

# Parent/carer Information

September 2020

Welcome back!



# Senior Leadership team

Headteacher: Mr Hiscock

Deputy Head: Mrs Johnson

KS1 phase leader: Mrs Roddan

KS2 phase leader: Mrs Bishop

EYFS lead: Mrs Gubby

SENCO: Mrs Stone

Pupil & parent support team: Mrs  
Cox, Mrs Stone

# Class Teachers

Hungry Caterpillar	Mrs Gubby Mrs Strudwick (Friday)	Dahl	Mr Ellen
Rainbow Fish	Mrs Healey (Mon-Tues) Mrs Nash (Weds-Fri)	Wilson	Mrs Meggs
Elmer	Mrs Turpie Mrs Dymott (Thurs p.m./Fri)	Walliams	Mr Dymott
Funnybones	Miss Browne	Simon	Mrs Bishop Mr Hiscock (Friday)
Gruffalo	Mrs Grasby	Horowitz	Mr Jones
Stickman	Mrs Roddan Mrs Watson (Tues)	Morpurgo	Mrs Francis

# Governors

- Linda Cowey – Chair
- Sarah Beighton
- David Cooke
- Stephen Bonner
- Marriet Geldenhuys
- Anne Scarborough
- Kelly Chandler
- Nigel Marchant – Clerk to governors

Happy together, safe  
together, learning together...

...where all members of the Craylearning  
community feel happy and safe to take risks  
in their learning, learn from their mistakes  
and develop the skills to prepare them for  
their future, as lifelong learners.



- To provide a happy, safe and welcoming environment so pupils enjoy coming to school.
- To develop a growth mindset culture throughout the school, where everyone strives to improve themselves.
- To praise children for the effort that they put into their work developing their understanding of the impact effort has on attainment.
- To encourage children to take risks, be fearless of making mistakes and learn from the mistakes that they make.
- To develop a sense of resilience across the school, so that children are confident enough not to give up on their learning.
- To set high and challenging standards to enable each child to achieve their best in every area of the curriculum.
- To encourage children to be creative and resourceful.
- To make learning relevant, stimulating, engaging and enjoyable for each child through the provision of a broad, balanced and inclusive curriculum.
- To teach children to be tolerant and sensitive and respect themselves and the beliefs and opinions of others, through good behaviour.
- To develop a spiritual awareness and sense of awe and wonder about the world.
- To promote positive working relationships between parents, governors, staff, pupils and other agencies to enable everyone to work together for the benefit of each individual child.



# School development priorities 2020-2021

<b>PRIORITY 1A – QUALITY OF EDUCATION</b>
<ul style="list-style-type: none"><li>To engage children fully in core subjects, particularly in reading ensuring gaps are identified effectively and support provided as needed</li></ul>
<b>PRIORITY 1B – QUALITY OF EDUCATION</b>
Deliver a well-structured curriculum which builds on progression and has high quality outcomes at its core, for all levels of ability in all subjects specifically the arts.
<b>PRIORITY 2 – PERSONAL DEVELOPMENT</b>
Develop children's sense of resilience particularly for those with SEN needs and the most disadvantaged, as well as those arriving from other schools in light of the absences from Covid 19.
<b>PRIORITY 3 – BEHAVIOUR AND ATTITUDES</b>
To ensure attendance is at least 96% for all groups with a particular focus on SEN support and PP. Improve the % of persistent absentees.
<b>PRIORITY 4 - LEADERSHIP AND MANAGEMENT</b>
To raise the quality of teaching across the school, ensuring subject knowledge and pedagogical knowledge is strong resulting in lessons which are consistently good or better.
<b>PRIORITY 5 – EYFS</b>
<ul style="list-style-type: none"><li>To consider how support the growing number of children joining with speech and language difficulties, especially those vulnerable pupils.</li></ul>

# Curriculum

- Maths, Literacy, SPAG, spelling and guided reading daily
- PE – please ensure children wear their PE kits to school on their PE day
















































	1 <sup>st</sup> PE session	2 <sup>nd</sup> PE session
Elmer	Thursday	Friday
Funnybones	Wednesday	Friday
Stickman	Tuesday	Thursday
Gruffalo	Monday	Wednesday
Dahl	Monday	Wednesday
Wilson	Monday	Wednesday
Walliams	Tuesday	Friday
Simon	Tuesday	Friday
Horowitz	Tuesday	Thursday
Morpurgo	Wednesday	Friday

- STAR – Each unit starts with ST-AR-T week – arts/DT are a focus .
- STAR – Skills That Are Real now based on higher order thinking skills:

Remember, Understand, Apply, Analyse, Create Evaluate  
Create/Evaluate tasks will extend and challenge our children.



# Literacy texts that will read in literacy this year

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 			 		
Lists/Invitations Captions/sequencing	Description Persuasion	Description Explanation	Description Information text	Diary/Letters Information text	Diary/Description Newspaper
 		 			
Recount Information text	Narrative Instructions	Narrative Information text	Diary Newspaper	Playscript Discussion/newspaper	Narrative Discussion
 		 			
Narrative Instructions	Diary Newspaper	Narrative Persuasion	Narrative Letters	Narrative Explanation	Narrative Non-chronological
 		 	 		
Narrative Persuasion	Narrative Non-chronological	Narrative Newspaper	Diary Explanation	Narrative Balanced Argument	Diary Persuasion
 					
Narrative Information text	Postcards/letters Explanation	Narrative Information text	Narrative Discussion	Narrative Persuasion	Letters Explanation
 					
Diary Explanation	Narrative Information text	Narrative Explanation	Narrative Non-Chronological	Narrative Information text	Narrative Discussion

# Maths overview

- Use <https://whiterosemaths.com/resources/primary-resources/primary-sols/> to find out the maths topics that will be taught in your child's year group this year.
- Use <http://www.craylands.kent.sch.uk/maths-resources/> to find maths resources that can be used at home.

# STAR topics overview 2020-2021



STAR (Skills that are real) Curriculum – covers history, geography, art and design technology

	Autumn Term	Spring Term	Summer Term	
Early Years	Work will be planned around the following 7 areas of learning: Personal Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.			
Year 1	The place we live in	Food glorious food	I do like to be beside the seaside	
Year 2	Lady with the lamp; life in the times of Florence Nightingale and Mary Seacole	Great Fire of London	Our amazing planet	
Year 3	Up, over and under; hills, mountains and rivers	Neolithic era	Ancient Greece	
Year 4	Natural Disasters	Ancient Egypt	Rotten Romans	
Year 5	Wish you were here; European culture and landmarks	Anglo Saxons and Vikings	Changes over time; crime and punishment	Coasts
Year 6	Chocolate; from the rainforests to our tummy	Changes over time; exploration	Where we live now and then	What a performance!

# Skills and Knowledge

- Each subject lead has outlined the skills and knowledge to be covered each term.
- There are links between knowledge and skills taught in previous year groups and terms.
- Find out what your child will be taught this year by using the following link:

<http://www.craylands.kent.sch.uk/national-curriculum-subjects/>

# Vocabulary

- Vocabulary is key for our children to learn more effectively
- It helps them to comprehend what they are reading
- It helps them to write for given purposes better.
- Each unit starts with key vocabulary and knowledge...you can find this on the skills and knowledge grids on <http://www.craylands.kent.sch.uk/national-curriculum-subjects/>

# Homelearning will focus on:

- Daily reading – 10 mins if possible – record in reading records; books will only be changed 2 times per week so please re-read texts and ask questions about what is read.
- Weekly spellings – please practise these as much as possible
- Times tables (KS2) - please practise these as much as possible – year 3 & 4 need to prepare for time tables test in yr 4
- Number bonds (KS1) - please practise these as much as possible
- Upper KS2 may get extra tasks at home to extend learning
- Homelearning projects – please do try to get the children to independently complete tasks
- Please do get your children to take part in Times Tables Rockstars – we have battles each week.

# Reading

- We have a new reading scheme
- Children will have been assessed and start bringing home books
- The colour scheme is different to before so please do not compare with where they were before; this is now where they should be on the new scheme
- They read ALL books in their colour band before moving on to secure the phonic knowledge
- There are more colours now which mean some in years 5 and 6 may still be on the scheme if needed
- Please read regularly with your child and ask questions about what they are reading; you may find questions or tasks in the back of the books.



- Each child has a log in
- They should play in the studio at least 10 times to get a baseline speed
- Weekly battle of the bands take place – winning class celebrated in assembly
- Acknowledgements for children who contribute the most points.



# Craylearning / Growth Mindset

This year, we will continue to develop the concept of Craylearner.....

L istens to others.

E xtends their own learning.

A sks lots of questions.

R esearches answers using books, and the internet.

N ever worries about getting things wrong.

E njoys finding things out with others.

R isk takes.....has a go at things.

S ucceds using resources.

Each week, a child who demonstrates Craylearning will be given a certificate and will meet Lenny the Craylearning Lion.



# Behaviour – Good to be Green system/R.O.A.R.

- Each child starts with a green card.
- If they demonstrate Craylearning in the day, they may get given a privilege card – this gives them 5 team points.
- If child does not follow golden rules or class rules they will be provided with a verbal warning.
- If this continues they will be given a warning card.
- If this continues further, they will get a consequence card. This results in missing the next playtime and a slip will be sent home to parents.
- Children may get a consequence card immediately if they harm another child verbally or physically, are disrespectful to adults, use bad language amongst other reasons.
- R.O.A.R. – Respect Others Act Responsibly – weekly ROAR certificates given out.

# Behaviour high expectations

- The school has high expectations for the behaviour of the children; some of these expectations are as follows:
  - - Children should walk around the school building, including when walking up and down stairs
  - - Children should line up quietly at the end of play times
  - - Children should line up at the classroom door before break and the end of the school day quietly and sensibly
  - - Children should walk in and out of assembly quietly
  - - Children should eat in the dining hall with an appropriate level of noise
  - - In class children will listen to the teacher when they are talking
  - - In class, children will work sensibly and respectfully with others
  - - Children will be expected to show courtesy and manners to all in the school
  - - Children will treat equipment in the school respectfully
- - *Children will keep apart from each other at all times where possible*
- - *Children will remain in seats in class and not wander around*
- - *Children will line up with spaces between them*
- - *Children will follow the one way system around the school and not break this*
- - *Children will not go into the toilet if there are 2 other children in them*
- - *Children will keep equipment provided to them to themselves*
- - *Children will cover their mouths when they sneeze or cough*
- - *Children will ensure that they wash their hands at designated times*

# ROAR Assemblies

R – really good behaviour at all times.

E – everybody has the right to have fun learning

S – safety at all times

P – playing carefully

E – equipment to be used sensibly

C – caring for others

T – talking using the correct words

- A certificate given to a child in each class weekly.



Anti-bullying – please report any incidents of bullying and we will work with all parties to resolve the issue.

## Degrees of bullying

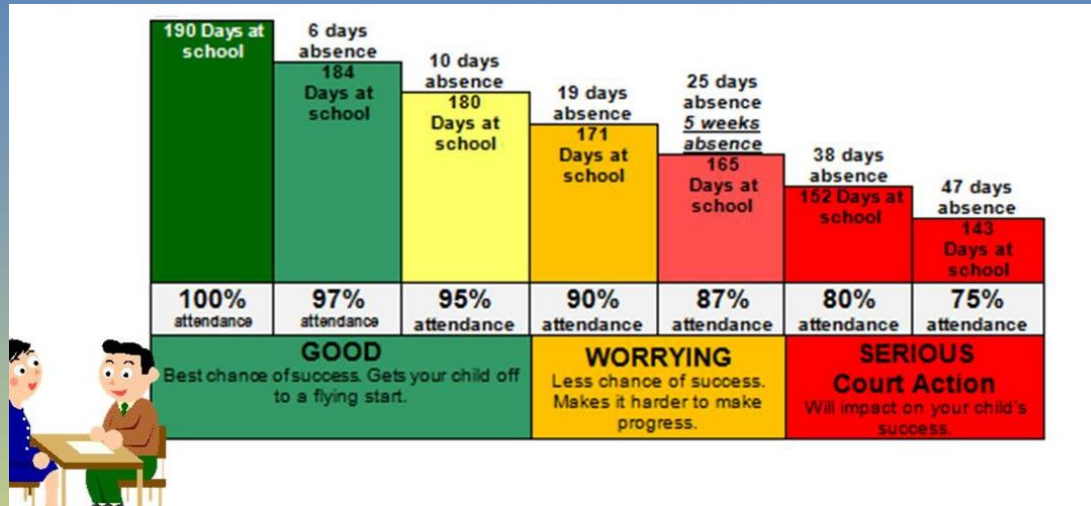
Rude - When someone does or says something unintentionally hurtful once .

Mean - When someone does or says something intentionally hurtful once

Bullying— When someone says or does something intentionally hurtful repeatedly and they keep doing it even when they have been asked to stop or can see that it is causing upset

- Promoting a culture of mutual respect, consideration and care for others which will be upheld by all.
- Monitoring warning cards throughout the school.
- Use of anti-bully box for children to report
- Use of quiet clubs at lunch as a safe space.
- Online safety lessons on cyberbullying
- Annual staff training on anti-bullying

# Attendance



- School expects 100% attendance – anything under 96% is of concern.
- Children only need to be off school for 48 hours if sick or diarrhoea
- Too many days off school has a detrimental effect on progress made by children
- Those families with poor attendance last year will be monitored more closely and contacted when the school has concerns.
- Meetings will be had with parents/carers of children whose attendance drops below 96%
- School can report parents to LA for unauthorised absences and/or persistent lateness – penalty notices will be requested.

# Covid guidance

## Symptoms of COVID-19

The most important symptoms of coronavirus (COVID-19) are recent onset of any of the following:

- a new continuous cough
- a high temperature
- a loss of, or change in, your normal sense of taste or smell

For most people, coronavirus (COVID-19) will be a mild illness. However, if you have any of the symptoms above you must stay at home and arrange to have a test to see if you have COVID-19 [www.nhs.uk/conditions/coronavirus-covid19/testing-and-tracing](https://www.nhs.uk/conditions/coronavirus-covid19/testing-and-tracing)

Anyone who lives with a person who has developed any of the symptoms above must stay at home and not leave the house for 14 days. Stay at home guidance can be found here: <https://www.gov.uk/government/publications/covid19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid19-infection>

## When is a person infectious with coronavirus (COVID-19)?

A person with coronavirus (COVID-19) is thought to be infectious 48 hours before symptoms appear, and up to 10 days after they start displaying symptoms. If someone without symptoms tests positive then we estimate their period of infectiousness from 48 hours before the positive test till 10 days after the test result.

## Parent/Pupil Support Team – Mrs Cox

- Mrs Drake
- Mrs Stone
- Mrs Farrell
- Mrs Dodd

## Designated Safeguarding leads – Mrs Cox

- Mrs Drake
- Mrs Stone
- Mr Hiscock
- Mrs Farrell



# Pupil/parent support team

- Mrs Cox, Mrs Drake and Mrs Stone can help you with many things that you or your child may be worried about.
- Please do phone in on the first day your child is off sick.
- Children should be off school 48 hours after being sick.
- Try to ensure your child attends as much as possible.
- Any child's attendance less than 96% per term will be followed up through letters and/or meetings.
- Try to ensure your child arrives on time
- If you need letters sent out in a home language please let us know and we will do our best to accommodate this.

The Craylands School believes that online safety (e-Safety) is an essential element of safeguarding children and adults in the digital world, when using technology such as computers, mobile phones or games consoles.

- Know what your children are doing online
- Ask them to teach you to use any apps
- Keep the computer in a family room - this means you can keep more control of what they do (i.e. Webcams)
- Learn how to check web history and engage with technology
- Help your children to understand that they should never give out personal details to online friends - personal information includes:
  - their messenger id
  - email address
  - mobile number and any pictures of themselves,
- If your child receives spam / junk email & texts, remind them never to believe them, reply to them or use them.
- Help them to understand the risks of what could happen if they send a picture of themselves to anyone or upload it online

# SMART Rules; keeping safe online

**Safe** - Keep safe by being careful not to give out personal information when you're chatting or posting online. Personal information includes your email address, phone number and password.

**Meet** - Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present. Remember online friends are still strangers even if you have been talking to them for a long time.

**Accepting** - Accepting emails, messages, or opening files, images or texts from people you don't know or trust can lead to problems — they may contain viruses or nasty messages!

**Reliable** - Someone online might lie about who they are and information on the internet may not be true. Always check information by looking at more than one source of evidence.

**Tell** - Tell a parent, carer or a trusted adult if someone, or something, makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

# Equality and mutual respect

- At Craylands we have a number of policies regarding equality and mutual respect.
- Anti-bullying week, Safer Internet day, national peace day as well as Black history month, multi-cultural weeks, PSHE and RE lessons are all part of a year at Craylands.
- We do not tolerate any bullying and/or racial, sexist or homophobic incidents within the school.
- Please do come and speak to us if you or your child feel that this is happening so we can help.

[www.craylands.kent.sch.uk](http://www.craylands.kent.sch.uk)

Policies

Curriculum information

Website links for children

Esafety

Newsletters

Diary dates

We look forward to  
working with you  
again this year!