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## Welcome from the Headteacher

Dear Parents and Carers,

On behalf of the governors and staff, I would like to welcome you and your child/ren to Queen's Hill Primary and Nursery School.

Our school is a growing one and this does mean that our policies and procedures change as the school evolves. The one thing that never changes is our aim to give your child the best education that we possibly can. At Queen's Hills that's not just about reading, writing and maths - we care about the whole child. Our aim is that your child leaves us with a love of life and learning and the confidence to move onto their next stage of learning whatever their academic ability.

Community values are central to our curriculum; our children learn to care for others, make decisions about their own learning and begin to understand their role within the school, wider community, country and the world.

We can't achieve this on our own. Education is a partnership between parents and school. We hold many events to help parents to support their child's learning and we have an open door policy should you have any queries we can help you with.

If you would like to visit our school please give us a call.

Yours sincerely,

Penny Sheppard



## A New Estate

Queen's Hills is a developing estate and is part of Costessey, about 5 miles from the City of Norwich in Norfolk. Originally owned by Lord Stafford (hence the Stafford knot in our logo), the land became used for gravel pits and in 2004 Cofton's bought the site and has since sold to a number of developers.

Unusually it was decided to build our school before the development was completed. We opened on Monday 8 September 2008 with just 29 pupils aged between 4 and 11 years old.

In January 2009 the maintained Nursery opened providing 26 places in the morning and the afternoon.

The school's catchment area is the Queen's Hills Estate. We start classes in September with the capacity to grow throughout the year. During some school years we have had to restructure as there have been a number of new houses released. The school has been built to have 45 children in a year group which means that there will always be mixed age classes. We do try to take all the children within our catchment from Reception to Year 6 and this may mean that classes can be greater than 30 on occasions.

### *Queen's Hills Country Park, Costessey, Norwich, NR8*

Queen's Hills Map working together with Queen's Hill Primary & Nursery School

Serving the community of Queen's Hills



## Our Mission Statement

The school will strive to provide equal opportunities for the whole community in helping children to maximise their potential and become successful and happy learners.

### Our Aims

To provide an environment where young people will achieve highly in knowledge and skills, thereby enabling them to offer a lifelong contribution to society

To provide a safe and secure environment in which we can value and care for each other.

To promote self-control and self-discipline

To develop trusting, tolerant attitudes with respect for other's beliefs.

To think of others, recognising that we are all different and can all contribute to a happy, friendly school

To offer a broad, balanced curriculum which excites the imagination and desire to learn.

## How do I register my child?

There are separate admission arrangements for Nursery and main school places.

### **Nursery**

Children may be offered a morning or afternoon place for the term after their third birthday. Our nursery is oversubscribed and it is becoming increasingly unlikely that places will be available mid year. Our main intake is in September. Places are allocated the half term before your child is due to start. Please contact the school office to ensure your child is considered for a place. The Nursery Admission policy is on our school website.

### **Reception**

For places for Reception for the next academic year, please contact the Admissions Department at the Local Authority on 01603 222526.

Please note that if your child gains a place in our Nursery, this does not guarantee a place in our Reception.

It is a national legal requirement for all children to be in full time schooling in the term following their fifth birthday. Norfolk's local policy is that parents of children born between 31<sup>st</sup> March and 31<sup>st</sup> August can request a part-time (morning only) place for the Autumn Term.

### **New to the area**

If you are looking for places in our current Reception Class through to Year 6, please contact the Local Authority on [www.admissionsonline.norfolk.gov.uk](http://www.admissionsonline.norfolk.gov.uk) Year 6 children will have details sent out to them concerning the Secondary Transfer in the Autumn Term. We work with a number of High Schools to ensure a smooth transition for our children.

### ***See Admissions Policy***

## Enjoying and

Excellence and enjoyment are central to our school ethos. Learning and fun go hand in hand as we encourage our children to become independent and creative learners.

We provide a rich, varied and creative curriculum which ensures that every child has an equal opportunity to learning.

The curriculum takes into account both the multi-cultural diversity of the school and the wider community. We want children to understand their community, its history, geography and culture and to value the cultural heritages they bring to school.

To become a valued member of the community requires self-discipline as well as rules. We expect a high standard of behaviour from all of our children, and therefore, we operate a policy of zero tolerance of violence and bullying in our school.

We help children to develop self-discipline by asking them to follow our Home/School Agreement, class and school rules. These remind the children of the importance of working and playing together. Some children may need an individual behaviour plan to support them in school. In this case parents will be asked to come to school to discuss their child's behaviour and if necessary we will seek advice from other agencies to help support the school and family.

However, our emphasis is always on recognising and rewarding good behaviour in all aspects of school life. We believe that this encourages children towards higher standards and provides reinforcement and motivation that helps them to raise children's self esteem.

***See Teaching and Learning and Behaviour Policies***

## **Volunteering at Queen's Hill**

Queen's Hill Primary School recognises the significant role of parents in helping their children to progress and greatly values the contributions parents make to the life of the school.

Queen's Hill Primary School has a Parent, Teacher and Friend Association called "Friends of QHS". Every parent automatically becomes a member. The Friends have become involved in organising social events and developing fund raising ideas. They meet regularly at the school, usually each half-term.

In addition, adults are welcome to come into school to support children, hear them read and provide general assistance on a volunteer basis. We wish to celebrate the diversity of our local community and seek to meet the needs of each individual child by welcoming adults in to share their cultural and life experiences.

Clearance from the Criminal Records Bureau will be required before adults are able to come into school as helpers, but these can be gained from the school office.

It is our policy for parents/carers to work in classes other than those where their own child attends.

We welcome the experience and support that parents, grandparents and friends can provide.

***See Visitors in School Policy***

## **Equal opportunities for all**

Children and adults learn in different ways. At Queen's Hill we use teaching strategies which allow all of our pupils to succeed in their own way, in their own time and often 'child-led'.

Pupil progress is monitored closely and children are encouraged to assess their own performance and set future targets.

### **Special Educational Needs (SEN)**

A wide range of difficulties may affect a child's progress and achievements in school- academic, emotional, behavioural, medical and all these aspects are acknowledged within our school's Pupil Support provision.

The early identification of children with SEN or Additional Needs allows us to offer them support from the initial stages of their school life, and this is maintained, monitored and reviewed, in cooperation with parents, for as long as deemed necessary.

***See SEN Policy***

### **Gifted, Able and Talented**

Children who demonstrate outstanding artistic, musical or creative talent, sporting talent or particular leadership qualities are recognised as much as those who have academic excellence.

### **English as an additional language (EAL)**

We work alongside specialist teachers to ensure that children's needs are met. An initial meeting is held with parents to establish how we can provide additional support should it be needed.

We teach children to recognise and respect people's differences as well as their similarities; to accept and to treat everyone in a way that we too would like to be treated.

On occasions it may be necessary to positively discriminate for some groups of children. We are proactive in making practical and reasonable adjustments in school in order to make the curriculum and school premises accessible to all.

## Staying Safe

### **CHILD PROTECTION & SAFEGUARDING**

Queen's Hill takes its responsibilities in keeping children safe and detecting and preventing child abuse very seriously. We have three designated teachers responsible for Safeguarding, Mrs Sheppard and Mr Roughsedge. Our Safeguarding Policy is available on our VLE and hard copies can be obtained from our School Office. Parents should be aware that the school will take any reasonable action to ensure the safety of its children; a leaflet explaining our legal responsibilities is distributed as part of our Induction Pack.

### **SAFE TRAVEL**

In the interest of safety, parents are asked to exercise great care when calling at the school. Walking to school is by far the safest and easiest option and children will be encouraged to walk wherever possible. In the event of parents living too far from the school to walk, they are asked to park cars well away from the school entrances to avoid any accidents. There are parking restrictions on Fieldfare Way and families are asked not to park on the yellow zig-zag lines.

### **Prohibited Food Stuffs**

Children should not bring the following to school:

- sweets, chocolate or crisps
- glass containers or cans
- nuts, peanuts and all nut and peanut products
- bubble gum and chewing gum are not permitted under any circumstance

### **Free School Meals (FSM)**

All children in Reception and KS1 are entitled to universal free school meals. In addition to this children of families receiving Income Support, Employment Support Allowance (Income related) or Income Based Job Seekers Allowance are entitled to Free School Meals.

Families receiving Child Tax Credit but who are not entitled to a Working Tax Credit, and whose annual income (as assessed by the Inland Revenue) does not

exceed £16,190 are also entitled as are those who receive the Guarantee Element of State Pension Credit.

Forms to apply for FSM are on the website.

## Pupil Premium

Pupil premium is allocated each year for every child that is registered for free school meals or who has been registered in the last six years. It was first allocated to schools in 2011.

### Principles

- We ensure that the teaching and learning opportunities in our “Creative Learning Journey” meet the needs of all of the pupils as best we can.
- We analyse the provision in place for various different groups of learners including those who was socially disadvantaged.
- We recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that there may be some children who are socially disadvantaged who do not receive free school meals.
- Pupil premium funding will be allocated following a needs analysis which may be linked to the School Improvement Development Plan. Not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### Pupil Premium Grant (PPG) Allocation for 2014/15 was: £99600

Area targeted	Cost (approx)	Desired impact	Outcome
To continue to provide an additional specialist teacher (All Children	£25K	Teacher to work with small groups in Y5/6 and with pairs and individuals in Y2 to raise attainment	

<b>developing, Oracy, Reading and Numeracy)</b>			
<b>To provide access to a Parent Support Advisor for families and Time 4 U sessions for vulnerable children</b>	£18K	Barriers to learning in school are overcome leading to raised attainment	
<b>To provide an Outdoor Learning Teaching Assistant to work across the school from Nursery to Year 6</b>	£15K	Children begin to take risks outside and gain self esteem which is transferred to classroom to raise attainment	
<b>To provide an Inclusion leader who is non class based</b>	£15K	Children have access to individualised and group programmes to ensure they make at least the progress of non PP children	
<b>To provide a school librarian</b>	£8K	Children have a love of books and a thirst for reading which impacts on reading ability	
<b>Additional TA within EYFS</b>	£11K	More focussed small group work will close the gap for Pupil Premium children	

<b>Equality funding</b>	£4.2K	Finance is not a barrier to children having equality of opportunity – on a needs led and individual assessment basis at discretion of the HT.	
<b>To pilot a programme “Fast Forward” to improve reading, memory, processing skills</b>	£3.4K	Children make better than expected progress in reading. Engagement and progress in lessons further improves.	

***Please see Pupil Premium Reporting to Parents on website.***



## Healthy Schools

Healthy Eating is important and gives our children the confidence, skills and understanding to make healthy food choices. Healthy and nutritious food and drink are available across the school day.

### Breaktime

At break time, EYFS and Key Stage 1 children benefit from the national free fruit scheme and Key Stage 2 children bring only healthy snacks. Children should not bring crisps, biscuits or chocolate bars to school for breaktime snacks.



### Lunchtime

#### School Lunch

Many of our children choose to have a school dinner, cooked on site. We offer a healthy selection of meals and have a choice of traditional or vegetarian meals.

#### Packed lunch

Those children who opt to bring a healthy packed lunch to school are asked to bring a plastic plate to set their meal out.

#### Water

All children have access to water throughout the day and are encouraged to bring a named sports water bottle to avoid interruptions to learning. Juice, squash or flavoured water should only be drunk at lunchtime

## The School Day

Nursery:	8.30 – 11.30am 12 - 3pm
Main School:	Gates Open 8.30am 8.40am Morning starts Lunchtime 11.40-12.40 3pm End of day
Breakfast Club:	7.45am. For children in main school - please see the school office for details.

At the end of the session children in Nursery, Reception and Key Stage 1 must be collected from the class teacher.

In Key Stage 2 children can be collected from the main playground or may walk home alone. If you would prefer your child to wait with the class teacher you must let them know this at the start of the year.

Outside normal hours - after a club or school trip etc we expect you to collect your child from the school reception area unless we have written consent to say otherwise.

## School Uniform

We are proud of our school uniform and the children often get praised for how smart they look when they are out on school trips.

We strongly encourage all of our children to wear school uniform and sensible footwear. Our children go outside in all weathers - “there is no such thing as bad weather, just inappropriate clothing”.

If we consider your child’s clothing to be unsuitable for school we will call you to provide an alternative. Fashion clothing and footwear are neither appropriate nor acceptable at school.

All items of clothing should be clearly named– it is impossible to identify clothing without a name! Lost property is stored in the front entrance.

All schoolwear can be bought online from Birds at [www.schoolwear-uk.com](http://www.schoolwear-uk.com)  
Local supermarkets also stock general schoolwear.

### Boys and Girls

- Purple school sweatshirt (optional for Nursery)
- White polo shirt (optional for Nursery)
- Flat, sensible school shoes
- Purple fleece jacket (optional)
- Purple reversible jacket (optional)

**Boys:** Grey trousers/shorts

**Girls:** Grey skirt/ pinafore/ trousers  
Purple gingham dress in summer  
Purple school cardigan

### PE KIT

- Purple school polo shirt
- Black shorts and black plimsolls
- Hooded school sweatshirt (KS2)
- Swimming costume and hat (KS2)
- Outdoor trainers and tracksuit bottoms

### Outdoors

Wellies and waterproof clothing essential in Nursery and Reception

### Accessories

- Purple School Book bag
- Rucksack with school logo
- Baseball cap with school logo

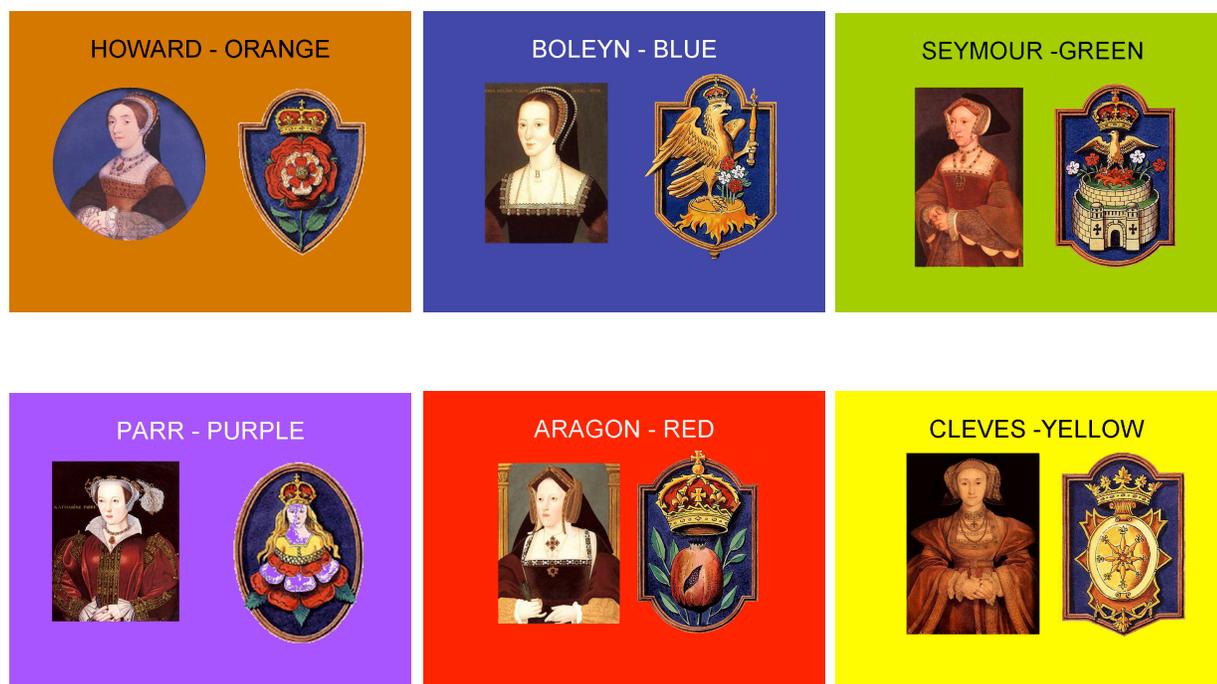


## House Teams

In 1546 Henry VIII granted Costessey Manor to Anne of Cleves.

We have six house teams - all of them named after Henry's six wives.

The children refer to these as both names and colours. House teams are used to organise our lunch sittings, team events and curriculum days. Siblings are in the same team.



## The Team

The Headteacher is accountable to our **governing body** which is comprised of representatives from the community, the local authority, parents of children in the school and staff. The Headteacher reports to governors on the day-to-day running of the school.

The Headteacher is supported by the **Leadership Team** which is made up of the Deputy Headteacher, the Inclusion Leader and Phase Leaders.

The **teachers** in each phase (Early Years, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2) are supported by **teaching assistants** (TAs). The TAs work within the classroom and with individuals and small groups.

There are also a number of **support** staff who work within and outside of the school day to help the school to run efficiently.

## **Educational Visits**

We believe that educational visits are an important part of school life. It is these visits that give our children first hand experiences that are so much more worthwhile than reading a book or looking on the internet.

Our aim is to have one trip/visitor linked to the term's topic from Year 1 upwards, but there are also other "one - off" experiences that help to broaden their experience.

Residential trips are a fantastic opportunity for our children to experience time away from home. We have developed strong links with Whitwell Hall in Reepham where Year 3 and 4 children camp for three days and Year 5 for five days. The Year 6 children are then prepared to travel further away.

Where possible we try to subsidise the cost of trips from fundraising and the main school budget. If there are not sufficient contributions to cover the cost of a trip we may have to cancel it at short notice.

## **School Council**

Representatives for each class are voted for by their peers. The School Council meets regularly and performs tasks requested by school staff and governors as well as responding to requests and comments from the pupils. They have an annual budget to spend.

## **Buddies**

Pupils in Years 4, 5 and 6 are able to apply for the post of Buddy. Their role is to support friendships and games in the playground. They also have an annual budget to spend.

## **Young Leaders**

A number of children in Year 6 choose to take on a leadership role within the school. This might be supporting younger children within the classroom, listening to younger children read and organising lunchtime clubs.

## **Sports Champion**

Each year a Sports Champion is appointed. This means he/she is responsible for raising the profile of PE and Sport with his/her peers. As well as organising inter-school competitions and celebrating PE achievement in assemblies, The Sports Champion helps the PE team to decide how Sports Premium funding should be spent.

## **House Captains**

House Teams vote for a boy and a girl house captain at the start of the year. House Captains ensure all children feel part of their team by organising inter-house competitions and contributing to the planning of the Curriculum Days.

All of the above children take their roles very seriously and are a huge asset to the smooth running of the school.

## **Achievement**

The results on this page relate to the most recent key stage 2 results as published by the Secretary of State. At the time of writing these are the 2013 results.

% of children achieving Level 4 or above in English and Maths	58
% of children making expected progress in English	84
% of children making expected progress in Maths	77
% of children achieving Level 5 or above in Reading, Writing & Maths	0

## Attendance

We encourage all of our children to have good attendance. Illnesses are an inevitable part of growing up and we do not endorse sending children to school unwell. However, most children can still come to school with the odd cold or headache. Please ensure you tell the class teacher if you have administered pain relief to your child before school.

If your child is not well enough to come to school please let us know straight away. A message can be left on the answer phone.

We record an absence as “unauthorised” when we haven’t been informed of a reason for your child’s absence or if we cannot authorise it. We follow the Costessey Cluster Attendance Policy - we do not authorise holidays in September or May or if a child’s attendance is below 95%. We do not authorise absence in bad weather if the school is open. Many of the staff live a considerable distance from school and endeavour to keep the school open as we appreciate that many parents rely on us for childcare - when the main road into the estate has been closed staff have walked in.

If your child’s absence falls below 90%, the case will be referred to the Attendance Improvement Officer.

Children in main school are awarded 100% Attendance Certificates termly and annually.

### 2013/14

<b>Average attendance</b>	<b>95.7%</b>
<b>Authorised Absence</b>	<b>3.09%</b>
<b>Unauthorised Absence</b>	<b>1.15%</b>

**Our attendance rate is improving but we still have above the national average of persistent absentees.**

## Home Learning

Everyone is given home learning regularly. There are home learning tasks which encourage the whole family to be involved in an activity. This is to bridge a link between home and school and encourages children to respond to an activity in a way that suits their own learning style.

Children are expected to read at home daily (from sharing a daily story in Nursery to answering questions and discussing the text in Year 6).

There may also be High Frequency Words or spellings for the children to learn weekly and times tables to learn.



## Keeping you up-to-date with your child's progress

Parent teacher progress meetings take place in the Autumn Term. This gives you an opportunity to discuss how well your child has settled into school, their next steps of learning and how you can support your child at home

In the Spring Term there are progress meetings for children in Nursery and Reception. Children in Year 1 upwards receive a formal written report containing targets to work on.

In the Summer Term progress meetings are held for Year 1 upwards. Formal

reports are written for children in Nursery and Reception.

If you have any concerns at any time during the year please contact your class teacher in the first instance. If the situation cannot be resolved please arrange a meeting with the Phase Leader or Deputy Headteacher.

We have a Complaints Procedure which is available from the school office and on the school website.

## **Injuries and Illnesses**

If your child is hurt or becomes ill at school we will administer first aid and, if necessary, seek further medical assistance.

We will always contact you if such an illness or injury causes us concern. Please make sure that you keep contact details up to date. If we are unable to contact you or any of your named emergency contacts we will act on the advice of the doctor or other health professional attending your child.

If a younger child has received a bump to the head we give them a sticker so that adults at school and home know to keep a close eye on them.

## **Administration of medicines**

It is not our normal practice to administer medicine. On the rare occasions that this is necessary we require parents to complete a form which can be obtained from the school office.

If your child has taken any medication prior to coming to school (i.e. calpol) please ensure that you inform your child's class teacher or the School Office.

## **Head Lice**

This seems to be part of growing up and is nothing to be ashamed of. We do ask that you check your child's head regularly and let us know if your child has them so that we can send out a note to other parents of children in the class to ask them to check their child's hair. There are lots of potions and lotions out there but the most successful method is to regularly wet comb with

conditioner and a nit comb. Your child does not need to be off school with head lice but if you notice them in the morning we do ask that you treat your child/ remove the head lice before they come to school.

## **Infectious diseases**

If we are aware of outbreaks that may cause risk to other children or pregnant women we will let you know. We may sometimes ask you to take your child to the doctor for confirmation of whether your child is a risk to others if they have an unidentifiable rash etc.

## **Vomiting and diarrhoea**

Health professionals advise children to be kept away from school 48 hours after their last “emptying”. See [www.nhs.uk/Livewell/Yourchildatschool/Pages/Illness.aspx](http://www.nhs.uk/Livewell/Yourchildatschool/Pages/Illness.aspx) for more details.

## **Our Curriculum**

### **Early Years (3-5 year olds in Nursery and Reception)**

In the Early Years Unit, children are taught the foundational skills to become enthusiastic and independent learners. The curriculum integrates care and learning with activities planned for children to develop their next steps and progress to the next stage of their development. Through a mixture of formal teaching, indoor and outdoor exploration, practical activities and play, children learn at their highest level. All learning begins with observations of the children and builds upon their interests. Careful planning ensures that learning starts from what the children can do and then extends this further.

We keep a learning story for each child. This documents children’s achievements, interests and next steps. We hope that parents and carers will also contribute to the learning story by sharing any achievements or interests children have at home.

Each child is allocated a Key Worker who works with the parent to settle the child and keeps the learning story up-to-date.

## **Our Nursery Class**

### **Chenilles (Caterpillars)**

When children start in our nursery, keyworkers focus on working with parents to provide a settling in programme that is individual to each child. Our experienced staff provide a supportive environment and work hard to develop a bond with each child to ensure that they are happy and settled at nursery.

Children learn through carefully planned play and practical activities. There are daily opportunities for children to practise their communication, language, counting and physical skills. The nursery classes are introduced to introductory phonic activities such as rhymes, listening games and stories. These activities are developed over the year providing children with a sound basis for developing their language and literacy skills.

Children enjoy visiting the school library where they select a book to take home each week. Children have free flow access to our secure outside area where they enjoy our climbing trail, wheeled toys, sand, mark making and lots of other fun activities. Nursery children attend special assemblies through the year, take part in our Nativity and enjoy taking part in fundraising activities such as our Big Toddle for Barnados.

## **Reception Classes**

Children in Reception Classes are quickly settled in and provided with an exciting and fast-paced introduction to phonics through the 'Read Write Inc' programme. This quickly opens up the world of reading and writing and children are given sound boxes to practise at home, followed by reading games and books. Maths is also practised daily in class and all formal learning is followed up by adult led small group activities and independent play-based learning.

Writing activities are planned to teach children correct pencil grip and letter

formation. Our aim is to inspire children to enjoy writing and it takes many forms such as using chalk outside, writing lists in our role play areas and using clipboards in the building area.

Children have free flow access to the outdoor area where they access practical activities based on all areas of learning. We gradually introduce children in reception to whole school activities, where they are encouraged to join in with older children and siblings. Through the year they start to attend assemblies, whole school events and curriculum days.

### **The Early Years Foundation Stage (EYFS) Curriculum is outlined below:**

The ways in which the child engages with other people and their environment by playing and exploring, active learning, and creating and thinking critically, underpin learning and development across all areas and support our children to remain effective and motivated learners.

### **The EYFS is divided into 3 prime and 4 specific areas:**

- **Personal, Social and Emotional Development:** We help children to make positive relationships. Children are nurtured to develop self-confidence and self-awareness. We support children to manage and understand their own feelings and behaviour. Our school PATHS lessons help children to develop their personal skills and work together as a team.
- **Physical Development:** Physical development is essential to children's development and provides a sound basis for future learning. We focus on developing moving and handling skills and teaching children about health and self-care. Nursery children take part in physical development activities daily in the indoor and outdoor areas. Reception children develop their skills by starting weekly Physical Education sessions in the school hall or outside.
- **Communication and Language:** It is essential for children to develop good listening and attention skills. We provide activities to develop their understanding and speaking. Play, exploration, first hand experiences and

planned interactions with adults and other children are vital for children to develop their communication and language.

**The specific areas of learning are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.** These specific areas include essential skills and knowledge for children to participate successfully in society. Please see the information about nursery and reception classes for further information about how the specific areas of learning are taught.

We aim to involve parents and carers in their children's learning. When your child starts in the unit there will be many opportunities for you to get involved in the Early Years Curriculum and find out how to support your child with their learning.

## **Key Stages 1 & 2**

From Year 1 to Year 6 we follow a termly topic based on the requirements of the National Curriculum. We ask the children to offer suggestions of what they would like to learn. The teachers then plan a unit of work based on the skills, knowledge and understanding that need to be covered each year based on the National Curriculum. Maths and English are generally taught discretely but with regular cross curricular Maths and English lessons also taking place.

## **English**

### **Reading**

We aim for each child to become fluent readers with good understanding and a passion for reading outside the classroom as well as inside!

At the end of EYFS we aim for children to be able to:

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.

Throughout Key Stages one and two, we aim for children to be able to...

- Read fluently and have a thirst for new vocabulary.
- To have a good understanding of what they are reading and writing conventions that authors use.
- To have a passion for reading

## **Guided reading**

### **EYFS**

Guided reading will begin in the Spring term, or earlier if children are assessed as being ready. Children will take part in one guided reading session each week, led by either a teacher or a trained teaching assistant. The group leader will use EYFS planning and recording sheets, to be accessed by the English team.

### **KS1**

Guided reading will be based on current assessment focuses for reading, until any significant changes are made by the government. Sessions start within the first week of the autumn term, as children's attainment will already be documented through assessment evidence. Children will take part in for guided reading sessions each week, one led by the teacher and the other by a trained teaching assistant and two independent reading activities. All group leaders will complete recording sheets to monitor progress and evaluate learning in each session. Class teachers will be responsible for providing weekly guided reading plans, to be accessed by the English team. Children will have guided reading books to record their learning in both guided sessions and independent tasks. Objectives will be stuck in, to enable accurate assessment. Independent tasks should be linked, to the weekly text of that group.

### **KS2**

Guided reading will be planned for at least three sessions each week. We will endeavour for children to be in a teacher/ trained teaching assistant group each week or every two weeks on a rotational basis (UKS2). All group leaders will complete recording sheets to monitor progress and evaluate learning in each session. Class teachers will be responsible for providing weekly guided reading plans, to be accessed by the English team. Children will have guided reading books to record their learning in both guided sessions and independent tasks. Objectives will be stuck in, to enable accurate assessment. Independent tasks

should be linked (where possible), to the weekly text of that group. Texts will be chosen to provide opportunities to further expand interest and develop enjoyment, in addition to meeting needs of the reading curriculum

### **ERIC (Everyone Reading In Class)**

This will take place for half an hour on Friday afternoons for the whole school. This will provide children with further opportunity to read for pleasure in a calm and relaxed environment. Teachers will also join in with this session to show that reading does not end when you leave school! Children should be encouraged to read their own reading book, with KS2 children and some KS1 children writing comments in their diary when the session is over. As part of this time, the class teacher will check diaries and sign them to monitor reading at home and involvement from parents. Teachers may also take the opportunity to provide children with a range of different texts to read, e.g. newspapers, comics and recipe books.

### **Independent reading, reading homework and reading for a star**

Children's reading ability and progress are monitored regularly, with children being given appropriately matched books from a colour coded scale. Parents are informed that reading forms part of every child's weekly homework and we expect children to read at home 'at least' four times each week. Evidence of this will be recorded by parents (or children in KS2) and signed as evidence that this has occurred. If children have read four times in one week they receive a star in their diary. When they have accumulated stars they receive prizes! The importance of reading at home will also be promoted in a display in each classroom.

Children will be heard read independently at least once a week in EYFS. We endeavour to hear children read independently on a weekly basis in KS1 and KS2, by trained reader helpers, teaching assistants or the class teacher. Some children will be identified as priority readers and will be heard read on a daily basis.

### **Library and librarian**

We are very proud of the library at Queen's Hill Primary and Nursery School. Our librarian has worked hard to provide an engaging environment that provides children with a range of genres to choose from, including texts from other cultures. Children have the opportunity to request texts, so our collection is kept up to date to engage readers and encourage them to come to the library in their own time. When available, children can choose texts from the library bus.

Each phase has a dedicated library time. Here, we encourage children to explore different types of texts and also help them become more familiar with library systems such as classification and behaviour. Our librarian also provides tailored reading sessions for selected groups of children in each phase. There is an after school reading club 'Chatterbook Club' and 'Bookworm Club', which takes place weekly for all ages of children. The library is also open at lunch times for children to choose reading as a free choice activity. This is very popular!



### **Assessment**

Class teachers will make half termly assessments in relation to objectives outlined in the National Curriculum and also reading assessment focuses. Assessment evidence will be gathered from a variety of sources, including test evidence, guided reading observations and recorded activity outcomes.

### **Inclusion**

Children with additional needs will be heard read each day. Tailor made support groups may also be created to meet comprehension needs in classes. The Nesy reading program may also be used, to support lower attaining and SEN children, to help with phonological awareness, rhyming skills, syllable division, vocabulary, comprehension and contextual fluency. Our librarian will also lead

sessions for identified groups of children, to promote love of literature and target areas of weakness.

### **Reading cafes**

We regard communication and developing a partnership with parents as key in supporting children in making progress in reading. One way that we do this is by organising regular reading cafes in every phase. Parents/ carers are welcomed into a relaxed atmosphere, where the teacher reads a story and children then complete a creative follow up activity with their adult. The cafes help to promote a love of reading and immersion in different texts. They also encourage adults and children to talk about books, helping to further develop their understanding.



### **Writing**

By the end of EYFS we aim for children to be able to:

- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Throughout Key Stages one and two, we aim for children to be able to:

- Have developed stamina and skills to be able to write at length.
- To use spelling and punctuation accurately in their work.
- To use grammar accurately.

- To be able to write in different forms, such as narratives, explanations, descriptions, comparisons, summaries and evaluations.
- To rehearse their writing skills to consolidate their knowledge and embed understanding.

## **Writing is taught through:**

### **1. Shared writing that is modelled by the teacher as the expert writer with contributions from the children.**

This is teacher-led writing with children watching and contributing ideas. Shared writing is not exclusive to English sessions and can be taught across the curriculum. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, presentational and text level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the cumulative writing process.

### **2. Guided writing that targets children at their point of writing.**

Guided writing takes place in small groups with a teaching focus using teacher assessments and writing already modelled. Teacher assessments are completed at each writing session and written on planning sheets. The main part of the session is spent by the child writing with the adult intervening as appropriate.

### **3. Opportunities for developmental writing.**

In the Early Years Foundation Stage children are provided with models of writing, including writing with a purpose and role-play. Opportunities for children to develop their fine motor skills, mark making and give meaning to marks are planned on a daily basis across all areas of the curriculum. Adults model the writing process and give more individualised and small group support to children as they begin to write. Children's own attempts at early writing and mark making should be celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development. There should be a range of mark making materials both inside and out. In EYFS and KS1, children's writing that needs interpretation should be scribed by a teacher or adult working with the group wherever possible. Children are given the opportunity to talk about the marks they have made and attribute meaning to them. Ideally this is during the English session in KS1.

### **4. Independent writing.**

Throughout the school children need opportunities to develop their confidence and practise their writing skills. All writing activities should have a purpose and quality should be promoted through book making, publication or presentation to another audience. Writing is modelled and supported from immersion to quality writing. Independent writing is supported through the use of dictionaries, word banks, writing frames or plans and alphabet cards. In the EYFS independent writing is catered for within play, having opportunities for independent writing set up in a variety of learning environments. Within Key Stages one and two, children will have a Big Writing session, where children write independently for a sustained period increased by age and ability. This is then marked in relation to a criterion scale to monitor progress. This can also be used as a 'hot' and 'cold' exercise, to monitor progress throughout a unit of work and measure the impact of teaching.

### **5. Writing environment.**

The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms should have attractive and well-equipped resources for writing that children can access. Opportunities for writing are planned for and accessible throughout the learning environment and school day. Functional and creative writing are demonstrated and promoted by staff and visitors.

### **6. Talk for Writing.**

Talk for Writing enables children to imitate the key language they need for a particular topic orally before they try reading and analysing it. Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style. This is based on three stages – imitation, innovation and invention. Activities through which to achieve this include drama, story maps and boxing up techniques.

### **7. Sentence level work.**

Throughout Key Stages one and two, children begin English lessons with a sentence level warm up. Teachers choose from a range of fun resources, such as VCOP activities, ink waster tasks and activities from Pie Corbett's 'Sentence Writers' book. This approach helps children to practise sentence level skills, which they are encouraged to apply in their independent writing.

### **8. Use of displays and resources.**

Working walls will display up to date work to support children's learning. This could include success criteria, or text marked examples of daily work. Children will be able to use this wall as a tool for their learning. Resources for children to be able to access independently will also be readily available, e.g. VCOP and key word mats, dictionaries, target cards.

### **Assessment**

Teachers will record assessment outcomes at the end of each half term.

Evidence will be acquired from English books, writing across the curriculum and Big Writing.

### **Inclusion**

Children identified as falling behind or having gaps in their learning will be provided additional support to help them make rapid progress. This may take the form of additional provisions in the classroom, or tailor made small groups sessions. In year 3, the intervention programme Sir Kit's Quest, may be used for an identified group of children. This programme can support children in developing greater autonomy in their decoding skills as they read more widely and with greater fluency. They will then be supported in applying this to their writing.

### **Phonics and Spelling**

Spelling is a developmental process. The stages through which children pass as they develop as spellers are: pre-communicative, pre-phonetic, phonetic, transitional and 'correct'. Spelling is also a visual-motor skill, so we need to provide children with opportunities to develop visual strategies in addition to phonetic ones. At Queen's Hill we have adopted a systematic progressive approach, supporting children when applying knowledge of phonics and spelling independently across the curriculum.

The aims of spelling are:

- To encourage children to look carefully at words.
- To help children understand how the English spelling system works and how the history of our language has influenced how words are spelt today.
- To help encourage children, developing their confidence as competent spellers.
- To develop and extend children's vocabulary.
- To help children enjoy spelling and recognise its value.

## **EYFS**

In the EYFS unit systematic daily phonics is taught, using the Read, Write Inc scheme. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus. It has reading books to enhance phonological knowledge and promote early reading skills through high quality, fun texts. Reading is the key that unlocks the whole curriculum, so the ability to efficiently decode is essential. The R.W.I sessions are expected to occur each day for thirty minutes.

## **KS1**

KS1 follow the 'Letters and Sounds' programme which encapsulates the reading review recommendations led by Jim Rose, (refer the Rose Report for further details). Phonics is taught daily for thirty minutes. Letters and sounds is a powerful teaching tool which ensures that young children will be well-placed to read and spell words with fluency and confidence by the time they reach the end of KS1. Children will be taught in class groups to enable every child to have access to the level at which they should be working. As we have mixed age classes, children will be working on a phase five pathway, planned to extend year two children and more able year ones, into phase six. Children identified as falling behind, will have additional intervention time to help bridge any gaps. Some children receive Read, Write Inc and some receive Sound Discovery intervention based on need.

## **KS2**

The RWI: Get Spelling programme teaches sounds and spelling patterns. There are three books in the RWI: Get Spelling programme. Most children will start on book 1 and then progress onto books 2 and 3. From the second half of the Autumn term, Get Spelling will be updated to meet the needs of the new National Curriculum. Each year group in KS2 will have a focussed book, to meet the curriculum objectives outlined in the National Curriculum. Differentiation will take place, where children need to be extended to a higher level. Intervention groups will take place for those children falling behind, to support accelerated progress.

## **Inclusion**

### **Sound Discovery**

At Queen's Hill Primary and Nursery School, we use Sound Discovery as an intervention to support children working below age related expectations in phonetic development. It follows a systematic approach, with a clearly defined

and structured progression for learning all the major grapheme/phoneme correspondences: digraphs, trigraphs, adjacent consonants and alternative graphemes for the same sound. Identified children will be assessed and put onto an appropriate level of the programme, which will be led by a teaching assistant. We aim for each identified child to access at least two sessions per week.

### **Nessy**

We also use the computer program 'Nessy' as an intervention to support children with reading and spelling. Nessy aims to rebuild self-confidence, rediscover self-esteem and establish a love of learning. Nessy learning begins with an assessment to identify areas of need. Once a student has set their own learning objectives, they watch a strategy or rule, that explains using humour to reinforce memory. This knowledge is reinforced by a series of games that develop core skills in sequence: phoneme blending, word reading and spelling, rhyming and phonological skills, sentence reading, vocabulary and comprehension. Every computer game is developed to provide a multi-sensory environment that ensures success. Getting a question wrong is never punished but a student is always shown the correct answer. Learning success is motivated with rewards. Nessy programs are always set in an immersive environment, often with a story or quest to complete. This quest helps to maintain motivation and pace the learning to the students' needs. Teachers are then given access to a comprehensive record of data, monitoring student performance over time. There is also an APP available, for children to be able to continue this learning at home.

### **Assessment**

In EYFS, children will be assessed each half term in relation to Read, Write, Inc. targets. KS1 teachers will complete an assessment tracker for each child, which will be updated each half term. On entry into KS2, children will complete a test to give a spelling age, which will be monitored each term. Different groups will also conduct their own assessments to show progression within units of work.

### **Maths**

Number, shape and space and data handling are taught through daily maths lessons. Where possible the teacher will use a context or "real life" situation to apply the skills being learnt, for example weighing parcels at the class Post Office. In addition to the maths lesson the children will have a ten minute "maths meeting"

where they will be practising their mental maths skills. It is important that children begin to learn their number bonds (eg. pairs of numbers that add up to 20) and times tables as soon as possible to help their general maths. These can be practised at home orally and there are also many games on the internet to help them practice these skills. Please do ask your class teacher if you would like any ideas to help your child at home.

## **Science**

We build upon the children's scientific knowledge and skills as they progress through the school. By the time they are in Year 6 we expect pupils to be able to plan, carry out and make generalisation about their own fair test. Where possible we use the outdoors to enhance the children's learning using both whole class teaching and independent enquiry to satisfy the children's natural curiosity about how the world works.

## **Computing**

We believe the ability to use computing effectively is an essential life skill in modern society. Our aim is to produce learners who are confident and effective users of computers.

We believe that all pupils have an entitlement to the computing curriculum regardless of gender, disability, ethnicity, social class or special learning needs and we will ensure that our provision meets the needs of all learners.

We recognise that computing has the ability to motivate and enthuse pupils, to enable them to work individually, co-operatively and collaboratively and to develop perseverance and flexibility and we will plan opportunities for pupils to develop these skills.

Our aim is to ensure that all pupils achieve high standards in computing and to develop the knowledge, skills and understanding required to become confident and competent users of computing.

The pupils will be taught to use and apply their computing knowledge, skills and understanding confidently and competently in their learning and in everyday

contexts. They become independent and discerning users of technology, recognising opportunities and risks and using strategies to stay safe.

Children learn how to:

1. **find and select information** from digital and online sources, making judgements about accuracy and reliability
2. **create, manipulate and process** information using technology to capture and organise data, in order to investigate patterns and trends; explore options using models and simulations; and combine still and moving images, sounds and text to create multimedia products
3. **collaborate, communicate and share** information using connectivity to work with, and present to, people and audiences within and beyond the school
4. **refine and improve their work**, making full use of the nature and pliability of digital information to explore options and improve outcomes.

We will plan to meet these aims by:

- implementation of the computing action plan to ensure that we have the necessary resources and staffing available to deliver each pupils entitlement
- ensuring coverage of the National Curriculum computing through our planning of the curriculum
- ensuring each pupil receives their entitlement to the curriculum through the delivery of the programmes of study
- making provision to ensure that all pupils have access to the curriculum, either through specialist aids, software or support
- providing training for staff to ensure they are confident to deliver the curriculum
- monitoring the delivery of computing in school to ensure its effectiveness
- regular reviews of computing to ensure it continues to meet the needs of our pupils and reflects the changing technology
- celebrating success in the use of computing
- giving all pupils the opportunity to
  - use computing with purpose and enjoyment
  - develop the necessary skills to exploit computing
  - become autonomous users of computing

- evaluate the benefits of computing and its impact on society
- achieve the highest possible standards of achievement
- apply their knowledge of computing in different curriculum subjects
- use computing to communicate information, find things out and make things happen
- use computing to develop partnerships beyond the school

## **Humanities**

We plan our topics carefully to ensure the children have a broad and balanced curriculum. Where possible we use the local area to make the learning real for the children - for example looking at local castles, visiting a farm or place of worship. In contrast we also study topics to find out about people and places afar and from different times. We aim to teach both the skills that lead to enquiry and key facts and figures. Parents have the right to remove their child from Religious Education lessons and Collective Worship. No pupils are currently withdrawn.

## **“The Arts” (Art, Design, Drama, Dance and Music)**

The highlight of the year is Arts week which is held in the Spring Term. Each year there is a different focus and we invite a number of artists and experts to work with the children. We encourage children to use their creativity and imagination. Wherever possible we showcase the children’s work for the wider community, for example we have had an art exhibition at the local supermarket and regularly put on Music and Drama events in Costessey and the wider area. Singing is a big part of life at Queen’s Hills and we were awarded the “Sing Up” Gold Award in 2011.

## **Primary Languages**

In Key Stage 1 we learn how to greet each other in a variety of languages. We encourage children who speak a Home Language other than English to share this with the class.

During our Annual European Languages Day in September we welcome parents to share their home language, whether it is from Europe or beyond. All of our classes have French names and whenever possible we welcome staff with a specialism in

Language to work in the school - including work placements from abroad.

In Years 3 and 4 children learn Spanish and in Years 5 and 6 the children learn French and Latin. Years 1 and 2 have introduced Spanish and can order lunch in Spanish!

## **Personal, social and health education**

We use a scheme called “Promoting Alternative Thinking Skills” throughout the school. Each day a child is randomly chosen as the PATHS pupil. They receive compliments from their class peers and are encouraged to take their compliment sheet home to share with family. Assembly themes are based upon values important to help a community to thrive. At Queen’s Hills we pride ourselves in the nurturing environment we create for our children and parents who have experienced other schools often comment positively on the way our children show respect and tolerance for each other.

Sex and relationships are taught from Reception upwards in the Summer Term. You will be invited to attend a meeting beforehand to discuss any concerns or worries you may have and to review the materials that will be shared with your children. You will also receive a short pamphlet to explain what is to be covered in your child’s year group. If you choose to withdraw your child from these sessions you are able to and parents have exercised this right, mainly due to cultural values.

## **Physical Education - Actively Passionate about Sport**

We are a Healthy School. All children are expected to take part in PE lessons unless we receive a valid reason in writing from their parent. We sometimes use professional coaches to deliver sessions and we try to enter as many tournaments and events as we can. All children will have the opportunity to learn to swim or develop their swimming during Key Stage 2, our aim is for children to achieve their 25 metre distance award

Sports Premium funding ensures that children receive High Quality P E teaching

and learning with fantastic resources. It also ensures children can be active at play and lunchtime. Please see website for further information.

## Maths

The Mathematics curriculum at Queen's Hill Primary and Nursery School takes its aims from the National Curriculum, aiming to ensure that all pupils:

- **become fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- **can solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

In addition to these aims, it is key for us that we ensure that children develop a **positive attitude** and **passion for learning** mathematics. We do this by exposing them to the awe and wonder and fascination that the world of mathematics has to offer. This can be seen within some daily mathematics lessons, as well as whole school Mathematics Curriculum Days.

To provide adequate time for developing mathematics skills and concepts, each class teacher will provide a daily Mathematics lesson. This may vary in length, but will usually last for about 60 minutes. (In EYFS, Maths will be incorporated into the weekly provision, with at least four formal taught maths sessions a week from the spring term in Reception).

In addition, children in Years 1-4 will receive regular Mental Maths sessions (or Maths Meetings) of 15-20 minutes long.

In years 5 and 6, children will receive a 30 minute daily Mental Maths session in addition to their main lesson, in which they are taught and can practise mental mathematics skills and strategies.

Children in years 1-6 will also have a weekly Big Maths 'Beat That' test in order to develop fluency with number facts. They practise these facts weekly for homework.

The Mathematics curriculum encompasses 5 main areas of teaching: number; calculation; measurement; shape and space; and data handling.

Skills and concepts will be taught through the use of a range of different models and images in order to develop children's conceptual understanding and to promote fluency. The school's Calculation Policy provides information on the models and images that can be used to support children's understanding.

There will be regular opportunities for children to use and apply their learning to investigations, problems and real life contexts. Where appropriate, learning in mathematics will be linked to other areas of the curriculum so that pupils can develop and apply their mathematical skills.

**Seb and Dec**

**Queen's Hill School Dogs**



At Queen's Hill Primary School we have two school dogs, Seb & Dec. Seb & Dec are trained to work with children in the following ways:-:

- as a reward
- to help with reading
- to help through a difficult or upsetting time
- to teach about the responsibilities of looking after a dog

Please complete the Dog Permission Form if you would like your child to work with our dogs.

