyond living memory. They will compare the lives of significant individuals to compare different time periods (e.g. Queen Elizabeth I and Queen Elizabeth II).

In KS2 the focus will be in British history by looking at changes from Stone Age, the Romans and up to the Saxons. There will also be an in-depth local history study. We will also study one in depth topic post 1066. So this term in UKS2 it's World War One.

Finally, the curriculum will study the early civilizations in KS2. These will include (in overview) and one depth study of one of the following: *Sumner, Indus Valley, Egypt, Shang Dynasty*. In addition they will study Ancient Greece and one of: *Baghdad 900AD; Mayan 900AD; Benin 900AD*.

What will the school do differently?

For the school the main changes will be a greater focus on chronology, with timelines forming a key part of all history topics. We will have a semi-permanent display in school which all the children will add to as they study different eras.

In teaching lessons will focus on key concepts and vocabulary; such as Empire, and these will be reflected in the displays and learning objectives.

Teachers will have to think carefully to plan in topics after 1066, and there will be a greater focus on local history.

What can parents do to help their child?

You can help by accessing the following sites and discussing the sequence of historical periods. If you're able you could buy a colourful timeline for your child's bedroom?

Try the following sites initially:

<http://www.bbc.co.uk/history/forkids/>

<http://www.bbc.co.uk/schools/primaryhistory/timeline/timeline.shtml>

Peterborough Museum is also an excellent free place to start with good resources and information.

Also having Flag Fen nearby is great for those interested in finding out more about pre-Roman history.

Subject: Geography

What are the main changes?

In addition to the curriculum there are new aims to have a greater focus on geographical skills. This means that 50% of curriculum is now focused on fieldwork.

The new KS1 subject content includes a greater focus on *locational knowledge* (name oceans and continents and locate capitals of UK). Also a focus on *place* i.e to contrast a small area of UK and another non-European country.

Also in Ks1 children will learn about seasonal and weather patterns. In class there will be teaching based on vocabulary and fieldwork skills.

In Ks2 there is also a push on locational knowledge where they will name and locate as in KS1 plus additional concepts to name and place such as timezones, poles, equator, tropics etc. In their study the children will contrast a region of UK, European country and North or South American country.

For physical geography they will look at climates, rivers and mountains.

The children will be expected to learn to use maps, atlases and geo-locating technology. They will Fieldwork; maps atlases; enquiry

There is a greater focus on fieldwork and the skills needed. All children will also be expected to have a much stronger knowledge of names of capitals, oceans, continents etc. Geography will be more enquiry based and require collecting of evidence when doing fieldwork.

What will the school do differently?

In school we will focus more on factual aspects of geography such as place names, capitals and countries.

There will be more outside geography and fieldwork and so teachers will plan in fieldwork opportunities and then the children will use data gathering and enquiry skills.

The children will be using maps and atlases more and this will be reflected in the displays. Each class will have a map.

There will no longer be a focus on ecological issues until KS3. That is, renewal energy, recycling etc.

What can parents do to help their child?

You can help by sharing maps, posters and globes that you may have and helping your child learn capitals of major countries

There are lots of games online to play too. Try this Oxfam game called Holey Moley: There are lots of resources here for learning about maps too.

http://www.digital-week.info/education/mapping_our_world/mapping_our_world//lesson1/holeymoley.htm

Or you can try this capitals' game. It's quite tricky!

http://www.geography-map-games.com/geography-games-Geography-Capitals-of-the-World-_pageid95.html

Subject: Art and Design

What are the main changes?

In the new primary curriculum Art and Design has had some small but significant changes. The new curriculum has stream lined learning objectives into 4 main bullet points.

Key Stage One

These are the 4 areas of learning for Key Stage One:

- Children will use a range of materials creatively to design and make products.
- Children will explore drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Children will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Children will learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage Two

The content of the **Key Stage Two** curriculum for Art and Design has also been streamlined to 4 bullet points also:

- Children should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Children will use sketch books to record their observations and use them to review and revisit ideas.
- Children will improve their art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Children will learn about great artists, architects and designers in history.

What will the school do differently?

As a school we will continue to immerse children in artistic history and techniques.

In Key Stage One we plan to develop children's artistic voice by giving them the opportunity to make connections, links, think critically about their own work and other artists work. We aim to give children at OWPS the confidence to talk about their work and ideas and to think critically on a basic level when learning about other artists and craft makers.

At OWPS all children have a sketch book. However, in Key Stage Two particularly we will ensure children use their sketch book as a place to explore their ideas and record their work, from initial sketches/ techniques up to a final piece which may go on display.

What can parents do to help their child?

There are some fantastic opportunities to help your child in Art and Design. The big focus in the new curriculum is making links and exploring ideas, you can help your child by talking about art, taking time to look at pieces of art and design, chatting about what stands out, what materials you think they have used and what they like or dislike.

There are some great galleries, websites, apps and books in your local library that allow you to explore works of art from the past to the present.

The Kids Tate website

<http://kids.tate.org.uk/>

The National Gallery of Art website

www.nga.gov/content/ngaweb/education/kids.html

The Museum of Modern Art (MoMA) app: The Art Lab

Subject: Design and Technology

What are the main changes?

In the new curriculum there is a stronger focus on making Design and Technology more cross-curricular. This means transferring their Design and Technology knowledge into other subject areas such as Maths, Science and ICT.

There is a big focus on the importance of design and its influence on our own lives. Children will be taught this importance, not just within local environments but the wider world too. Children will need to understand that high quality design and technology can contribute to the creativity, culture, wealth and wellbeing of a nation.

The **Key Stage One** and **Key Stage Two** curriculum have both been split into 4 categories; **design**, **make**, **evaluate** and **technical knowledge**.

Key Stage One

The design and make sections of the new curriculum are very similar to the previous. The main changes are within the evaluating and Technical knowledge sections.

The evaluating section now requires children to have a deeper understanding why they are designing a product to help them fully understand the design.

The Technical Knowledge section is more specific and now also includes:

- build structures, exploring how they can be made stronger, stiffer and more stable.

The Key Stage Two

There are two main additional items for Key Stage Two in the new curriculum.

As in Key Stage One the Evaluate section takes the children's understanding further.

- Children will be expected to look at existing products and explore why they work or do not work well and think about their designs.
- There is an exciting and inspiring element in the new curriculum and allows children to explore key events and individuals such as contemporary designers such as Steve Jobs and significant inventions and see how these key events and designers can shape our world.

Food and Nutrition

This is a new separate section to the Design and Technology section of the curriculum for both Key Stage One and Two.

Key Stage One

Children in Key Stage One are expected to use the basic principles of a healthy and varied diet. They are also expected to understand where food comes from and how it reaches their plates.

Key Stage Two

In Key Stage Two children are to take the same healthy eating principles as in Key Stage One, but will take this further, knowing how to apply healthy eating to a varied diet.

Children are to learn how to prepare and cook predominantly savory dishes using a range of techniques and learning about seasonality and knowing where and how a variety of ingredients are grown, reared, caught and processed.

What will the school do differently?

As a school we aim to make sure we create fun and exciting opportunities to develop Design and Technology. We plan to give Design and Technology a real life purpose to help inspire ideas and designs and. We will include in our coverage a range of key events and individuals that will inspire children to take their designs further and think in new and innovative ways.

We will timetable in to our planning opportunities to use our fantastic kitchen facilities and create cross-curricular links that will allow children to transfer their skills in different areas of their learning.

What can parents do to help their child?

There is an easy way of helping your children when it comes to Design and Technology and this is to get you child helping in the kitchen so they are confident when it comes to cooking in school.

There are lots of craft ideas on the internet which will help children develop their Design Technology skills and during the year there will be homework set that will allow you to design, make and explore. Above in the Art and Design section the Kids Tate website has some great craft ideas that will inspire children.

Subject: PSHE**What are the main changes?**

There are no main changes. PSHE remains a non-statutory subject.

What will the school do differently?

We will continue to provide the children "with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions."

What can parents do to help their child?

Teach children how to be safe whether when they are crossing the road or using the internet. Make sure they know how to protect themselves from harm.

Discuss social and moral dilemmas (applicable to their age) e.g. fairness, right and wrong, use of money, simple environmental issues etc.

Talk to their child's teacher if you have any concerns.

Subject: Computing (ICT)

What are the main changes?

The new curriculum is aimed at helping prepare students to understand and change the world through logical thinking and creativity, making explicit links with maths, science and design technology. It is also hoped that the new curriculum will prepare young people for the future by getting them to understand how digital systems work, equipping pupils to create programs and systems with a range of media. More importantly, it ensures that young people become digitally literate, enabling them to use and express their ideas in a safe environment.

- Computing is split into 3 aspects: **computer science (CS)**, **information technology (IT)**, and **digital literacy (DL)**.

	KS1	KS2
CS	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web</p> <p>Appreciate how [search] results are selected and ranked</p>
IT	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Use search technologies effectively</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
DL	<p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>Understand the opportunities [networks] offer for communication and collaboration</p> <p>Be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>

What will the school do differently?

The main change for the school is the emphasis on Computer Science. Some parts of this were covered by 'Control' (an old area of ICT) and we used equipment such as beebots, pro-bots and roamers to teach the children about controlling devices and giving accurate instructions for them to carry out a task.

The expectations of children in primary school are now much higher in this area and although Key Stage One will continue to use the above mentioned equipment Key Stage Two will move onto using programs such as Scratch to write simple computer programs to control characters on the screen (Year 3) up to designing simple computer games (Year 6). As this is a progression of skills the current Year Five and Six children do not have the necessary skills to build on to design games but as the children now move through the school it will be exciting to see what they can achieve.

Children in primary schools are now expected to have a much deeper understanding of the different components that make up a desktop computer, how the Internet works and how search engines sort and order websites. Teachers will be responsible for sharing this information with the children (according to the Year group they are teaching).

What can parents do to help their child?

Basic computer skills are very important and make using the technology at school much more straight forward. Giving your child time to use a laptop or home computer to complete homework or visit appropriate websites will help them to develop those skills we use at school, Children are always keen to use the netbooks/iPads etc but can be held back by their ability to type. There are games based typing sites that are free to use such as Dance mat typing that can help them to improve this skill <http://www.bbc.co.uk/guides/z3c6tfr>

The new computing resources on the BBC Bitesize site are very good for telling children about the basics including writing programs, how computers work and keeping safe online.
www.bbc.co.uk/schoolscomputing

The 'Scratch' program we will be using at school is free and available for your children to use at home. It can be found at <http://scratch.mit.edu/>

Reminding children about being E-Safe is very important. There are a number of sites designed for primary age children that give them tips and advice on how to stay safe online and what to do if they are worried.

<http://www.childnet.com/> - Advice for parents and carers on keeping children safeonline

<https://www.thinkuknow.co.uk/> - Information for children (age appropriate) and parents

<http://www.kidsmart.org.uk/> - Very child friendly site giving them lots of useful advice

Subject: Music**What are the main changes?**

The cornerstones of the music curriculum remain the same, composing, performing, listening and appraising music from different historical periods and genres. Within these four areas, there is a stronger emphasis on singing and children using their voices, which links to the National Plan for Music Education's aspiration for regular singing through-out Key Stage 1 and 2.

Children will be taught to compose and perform their own music, using music technology to support and develop their ideas. Children will be exposed to high quality live and recorded music which they will learn to understand and appraise.

What will the school do differently?

In collaboration with Peterborough Music Hub, we shall be focusing on singing and the use of voices within the curriculum, partaking in live performances where the opportunity arises.

The school is also working with the BBC nationwide initiative 'Ten Pieces', which aims to expose more children to classical music within school. They will be watching live recordings of ten different classical pieces and working on a project to compose a creative response to the music.

We won't be running the class violin lessons for Years 3 and 4 this term due to the challenges of fitting it into our morning timetable. We shall review this provision for next year but shall still be offering in school private lessons for guitar, piano and violin.

What can parents do to help their child?

Parental support and attendance for any musical performance your child may partake in this year will make these events a real success and enable a high level of inclusion. At home, any opportunity to expose children to live performances/recordings of a broad range of music will raise their interest and understanding of different genres, helping them learn how to appraise music.

The BBC Ten Pieces website is full of information of our upcoming project, and a link to the repertoire of the ten pieces we shall be studying:

BBC Ten Pieces - <http://www.bbc.co.uk/programmes/p01vs08w>

Subject: PE**What are the main changes?**

There are no major changes to the curriculum.

In KS1 children should be taught basic movements: running, jumping, throwing, catching and develop their skills in balance, agility, co-ordination, and use these skills in a range of activities. In PE lessons we should provide children with opportunities to take part in team games, and to develop simple tactics for attacking and defending. Finally, children should also be taught dances using simple movement patterns.

In KS2, similar to KS1, there have been no significant changes. Pupils should be taught to run, jump, throw and catch in isolation and combination. They should play competitive games, badminton, basketball, cricket, football, hockey, netball, rounders and tennis and develop tactics for attacking and defending. They should also develop flexibility, strength, technique, control and balance. Children should perform dances using different movement patterns. There should be outdoor and adventurous activities, individually and in a team. Finally, they should be able to compare and discuss their performances and discuss changes they can make to improve their performances. The school will continue to provide swimming lessons either in KS1 or KS2 and the focus will be on pupils being taught to swim independently and confidently over 25 metres. They will use a range of strokes (front crawl, backstroke and breaststroke) and perform safe self-rescue in different situations.

What will the school do differently?

As there are no new implications as regard to curriculum the school focus on the impact of the PE Premium fund. We will continue to broaden its PE curriculum, offer lots of opportunities to partake in all sport and signpost and link to outside school clubs.

In assessment we will monitor impact through children questionnaires, participation levels in sport (in and out of school) and fitness tests.

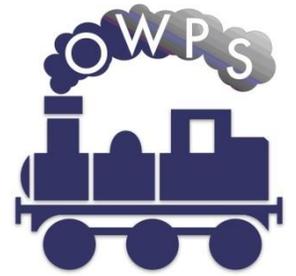
What can parents do to help their child?

You can help by encouraging your child to join the after school sport's clubs or finding a local club to join. If your child does not really think sport is for them then try and encourage them to try new sports and activities they may not have considered before; such as climbing and a martial art?

There are lots of great ways to stay and keep active out of school on this website

<http://www.nhs.uk/change4life/Pages/change-for-life.aspx>

ORTON WISTOW
PRIMARY SCHOOL



IMPACT

in Learning
Involving More Parents And Children Together

An Introduction to Impact in Learning

17 September 2014

What is Impact in Learning?

Impact in Learning is an award-winning parental engagement strategy that has proven to raise attainment by engaging parents more effectively in children's learning. Their vast range of tried and tested homework resources, coupled with their Ofsted-rated 'Outstanding' workshops, have enabled hundreds of schools to raise attainment for pupils in a short period of time.

Why is Orton Wistow introducing Impact in Learning?

We have a proven track record for working closely with parents and this has been recognised as Outstanding by Ofsted in three separate inspections. There are already lots of ways that we involve you in your child's education, such as our Curriculum Evenings, 2 Can Learn and Stay and Play sessions as well as homework guidance which help you to support your child.

However, we know that there are many parents who feel that it is difficult to give their child the right kind of support because the way we teach today is different from when they were at school. In our last Parent Questionnaire, 92% of parents felt that staff explain how they can help their child at home, but we still feel that we could do more.

What will the Impact in Learning Programme involve?

Over the coming year, the children in Years 1 – 6 will take part in Impact in Learning. This year we have decided to focus on maths as this is an area that parents seem the most unsure about. Next year we will focus on either reading or writing.

The programme follows the order below:

1. Children are assessed to see what level they are working at before starting Impact in Learning.
2. An adult, preferably a parent, attends a one hour training session in school where they learn to support their child in maths. The session is led by the child's class teacher and the child will work alongside their adult.
3. The school provides an activity pack of games and resources.
4. The adult (parent) leads a fun learning session at home for approximately ten minutes EACH night for five/six weeks.
5. Children are assessed at the end of the programme to see what progress they have made.

When will your child take part?

As there is a time commitment to support your child, Impact in Learning recommend that a school staggers the start dates for different year groups. This reduces the chance of you having more than one child on the programme at one time.

Years 2 & 6 will take part in the Autumn term.

Years 4 & 3 will take part in the Spring term.

Years 1 & 5 will take part in the Summer term.

The dates of the introductory sessions are as follows:

Class	Date	Time	Letters will go out on:
Mountain Lions	Tues 11 Nov,	9.10-10.10	Thurs 18 Sept
Merlins (Y6 children)	Tues 11 Nov,	9.10-10.10	Thurs 18 Sept
Merlins (Y5 children)	Thurs 16 Apr	9.10-10.10	Thurs 26 Feb
Geckos	Thurs 16 Apr	9.10-10.10	Thurs 26 Feb
Wombats	Mon 12 Jan,	9.10-10.10	Thurs 27 Nov
Crocodiles	Tues 13 Jan,	9.10-10.10	Thurs 27 Nov
Chameleons	Wed 14 Jan	9.10-10.10	Thurs 27 Nov
Monkeys	Tues 4 Nov,	9.10-10.10	Thurs 18 Sept
Bats	Wed 5 Nov,	9.10-10.10	Thurs 18 Sept
Wallabies	Wed 22 April,	9.10-10.10	Thurs 26 Feb
Marmosets	Tues 21 April,	9.10-10.10	Thurs 26 Feb

Please add dates to your calendar. We are giving you months in advance notice but will also send out a booking letter six weeks before your child is due to take part.

Will my child be able to take part if an adult doesn't attend the training?

No

The success of Impact in Learning is built on training an adult to work for five or six weeks with a child. Ideally, we would like one parent for each child to attend the training and hope that we have given you enough advance warning to be able to make the necessary arrangements.

If however, you cannot attend, you may send another adult family member to do the training. This adult should be the one who works with the child to complete the homework games.

EXAMPLE LETTER

Dear Parent/Carer,

We are proud that our relationship with the families at school has been judged by Ofsted as Outstanding and we are always looking for ways to make this better. This view is shared by the vast majority of our parents (92% of parents felt that staff explain how they can help their child at home – Parent Questionnaire 2014).

We are intending to run a series of workshops which encourage parents to come into school and work with their child on a one-to-one basis. The workshops will be a fun and enjoyable way of allowing parents to find out exactly how their child is learning in class and to take part in a simple literacy or maths activity. We will be making resources in the workshop for you to take home and keep for use in supporting your child with their homework.

The workshop will be very informal and parents will not need any particular skill, as the activities will be set out and explained by the class teacher. Every child will need an adult to support them in their work and this could be a parent/ grandparent/ uncle/ aunt/ older brother or sister/ or family friend who knows the child well.

The workshop for Miss Mark's Class will take place on **Tuesday November 4th** and it will last for approximately one hour from 9.10 - 10.10. (Refreshments will be provided) Ideally we would like you to find childcare for any younger siblings but we are willing to run a crèche if necessary.

It is essential that an adult is available for every child in Monkeys on Tuesday November 4th until 10.15.

I hope you will support this exciting event by attending with your child and would be grateful if you could indicate your intention by completing the tear-off strip below and returning it to school no later than Friday 26th September.

Thank you for your continued support,

Class Teacher.

.....

I hereby give my consent for my child _____ (child's name) to attend the Impact Workshop on Tuesday November 4th

_____ (adult's name) will be attending the workshop to help with my child's work.

I would like to make use of the crèche for my younger child/ren . Please give names and ages in the space below.

Signed _____ (parent/carer) _____ (Date)

Please complete and return by **Friday 26th September**. Please note that children are unable to attend the workshop without a supporting adult.