

PARENTS' HANDBOOK 2016

GOD'S LOVE IN ACTION

ALL SAINTS MULTI ACADEMY TRUST

MISSION STATEMENT

Our children are at the heart of everything we do through **Christian values and relationships** Living and learning together we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense **self belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning.**

GOD'S LOVE IN ACTION

WELCOME

Welcome to St John's & St Peter's CE Academy

"The children are at the centre of everything we do" and we know that if we have strong relationships with the parents and families of our children then they will become "happy and successful life-long learners"

We are proud of the relationships that we have with all members of the school community and especially the parents. We hope that you find this booklet useful and that it gives you a flavour of what life is like in our school family.

Each half term we will be sending our school magazine home which will include details of upcoming events as well as celebrating some of the exciting things we do. Every Friday you will receive a school newsletter containing latest information and celebrating the children's success.

As much as we would like to share everything we do in school with the children, we know that there is far too much that goes on to summarise it all in one booklet, magazine or newsletters. This is why we believe conversations and building relationships is so important. Class based staff are on the playground as you pick your children up and this a great opportunity to catch up with daily events. The Senior Leadership Team are always available at the beginning and end of each day at the gate. If you would like to make an appointment to see any member of staff please enquire at the school office.

Throughout this booklet you will find aspects that overlap between all areas of school life. To put everything we do into context we have loosely divided it into a four sections.

- » **The vision and ethos of the school**
- » **General information about our school**
- » **The St John's & St Peter's CE Academy Curriculum for Key Stages 1 and 2**
- » **Some specific information regarding each phase**

We look forward to working with you and your children during this academic year and in the future.

CONTACT

Details



School Address:

St John's & St Peter's CE Academy
St Vincent Street West,
Ladywood,
Birmingham
B16 8RN

Telephone: 0121 675 1398

E-Mail: stjohns@allsaintsmat.school

Website: www.allsaintsmat.school

SCHOOL CONTACTS

Executive Headteacher - Mr Daniel Lassetter

Strategic Head of School Improvement - Miss Carol Gibson

Strategic Head of Pastoral Development - Mr Sean O'Neill

Strategic Assistant Headteacher - Mrs Nilam Hulliat

Strategic Head of Early Years - Mrs J Barker

Strategic Head of Finance & Resources - Mrs Amanda Priddey

Executive PA, HR and Communications Manager - Mrs Sarah Wicker

Deputy Headteacher - Mrs Anneli Richards

Deputy Headteacher - Miss Carly Sutton

Chair of Governors - Dr Julia Burton

Other Useful Addresses:

City of Birmingham Education Department

Council House,
Margaret Street,
Birmingham
B3 3BU
Telephone: 0121 303 9944

Diocesan Board of Education:

The Church of England
1 Colmore Row
Birmingham
B3 2BJ
Telephone: 0121 4260400



SECURITY IN SCHOOL

School is a really busy place at the start and the end of the day and the safety of the children is our prime concern. It is really important that we know who is on the school site at all times.

Apart from those children in our Breakfast Club, arrival at school should not be before 8.25am. We cannot accept responsibility for children left unaccompanied in the playground before they enter the school building.

Children in Years 1 – 6

School starts at 8:40am when we expect children to be entering the building. We would ask that parents and carers allow their children to come into school independently.

Children in Years 1 – 6 will be dismissed onto the main playground where parents/carers should meet them. The best time for parents and carers to talk to the staff is at the end of the school day when the children are brought onto the playground. Members of the Senior Leadership Team will be outside at the front of the school each morning and afternoon.

Children in Foundation Stage

We will open the Foundation doors at 8:40am for Foundation stage parents and carers to take their children into the Foundation Unit.

At the end of the day we will let Foundation stage parents and carers into school at 3:10pm to collect their children. Please do not wait in school before this time.

Anyone coming onto the school site between 9:00am and 3:10pm must report directly to the school office even if you have pre-arranged to take your child home early with the class teacher.

Unfortunately we do not have space and it poses a security risk to have parents and carers waiting for their children in the school building.

We believe that a close relationship with our parents and carers are a vital part of your child's success at school. Every member of staff is more than willing to meet with you to discuss any concerns or answer any questions you may have.

Please contact the school office if you wish to make an appointment to see any of us.

**WE REALLY APPRECIATE YOUR SUPPORT IN HELPING TO
KEEP THE CHILDREN SAFE.**



“What does ‘CE’ actually mean?”

‘CE’ means ‘Church of England’

Still confused? Let's explain.....

We are a Church of England school which means we are ‘looked after’ by The Diocesan Board of Education (The DBE). The Diocesan Board of Education seeks to offer the highest quality of education and care for all pupils, particularly those in its own schools, reflecting both the teaching of the Gospel and the mission of the Church of England to serve the whole community irrespective of race, religion, gender, ability or socio-economic background.

The Board will strive to offer advice, care, guidance and support to all staff and governors in Diocesan schools whilst acknowledging its particular concern for those in areas of greatest need, and will work in partnership with the Local Authorities, clergy, and parishes to meet the needs of Diocesan schools and promote the Voluntary sector of Education.

Where are the C of E Schools in the diocese?

The Diocesan Board of Education works with five Local Authorities – Birmingham, Sandwell, Solihull, Warwickshire and Worcestershire. Church of England Primary and Secondary schools serve areas of wide cultural and economic diversity.

How are C of E Schools different to other LEA schools?

The main differences are:

- The school worship must relate to the Anglican tradition
 - In most cases, Trustees will own the school buildings
 - There must be staff able to teach RE according to an Anglican syllabus
 - The Headteacher must be someone who will sustain and develop the Anglican character of the school
 - There are Church (Foundation) Governors. The parish priest is usually a member of the Governing Body
 - During an inspection, collective worship is inspected by specially trained (SIAMS) inspectors
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In our school mission statement we state that 'Christian values and relationships are at the heart of everything we do'. Similarly, our motto is 'God's Love in Action'. As a school we are passionate about making sure our children know how loved they are and that they have the ability to fulfil their God given potential.

Through our creative curriculum, we teach our children about a variety of world religions, including Buddhism, Hinduism, Islam, Judaism and Sikhism, and we believe that in this multi-cultural city it is very important to do so. However, we actively promote the beliefs and values of the Christian faith.

Christians believe Jesus to be God's son who died to save us. We do not expect everyone in our school community to agree with these beliefs, however we will often discuss this in assemblies, class conversations and during our Christmas and Easter topics. We love seeing our children challenge and develop their own thinking about these concepts and we welcome children of all faiths to share their point of view.

Every day we have a time of collective worship. This is a great time when we come together as a school family, right in the middle of our day, to reflect on a variety of different topics. On Mondays we learn about Jesus and the Bible. On Tuesdays and Thursdays we think about Social and Emotional aspects of being a school community whilst on Wednesday we have praise assembly where we sing a variety of songs which teach us more about God and how much he loves us. On a Friday we look at a whole variety of issues or events taking place during the week as well as finding out who has won the house points!!

We also work very closely with St Luke's church who we share a building with. St Luke's Church welcomes parents before and after school as well as hosting different events throughout the year as part of the children's collective worship

Saint John and Saint Peter

Saint John also known as John the Apostle was one of the twelve disciples of Jesus, his brother James was also one of the Twelve disciples. He was also known as John the Evangelist and John the Elder. Saint John is most well known for being the author of the gospel of John in the new testament, the three epistles of John and the Book of Revelation.

Saint Peter was also one of the twelve disciples and was also known as Simon Peter or Simeon. Peter was a fisherman and it is said his original name was Simon but was given a new name of Peter.



PASTORAL CARE

It is not possible for any written text to reflect the quality of life in a particular school. Many visitors comment on the 'family feel' at St John's & St Peter's CE Academy and on the respectful, yet purposeful relationships which are evident throughout the school.

By the time pupils leave us in Year 6 we aim to have equipped them with self-confidence, the ability to problem-solve an awareness of their own feelings and those of others, and enough self-control and self-discipline to manage effectively the transition to Secondary education and life after school.

Our Pastoral aims include:

- being a school where the well-being of everyone is the prime concern of each member of our community
- supporting a learning community in which children and adults can realize their full potential
- providing a safe, stimulating and enriching environment where everyone is valued
- encouraging pupils to grow up to be responsible, active members of their community
- promoting regular attendance and good behaviour as pre-conditions for maintaining high standards of achievement
- each child being encouraged to develop his/her own individuality whilst learning also that personal freedom involves responsibility to others
- providing equal opportunities for all pupils regardless of ability, religion, race, culture or gender
- encouraging respect, tolerance and understanding between all members of our community
- a clear understanding that effort, kindness and good manners will be valued
- developing an understanding of being responsible for oneself
- fostering the kind of community where everyone helps each other and looks after our environment



We believe that we cannot 'teach' these skills as a one off. There is a need to revisit and develop the concepts, understanding and skills over time, building on what has been learned previously. When we give children regular, planned opportunities to refer to and make appropriate use of Social and Emotional Learning across the curriculum, and in the choices they make about their behaviour and attendance – only then can we honestly say we have equipped our pupils with the skills they need to realise their potential.

PASTORAL CARE TEAM

A high quality of Pastoral Care is central to our ethos at St John's & St Peter's CE Academy; it underpins everything that we do and along with high quality teaching and learning, it is what our community is all about.

Unlike most schools we group our children in Phases and not in individual year groups. By merging classes together, children get the benefit of 5 adults working with them. They have 2 class teachers, a Higher Level Teaching Assistant (HLTA) and 2 Teaching Assistants (TA). The adults work alongside all children in their lessons and get to know all the children well.

We have found that there are many benefits to working in this way both for the children and the adults. This also makes planning exciting activities for your children easier as there is a range of experience in each phase to put forward ideas and strategies. Children benefit from mixing with a wider range of peers and often work in mixed year groups encouraging social skills such as relationships, sharing, trust and teamwork. It also means younger children in the phase have role models to look up to and the older children have a responsibility to be a role model.

All adults in the school are expected to develop strong relationships with all the children. In order to meet all the needs of each individual child we introduced the Pastoral Care Team a number of years ago. Led by Mr O'Neill, the HLTAs are responsible for the pastoral needs of the children in their phase. Our HLTAs have been fundamental in developing and supporting the implementation of our very successful Social and Emotional Learning Curriculum and through their expertise in this area they support and advise other members of staff. This enables teachers to concentrate on the academic side of our curriculum.

Every individual child is unique so pastoral care will look different for each child. HLTAs will always be the lead on children's pastoral needs and are more than likely be the point of contact between home and school.

To find out more about the work of the Pastoral Care Team, just ask!

MEET THE PASTORAL CARE TEAM



Mr S O'Neill



Mrs P Boden



Mrs D Caines



Miss T Jabeen



Mrs J Bianco

BEHAVIOUR POLICY

Every interaction with every child matters every time. We believe that relationships are at the heart of the educational process and, fundamentally, behaviour is most effectively managed when there is a positive relationship between adults and children. Learning the skills to maintain positive relationships is fundamental for children's development.

A happy, productive and successful school rests on a clearly defined rewards and sanctions policy. At St John's & St Peter's CE Academy we strongly believe in creating a positive environment for all members of the school community. Pupils are encouraged to be independent in taking responsibility for their choices and are sensitively guided when problems arise.

We also recognise that within a climate of inclusion there will be some children who need a personalised approach to their specific behavioural needs. At St John's & St Peter's CE Academy we have excellent working relationships with the various outside agencies we work with to provide support for your children.

AIMS

- To have an agreed framework for a consistent approach to behaviour throughout the school, with parental co-operation and involvement.
- To build each child's self esteem by placing the emphasis on praise and reward.
- To provide a safe and nurturing environment where children feel that they are important and valued.
- To ensure that everyone acts with courtesy, kindness and consideration at all times.
- To promote independence and self discipline so that each child learns to accept responsibility for his/her behaviour.
- To ensure a calm, positive working atmosphere where the boundaries of accepted behaviour are clear to all.

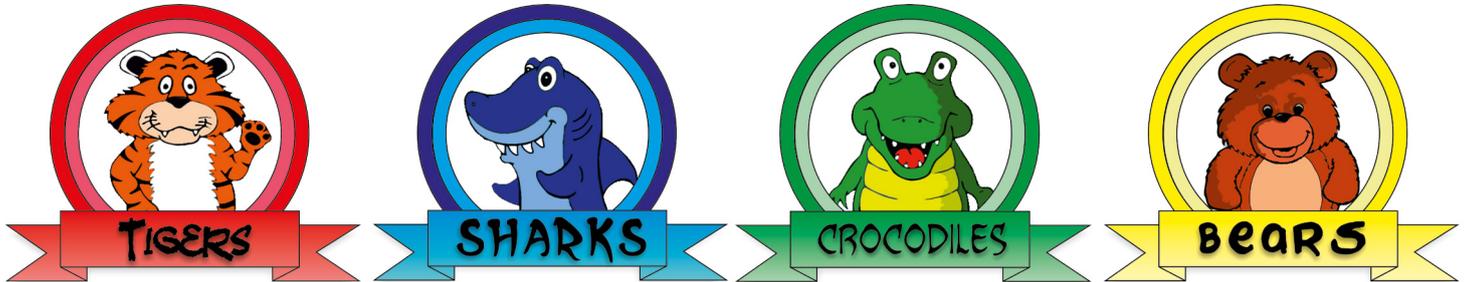
We expect 'Our School Rules' below, to be followed by staff, children, parents and stakeholders in the school, at all times.

OUR SCHOOL

Respect everybody and everything
Use all opportunities to do your best
Look out for the safety of everyone
Each choice you make is your responsibility
Speak and listen politely

The full Behaviour Policy is available on our Academy website www.allsaintsmat.school
Alternatively contact the school office for a hard copy.

HOUSE TEAMS



Every child and member of staff is in one of our four house teams. Each week we collect house points for good behaviour, politeness, kindness, working hard, excelling in sport, drama or music; the list goes on! At the end of the week we find out which team has the most

Our mascots **Bruno the Bear**, **Cooper the Crocodile**, **Snappy the Shark** and **Tommy the Tiger** love to help us celebrate at special events and celebrations. Each house has its own colour, music and chant!



Our House Captains were elected by the staff. They are ambassadors for the school and help keep things running smoothly. Each team has one House Captain from Year 2 and one from Year 6.

ATTENDANCE

90% Attendance – this means your child misses 4 weeks of a school year. By the time they leave school, if this continued they will have missed **A WHOLE YEAR OF SCHOOL!**

80% Attendance – this means your child misses half a term each year. By the time they leave school, if this continued they will have missed **MORE THAN TWO WHOLE YEARS AT SCHOOL!**

The 'Wise Up' Scale

'WISE UP' colour codes your child's attendance percentage and tells you how their attendance is impacting on their chances of achieving at school. They have the chance to gain an attendance award and progress to higher levels.

The government guidelines state that all school should have an average attendance of above 95%. Therefore we must monitor carefully pupils whose attendance drops below this level.

GOLD	100% WISED UP
SILVER	97%-99% GETTING WISE
BRONZE	95%-96% COULD BE WISER
PURPLE	90%-94% NEED TO BE WISER
RED	BELOW 90% WISE UP <u>NOW</u>

ABSENCE

Any unexplained absences will be recorded as unauthorised. This means that if parents do not let us know by 9:30am on the morning of the first day of absence why their child is absent, then this will be recorded as unauthorised. It is a legal requirement that we know the whereabouts of each child and ensure that all pupils are safe.

Please remember that parental illness, going shopping, visiting family, truancy, not wanting to go to school, alleged bullying (speak to school immediately to resolve the issue) are not acceptable reasons to be absent. All of these will be recorded as unauthorised absence, including if your child arrives at school after the close of registration.

If your child is going to be absent due to an appointment, it is imperative that you contact the school office to inform us of that appointment. Wherever possible, book dental and medical appointments for after school, or during the school holidays. Where this is not possible, please ensure that your child attends school before or after the appointment during school hours.

Leave of Absence (including holidays)

It is our responsibility to inform you that a 2013 amendment to The Education (Pupil Registration) (England) Regulations 2006, means that Headteachers may no longer authorise leave during term time except where the circumstances are exceptional. This is also in accordance with Birmingham Local Authority's 'Leave in Term Time Guidance'. If your child takes leave that has not been authorised by the Headteacher, it will result in the absence being recorded as unauthorised. Please understand that this may lead to the issuing of a penalty notice and legal action being taken or your child losing their school place.

If you are issued with a penalty notice, each parent will be fined a minimum of £60 or £120 depending on how soon payment is made. If that fine is not paid, you may be required to attend Court and this could result in a fine for each parent of up to £1000 per child.

At St St John's & St Peter's CE Academy the Strategic Head of Pastoral Development is responsible for all decisions regarding attendance and punctuality. This responsibility has been delegated by the Headteacher in accordance with school policies.

AFTER SCHOOL CLUBS

We offer a great range of After-School Clubs that develop key areas and skills of our children. As a school we encourage extra curriculum activities that will increase the rate of improvement, but most importantly to enjoy what they take an interest in, and develop new interests.

Clubs at St John's & St Peter's include all the key areas of our SEL curriculum. Managing feelings and empathy feature heavily in our sports clubs where we promote good sportsmanship and fair play. We promote good use of social skills and motivation are important to keep a friendly and inspiring environment, striving to improve existing and learn new skills.

All of our After-School clubs are led by professional, qualified and dedicated internal and external members of staff. Our main aim is for our children to learn in a fun and friendly environment that will help them develop key skills for life long learning.

The clubs below an example of the range of clubs that we put on...

- All Saints' Leader's Award
- Archery
- Art & Design
- Construction club
- Cooking and food prep
- Dance and Gymnastics
- Martial Arts
- Team Sports including Football and Netball
- Vigour Boarding and Roller-skating



TERM DATES

Autumn Term 2016

Wednesday 7 September
to
Friday 21 October

Half Term

Monday 31 October
to
Friday 16 December

Spring Term 2017

Wednesday 4 January
to
Friday 17 February

Half Term

Monday 27 February
to
Friday 7 April

Summer Term 2017

Tuesday 25 April
to
Friday 26 May

Half Term

Monday 5 June
to
Friday 25 July

School Closed for Staff training 2016-2017

Day 1	Monday 5 Sept 2016
Day 2	Friday 6 Sept 2016
Day 3	Thursday 1 Dec 2016
Day 4	Friday 2 Dec 2016
Day 5	Tuesday 3 Jan 2017

School is also closed:

Thursday 4 May 2017 - Local elections

Academic year dates
for 2017-2018 are to
be confirmed

OFFICE PROCEDURES

The preferred method for payment of all monies into school is by cheque. This includes dinner, trip, after school club money etc.

- The correct amount must be put into an envelope clearly written with your child's first AND last name, class, the amount enclosed and what the money is for.
- The envelope should be posted through the letterbox located to the left of the main entrance door.

Full Name:
Phase/Class:
What money is for:
Amount of money:



Children/parents should NOT bring dinner, trip or club money to the school office at the start or end of the school day.

DINNER MONEY

(KS2 Only need to pay dinner money. Rec & KS1 are entitled to a free school meal)

We recognise that times are financially hard for many people, so we have managed to keep the cost of a school meal at £1.90 per day (£9.50) per week, which is below the City Council's recommended amount.

Dinner money should be paid on a Monday morning, in advance of meals being provided. Again, the preferred method of payment is by cheque, which should be made payable to '**St John's & St Peter's CE Academy**'. Meals can be paid for in advance weekly, monthly or termly.

- Receipts are issued for all payments received and given to the pupil
-
- No child will be given a meal if dinner money is more than two weeks (£19) in arrears, therefore you will need to provide a packed lunch until the debt has been cleared.
- After 4 weeks all debts over £19 will be notified to the Direct Services Revenue Department for payment to be recovered
- Please telephone the school office staff if you wish to discuss your balance.

Please remember that the office staff will not give any change for dinner money, so the correct amount of money will need to be put into the envelope. Any change will be carried forward to the following week.

BOARD OF DIRECTORS

Our Governors are an elected body which comprise of representatives from the Staff, Parents, Diocese, Church, Local Authority and Parochial Church Council.

Full Governing Body Meetings are held twice a term, with smaller committees also meeting – these include, Buildings & Finance, Curriculum & Standards and Pupils & Personnel.

Name	Status	Term of Office Expires
Mr Terry Adams	Chair of Resources Committee	01/11/18
Mr Alex Bianco	Staff Director Resources Committee	01/02/19
Mrs Margaret Bonham	Outcome Committee	01/11/18
Mr John Boyce	Resources Committee	01/11/18
Dr Julia Burton	Chair of Directors Chair of Outcome Committee	01/11/18
Mrs Doreen Byrne	Resources Committee	01/11/18
Rev Amanda Howett	Outcome Committee	01/11/2018
Mr Daniel Lassetter	Executive Headteacher Resources Committee Outcome Committee	01/11/18
Jenny Sills	Outcome Committee	01/11/18
Mr Ben Taylor	Staff Director Outcome Committee	01/02/19
Mrs Sarah Wicker	Resources Committee	01/11/18

DRESS CODE

School uniform is compulsory and all items with the school badge can be obtained from the school. All items of clothing must be labelled with the child's name.

For Boys:

- Navy sweatshirt
- Sky blue or white shirt/polo shirt
- Grey/black trousers
- Flat black footwear
- School Tie (optional)

For Girls:

- Navy blue sweatshirt
- Navy cardigan
- Sky blue or white blouse/polo shirt
- Navy/grey pinafore dress or skirt
- Grey/black trousers
- Striped or checked blue and white summer dress
- Flat black/navy/white summer shoes
- Grey/navy/black/ plain tights (no leggings or patterned tights)
- Flat black footwear (no boots)



PE Uniform

Children must wear appropriate clothing for P.E. If a child does not have their P.E. kit in school they will need to wear spare kit from school. We find it works best if children leave their P.E. kit in school and only take it home for washing at half term.

P.E. uniform consists of:

- Navy blue T-shirt with the school badge or Bilberry T-Shirts
- Navy shorts
- Navy blue joggers
- Pumps/trainers

Swimming

Swimming kit includes:

- Towel
- One piece swimming costume / trunks



Jewellery

We strongly discourage parents from sending their children to school wearing jewellery. If ears are pierced then the wearing of "sleepers" is acceptable for most activities but not PE or Swimming. Rings and earrings that dangle are dangerous and must not be worn to school. We cannot be held responsible for any loss of or damage to jewellery or valuables brought into school.



STRUCTURE OF THE DAY

Each class follows a very similar timetable throughout the week. More details on the different parts of the school day can be found on the following pages of this booklet.

This timetable is for years 1-6. Reception have a fluid structure based around child centred play activities.

8:40 - 8:50

School gates open – children are welcomed into their classes with an activity and a ‘morning message’ written on the board.

8:50 - 9:00

Registration

9:00 – 9:30

Guided Reading – children are in small ability groups and read with an adult or complete a reading related activity.

9:30 – 10:30

Literacy or Maths – lessons are taught in year groups by class teachers

10:30 – 10:50

Assembly – this is a special part of the day where we come together as a school family. Each day has a different theme but our assemblies are always centred on our school’s Christian ethos.

10:50 – 11:05

Break time – children have fruit available and enjoy time outside on the playground

11:05 – 12:05

Maths or Literacy - lessons are taught in year groups by class teachers

12:05 – 1:05

Lunchtime – Year 1, 2 and 3 eat dinner in our dining hall first whilst Year 4, 5 and 6 play. They then swap over halfway through.

1:05 -1:15

Playground Chat – this is a discussion time led by children focussing on our SEL topic and linked to experiences on the playground. It often allows time for children to productively discuss disagreements and look for solutions to issues from lunchtime or earlier in the day.

1:15 – 3:10

Creative Curriculum – Each phase has a different afternoon timetable that includes topic, science, RE and PE. Speak to individual phases about their particular weekly routine.

3:20

End of day for KS1 -children are dismissed on the playground by phase

3:25

End of day for KS2– children are dismissed on the playground by phase

SOCIAL & EMOTIONAL LEARNING

Social and Emotional Learning (SEL) is the way in which we teach our children to develop fundamental life skills. At St John's & St Peter's CE Academy we believe it is important to teach the **WHOLE CHILD** and not just focus on academic learning.



These skills include

- Recognising and managing our emotions
- Developing caring and concern for others
- Establishing and maintaining healthy relationships
- Making responsible decisions (goals)
- Handling challenging situations effectively

What are we trying to achieve?

- To recognise anger is a normal human emotion
- Provide children with the skill of managing their feelings
- To be able to identify and recognise a range of feelings and express them in ways so that they do not hurt themselves or others
- To know that thoughts, feelings and behaviour are linked
- For the children to express their emotions in a positive manner

For each of the six topics we focus on three learning objectives for each phase. Key vocabulary and success criteria support each of the objectives. The objectives for each topic can be found on the website. The following is an example for UKS2 on Empathy.

Upper key stage two

Learning Objectives To understand and respect others' opinions

Success Criteria I can listen to other people's point of view
I can contribute to a simple debate

Key Vocabulary Opinion Difference Agreement Discussion
Debate Solution Listen

Learning Objectives To recognise ways of supporting each other

Success Criteria I can help others if they are upset or worried

Key Vocabulary Help Support Worried Problem Concern

PSHE is a non-statutory part of the curriculum meaning that as a school we can decide what and how we teach it.

Learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of our children as they move through the school. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

As a school we have divided our PSHE teaching into two areas: 'Soft' and 'Hard'. The 'soft' part is our Social and Emotional Learning that covers social skills and self-awareness. (Please see information on SEL for more details.) The 'hard' part of the curriculum includes aspects such as stranger danger, puberty, healthy lifestyles, road safety and drugs awareness.

Each phase plans 'hard' PSHE into their topic work ensuring that the children are studying aspects that are specifically relevant to them. For example, in drugs awareness, Key Stage 1 will learn that household products, including medicines, can be harmful if not used properly whilst Key Stage 2 will learn about the difference between medicines and recreational drugs.

When the children reach UKS2 they take part in Sex and Relationship Education. Each year this is specifically planned to meet the needs of the class and teaches children in an age appropriate manner about changes during puberty and conception. The children are able to ask any question they want but will only be given answers suitable for their age group. We will make sure parents are made aware of this part of the curriculum before it takes place meaning that questions can be answered well in advance.



COLLECTIVE WORSHIP

Collective worship is the official name for our Assemblies. For 20 minutes each day, we meet together as a school family to reflect and contemplate our school's Christian ethos.

We are very proud of being a church school and this is reflected in our collective worship each day. Our assemblies have a different focus each day but always have an element of our Christian values with modern child-friendly praise songs sung and a prayer at the end.

Although no child is forced to engage in our school time of worship, all children learn to be respectful of others views and learn the importance of being able to reflect on their own thoughts and beliefs.

Monday – Whole School

Bible Focus: children learn about stories from the bible and what we can learn from them for our lives today.

Tuesday – Whole School

Social and Emotional Learning Focus: these link with our half termly theme at an age related level.

Wednesday – Whole School

Praise Assembly: we sing songs that celebrate our Christian values.

Thursday – Individual Classes

SEL Focus: children discuss in groups themes from Tuesdays assembly

Friday – Whole School

British Values: The focus we be on democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Once a half term, our 'Celebration assemblies' reflect the achievements and learning of the whole school community. We encourage the children to participate in the assemblies by showing their work to the other children, and by sharing topics that they have studied in their classes.

Celebration Assemblies' provide an opportunity to reward children for their achievements both in and out of school along with school targets such as '100% Attendance' and 'Big Writer of the term'.



We love having our parents, family and friends come along to our celebration assemblies. You are always welcome and it's great for the children to see their families as part of our school community.

TAKE ONE PICTURE

Take one Picture is a nationwide initiative run by the National Portrait Gallery and is the inspiration for our creative curriculum. We introduced this initiative at St John's and St Peter's last year.

Each year as a school we chose a different painting and produce three weeks of learning based on themes and images within the artwork. The staff spend months leading up to TOP with planning meetings and opportunities to generate ideas both as a whole school and in phases.

Once the painting has been chosen, work is generated not just in art but also in all other subjects. In the past this has included storywriting, shape and space work in maths, construction, handmaking musical instruments and a residential trip on a canal boat. Quite often the best ideas for projects come from the children themselves and we encourage them to take ownership of their own learning within the project.

So that parents don't feel they are missing out on the fun there is also an Inspire workshop for each phase during the project.

This project is a key part of our school year as it incorporates everything we believe makes great learning. The children are inspired by a piece of art they might otherwise not have looked twice at and learn about new cultures, concepts and ideas in an imaginative and hands on way.

Do you know the name and artist for our 7 pictures?



Use the National Gallery's or Birmingham Museum and Art Gallery's websites to find out
www.takeonepicture.org www.bmag.org.uk



RESIDENTIAL VISITS

At St John's & St Peter's CE Academy we strive to give children experiences that they will treasure for life. A large part of the children's experiences in KS2 is residential trips. These offer children a chance to experience an overnight experience with their friends.



Currently all children in LKS2 and UKS2 are invited to join us at the Bilberry Hill Residential Centre in the Lickey Hills, Birmingham. Each year alternates between learning about a significant historical period through the Arts and a science focus. This year we will be focussing on Science.



The children are thrown into scenarios which bring learning alive for them. For the history topics, children travel back in time to experience life during a critical past social situation. In the past this has included focussing on social class on the Titanic, Suffragettes and women's rights in the 1920's, going to Prom during the American civil rights movement and visiting Narnia during WW2.



For the science topics, children are given opportunities to try out experiments that aren't possible in the classroom and explore topics in a hands-on way.



Alongside the curriculum focuses, children spend a large part of their visit exploring the Lickey Hills. This includes muddy walks, exploring woods, jumping in streams and climbing trees. They have a fantastic time and often surprise themselves by how far they want to walk.

Our 'Bilberry' residentials are a great way of covering many different aspects of the National Curriculum as well as delveoping the children's social and emotional learning. Each residential has a different theme and we encourage the children to attend each year.

Often the biggest experience for the children (and parents) is sleeping away from home. The children stay in girls and boys dormitories with an adult sleeping in an adjacent room. The children know the adult is available to them at any point in the night and will be around to help settle at bedtime. Although this can seem like a daunting experience, the children have a great time sharing a room with their friends. They thrive in taking responsibility for themselves and feel incredibly grown up and proud of themselves for having a few nights away from home.

Overall the biggest benefit of the trips away are the relationships that are built. Not only do children have a chance to get to know their peers better, they also get to know their teachers better too. This has a huge impact on classroom learning after the trip as the class community has grown stronger through shared experience.





As a school, we are committed to delivering enriching, stimulating lessons and work every day so that your child has the best possible opportunities for success.

YOU CAN MAKE THE DIFFERENCE!

Did you know that school age children spend 70% of their waking hours outside of school!

This means that **you are their most important teacher.** We want to support you in this and help you to give your child every opportunity to excel in their education.

This year, we are continuing with our highly successful programme of INSPIRE workshops across the school.

What to expect...

- Welcome, informal, friendly environment
- Special time working with your child on a practical task
- Tips and ideas about important ways you can support your child at home in their education
- Open for any family member to attend
- Maximum time one hour
- An opportunity to build relationships and also get to know your child's teachers

	Autumn Term	Spring Term	Summer Term
Early Years Foundation Stage	Wed 12 Oct & Wed 2 Nov 9-10am		Wed 21 June 9-10am
Key Stage One	Wed 19 Oct 9-10am	Tues 17 Jan 9-10am	Thurs 15 June 9-10am
Lower Key Stage Two	Tues 18 Oct 9-10am	Thurs 19 Jan 9-10am	Wed 14 June 9-10am
Upper Key Stage Two	Thurs 20 Oct 9-10am	Wed 18 Jan 9-10am	Tues 13 June 9-10am

Mr Bianco, PE & Wider Schools Co-ordinator...

The Academy has developed a blossoming relationship with McIntosh Memorial Primary School for the last 7 years. This year we are introducing St John's and St Peter's to the global partnership. McIntosh Memorial Primary School is situated in Mandeville, Jamaica who have over 1200 students. We have developed a relationship that has improved all aspects of everyday school life at McIntosh Memorial Primary School and All Saints Multi Academy Trust.



The All Saints' teacher visits to Jamaica 'are one of the most successful school partnerships in Jamaica according to the Jamaican Ministry of Education'. The breadth and depth of relationships established has enriched our school community and education through shared learning.



Staff from both schools have been able to visit, witness and experience different techniques of educating young children. Staff have learnt new skills, and gathered new ideas that have been integrated into our school curriculum. Five members of staff will be traveling to Jamaica in the next few weeks.

Together as one community, we have had a positive impact on over 1400 children across two schools, two communities, and across one united global partnership. As part of our Literacy lessons, children have been able to write and receive letters, pieces of work and even videos.



The journey is still at an early stage, we have a creative and dedicated team that want to continue to inspire children across two communities and develop together as one family.

CURRICULUM OVERVIEW

The St John's & St Peter's CE Academy Curriculum includes all learning and other experiences that we plan for our children. This obviously includes Literacy, Numeracy, Science, PE, Art, History etc. – the traditional 'school subjects' but we believe that children need to learn a much broader range of skills in order to become happy and successful life-long learners. Our curriculum for Social and Emotional Learning (SEL) is really high profile in school as it teaches children the skills they need to form successful relationships. When they have these skills they are then able to access the traditional school subjects. Alongside this we teach Religious Education (RE) and Personal, Social, Health and Economic Education (PSHE) and have a daily act of Collective Worship (assembly). Of course we do a lot more than this to enhance our curriculum e.g. residential visits, school plays and performances, house teams, trips, fund-raising, dressing up days..... the list goes on!

In each of these areas, we want to teach your children skills that will serve them for life and give them experiences to ignite their love for learning. We have high expectations and want our children to achieve their full potential in all areas of our curriculum because we believe this serves them well for the next phase of their education.

The National Curriculum for Key Stages One & Two (Literacy, Numeracy, Science, Art, History etc.)

Following public consultation in February and July 2013, the government has published the final statutory version of the new national curriculum which was implemented in schools from September 2014. The changes in the content of this curriculum only add to our already rich and engaging school curriculum.

The National Curriculum forms one part of the School Curriculum.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to go beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The national curriculum is organised on the basis of four key stages and twelve subjects, classified in legal terms as 'core' and 'other foundation' subjects.

At St John's & St Peter's CE Academy we have developed the new national curriculum into lessons, trips and activities that not only equip children for the future but also engage their imagination, voice and excitement. We have found that delivering a stimulating curriculum results in our children making exceptional progress. Teaching staff are committed to delivering an outstanding curriculum that draws from a number of guidelines. In each of these areas, we want to teach your children skills that will serve them for life and give them experiences to ignite their love for learning. We have high expectations and want our children to achieve their full potential in all areas of our curriculum because we believe this serves them well for the next phase of their education.

NATIONAL CURRICULUM

NEXT STEPS



The content of the new National Curriculum hasn't changed all that much although some things have moved from one year group to another. The biggest difference is that there are now no more 'levels' that show you the progress that your child is making. The government has replaced this with all children now being compared to the 'age-related expectation' for each subject area.



Don't worry if you found school tricky yourself... you can still make all the difference for your child. We want to help you help your child achieve the most they can during their time at St John's & St Peter's CE Academy. In the past, we measured your child's progress in 'levels' but now we have decided to show this with targets we are calling 'Next Steps'.

Reading, writing and mathematics are split into different headings, which are then split further into smaller 'I can' sentences that we call the 'Next Steps'. These will help you and your child see what they need to work on each step of the way.

Your child's teacher will keep you informed at Parents' Evenings with what 'Next Steps' your child needs to focus on to make progress. Your support in that will be invaluable to your child. Please ask at the school office if you would like a copy of your child's year group next steps.



Each 'Next Step' comes from the new National Curriculum's description of what the average child is expected to be able to do at the end of their academic year. Some children will do brilliantly in particular subject areas and others might struggle with.

We encourage you to talk to your child's teacher about any concerns you have about your child's progress.

Below is an example of the 'Next Steps' for Number and Place Value in Mathematics for Year One.

Year One Number and Place Value

- I can count in 10's to 100.
- I can count in 2's forward and backwards to 10, 20 or 100.
- I can count, read and write numbers to 10, 20, 40 or 100.
- I can count in multiples of 2, 5 and 10.
- I can identify and represent numbers using objects and pictures, including the numberline.
- I can identify one more than any given number to 100.
- I can recognise the place value of each digit in a two-digit number.
- I can say which number is one more than a given number.

Below is an example of the 'Next Steps' for Comprehension in Reading for Year Four.

Year Four Comprehension

- I can sort out the main information in a piece of text and tell others about it.
- I can spot the structure and features of a range of non-fiction, narrative and poetry texts.
- I can think about different possible outcomes to conflict in a particular narrative.
- I can identify themes in a range of texts e.g. courage over adversity.
- I can talk about whether a character's behaviour was predictable or unexpected and why.
- I can talk about the differences between the main characters and what they do.
- I can predict how a character might behave in a particular setting.
- I am confident when using a dictionary to check the meaning of words that I have read.
- I discuss how settings should change characters' appearance, actions or relationships.
- I discuss how language and details can build a picture in your head of an unfamiliar place.
- I notice how specific words can link sections, paragraphs and chapters.

Below is an example of the 'Next Steps' for Vocabulary, Grammar and Punctuation in Writing for Year Six.

Year Six Vocabulary, Grammar and Punctuation

- I change the order of sentences to affect the presentation of information (e.g. I broke the window in the conservatory vs The window in the conservatory was broken by me).
- I recognise the difference between vocabulary typical of informal speech and formal writing e.g. 'ask for' vs 'request'.
- I use hyphens to avoid ambiguity (e.g. man eating shark vs man-eating shark).
- I use the semi-colon, colon and dash to mark the boundary between independent clauses.
- I use expanded noun phrases to convey complicated information concisely.
- I use conditional structures to persuade, e.g. if...then, could, would.
- I can link ideas across paragraphs using further adverbials (e.g. on the other hand, in contrast) and ellipsis.
- I make precise choices for vocabulary, punctuation, sentence length and complexity to enhance my writing.
- I plan quickly and effectively.
- My openings and endings are well-structured and relates well the rest of the plot.
- I identify the audience and purpose of my writing so that I select the best model to use.

NATIONAL CURRICULUM READING

"If you are going to get anywhere in life, you have to read a lot of books."

Roald Dahl

Reading is a fundamental skill that enriches the rest of our Curriculum. St John's & St Peter's CE Academy is committed to making achievement in reading a reality for all pupils. We teach reading skills in different 'subject areas' as well as showing our commitment to reading by teaching focussed reading lessons every single morning of the week. We recognise that phonics play an important part in teaching children how to read so we use the 'Letters and Sounds' resource to support early readers. The specific teaching of comprehension skills is also woven throughout our reading lessons. Teaching children to gain understanding from a text is a crucial part of developing reading skills further. Teachers choose from a variety of texts and genres to give children a wide experience of reading.

What can you do?

The government says that 'reading with your child and helping them with writing and spelling can help boost their achievement'. A lot of research has been done about children reading regularly... A national newspaper's headline recently stated:

Reading to children daily 'improves achievement and behaviour at school'



Top tips for reading at home:

- Use phonics to help support your child when sounding out words. If you aren't sure how to do that, ask your child's teacher for information about 'Letters and Sounds'.
- Read everywhere you go, look around at all the opportunities you can give your child to read... shops, signs, newspapers, food labels.
- Teach your child a good habit by helping them to read at least 10 minutes a day—you can use the home-reader your child will get or books from the library.
- Ask your child questions about what they have read to see if they have understood what happens, what the characters feel or give predictions about how things will turn out.



NATIONAL CURRICULUM WRITING

At St John's & St Peter's we believe that every child is a writer and teachers are there to help nurture, scaffold and develop their writing skills. Talk for Writing is a key element of the writing process which involves children from all ages.

This includes book talk, writer talk, story-telling, word and language games, role-play and drama. The 'talk' element helps the children to develop the language and vocabulary to use in their writing. Children are taught the key features of different genres and text types and use authors writing to help structure their own writing before launching into writing independently. Story planning is also another feature which allows the children's imagination to flourish and use known stories to generate ideas to enable them to write their own version.

We have a high emphasis on making our writing lessons fun and purposeful as well as teaching specific spelling, punctuation and grammar skills. As a school, we enjoy spending time each Friday doing a 'Big Write' in every class. This is a chance for every child to do a piece of independent writing and show off the Vocabulary, Connectives, Openers and Punctuation (VCOP) they have learnt throughout the week.

HOMEWORK

Homework is an important part of a child's education, the government describes it as 'an essential part of good education'.

Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary, and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

"When parents are involved in their children's education at home, they do better in school. And when parents are involved in school, children go farther in school and the schools they go to are better."

A New Generation of Evidence: The Family is Critical to Student Achievement. (Henderson & Berla, 1994)

At St John's & St Peter's CE Academy, we see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our staff is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire this skill.

**SPECIFIC DETAILS ABOUT YOUR CHILD'S HOMEWORK &
READING ARE LISTED BY PHASE.**

What can you do?

The Next Steps will help you work out how best to support your child. Practising Grammar, Punctuation and Spelling (GPS) will also bring success in writing. During every unit of work, teachers will introduce new (GPS) activities for your child to practise and use in their writing.

NATIONAL CURRICULUM MATHEMATICS

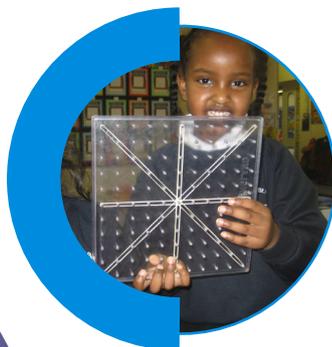


We are delighted that the new national curriculum for Mathematics complements the 'Maths Mastery' approach that we have adopted in Rec to Year 5. Mathematics is broken down into nine distinct subject areas which progress throughout each year. Both in 'Maths Mastery' and the new national curriculum, there is a considerable emphasis on using and applying number, using vocabulary and solving problems.

The 'Maths Mastery' approach has been developed to ensure every child can achieve success and mastery in mathematics. The key features in all our maths lessons includes:

- Mathematical understanding
- Mathematical thinking
- Mathematical language

This is applied through a concrete, pictorial and an abstract approach. Each lesson involves children regularly using pictures, diennes, cubes, numberlines etc to support their learning and provide a deeper understanding. This leads on to an independent task to show their knowledge of a concept.



What can you do?

As number has such a high profile in the new national curriculum, it will be essential for you to support your child in learning their number facts e.g. number bonds to 10 or 20 plus times-tables. You can also make a difference by including your child in real-life opportunities for handling money, measures or shapes.

NATIONAL CURRICULUM RE & LIEP

What is the LIEP?

'Ladywood Interfaith Education Project' is a scheme that allows children to gain understanding of local faiths and cultures in our community. Linked closely to our Religious Education, children have the opportunity to visit places of worship and meet people from different faiths to their own.

St John's & St Peter's believes that religious education should provide a contemporary study of religion, preparing children for later life. Religious Education is taught in accordance and support from the Birmingham Diocese. The major world religions are studied and insights into these are developed through a variety of resources such as film, debate, handling artefacts, visiting speakers and visits to a variety of places of worship. The major world religions are studied and insights into these are developed through the lessons developed by the Ladywood Interfaith Education Project.

Each academic year the children will take part in two visits so that over their time in each phase they have visited all four. The places visited are:

St John's and St Peter's Church, Ladywood (Christianity)

Dhamma Talaka Peace Pagoda, Ladywood (Buddhism)

Shireland Road Mosque, Smethwick (Islam)

Birmingham Progressive Synagogue, Roseland Way (Judaism)

Each visit is tailored to the age of the children and starts with EYFS and KS1 learning about the building and celebrations of the faith, right through to UKS2 focussing on Faith through Art as perceived by each faith.

The children really enjoy these trips and over the years get to know the various teachers well. They are encouraged and invited to ask questions and enjoy the various crafts and activities put on for them.

The sessions have a huge range of experiences for the children. In reception children act out both a wedding and baptism in St Johns whilst Year 5 and 6 discover the history of the stain glass windows and the meaning behind the architecture. In the Pagoda, children meet Buddhist monks and hear traditional stories from the faith. The Mosque allows children to explore the building and are encouraged to ask questions about anything they like. In the Synagogue, the children love opening the scrolls from the Ark and learn how to write their name in Hebrew.

Most importantly, perceptions and prejudices towards faiths are broken down by this scheme. At no point are children expected to take part in any worship. The trips are purely educational and for the purpose of learning about faiths not partaking in them. The children associate each faith with its true origins and gain teaching from primary resources and individuals who can speak wholeheartedly about their faith. They learn that they are welcome in the buildings and by people from different cultures to their own.



NATIONAL CURRICULUM

SCIENCE & COMPUTING



In each phase, children are taught Science over a two year cycle starting with a science question. Science in the National Curriculum concerns living things, materials and their properties and physical processes such as sound and light. Our science topics are planned to cover these three areas. This scientific knowledge is taught through investigative processes during which the children learn to plan investigations, obtain evidence and consider their results. Skills such as observing, questioning, predicting, measuring, recording, evaluating and communicating their findings (orally, graphically and in writing) are all developed through 'Working Scientifically' as children move through the school.

Examples of Science topics:

KS1	LKS2	UKS2
Everyday materials	Rock Detectives	Circle of life
Plant Detective	The power of forces	The Earth & Beyond
Using our senses	How does your garden	Body Pump
What is your habitat	grow	Body Health
Our changing world	Good vibration	Danger Low Voltage

Computing is taught using the 2014 National Curriculum programme of study for computing, which includes programming and computational thinking. It is taught through clear progression of skills from Nursery to Year 6. A priority is to embed 'on-line' safety to ensure children understand the importance of safe and responsible use of technology.

Each year group covers: programming, computational thinking, creativity, computer networks, communication and collaboration, productivity and on-line safety.

Each unit starts with a statement, for example:

KS1 – We are treasure hunters – (using programmable toys)
We are researchers (researching a topic)

LKS2 – We are programmers – (programming an animation)
We are opinion pollsters – (Collecting and Analysing data)

UKS2 – We are web developers – (creating a web page)
We are advertisers – (creating a short TV advert)



NATIONAL CURRICULUM PE

The Physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

St Johns & Peters CE Academy are proud to introduce our highly successful Sports Initiative Week. Currently in its second successive year of running, we aim to create a fun environment for children of all ages and abilities to take part in exercise and sport. Learning at our school in a nurturing environment, we encourage to develop not only individual skill, but important teamwork, communication and vital life skills as part of our SEL unit. Our children will be given the opportunity to experience new and exciting sports during the week that they may enjoy in school or would take further interest in. We hope to inspire our children to build foundations for a healthy and successful sporting future.

Key stage 1

During their time in KS1, children are taught how to extend their agility, balance and coordination, individually and with others. They will have opportunities to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Key stage 2

In KS2 children build on their KS1 experience where they pupils apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They learn communicating, collaborating and competing with each other. Each lesson ensures children develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety

During KS1 and KS2 children will have the opportunity to learn how to swim where they will be taught how to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

NATIONAL CURRICULUM

CREATIVE CURRICULUM

Our topic-based creative curriculum has proven to engage our children. This has resulted in a changed attitude to learning and has significantly raised standards. Our children enjoy our topics because they are fun, meaningful and relevant to them and they learn things in great depth and their relationships are enhanced.

Our school curriculum is planned throughout the year to include all areas of the national curriculum within different 'topics'. These topics can run for 2-3 weeks and will often include a visitor to school / workshops or trips. Teachers will make sure that over the course of the year, your child will cover every aspect of the national curriculum (i.e. History, Geography, Music, Art, etc) in depth. Each topic is designed to a high standard and children work towards an end-goal / project which is celebrated and shared.

This topic-based curriculum provides real life experiences and also ensures every child gets the opportunity to enhance their independent learning skills. Each topic is carefully planned to include strategic 'challenges' which enables children to develop their problem-solving skills and collaboration with peers.

Throughout the year, there will be whole-school topics which include 'Take One Picture', Christmas, Easter, Sports Initiative Week and an internationally themed topic. For each of these, there are opportunities to celebrate the skills of collaboration and team-work across different year groups. The 'Take One Picture' topics (where a painting is used as the stimulus) always have a whole-school focus and outcome. These have been thoroughly enjoyed by all children and staff and we are proud of the experiences / outcomes each has brought.



SEND

SPECIAL EDUCATIONAL NEEDS & DISABILITIES

At St John's & St Peter's CE Academy, we take pride in taking on an inclusive approach, meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). We ensure all children are made to feel welcome and part of our school family. We work with Birmingham Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

To ensure this happens we believe in three fundamental values:

Open and honest communication - Honest communication between parents, carers, staff, pupils and any other individuals working in partnership with school is essential to create a positive learning experience for your child.

A partnership approach - To ensure your child gets the best support in school possible it is important that everyone involved works together.

Appropriate and effective teaching and learning - All teachers have high expectations for all children in their class including those with SEND. Teachers understand that all children's needs are different and therefore aim to differentiate work appropriately.

Types of Special Educational Needs and Disabilities (SEND)

There are four main areas of need in the new 2014 SEND Code of Practice. A child may need support in one or all of these areas. This may change throughout the child's school life

The four areas are:

- Communication and Interaction.
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs.

We will always aim to do our best to support children with SEND within school and this can be done in many ways. Some children receive specific interventions to target their needs. These may be in areas such as speaking and listening, motor skills or reading, amongst others. Children may receive these interventions as part of a small group or as one to one. Some children may need specialist equipment to support them such as a sloping board for writing or specialist pencils.

For some children we may (with your permission) ask for the advice from outside specialist agencies such as Educational Psychology, Pupil and School Support and the Communication and Autism Team amongst others. These agencies may work directly with your child or offer advice on strategies which would help to support children in school.

Most of all at St John's & St Peter's CE Academy we want the best for all children, including those with SEND and we aim to make sure all children are happy and safe.

For more detailed information about SEND in our school and in Birmingham, please see our school website.

RECEPTION

The children in Reception are a really important part of our school family but do not follow the same curriculum as children in Years 1 – 6. The EYFS Framework explains how and what children will be learning to support their healthy development.

Children will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

7 Areas of Learning

PRIME AREAS

Communication & Language
Physical Development
Personal, Social & Emotional
Development

SPECIFIC AREAS

Literacy
Mathematics
Understanding the World
Expressive Arts & Design

The prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 specific areas.

These 7 areas are used to plan Children's learning and activities. The professionals teaching and supporting the children will make sure that the activities are suited to each child's unique needs. This is a little bit like the curriculum in Key Stage 1 and 2, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow each child's unique needs and interests.



Children in Reception learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

RECEPTION INFORMATION

Shared Library

Our shared library is for Reception children. This is on a Monday after school. Your child needs to bring back their previous book and have their book bag in order to be able to take another book.

Homework

The Reception children will get their letters and sounds homework (book and words) on a Friday and it needs to be back the following Thursday.

PE

PE is on **Wednesday**. Please remember to send the correct PE kit with your child's name on each item of clothing.

Creative Curriculum

We have some exciting topics planned for this year as part of our creative curriculum. We will be going on a range of trips including to some places of worship, having some interesting visitors into school and taking part in some exciting events. Some of our topics this year include Take One Picture, Ourselves and Keeping Healthy, Light & Dark, People Who Help Us, Lifecycles of a Caterpillar, Growing Food, Sports & Zoo Animals.

Inspire

Wed 12 Oct
9-10am

Wed 02 Nov
9-10am

Wed 21 June
9-10am

MEET THE TEAM



Mrs A Quinn



Mrs J Bianco



Miss U Kausar



Ms C Aird

RECEPTION HOMEWORK

Information for Parents

	Subject	Activity	Duration	Frequency
Autumn Term 2016	Reception reading	Home reader	Individual time per child Whole Term	1 per week
	Reception Letters & Sounds	New sound sheet Tricky and decodable words	Individual time per child Whole Term	1 per week
	Nursery & Reception Shared Library Book	Reading	Individual time per child Whole Term	1 per week
	Nursery & Reception	Christmas Holiday Pack		
Spring Term 2017	Reception Letters & Sounds	New sound sheet Tricky and decodable words	Individual time per child Whole Term	1 per week
	Reception Maths	Maths Talk	Individual time per child	Topic Related
	Reception Home Readers	Reading Book	Individual time per child Whole Term	1 per week
	Nursery & Reception Shared Library Book	Reading	Individual time per child Whole Term	1 per week
	Nursery & Reception	Easter Holiday Pack		
Summer Term 2017	Reception Letters & Sounds	Activity sheet Tricky and decodable words	Individual time per child Whole Term	1 per week
	Home Readers	Reading Book	Individual time per child Whole Term	1 per week
	Shared Library Books	Reading	Individual time per child Whole Term	1 per week
	Nursery & Reception	Games	Individual time per child Whole Term	1 per week
	Nursery & Reception	Summer Holiday Pack		

KS1

INFORMATION

Guided Reading

We start every day with Guided Reading at 9am.

It is important that your child arrives at school on time in order to take part in this vital part of the day. Reading is a fundamental skill that enriches the rest of the curriculum.

Home Reading

Reading books are changed on a **Friday**.

Homework

Homework is given on a **Friday** and needs to be back the following **Thursday**.

PE

PE is on **Tuesday** and **Thursday**. Please remember to send the correct PE kit with your child's name on each item of clothing. No jewellery please.

Inspire

Wed 19 Oct
9-10am

Tues 17 Jan
9-10am

Thurs 15 June
9-10am

MEET THE TEAM



Miss S Blake



Mr B Taylor



Mr J Lewis



Miss P Boden



Miss K SMith

Miss Cole

KS1 HOMEWORK

Information for Parents

	Subject	Activity	Duration	Frequency
Autumn Term 2016	Reading	Read aloud to an adult	5-10 mins a day	3 or 4 times a week
	Year 1 Reading	5 words Word books / cards	5-10 mins a day	Weekly
	Maths	Worksheet	10-15 mins a day	Alternate weeks
	Literacy	Word / Sentence Level sheet	10-15 mins a day	Alternate weeks
Spring Term 2017	Reading	Read aloud to an adult	5-10 mins a day	3 or 4 times a week
	Year 1 Reading	5 words Word books / cards	5-10 mins a day	Weekly
	Year 2 Spelling	Learn 10 high Fequency Words	5-10 mins a day	Weekly
	Maths SATs Booster	Worksheets	15 mins a day	Weekly
	Literacy SATs Booster	Worksheets	15 mins a day	Weekly
Summer Term 2017	Reading	Read aloud to an adult	5-10 mins a day	3 or 4 times a week
	Year 1 Reading	5 words Word books / cards	5-10 mins a day	Weekly
	Year 2 Spelling	Learn 10 high Fequency Words	5-10 mins a day	Weekly
	Maths SATs Booster	Worksheets	15 mins a day	Weekly
	Literacy SATs Booster	Worksheets	15 mins a day	Weekly
	Topic	Research Books on the internet		

LKS2

INFORMATION

Guided Reading

We start every day with Guided Reading at 9am.

It is important that your child arrives at school on time in order to take part in this vital part of the day. Reading is a fundamental skill that enriches the rest of the curriculum.

Home Reading

Reading books are changed on a **Thursday**.

Homework

Literacy /Numeracy homework is given on a **Friday** and needs to be back the following **Thursday**. All children will be given homework books which will have their homework inside. Please encourage your child to complete this homework and respect their book.

PE

PE is on **Wednesday** and **Friday**.

Please remember to send the correct PE kit with your child's name on each item of clothing. Year 4 will have a block of swimming lessons towards the end of the school year.

Special Events

SAVE THE DATE

Bilberry Hill Residential:

13 - 17 March 2017

£50 per child. More details to follow soon.

Inspire

Tues 18 Oct
9-10am

Thurs 19 Jan
9-10am

Wed 14 June
9-10am

MEET THE TEAM



Miss L Chapman



Miss L Gutteridge



Miss D Caines



Mrs F Brown

LKS2 HOMEWORK

Information for Parents

	Subject	Activity	Duration	Frequency
Autumn Term 2016	Literacy	Worksheet / tall	20 mins	Every week
	Reading	Read aloud to an adult	10-15 mins a day	Weekly
	Spelling	Learn Spelling to put in sentence	5-10 mins a day	Weekly
	Maths	Worksheet	10 mins a day	Every week
Spring Term 2017	Literacy	Worksheet / tall	10 mins	Every week
	Reading	Read aloud to an adult	10-15 mins a day	Weekly
	Spelling	Learn Spelling to put in sentence	5-10 mins a day	Weekly
	Maths	Worksheet	20 mins a day	Every week
Summer Term 2017	Literacy	Worksheet / tall	20 mins	Every 2 weeks
	Reading	Read aloud to an adult	10-15 mins a day	Weekly
	Spelling	Learn Spelling to put in sentence	5-10 mins a day	Weekly
	Maths	Worksheet	20 mins a day	Every week
	Mental Maths Times Tables	Worksheet	5-10 mins a day	Weekly

UKS2

INFORMATION

Guided Reading

We start every day with Guided Reading at 9am.

It is important that your child arrives at school on time in order to take part in this vital part of the day. Reading is a fundamental skill that enriches the rest of the curriculum.

Home Reading

Reading books are changed on a **Friday**.

Homework

Literacy /Numeracy homework is given on a **Friday** and needs to be back the following **Wednesday**. Spelling tests are on a Friday. When appropriate your child will be asked to complete a project based on their topic. This is an opportunity for creativity and imagination for you and your child. See detailed information sheet.

PE

PE is on **Monday** and **Tuesday**. Please remember to send the correct PE kit with your child's name on each item of clothing. No jewellery please

Special Events

SAVE THE DATE

Bilberry Hill Residential:

14-17 November 2016

£50 per child. More details to follow soon.

Inspire

Thurs 20 Oct
9-10am

Wed 18 Jan
9-10am

Tues 13 June
9-10am

MEET THE TEAM



Mr S Walton



Mr J Bateson



Miss T Jabeen



Mrs D Gill



Mrs R Leigh

UKS2 HOMEWORK

Information for Parents

	Subject	Activity	Duration	Frequency
Autumn Term 2016	Topic	Project	20-30 min per week	1/2 termly
	Literacy	Y5 - Literacy sheet All - Reading book Y6 - SATs books	10 mins 15+ mins a day	Every week Weekly
	Numeracy	Based on class activity Y5 - Maths mastery book Y6 - SATs books	10 mins a day	Every week
Spring Term 2017	Topic	Project	20-30 min per week	1/2 termly
	Literacy	Y5 - Literacy sheet All - Reading book Y6 - SATs books	10 mins 15+ mins a day	Every week Weekly
	Numeracy	Based on class activity Y5 - Maths mastery book Y6 - SATs books	10 mins a day	Every week
Summer Term 2017	Topic	Project	20-30 min per week	1/2 termly
	Literacy	Y5 - Literacy sheet All - Reading book Y6 - SATs books	10 mins 15+ mins a day	Every week Weekly
	Numeracy	Based on class activity Y5 - Maths mastery book Y6 - SATs books	10 mins a day	Every week



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