

WELCOME TO LYNCH HILL SCHOOL



Key Stage 2 (Year 3 to 6) Handbook

2026-2027



WELCOME TO KEY STAGE 2

Teachers

Year 3:	Mrs J Couch (Year Leader), Mrs R Prasad, Mrs K Edwards, Mrs J Maule, Mr V Bond
Year 4:	Miss A Okyere (Year Leader), Mrs L Khattak, Miss S Dean, Mrs A Agarwal, Mrs V Pithia, Ms J Souchette-Mouzon
Year 5:	Mr R Paches (Year Leader), Miss K Pooley, Mrs M Abdillahi, Mrs Z Hassanali,
Year 6:	Mrs S Das (Year Leader), Mrs C Schoeman, Mrs A Arshad, Mrs M Bose, Mrs S Ojha
PE:	Mr A Foster & Mrs T Jolly
PE Support	Mr I Bucknell
Support Staff:	Ms C Cargin (SEN Inclusion Lead), Ms J Harper, Mrs S Jafri, Mrs S Fatima, Ms D Langley, Mrs S Gunasekaran, Mrs S Jones, Ms C Russell, Mr G Russell, Mrs R Khan, Mrs J Runham, Mrs F Janjua, Mrs C Everson-Plant, Mrs S Appleton, Mrs L Kurton, Mrs W Tyson, Mrs N Green, Mrs S Lewendon, Mrs D Iernia, Mrs W Bangs
Wellbeing Team:	Ms C Cargin, Ms K Robinson, Mrs C Schoeman

We hope this booklet will answer many of the questions that parents/carers and pupils will want to know about (Years 3 - 6) Key Stage 2.

Pupils are in the upper school where we expect high standards of work and behaviour and encourage independence, motivation and consideration for others.

We aim to give every child the opportunity to achieve their personal best and to develop lively enquiring minds through teaching which allows spontaneity and encourages purposeful learning. Pupils will be set work which will be within their level of competence but will stretch their capabilities. We believe that social skills are also vitally important and all pupils will be expected to work cooperatively with everyone in their year through a variety of group tasks. It is our aim to provide an exciting, challenging and caring environment within which our pupils will feel secure, both socially and academically.

We are happy to discuss with you any concerns you may have. Parents/carers who have an urgent reason to contact their child's teacher first thing in the morning must do so through the office and not go into the classroom before school. We are also happy to receive emails – the office address is office@lhspa.org.uk), alternatively class teachers can be contacted using their school emails (initial.surname@lhspa.org.uk), e.g. I.tomlinson@lhspa.org.uk. Teachers will respond to emails in a formal manner.

The senior staff in the school are:

Mrs L Tomlinson	Headteacher
Mrs S Das	Deputy Headteacher
Miss A Okyere	Assistant Headteacher
Mrs J Maule	Assistant Headteacher / Designated Safeguarding Lead
Mrs C Seaman	SENDCo

Appointments can be made through the school office.



We Aim High, Work Hard, Care Deeply

At LHSPA, we aim to develop children:

- As motivated individuals who strive for high academic achievement
- As responsible and caring members of the community
- As independent, life-long learners
- Who have high self-esteem, respecting themselves, others and the world around them
- Who are **PRESENT** in all they do

We believe that each child will succeed at Lynch Hill because of the value we place upon being **PRESENT**:

◆ **Passion**

Having a passion for learning and developing talent helps us to stay engaged, motivated, and driven. New challenges require new ideas, new solutions, and new skills and knowledge, and this requires continuous learning and self-development. Being a passionate learner is crucial to staying motivated, engaged, and ready for our ever-changing world.

◆ **Resilience**

We recognise that resilience is the ability to cope with and rise to the inevitable challenges, problems and set-backs that we meet in the course of life, and come back stronger from them.

◆ **Equality**

We embrace the fact that equality and inclusion are basic rights for all. They ensure that equity and accessibility are championed across the curriculum. At Lynch Hill we want everyone to have a clear understanding of their own identity and have pride in who they are.

◆ **Safety**

Everyone should be safe and feel safe in school. We aim to proactively teach children how to manage risks, including those online, so that they can feel confident to navigate the world around them. Knowing how to stay safe, what is right or wrong are important elements in life that shape the character of an individual. We want all of our pupils to have a strong understanding of morality.

◆ **Enrichment**

We want our pupils to be well-rounded individuals who embrace the enrichment opportunities that are planned to supplement the curriculum. Enrichment trips, clubs and activities benefit pupils socially, mentally and physically.

◆ **Nurture**

Nurture as a practice means relating to and coaching our young people to help them form meaningful connections with adults and peers, build resilience and improve their social, emotional and mental health and wellbeing

◆ **Teamwork**

Teamwork is an essential aspect of child development and is promoted at Lynch Hill to enable learners to improve their levels of communication, self-control, humility, problem solving and decision making.

We demonstrate our commitment to working as a learning community by:

- Striving for continuous improvement in all that we do
- Working collaboratively towards common goals
- Achieving the Music Quality Mark and the School Games Award
- Promoting healthy lifestyles and recognising that healthy eating and regular exercise contribute to a healthy and active mind
- Raising the aspirations of our learners and their families
- Being open to new ideas and challenging ourselves and others to be the best we can be

In Key Stage 2 we consider others at all times and observe the Lynch Hill School Code of Conduct.

THE CURRICULUM

THE KEY STAGE 2 YEAR GROUPS

Y3	7-8 years old
Y4	8-9 years old
Y5	9-10 years old
Y6	10-11 years old

In every class, we aim to meet the individual needs of each child with a combination of group, individual and class teaching. Children will also receive curriculum support from a variety of teachers, both from within and outside the school.

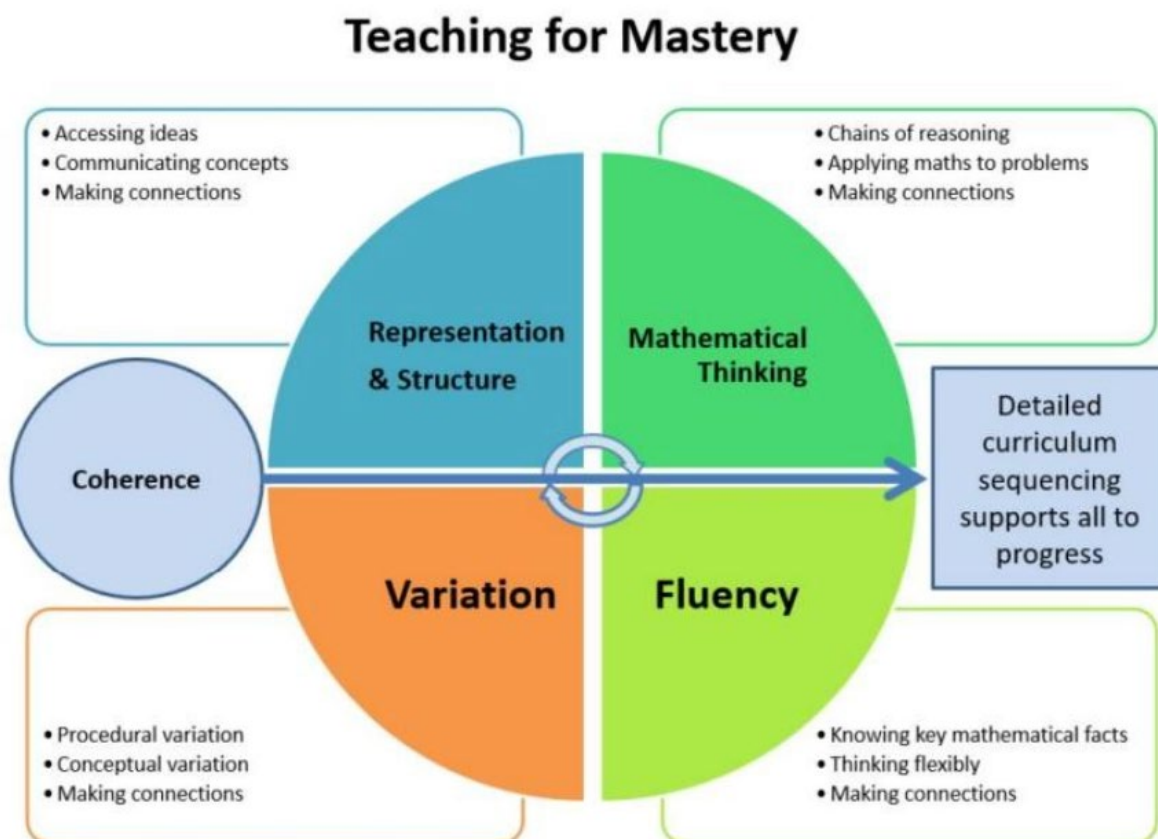
The teaching is based on the National Primary Curriculum and current recommendations. In the main, subjects are taught as separate, discrete subjects, although they will be enhanced further through cross-curricular links.

We recognise that due to the pandemic years there was lost learning and there remains a need to ensure that children catch up on missed learning opportunities, but we also recognise that in order to do so, they need to have the correct mindset, therefore pupil wellbeing and building resilience are central to all curriculum planning.

What is teaching for mastery?

Mastering maths means that pupils of all ages develop a deep, long-term, secure, and adaptable understanding of the subject. The phrase 'teaching for mastery' refers to the classroom approaches that best support pupils in achieving this level of understanding.

At Lynch Hill, we follow the principles and guidance of the NCETM and Maths Hubs in their work on teaching for mastery. This approach is underpinned by the Five Big Ideas, which are rooted in both research evidence and classroom experience. The diagram below illustrates how these ideas are interconnected:



Coherence

Teaching is designed to enable a coherent learning progression through the curriculum, providing access for all pupils to develop a deep and connected understanding of mathematics that they can apply in a range of contexts

Representation and Structure

Teachers carefully select representations of mathematics to expose mathematical structure. The intention is to support pupils in 'seeing' the mathematics, rather than using the representation as a tool to 'do' the mathematics. These representations become mental images that pupils can use to think about mathematics, supporting them to achieve a deep understanding of mathematical structures and connections.

Mathematical Thinking

Mathematical thinking is central to how pupils learn mathematics and includes looking for patterns and relationships, making connections, conjecturing, reasoning, and generalising. Pupils should actively engage in mathematical thinking in all lessons, communicating their ideas using precise mathematical language.

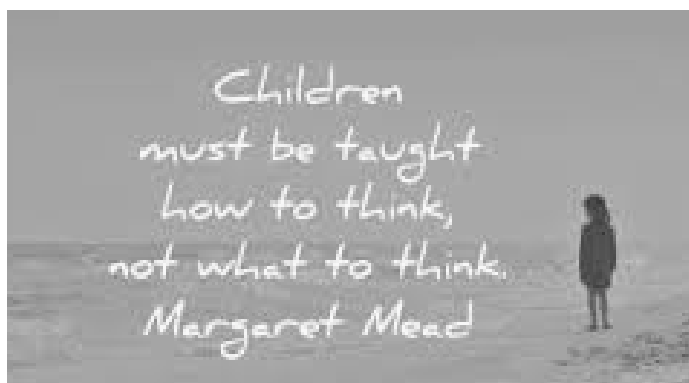
Fluency

Efficient, accurate recall of key number facts and procedures is essential for fluency, freeing pupils' minds to think deeply about concepts and problems, but fluency demands more than this. It requires pupils to have the flexibility to move between different contexts and representations of mathematics, to recognise relationships and make connections, and to choose appropriate methods and strategies to solve problems.

Variation

The purpose of variation is to draw closer attention to a key feature of a mathematical concept or structure through varying some elements while keeping others constant.

- Conceptual variation involves varying how a concept is represented to draw attention to critical features. Often more than one representation is required to look at the concept from different perspectives and gain comprehensive knowledge.
- Procedural variation considers how the student will 'proceed' through a learning sequence. Purposeful changes are made in order that pupils' attention is drawn to key features of the mathematics, scaffolding pupils' thinking to enable them to reason logically and make connections.



Following the core mastery teaching input, pupils engage in independent tasks designed to deepen their understanding through a variety of representations. These tasks support fluency in a rich and varied learning environment, with a strong emphasis on the CPA (Concrete–Pictorial–Abstract) approach. This ensures that all pupils build a secure conceptual understanding by moving from hands-on resources to visual models, and finally to abstract thinking.

Problem solving and reasoning are central to this approach. Pupils are encouraged to explore multiple applications of mathematical concepts within a single session. Differentiation is embedded, not through separate tasks, but through the depth and breadth of reasoning and problem solving each pupil demonstrates. This is supported by carefully designed challenges that gradually increase in complexity across a range of mathematical contexts.

Support for those needing extra help with maths mastery

The mastery resources that we use have been expertly designed to minimise the need for interventions of this kind – the ideology is for pupils to keep up, not have to catch-up. It is, however, recognised that some may need support from time to time and the extra daily learning sessions can be utilised to provide personalised provision in addressing misconceptions from the previous learning session or pre-teaching in preparation for the next learning session.

Support for high achievers in maths mastery sessions

Learning sessions are carefully designed to enable more able pupils to explain their understanding, rather than just calculating a numerical answer. This might be through exploring different ways to solve the same problem, responding to or creating their own generalisations, providing them with questions where there is no clear signpost so they have to devise their own strategies to tackle them effectively, or explaining ideas or misconceptions that have arisen. There are many ways of doing this but we challenge pupils by deepening their understanding and ability to apply this in a range of contexts, rather than pushing them on to new content ahead of their peers.

Whilst this was initially a big change for all of us, we have, and continue to be, really excited about this journey and believe that by following this approach to maths teaching, all children can reach their full mathematical potential.

Learning Characteristics

During their time at Lynch Hill, we want our pupils to become successful learners who are able tackle problems, articulate their thinking and clearly demonstrate their knowledge and skills. We have identified and defined 6 learning characteristics that we now feel underpin high-quality learning across all areas of the curriculum. Through our daily teaching and learning, staff are actively looking to develop our pupils so that they are:

- Reflective Learners
- Organised Thinkers
- Strategic Appliers
- Insightful Thinkers
- Resilient Problem Solvers
- Confident Communicators

Oracy at Lynch Hill

Why is oracy so important? Put quite simply, and linking with above, we want our pupils to be confident communicators. Evidence has shown that oracy supports learning – including developing creativity and critical thinking in pupils. It is vital for social mobility, supporting children's ability to fulfill their potential in later life and is good for social and emotional learning, helping children who may struggle to work with or play well with others. Not only that, but oracy opens doors to opportunity: extracurricular activities such as debating, youth parliament and volunteering bring a wide variety of benefits and opportunity. It is empowering, giving children the skills to develop a 'voice' and speak out about things that matter to them.

As a school, we therefore decided to create a Lynch Hill Oracy Framework in order to:

- Create momentum within the school to raise awareness of the value of oracy
- Build a whole school culture of talk, across the curriculum and beyond the classroom.
- Strengthen classroom practice – ensuring all teachers are confident in using oracy as a core pedagogy and drawing upon evidence-based practical classroom activities.
- Continuously improve our practice, using the latest research and evidence on the impact of oracy

Your child may bring home some stem sentences or oracy activities which can be practised at home.

English at Lynch Hill

At Lynch Hill, we are dedicated to inspiring a love for both reading and writing through our English curriculum. It is our aim that children will then want to continue to read and write outside of the classroom and across all other areas of the curriculum. We also aim to promote high standards of spoken language through the integral use of oracy throughout the curriculum as we recognise that developing a love of language in our children is vital in achieving success at school and later in life.

Writing and reading are at the heart of everything we do here at Lynch Hill. We aim to ensure that all children can read fluently with a good understanding and that we develop a love for literature through the promotion of reading for enjoyment across the school. It is important that our children are also read to and can experience the simple enjoyment of hearing a story and being able to immerse themselves into plot.

In recent years, we have taken a new approach to the way in which we plan our English curriculum which we will continue to develop further. In order to monitor our pupils' writing more closely, we now choose to split the subject into four main areas: Writing to entertain, Writing to inform, Writing to persuade and Writing to discuss. These areas will then be focused on by the whole school at different points throughout the year, ensuring a balanced mix of genres are taught across each key phase. The teaching and learning of grammatical concepts will become an integral part of writing lessons and cease to be taught in isolation. The benefit of this is that pupils will not only gain new knowledge but they will also practise using it in written contexts.

Further to the changes we are made to our writing curriculum, we also took a new approach to how we learn spellings. Spelling is a significant barrier for some pupils and can prevent them from achieving their potential in the Teacher Assessment of Writing. Furthermore, we must consider the freedom that accurate spelling offers pupils in terms of self-expression: if they do not know how to spell a word, they may avoid using it in their writing which becomes a barrier to their composition. With this in mind, we now use three different strategies to provide a comprehensive and robust solution to the development of our pupils' spellings:

- PiXL Spelling Tracker – This identifies gaps in pupils' understanding of the many rules and spelling patterns in English. It ensures a secure grasp of these and will help pupils make sense of spelling and see how words link together.
- PiXL Clued Spelling – This compliments the Spelling Tracker by teaching pupils how to use clues to learn high frequency and exception words.
- PiXL Spelling in Writing – this helps pupils take the important step of applying their improving spelling knowledge to their everyday writing. They identify and correct spelling errors in their written work as well as find links between words.

We believe that this new approach is helping to improve not only our pupils' ability to spell, but also a change in attitude towards spelling; children gain an understanding of why words are spelled as they are and develop the ability to use a range of strategies to help them learn words independently and with confidence.

In our drive to offer the best for our pupils, we are proud to be a Read write Inc school and a PiXL school and recognise that such affiliations enable us to offer high quality teaching and learning opportunities which we implement within our classrooms with rigour and enthusiasm.

More About PiXL

Several years ago, we registered to join the PiXL partnership and are pleased to continue with this. PiXL (Partners in Excellence) is a not-for-profit partnership of schools across the UK who together share best practice in order to raise standards for pupils.

Being a PiXL school has enabled us to access a great deal of focused resources to support learning in the classrooms in KS1 and KS2 and, having been a part of this partnership for a number of years now, this is something we definitely want to continue with in future years. PiXL have recognised that many children need to extend their understanding of vocabulary in order to progress as readers and writers and, to further succeed in maths, they must obviously secure their knowledge of multiplication tables. Therefore, as well as supporting teachers in their quest to ensure the best outcomes for pupils, PiXL have created Apps to support pupils at home.

SATs

Pupils enter Key Stage 2 with a Teacher Assessment gained in Year 2 in English, Maths and Science. Year 6 pupils take SATs tests in English and Maths in May. These tests cover work done throughout the 4 years of Key Stage 2.

In Year 6, the children take their End of Key Stage 2 SATs. These are taken in May and measure their achievement in Maths and English in relation to the national expected judgements. From 2016, the End of Key Stage SATs have differed from the format previously used. Levels are no longer awarded to pupils: rather the tests judge whether Year 6 pupils are 'secondary ready' and a scaled score is given. Children deemed to be secondary ready would achieve a scaled score of 100+ and our most able pupils would be aiming for 110+. The maximum scaled score that can be achieved is 120.

It is essential that all Year 6 children attend during the SATs week as there may be no opportunity to re-sit them at a later date.

Y4 Multiplication Tables Check

In the summer term of Year 4, all pupils will take the National Multiplication Tables Check. The purpose of this test is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables so that additional support can be provided. To support the learning of times tables, we encourage all children in KS2 to access Times Tables Rock Stars which they are all given a log-in for.

Foundation Subjects and Cross-curricular Links

Computing, Science, History, Geography, Design & Technology, Art, Music and RE, are planned around units of study or themes that provide interest for the children. Opportunities are provided for children to develop their key skills and creative abilities as they apply their knowledge and skills to exciting challenges. We are committed to ensuring that children have subject specific knowledge, skills and vocabulary, as these will prepare them well for the transfer to secondary school. Within each foundation subject, children will be given the opportunity to further develop their Maths and English skills.

Each unit of work, for any subject area, is planned carefully and it is hoped that our pupils develop into global citizens who have a good understanding of the world and their role within it. When planning the unit of study, staff ensure that they follow the programmes of study and attainment targets outlined in the Primary National Curriculum and beyond. The units of study for Music and Art are carefully linked, along with opportunities to link with other subjects. Design & Technology is planned to support other subject areas too, for example Science and Maths. We also place great emphasis on personal, social and moral education which focuses on rights and respect.

Music

Whilst Year 3 pupils build upon the skills taught in KS1, Years 4 and 5 have class brass lessons as part of their curriculum music, and Year 6 focus on music appreciation and drumming. There are other extended opportunities in music for children in choirs, piano, violin, brass and guitar lessons. Letters are issued at the start the academic year, indicating the additional music lessons on offer and the cost. Children are also exposed to a wide range of music across the year as part of our 'Tune of the Week'.

Collective Worship

Collective worship emphasises positive relationships, the school's values and moral code, and is broadly Christian in nature. Parents/carers have the right to withdraw their child from this activity.

At Lynch Hill, we celebrate the main religious festivals and actively promote our cultural diversity. Our local Reverend is welcomed into the school to lead assemblies at different points in the school calendar. We focus on the school's values and use well-chosen stories as examples, alongside our British Values.

A "Thought for the Week", linked to one of our school values, goals or British values, is displayed in each classroom, and children use these quotes as the focus for some deep thinking and discussion during class circle times.

We aim to provide an opportunity for pupils to worship, to consider spiritual and moral issues and to explore their own beliefs. Collective Worship plays a particular part in the spiritual, moral, social and cultural development of the children.

Some of our collective worship takes place in the classroom as a Circle Time during which children are encouraged to participate and express their feelings and opinions whilst exploring further the theme of the week.

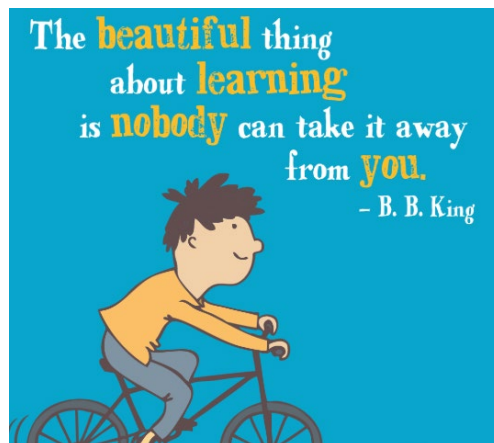
Relationship and Sex Education

There was a great deal of debate and discussion regarding Sex and Relationships Education and the changes being made from September 2020. We would like to clarify that the government has not introduced compulsory sex education at primary school, what they have introduced is Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This starts with family and friends, how to treat each other with kindness, and recognising

the difference between online and offline friendships. Some primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), but this is not the case at Lynch Hill where we follow the national curriculum framework.

All aspects of Relationship education are a statutory requirement and there is no right to withdraw from these sessions. Parents/carers will have a right to withdraw their child from sex education delivered as part of RSE, which unless there are exceptional circumstances, should be granted. There is, however, no right to withdraw if these sessions are taught as part of science. For Lynch Hill, following the Jigsaw programme, we issue an overview of all the sessions taught through the 'Changing Me' unit and clearly identify the sessions that parents/carers would have the right to withdraw their children from (these come in Year 6). If you would wish to withdraw your child from these three sessions, you should discuss this with the year leader.

Please be mindful of the fact that withdrawing your child could result in them hearing a version of the content from their peers rather than directly from the teacher and this could lead to misinformation and confusion.



As educators in the 21st century, our curriculum at Lynch Hill must reflect modern Britain, which is made up of different people and families, all of whom have characteristics that must be protected. Whilst we recognise that some of these characteristics may perhaps be in conflict with people's faiths, staff will always show great sensitivity and strive to teach our curriculum content in a non-biased way and with a commitment to avoiding prejudice and discrimination.

Here at Lynch Hill, we want to reassure you that the children will receive relationship education sessions suitable for their age group and in appropriate contexts following the Jigsaw PSHE programme. Parents/carers are welcome to meet with teachers to discuss the Jigsaw programme and see the resources used.

Assessment Recording Reporting

At Lynch Hill, the key purpose of assessment is to move children on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. We strongly encourage children to be involved in the target setting process as this helps in raising their own expectations, celebrating their own achievement and increasing their self-motivation.

Teachers at Lynch Hill use subject specific documents, linked to the national curriculum, to guide teachers' assessment and to help form personalised pupil targets. Children and teachers are involved in regular learning reviews. This ensures that each child's needs are met through guided, focused teaching sessions.

We regularly assess all children in all subjects. Teachers assess children's work constructively through marking and through their interactions with them. Teachers encourage and praise children, build on their responses and steer them towards new learning.

The school keeps records of every child's progress and these are passed on to their next school on transfer. Written reports are provided for parents/carers once a year. Progress Review meetings provide the opportunity to discuss pupil progress in greater depth. Target cards are shared with pupils and parents/carers in the Autumn and Spring terms. All parents/carers receive a more detailed end of year report in July each year.

All children work with their teacher to set targets for their learning. These are important if your child is to fulfil their potential in Year 6. It is hoped that parents/carers will share in this process and work in partnership with school to support their child. We know our pupils well and recognise that at various points in a school year, there will be children who are in need of extra help. This support is always bespoke in nature but could include the opportunity to attend after school Booster Clubs, 1:1 tutoring sessions or small group interventions where specific teaching will focus on the children's targets.

Standards

We have high expectations and strive to ensure that all of our pupils achieve well academically.

With the abolition of national curriculum levels, Lynch Hill made the decision to adopt the Rising Stars Assessment Programme and, more recently, Insight Tracker. These programmes clearly support teachers and pupils, for they offer progression statements or 'ladders of progression' for each year group, enabling teachers to evaluate individual pupil progress and identify the next steps in learning for the child. Targets are set after a discussion between teacher and pupil and pupils are very much involved in the assessment and evaluation process throughout the year.

At the end of each academic year, pupil reports are completed and parents/carers are able to see how their child is progressing when compared with national expectations and their cohort. This is reported to parents/carers in the following terms:

- Below the age expected standard
- Working towards the age expected standard
- Working at the age expected standard
- Exceeding the age expected standard

SEND Provision at Lynch Hill Primary Academy

At Lynch Hill, we believe that every child should be equally valued, irrespective of abilities or individual differences and encouraged to develop to their full potential. We are committed to providing all children with an inclusive learning environment so that they can **aim high**, removing barriers to learning to enable them to **work hard** and ensure that their wellbeing is at the heart of all we do so that they know that we **care deeply**.

We recognise that it is the teacher's responsibility to meet the needs of all children in their class through **quality first teaching**. All pupils are expected to make progress and we offer a wide range of approaches to learning to support this. However, if a pupil is not progressing then teachers will follow the school's **graduated response**. This is in order to allow us to provide focussed interventions as part of a tiered response. Using an '**Assess, Plan, Do, Review**' approach the provision offered to pupils is regularly reviewed to ensure it remains appropriate and external professionals are involved where additional support is required.

The Code of Practice (2015) states, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

Graduated Response

The graduated approach has four stages of action: assess, plan, do and review. The assess stage is used to identify a child's needs. The initial assessment is reviewed and where a professional assessment is required a referral will be made. The 'plan' stage is where outcomes and steps are planned and these will consider the views of the child. Interventions are selected to best meet the identified outcomes. During the 'do' stage, the SENDCo oversees the implementation of interventions or programmes. The effectiveness of the intervention or support on the child's learning is reviewed and evaluated. Changes to outcomes are agreed with parents/carers and the next steps are planned.

The school's policy for assessment and identification of children's special needs is set out in the SEN Policy.

The actions the school will undertake are to make best use of:

- Universal Quality First Teaching – classroom strategies adapted to meet the needs of the child and provide an inclusive learning environment.
- Targeted support – interventions and support provided by the school using specialist teacher assessments.
- Specialist support – where advice and additional provision may be sought from resources outside the school and shared amongst those supporting the child.



What Are Our Non-Negotiables With Regard To Our Universal Offer?

Universal provision involves high quality teaching within an inclusive environment and ensures a positive learning experience for all pupils regardless of whether they have special educational needs or not. Our non-negotiables are based upon inclusive approaches to teaching and learning which benefit all pupils whilst being essential for those with SEN as outlined within the SEND code of practice (2014).

Social, emotional and mental health:

- A strong focus on the importance of positive relationships
- Effective use of praise for the celebration of all achievement including effort
- Class reward schemes and personalised reward charts to praise positive behaviour
- Feelings boxes in all classes to provide pupils with the opportunity to share their worries or concerns with an adult
- Targeted therapy made available for pupils in extenuating circumstances such as bereavement, illness or trauma

Speech, language and communication:

- Instructions given in small chunks, in sequential order, with visual cues
- Information and teaching input to be delivered using a reduced language load
- Additional time given to allow for pupils to process information before providing a response
- Language to be modelled effectively in order to demonstrate correct pronunciation and sentence structure
- Provision of recording frameworks such as plans and mind maps

Learning and cognition:

- A well-organised classroom with labelled resources including picture symbols
- Displays which support learning e.g. word lists, punctuation pyramids, multiplication grids and speed sound charts in a large enough font to be read at a distance
- Clear lesson structures with learning objectives presented orally and visually. Learning objectives to be shared in words and pictorially to assist all learners to access them
- Understanding demonstrated in a variety of ways e.g. verbal explanations, drawings and diagrams, videos
- A range of groupings within the class including some random pairing activities
- Activities chunked into manageable tasks with the use of scaffolds and prompts
- Teaching Assistants planned for, and used, to maximise learning
- Precision teaching to improve the accuracy and fluency of reading, spelling and maths
- Teaching slides, task sheets and success criteria adapted and presented in a clear, large font.
- Teaching slides to be presented on pastel-coloured backgrounds with block colours for different pieces of information to assist with ease of reading

- Task sheets for foundation subjects to include use of mind-mapping and alternatives to writing to support lower ability children recording their learning

Physical and sensory:

- Classroom adaptations to meet the needs of all learners such as appropriate seating, easily accessible resources and access to all areas
- Use of active movement exercises in order to provide regular movement breaks
- Provision of personalised resources and equipment such as pencil grips, hand held fidgets and noise muffling earphones. Children to have access to lolly sticks or rulers to aid reading passages
- Physical activities to be adapted in order to ensure that lessons are inclusive to all pupils

Targeted support is either group or individual interventions such as:

- Reading – Word Wasp, a multi-sensory approach to teaching reading, daily reading for catch up children, smaller phonics sessions and 1:1 intervention.
- Writing – identified children within each year group receive small group teaching each day during English. This enables the adults to focus specifically on the children's areas for development in writing. Additional interventions such as handwriting and Read Write Inc Fresh Start also target children's individual needs.
- Maths – Targeted maths interventions take place on an individual and group basis. These address fundamental skills the children need to develop such as number recognition.
- Communication and Interaction – The Speech Links Programme is used across the school to support pupils with language development. The programme combines a standardised assessment, planned interventions, resources and measured outcomes. In addition to this, interventions such as Bucket and Lego therapy are also offered to support attention and listening.
- Social Emotional and Mental Health – Children who require additional support may receive ELSA through small group or individual sessions. We also offer nurture groups. Individually, pupils may receive drama therapy, play therapy, Lego therapy or visit a counselling psychologist. As well as providing buddies and mentors as required.

Specialist support is at the top of the graduated response model and is sought only when all other options have been exhausted. At this point, the school reviews referral criteria to consider whether a referral to an external professional for further assessment is appropriate. It is essential that all previous steps have been followed in order to justify and support the referral being made. Should this be necessary, we will involve you in this process and gain your consent to do so.



Parents and carers – working together

We encourage parents and carers to share their concerns and recognise that any anxieties are very often justified. We welcome information parents/carers have regarding their child. We share information regarding the measures that are being taken to address the child's difficulties and ensure that parents/carers understand the system (the 2015 Code of Practice, role of staff, support services and funding system). We ensure that you are involved in the target - setting process and the review of the targets set through the use of IEPs with SMART targets and regular reviews.

Our aim at Lynch Hill Primary remains the same – to provide an exciting, challenging, caring and safe environment where children can flourish, both socially and academically. We trust that we can continue to work together to support your child.

More Able Pupil Support & Challenge

We recognise the talents and abilities of all of our pupils and know that each child is unique and has different strengths. Children who are excelling in a particular area of study will always be challenged and will be presented with additional opportunities to develop and apply their skills further. This may

stretch beyond the lesson and include 'challenge' activities either in school or via independent study tasks as well as benefitting from outside learning such as educational visits.

EAL Support

We recognise that a number of our pupils have a first language which is not English. Teachers plan activities in lessons that are matched to children's language skills, making use of a variety of strategies to support the development of the English language. For those pupils who are in the very early stages of acquiring / learning English, additional intensive language support is offered.



Pupil Voice

Each class in KS2 elects a representative to represent their views on the School Council. This allows them to contribute to the way the school operates and the school's development.

Staff and Governors are very interested in what children think about their school. The Governors receive regular reports from their meetings and address the issues they raise. The School Council also has a budget to spend which includes the funds raised during the school year as a result of non-uniform days for example.

We also have Young Ambassadors from Year 6, pupil representatives in the Sports Council, Eco-Council and Anti-Bullying Squad to engage and represent children's views on specific issues. Other opportunities are available to older pupils to take on responsibilities around the school such as Prefects and Peer Mentors.

School Day Timings for Each Year Group

Our school day begins with a softer start, with our classroom doors opening from 8:30 and remaining open until just before 8:45. This will hopefully keep congestion to a minimum.

Please note, any child arriving after 8:45 will have to be signed in through the office and will be deemed as late.

Example of a School Day

<u>Time</u>	<u>What happens</u>
8:00	Monday – Friday: Early Morning Sports' Clubs.
8:00	Breakfast club: Children can have their breakfast and a drink, catch up with their homework or play with their friends. The cost for this club will be £2.00 per day.
8:30 – 8:43	Pupils' doors open. They go straight to their classroom for registration. Registration and early morning class activities.
8:43	First lesson of the day officially starts
9:50 – 10:05	Year 3 & Year 4 Break
10:05	Year 3 & Year 4 late morning teaching session
10:05 – 10:20	Year 5 & Year 6 Break
10:20	Year 5 & Year 6 late morning teaching session

12:10 – 1:30	Staggered lunchtimes. Each year group has 45 minutes.
12:55	Year 3 afternoon teaching sessions including an assembly
1:05	Year 4 afternoon teaching sessions including an assembly
1:30	Year 5 & Year 6 afternoon teaching sessions including an assembly
3:15	Doors open and children go home
3:20 – 4:20	After School Clubs

Pupils in Y3 and those in Y4 and Y5, who are collected, will be taken to the KS2 playground and dismissed to their parents/carers there. Finally, all Y6 pupils and those in Y4 and Y5 who walk home themselves will be escorted to the KS2 pedestrian gate. Those children who are not collected will be taken to the 'Lates' room.

Clubs

Lynch Hill School is committed to offering a broad and balanced curriculum and an enticing offer of enrichment activities across the year, including offering a wide variety of extra-curricular clubs before and after school for pupils in KS1 and KS2. A nominal fee will be charged for after school clubs. Activities will be on a rota and details given in the termly club letter and on the website. If your child is registered for a club, they must attend it for the duration; any absence must be explained to school in writing. Failure to attend may result in your child losing their space. Mobile numbers should be up to date as any last-minute changes will be notified by text.

I BEGAN TO REALIZE HOW IMPORTANT IT WAS TO BE AN ENTHUSIAST IN LIFE. IF YOU ARE INTERESTED IN SOMETHING, NO MATTER WHAT IT IS, GO AT IT FULL SPEED. EMBRACE IT WITH BOTH ARMS, HUG IT, LOVE IT AND ABOVE ALL BECOME PASSIONATE ABOUT IT. LUKEWARM IS NO GOOD.

-Roald Dahl

PE, Games and Swimming

It is a legal requirement for ALL children to do PE and swimming unless they have a serious medical condition or an injury explained in a note.

Pupils can do PE with athlete's foot and verrucae but these should be treated promptly. These and other minor ailments are not acceptable excuses for opting out of these lessons. If a child is able to participate in break-time activities, we believe they are well enough to follow a structured PE lesson.

A contribution is requested for swimming; at present this is £20 for Y4 and £30 for Y5. This is based upon travel costs for transporting the children to the two different pools. Absence does not lead to a refund as the ongoing costs still have to be met.

Children should come to school in their PE kit on the days they have PE. It is important that the correct PE kit is worn as this is an extension of our school uniform.

We recognise the importance of ensuring that uniform is affordable and therefore there is no requirement for children to wear PE kit with LHSPA logos as sold exclusively from the local uniform provider as highlighted below.

Our Expectations for PE

- Long hair should be tied back.
- Studs and watches and religious jewellery must be removed by the child on health and safety grounds or removed by parents/carers before school on PE days.
- Health and Safety policy must be observed at all times
- Full PE kit must be worn.
- Pupils forgetting kit will be loaned items when available
- All PE kit needs to be labelled.

PE Kit

Indoor PE

- Yellow T shirt (containing school logo or plain)
- Either plain black shorts, cycling shorts or leggings

Outdoor PE (summer)

As above with the addition of trainers, **which must be completely black**, and socks.

Outdoor PE (winter)

As for summer PE plus either a plain black or dark grey track suit or plain black jogging bottoms and plain black sweatshirt. A dark waterproof jacket is recommended as games lessons are taken outside in all weather. Football boots may be required during that PE unit.

Swimming Kit

- Girls - plain one-piece swimming costume
- Boys - plain swimming shorts or trunks
- Swimming Hat
- Towel
- Goggles

Personal Hygiene

Roll-on deodorant can be used by older pupils after swimming and PE. Aerosol sprays should not be brought to school.

Sanitary products can be obtained from the key stage office or main office. A disposal bin is available in the girls' toilets.

Homework:

Homework is set to support your child's academic learning and personal development. Whenever homework is given, we need support from home in ensuring that it is done. Homework will be available to view via Purple Mash.



Your child will bring home reading and library books. Please encourage and support their learning by sharing these books with them, listening to them read daily and then signing their homework diary. Parents/carers and pupils are responsible for the safe return of these books. Bills will be sent home to cover the replacement of lost or damaged books.

A homework diary is provided to ensure communication between home and school. Recording of tasks in diaries each day also encourages your child to be responsible for themselves.

Homework Expectations

Reading We recommend at least 20 minutes every night when pupils read either their library or class reading book. All pupils will benefit from being heard to read and being asked questions about what they have read. They should also listen to a story before bed each evening. If you have read with your child, please sign their homework diary. Those with 4 signatures, Monday to Thursday, will enter a raffle to win a book.

Spellings Children in KS2 will be given weekly spelling words to learn and they will be tested on these words.

Times Tables It is so important that our pupils can recall their times tables quickly and accurately. The children will be expected to access TTRS (Times Table Rock Stars) each evening, completing a set number of games. This will include those pupils in Y6 who are still identified as needing to undertake daily practise.

Half termly year group homework tasks and challenges will be set for all children which will be uploaded on Purple Mash. These will allow pupils to further extend their knowledge and skills. Daily and weekly reminders of homework expectations will also be listed on these documents, so all parents are aware. Pupils present their completed homework samples or photos to their class teacher by the due date. Completion of these tasks can contribute to additional class rewards and recognition. Homework Reward Tokens will be awarded to pupils who have completed these tasks and challenges to a high standard. If pupils require any materials to help them complete these tasks, they should speak to their teacher.

Finishing Work

From time to time, it may be necessary for a teacher to ask for work started in class to be finished at home. This is usually when sufficient time was allowed and a pupil did not do the work in the time allocated or homework was not done.

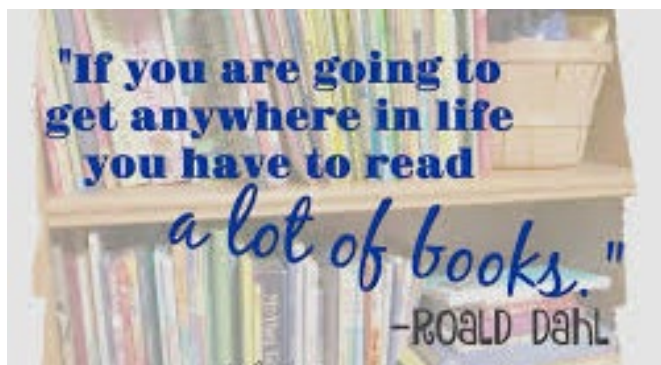
If there is persistent time wasting then the Governors have an agreed policy of detention when a pupil will be expected to attend a 1-hour detention after school to make up missing work. Parents/carers will be informed when a child is in detention (24 hours notice will be given). Permission is not requested as the school has the right to detain pupils for this purpose.

Stationery Equipment

- Pupils are expected to have their own pencil case containing a rubber, pencils, Handwriting pen (from Y4 upwards) pencil sharpener and a 30cm ruler.
- At the start of each year (Y4 upwards) the children may be awarded a pen license, bestowed on them by the Senior Leadership team. If awarded a pen license the children will require a handwriting pen (no ballpoints or cartridge pens). The pens should contain blue ink. The first one will be given by the school, but we encourage children to have their own. The license can be revoked if the child does not maintain a high level of presentation and they will be requested to write in pencil again. All pen licenses will be reviewed at the start of each academic year.
- Pencil cases should also contain whiteboard pens and highlighters.
- Coloured pencils, glue sticks and a pair of scissors are desirable.
- All children should have 3 sharpened pencils at the start of every lesson to prevent time wastage in pencil sharpening.
- Tippex and other ink erasers are not allowed.

Library

Children in Key Stage 2 have access to a well-stocked library. They visit the library regularly during school time but are also able to change their books at the end of the school day. The electronic



lending system uses each child's thumbprint or pin number as ID for any withdrawals. This is scanned into the system at the start of the year and allows us to keep track of books that are borrowed and returned.

Please note that children are expected to take responsibility for returning their library books. Letters are sent to parents/carers regarding outstanding books and lost books must be paid for. Bills will be sent home to cover the replacement of lost or damaged books.

Lockers

These are available to children in Year 6 for them to store their belongings. Coat pegs are available for others to use but we strongly advise that valuables are never left in the cloakroom.

Contact between Home and School

As parents/carers, you are welcome to come to school or telephone at any time to discuss any aspect of your child's education. Teachers are most likely to be available early in the morning and after school although the Headteacher (or member of the Senior Leadership Team) will try to see

parents/carers at short notice whenever possible. It is however, advisable to make an appointment so as to avoid disappointment and inconvenience. This can be done through the school office.

A weekly newsletter, regular letters, website and text messages are sent home to keep you up to date with events. A copy of all is available to download from the website.

Parent/carer Meetings

We have a pattern of Progress Review meetings but in-depth discussions can also be arranged at other times, should the need arise. There will be opportunities during the year when children are invited to show their parents/carers around the school to see the classrooms, the progression of work through the school and any special displays.

The partnership between home and school is extremely important to the education of your child. You can support your child in a variety of ways both at home and at school. We hope you will take every opportunity to join and share in the community of Lynch Hill School for the benefit of your child.



End of Key Stage Graduation

An annual ceremony takes place in July for Year 6 pupils when all contributions to academic, sporting and social life are recognised. Parents are invited to this celebration as we recognise the journeys the pupils have been on throughout their time at Lynch Hill, and applaud their achievements.

School Visits

We aim to provide children with a stimulating education which is varied and challenging and both local and residential visits are organised by the school. These are planned, in discussion with Governors. In the interest of safety, some children may be refused the privilege of joining a visit if their behaviour in school does not show the level of personal responsibility that is felt appropriate. Day or part time visits during school hours are normally part of the curriculum and not therefore optional. A contribution may be requested for each visit where transport is provided.

The Governors will apply the statutory minimum remissions to any charges for families in receipt of certain benefits. Individual arrangements are negotiated with the Headteacher and Governors. No child is refused the opportunity to take part in educational visits on the basis of financial hardship.

Day visits, linked to the curriculum, are arranged during the school year. All pupils in the class are expected to take part in class visits as they support their learning. There are also opportunities for residential visits in KS2.

GENERAL INFORMATION

Entering and Leaving School

- Pupils will be expected to use their appropriate doors
- Parents/carers should wait for their children outside the school building or, for pupils in Y4-6, on the playground or outside the school gates.
- Parents/carers should enter by the office area at all times and obtain the appropriate pass.
- Pupils and parents/carers are requested not to walk through the school to meet other children.
- Pupils are requested to walk on the paths, **not across the field or the mound**
- Pupils are not allowed to access any of the play equipment before or after school
- Written notification should be sent in advance if pupils have to leave school during school hours and pupils must be collected from school.
- Dogs are not allowed on the premises for health & safety reasons.
- Smoking/vaping is not permitted on the school site or around the gates.
- Bicycles and scooters should not be ridden in the school grounds and should be parked in the bicycle sheds.
- Bad language and aggressive behaviour are poor examples to everyone and parents/carers are asked to respect this code as well as children.
- Parents/carers must not park or stop on school zig-zags, double yellow lines or pavements, as this puts the safety of children at risk.

Active travel rewards scheme

We are committed to reducing traffic around the school, improving pupils' health and helping the environment. We reward pupils who travel actively to school and the staff too!

Bicycles and scooters

We encourage pupils to cycle and scoot to school. We have 60 cycle stands at the school, which are sheltered. Pupils would be strongly advised to lock their own bikes to the stands, we recommend using a high-quality lock.

We participate in the Sustrans Bike It initiative, which encourages and promotes cycling to school. We have 2 scooter pods available, with space for 24 scooters, for pupils scooting to school. We also offer pupils scooter training as part of the Bike It initiative.

Voluntary one-way system

At school opening and closing times, a voluntary one-way system will be in place along Garrard Road. This is in an East to West direction – enter at Calbroke Road and exit at Lynch Hill Lane. Please adhere to the one-way system.

The one-way system operates between:

7:45pm-9am

2:30pm- 4:30pm

Beginning and End of the School Day

Pupils should not arrive too early in the morning. We consider 10 minutes to be sufficiently early for pupils to arrive. Lateness is monitored in a late book and followed up.

Parents/carers have a legal responsibility to ensure their children are in school on time. (This may be followed up by the Attendance Officer). Children should leave the premises promptly unless staying for an after-school activity. We expect children who stay after school to have permission from their parents/carers, preferably in writing with an agreed time for departure. It is the child's responsibility to attend the club/activity as expected by their parents/carers.

Children are not allowed to use any of the outdoor equipment before or after school unless supervised by a member of staff.

Parents/carers and pupils are requested to observe our code of conduct at all times. We always refer any incident of abuse or intimidation towards any member of staff, on the school site or on the telephone or via social networking sites, to the Police.

Attendance

We place great emphasis on regular attendance at school. We cannot teach children who are absent and irregular attendance also makes progress very difficult. Leave of Absence forms should be completed ahead of an event. Please do note that holidays taken during term time will result in a Fixed Penalty Notice.

We reward those who do attend regularly; children with outstanding attendance each term will be entered into a raffle with the chance to win a bike or scooter.

Late Pupils

Pupils who are late for school must report to the office and sign in. Continual lateness will be followed up by the Attendance Officer.

School closures

Term dates and holiday dates are published on the website. Parents/carers will be notified about any closures with plenty of notice unless it is an unforeseen emergency for example a heating breakdown or heavy snowfall.

Medicines

Prescription and non-prescription medicines will only be administered at school:

- When it would be detrimental to the pupil's health or school attendance not to do so **and**
- Where we have parents' consent

Please know that anyone giving a pupil any medication (for example, for pain relief) will first check maximum dosages and when the previous dosage was taken. Parents will always be informed.

We will only accept prescribed medicines that are:

- In-date
- Labelled
- Provided in the original container, as dispensed by the pharmacist, and include instructions for administration, dosage and storage



Arrangements for long term conditions that require daily medication, for example diabetes, needs to be managed under a care plan.

With regards to asthma, inhalers for children in school are kept in the medical cabinet in the classroom. All children with a diagnosis of asthma should have an inhaler available in school.

Consent forms for the use of inhalers need to be signed by parents/carers and are available from the school office.

Accidents

Minor accidents are dealt with at school, but parents/carers will be contacted if we have any serious concerns relating to a child or if the child has received a bump to the head. There is always a trained First Aider on the premises during school hours.