

SHIELD ROW PRIMARY SCHOOL

SCHOOL BROCHURE



“

TEACHING IS LIVELY AND ENERGETIC. TEACHERS FOSTER REAL ENTHUSIASM AND CURIOSITY IN CHILDREN THROUGH THE WELL-PLANNED CURRICULUM.

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OFSTED Latest Report, June 2018



BRINGING LEARNING ALIVE!



SHIELD ROW PRIMARY SCHOOL IS A VERY SPECIAL PLACE.

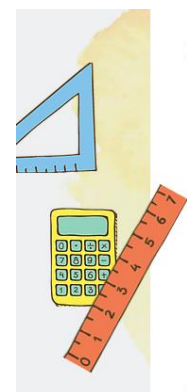
We pride ourselves on offering a warm, nurturing setting in which children feel happy and secure and build a positive self-image.

A happy pupil is a successful one, which is why our team of dedicated and enthusiastic staff all work towards the same goal: that children enjoy learning!

We plan exciting opportunities and experiences that really help to 'bring learning alive'. We also provide the right level of challenge so that every child reaches their full potential.

The way children learn and do at primary school will stay with them for the rest of their lives, which is why we have high expectations of our pupils and of ourselves. We are rightly proud of our achievements and dedicated to continued success.

Miss Jill Cooke
Headteacher





Our vision statement: 'Bringing Learning Alive'

Our mission statement for Shield Row Primary School is: To nurture and support our children to love learning and understand the value of reaching their full potential. We are fully committed to developing well - rounded happy children who think 'BIG' and progress onto the next chapter of their lives, with the skills, knowledge and experiences to achieve their dreams.

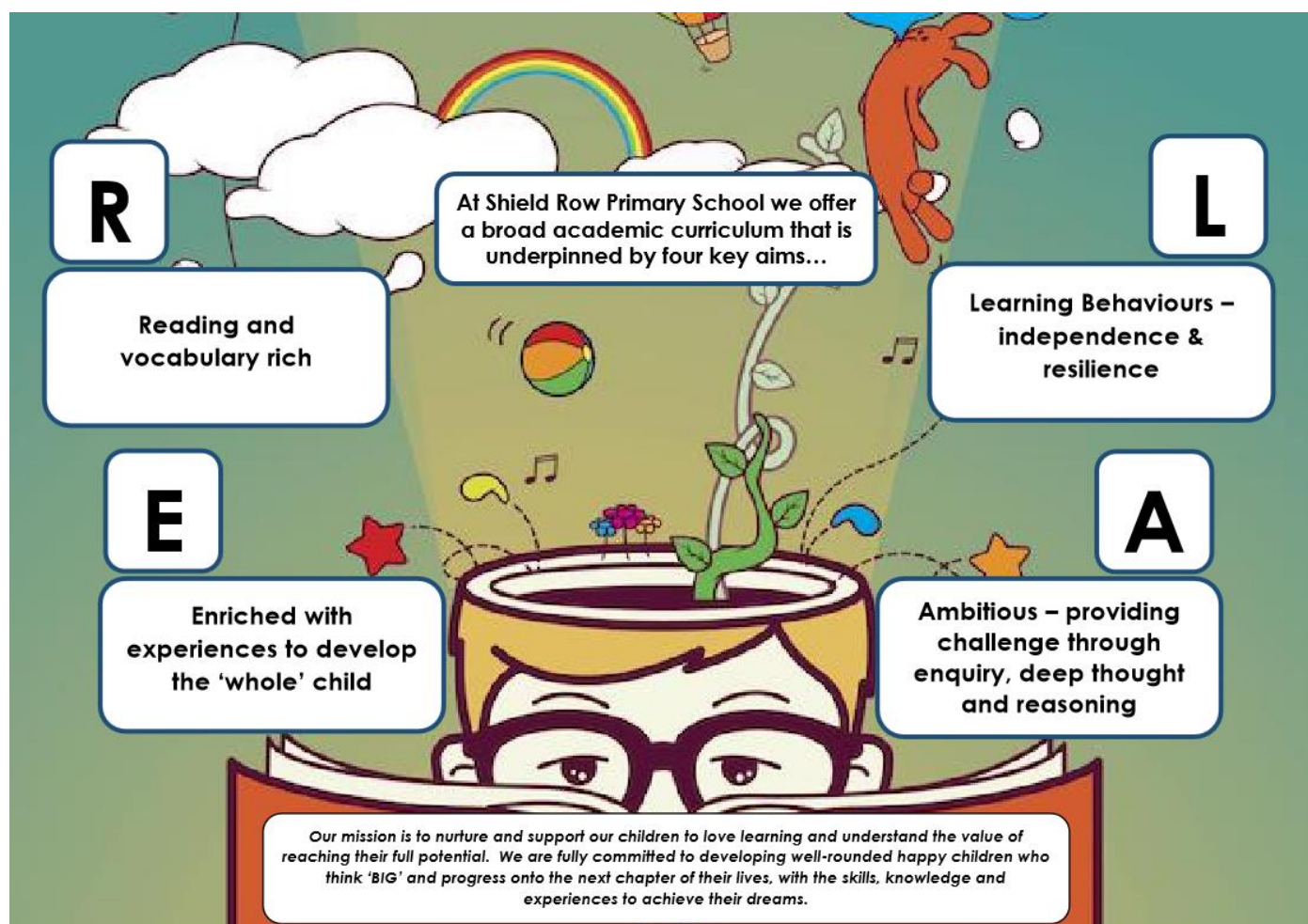
Our Key Aims:

- Ensure high quality teaching for every pupil, which meets their needs and challenges them appropriately
 - The percentage of children reaching national benchmarks at the end of each phase, is at least in line with national averages.
 - Children make progress that is better than the national average.
- Provide an enriched curriculum offer, whereby no child is disadvantaged.
- Allow children to become increasingly resilient and independent by providing appropriate challenge.
- Design learning opportunities so that children can problem solve and reason across the curriculum by applying a range of skills.
- Establish a strong moral foundation so that children have positive self-image and this is reflected in how they behave and interact with others.

Our Curriculum Intent: At Shield Row Primary School we offer a broad academic curriculum that is underpinned by our four key aims.

1. To further develop a **reading-rich** curriculum which enhances learning, supports the development of communication skills and results in the acquisition of knowledge which is retained, so that pupils know more, remember more and learn more.
2. To **enrich** the curriculum so that it celebrates difference, develops an understanding of right and wrong, and which ensures pupils **develop a strong moral compass.**
3. To provide a **challenging curriculum** which makes children think more deeply and develops inquisitive minds.
4. To **nurture learning behaviours and characteristics** and promote independence.

In Summary...



Admissions

We are always happy to show new parents around our school and answer any questions you may have. Usually, parents would just arrange a mutually convenient time by telephone. In the current climate, with the risks of COVID-19, we are unable to offer tours, however, we are available for any questions you may have. Telephone 01207 239661 or drop us an email: office@shieldrow.co.uk. The school Facebook page also shows pictures and video tours of parts of the school.

Children are admitted into our Reception class in the September following their fourth birthday. You can apply for a school place by completing the application form online from the September prior to your child starting school at www.durham.gov.uk/schooladmissions. If you cannot access the website, you can contact the Admissions, Appeals and Transport Entitlement Team on 03000 265894, who will send a copy of the Parents Guide and an application form.

Following the acceptance of a Reception place, parents are usually invited to a 'New Starter' meeting, where they have the opportunity to learn more about the school. Arrangements are also made for children to have introductory visits during the summer term prior to admission, to enable them to become familiar with their

classroom, their teacher and their new school. Because of restrictions due to COVID-19, we have not been able to do this and so we are still unsure as to what transition will look like. As soon as we know what the situation is at that time, we will inform parents.

Parents who seek admission for their child/ren to other year groups are invited into school, where they are given a tour and can discuss any questions they may have. Parents must contact the Admissions Team at County Hall to secure a place for their child. The school admission limit is currently 30.

School Contact Details:

Shield Row Primary School
King Edward VIII Terrace
Stanley
County Durham
DH9 0HQ

Telephone: 01207 239661

Email: office@shieldrow.co.uk

Website: www.shieldrow.durham.sch.uk

Facebook Page: Shield Row Primary School

School Day

Nursery Morning Session: 8:45am – 11:45am

Nursery Afternoon Session: 12:30pm – 3:30pm

Reception: 8:45am – 12:00pm
1:00pm – 3:20pm

Key Stage 1: 8:45am – 12:00pm
1:00pm – 3:20pm

Key Stage 2: 8:45am – 12:30pm
1:15pm – 3:20pm

Unless attending Power Up (our breakfast club), children should not arrive on the school premises before 8:45am. Doors open at 8:45am and children should come into school between 8:45am and 9am. Parents must leave their child at the door and staff will see them into class. At least two members of staff are on the doors on a morning and will note any messages from parents that need to be passed on to the class teacher. If parents need to speak to the class teacher before school, they should come to the main office before 8:45am, as the teacher will be responsible for their class after this time. The best time to speak to your child's class teacher is after school, when the children have left.

Power Up (Breakfast Club)

We offer breakfast club to all children, every day. This club is called Power Up and it runs from 7:45am until the start of school. The cost is £2 per day with no need to pre-book. Payments should be made via Parent Pay. Power Up offers a wide range of activities including: pool, air hockey, colouring in, board games, table football, educational ipad apps, a cinema screen showing children's programmes, and a lovely opportunity to socialise. We offer a selection of healthy breakfast options including porridge, cereal, bagels, toast and fruit. Children attending Power Up, enter school via the main entrance where there is a designated bell for breakfast club.

Recharge (Tea Time Club)

We also offer after school provision in the form of Recharge, our tea time club. This club offers childcare until 6pm and is charged at £6 per session. Recharge includes a range of activities including lego, arts and crafts, cookery sessions, movies, etc. We also offer homework help and reading support if you would like it. Children are provided with a light tea, which is usually a sandwich, drink and some fruit. Collection of children in Recharge is from the main entrance where there is a designated bell.

Getting To and From School

For safety, when entering or leaving school, please ensure that the pedestrian gates and pathways are used, not the vehicle gates or carpark. Dogs are not allowed on the premises.

Walking to School

Most children are within walking distance of the school and we encourage you to walk your child to school if this is possible - not only to ease congestion at busy times of the day but also for health, social and environmental benefits. When walking to and from school, please cross with the School Crossing Patrol person.

Play Equipment

Children have lots of fun on the play equipment during the school day. However, this can only be used under supervision of staff employed by the school. Therefore, children must not play on the equipment before or after school.

Bikes and Scooters

We encourage children to walk to school or bring bikes and scooters, which can be stored in our cycle racks. However, bikes and scooters should not be ridden on the school playground.

Cars

Parents and other adults who bring children to school by car, please note the following practices are hazardous:

- Parking/ stopping on double yellow/ zigzag lines outside the school
- Making U Turns on the main road
- Parking near the traffic island
- Driving onto the school site

Parents cannot use the staff car park to either drop their children off or to park. This is for staff and official visitors only.

King Edward VIII Terrace, which runs behind the school, can be used for parking.

Foundation Stage and Key Stage 1 Children

- Children should be accompanied by a responsible adult at the beginning and end of the school day
- At home time, children stay with their teacher until they recognise an adult who has come to collect them. Collection is on the playground.

Key Stage 2 Children

- At home time a member of staff supervises the children leaving school and watches to ensure that children leave with a known adult. Collection can be from the playground or the pedestrian gates at the main road.

For security reasons, the pedestrian gates will be locked at 9am and remain locked until 3:10pm when parents are arriving to pick up their children at the end of the school day. If you need to access the school at any other time, please report to the main office.

Please see latest school guidance for drop off and collection times and points. Due to COVID-19, temporary arrangements are in place to stagger children coming into and leaving school.

School Meals

School meals are tasty and provide a healthy balance. A choice of four meals is available each day and children make their choice on a morning at registration. Menus are available from the office. All children in Reception, Year 1 and Year 2 receive a free school meal. For children in Key Stage 2, the cost is £2.10 per day and should be paid in advance via ParentPay (details further in this brochure). If you do not want school meals, your child can bring in a healthy packed lunch from home. **When sending food from home, please be aware that we have a member of staff with a severe nut allergy. Therefore, please do not send any items into school which contain/ may contain nuts.**

If your child is in nursery and you would like them to stay for lunch, these sessions are £2 if you are providing a packed lunch and £4:10 if you require a school meal.

Fruit snacks are provided free for Reception and Key Stage 1 children at break time. Key Stage 2 children can pay 30p for a piece of fruit, carton of juice or yogurt stick at morning break. Children need to bring their money on a daily basis. Alternatively, your child can bring in their own healthy snack.

Cool milk is available free daily to children under 5 and children whose parents are in receipt of certain benefits. The milk scheme is run by Cool Milk and parents must register their child with the company to receive this service.

Water – children are asked to bring in a water bottle, which is labelled with their name. These are sent home every night to be washed. Lots of research has been done into the benefits of children having access to drinking water. It is recognised that drinking water throughout the day improves alertness, concentration levels and the ability to learn. Water bottles can be refilled during the day.

Attendance and Absence

We strongly encourage good attendance at school, as research shows that a good attendance record clearly strengthens the progress, achievements and ultimately attainment levels reached by a child in school. Simply put, regular attendance means your child has a better chance in life. Missing school means missing out...

Pupil attendance is regularly monitored and reports are analysed on a half termly basis. If your child's attendance falls below 96% you will be alerted to this by school. If your child's attendance falls below 94% then we will begin to monitor their attendance weekly and you will receive weekly emails to report on this. If your child's attendance continues to fall and drops below 90%, they are then classed as a 'persistent absentee' and the Local Authority may choose to intervene.

If, at any time, you feel you need to discuss your child's attendance or indeed need any support getting your child into school, please come and speak to us.

There may be times when your child is not well enough to attend school. If your child is ill, please inform us by telephone or Parent Mail as soon as possible. Our school operates a 'first day contact' policy. If a child is absent and we have not been informed as to why they are absent, we will contact the first contact in our records to ask the reason why they are not in school. If no explanation is received, an unauthorised absence is recorded. If we continue to receive no reason for absence, we may contact other named people on a child's contact list, or make a home visit.

Medical Appointments

If children have a medical appointment during school hours we ask parents to inform the school of the time and place prior to the appointment. Wherever possible, we need to see the appointment card/ letter as records must be kept. A parent/ carer must sign their child out at the main office and then back in on a child's return to school.

Leave of Absence in Term Time

Due to legislation, absence during term time for reasons other than medical are only authorised in **exceptional** circumstances. Absence from school has a significant effect on achievement and future life chances, therefore we aim to keep attendance as high as possible. If you feel that there are exceptional circumstances, then please complete a Leave of Absence form from the school office. Authorisation by the Headteacher will be dependent on a range of factors and the reasons given. Unauthorised absence may result in a fixed penalty notice.

If the school has a concern regarding the attendance of a child, the Headteacher will invite parents into school to discuss these concerns. Should attendance not improve, or parents do not attend this meeting, a referral may be made to the Attendance and Inclusion Team.

Medication

We understand that it is sometimes necessary for medicines to be administered during school times. When this occurs it is vital that staff follow strict guidelines. Should a child require prescribed medication, parents will need to bring the medicine to the office where they will be asked to complete a medical form stating the necessary details. Medication will not be administered unless it is prescribed for 3+ times a day and a form has been completed.

Accidents in School

Your child may experience minor accidents in school such as grazes and bumps, which is a normal part of play and childhood. We have a number of well trained and experienced First Aid qualified staff in school and minor accidents will be treated appropriately. If a child receives a bump to the head then parents will be informed either by telephone, text or verbally depending on the severity. All children who have been treated for a bumped head will also be given a 'bumped head' sticker.

School Uniform

We expect all children to wear school uniform. We feel that our school uniform encourages a sense of pride and belonging and promotes a positive and unified image of the school. We ask parents to support us in ensuring their children wear our uniform.

Our uniform consist of:

- White shirt or polo shirt (with or without school logo)
- Red jumper (with or without school logo)
- Grey or black trousers
- Grey or black skirt
- Grey or black pinafore dress
- Grey or black school shorts (Summer)
- Red and white check summer dress (Summer)
- Black school shoes (flat boots in Winter)



Please note:

Trainers are NOT part of our school uniform.

Jogging bottoms and leggings are NOT part of our school uniform

Patterned tights are NOT part of our school uniform

PE Uniform

Children need a change of clothes for their PE lessons. We ask children to bring their PE kits into school on a Monday and take them home on a Friday to be washed. **Due to COVID, for now, children will be asked to attend school in their PE kits on their PE days instead.**

PE Kits will consist of:

- Black shorts or black jogging bottoms
- Red T Shirt (with or without school logo)
- Appropriate footwear – plimsolls or trainers
- Children may wear a jumper

Uniform items bearing the school logo are available to order from Border Embroideries. Please order via their website: www.border-embroideries.co.uk

Jewellery

In the interest of safety, we ask that children do not wear jewellery in school. However, a wristwatch may be worn. If necessary, small studs can be worn in pierced ears but children must be able to remove them independently for PE lessons. If your child is unable to do this, please take them out before bringing your child into school as staff are not able to remove earrings. Children will be unable to join in PE lessons if earrings cannot be removed.

Nursery

Starting Nursery can be a daunting time for children (and parents)! For many, it is their first time away from parents or carers. We aim to make the transition into Nursery as smooth as possible. We will:

- Arrange and conduct home visits before your child starts in September, as part of our admissions policy. This gives us the opportunity to meet your child in an environment, which is familiar to them. It also allows us to chat with you about any queries you may have. **(currently not possible due to COVID-19)**
- Have a phased entry into Nursery, which means that children will initially attend reduced hours and sessions. We are very flexible and if you feel your child needs a little more time before attending for their full session, then we can discuss this with you.

Here at Shield Row, we organise our 15 hours of Nursery provision so that the children attend school every morning from 8.45am to 11.45am or every afternoon from 12.30pm to 3.30pm. For children eligible for 30 hour provision, they will attend school, Monday to Friday from 8.45am to 3.30pm. In this instance, the children's lunchtime will need to be paid for in advance.

Lunch Club 11:45-12:30pm

Parents of children who access 15 hour provision have the option of allowing their child to access Lunch Club each day. This runs from 11.45am through to 12.30pm, after which the children must be collected from the main entrance. Children accessing 30 hour provision must pay for their lunch time. Nursery children have their lunch within the Foundation Unit and are supported by a Supervisory Assistant and a member of staff.

Lunch club costs :

- £2.00 for children having a packed lunch
- £4.10 for children having a School Dinner



Welcome to Shield Row Primary School

Our Nursery and Reception classes form a cohesive Early Years department ensuring that your child's transition is seamless. We are more than just childcare: one of our major benefits is the opportunity to progress into our Reception class and continue on an educational journey. We offer 15 hours of free childcare for 3 and 4 year olds.

Get in touch to arrange a visit.



PLAYING AND EXPLORING

Children are encouraged to play with what they know and to develop the confidence to "have a go." We are committed to offering children an experience that will foster a love of learning within a safe and stimulating environment. We build secure and trusting relationships which allow our children to flourish.



ACTIVE LEARNING

The indoor and outdoor environment is carefully resourced so that children become motivated to be independent learners. Children are supported to become more resilient: to keep on trying and achieve what they set out to do. Children become more engaged; showing high levels of energy and fascination.



CREATING AND THINKING CRITICALLY

As children engage in a broad range of activities in Nursery, they begin to actively think about the meaning of what they are doing. Children will begin to generate new ideas, make links between experiences and learning and become problem solvers.



☎ 01207 239661

🌐 www.shieldrow.durham.sch.uk ✉ office@shieldrow.co.uk

f Shield Row Primary School 🐦 [@shieldrowschool](https://twitter.com/shieldrowschool)

Communication with Parents

The relationship that we as a school want to develop with parents and carers is very much a one that is a two-way partnership. With this in mind, we have a variety of ways to create two a two-way communication system between home and school. Every morning and afternoon there is a member of staff available to talk to if there are any important messages that need to be passed on. Newsletters are sent home each half term. These will show what theme the children will be looking at, the book that the children will be focusing on and any important dates for you to remember. We also have a Facebook page that is updated regularly with photographs of the children engaged in their learning. Once your child starts school, you will be given a password for a 'Marvellous Me' app. This can be easily downloaded onto any smart/android/i-phone. We also have a 'Schools App' which can be downloaded and both apps provide another link for school to communicate with home. In addition to this, we also have a 'WOW' wall and we regularly send home WOW moment sheets, this is something that can be filled in to allow you the opportunity to be involved in your child's learning and share those wonderful things that you see the children doing at home.



Assessment and Progress

During the first few weeks in nursery/ Reception, we will find out what the children already know and can do and use this information to help us develop an individual learning programme for each child. Each child has their own 'Learning Journal' where we keep evidence of their learning and samples of work or photographs of what they have been doing. We value any contribution that you would like to make to this in helping us meet your child's needs.

During a typical week in Early Years, information, observations and work samples are gathered to support a judgement as to whether the child is working on, working towards achieving or has achieved targets that have been set for them. This can be in the form of targeted activities relating to the child's target, modelling an activity within the areas, modelling how to use the different areas or what the children show during child-initiated activities. At the end of the week, a learning summary is completed for the child. Their learning journey is updated and highlighted with any significant information and this supports the learning summary. New targets are then set for the children, or if they have not been achieved, they may be carried forward and new ones added. These new targets are then updated on the target sheet and shared with all the members of the team.

Parents and carers will then be invited into school to discuss their child's progress and targets. This cycle of assessment will take place at least once each term.

Play based approach to learning

The children will have the opportunity throughout their day to engage in play-based activities indoors and outdoors. They will have access to a variety of areas within the classroom where they can independently choose and lead their own learning. Play-based learning provides opportunities for children to actively and imaginatively engage with people, objects and the environment. Children are naturally motivated to play. Our play based curriculum builds on this motivation, using play as a context for learning. In this context, children can explore, experiment, discover and solve problems in an imaginative way.

Our play-based approach involves both child-initiated and teacher-supported learning. At Shield Row, we encourage children's learning and inquiry through interactions that aim to stretch their thinking to higher levels. Our aim is to have an environment that is welcoming, friendly, supportive and challenging. We wish for both you and your child to have a happy and confident beginning to their School life at Shield Row Primary School

Curriculum

EYFS

The curriculum in the Foundation Stage is taught through the Early Learning Goals. Our EYFS area is a carefully planned and well-resourced environment that caters for the various needs of a young child. We offer a broad range of experiences for the early years, both indoors and outdoors. Our Early Years team plan a range of purposeful activities which inspire and engage children as well as match the different levels of need.

There are seven areas of learning that shape our educational programmes.

The **3 prime areas** are:

- Communication and Language
- Physical Development
- Personal, social and emotional development

Children are also supported within the **4 specific areas** of:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



Key Stages 1 and 2

In English, our curriculum is novel based. We expose the children to a rich and varied diet of texts, authors and poets, teaching and developing children's skills around these.

English

Through our English curriculum, our intent is to encourage children to become enthusiastic and engaged with English, develop a love of reading and to teach the children the importance of speaking, listening, reading and writing skills in the real world. By giving children the context to learning, they will understand the value of English to them now and in their futures.

We will provide our children with rich and varied learning opportunities to develop a positive attitude toward communication and for children to be able to express their emotions and their ideas confidently and articulately. We will endeavour to make English interesting and exciting, engaging the children with the joy and wonder of books, providing a real purpose for writing and piquing their imagination and creativity.

We want all of our children to be capable readers, writers, spellers and speakers, who can transfer their English skills to other curriculum areas and who are prepared for the next phases in their education.

	Autumn		Spring		Summer	
Year 1	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform
Year 2	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform
Year 3	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Persuade	Writing to Entertain	Writing to Inform or Persuade
Year 4	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Persuade	Writing to Entertain	Writing to Discuss
Year 5	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Persuade	Writing to Entertain	Writing to Discuss
Year 6	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Persuade	Writing to Entertain	Writing to Discuss

	Year 1	Year 2/3	Year 3/4	Year 5	Year 6
Autumn	Little Red Riding Hood Jack and the Beanstalk	Little Red The Tunnel Voices in the Park Hansel and Gretel	Varjak Paw (F.S.Said)	Stitch Head (Guy Bass)	Letters from the Lighthouse (Emma Carroll)
Spring	The Rainbow Fish (Marcus Pfister) Beegu (Alexis Deacon)	Leon and the Place Between (Graham Parker Smith)	The Firework Maker's Daughter (Philip Pullman)	The boy at the back of the class (Onjali Q. Rauf) OR Beetle Boy (M.G. Leonard)	Cogheart (Peter Bunzl)
Summer	Amazing Grace (Mary Hoffman) The Lighthouse Keepers Lunch (Rhonda & David Armitage)	The Iron Man (Ted Hughes)	Arthur and the Golden Rope (Joe Todd Stanton)	Kensuke's Kingdom (Michael Morpurgo)	Holes (Louis Sachar)
Poetry	Poet study: Allan Ahlberg 'The Lost Lost-Property Office' Roger McGough (List Poem/Comic Verse)	Poet Study: Spike Milligan 'The Slow Man' Allan Ahlberg (Free Verse)	Poet Study: Michael Rosen 'I asked the River' Valerie Bloom (Question and answer) 'Life doesn't frighten me' Maya Angelou	Brian Moses 'Sun is Laughing' Grace Nichols (Narrative)	Poet Study: John Agard 'Dulce et decorum est' Wilfred Owen (Teaching point: The lack of form)
Cultural	Jamil's Clever Cat (Fiona French)	The colour of home (Mary Hoffman)	Malala's magic pencil (Malala Yousafzai)	The boy at the back of the class (Onjali Q. Rauf)	Trash (Andy Mulligan)
ERIC	Traditional Tales and Fairy Stories (popular and less well known) Judith Kerr Emily Gravett	Anthony Browne Roald Dahl Dick King Smith	1000 Year Old Boy (Ross Welford) Grimm's Fairy tales Joe Todd Stanton-Mythical Collection	Flour Babies (Anne Fine) The Lion, The Witch and The Wardrobe (C.S. Lewis) Michael Morpurgo	The Railway Children (E. Nesbit) The Island (Armin Greder) The Arrival (Shaun Tan)

Maths

Mathematics is an important, creative and highly interconnected discipline, that helps us to understand and change the world. At Shield Row Primary School, we want all pupils to experience the beauty, power and enjoyment of this subject, whilst developing their natural curiosity and enhancing their resilience, so they become 'deep thinkers'. We foster positive attitudes to learning as we believe all children can achieve in mathematics. Engaging lessons teach for secure and deep understanding of mathematical concepts through manageable steps. We use mistakes and misconceptions as an essential part of learning and provide challenge through rich and sophisticated problems. At our school, we aim for pupils to become true masters of their year group content, applying and being creative with new knowledge in multiple ways. We intend for all pupils to:

- Become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- Be able to solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios;
- Reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language;
- Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.



	Year 1	Year 2/3	Year 3/4	Year 5	Year 6
Autumn	Place Value (to 20) Addition & Subtraction Geometry: 2d and 3d Shape Measures: Time Sequencing Problem Solving: Trial & Improvement; Finding all Possibilities	Place Value (100/1,000) Addition & Subtraction (including Money) Multiplication Problem Solving: Trial & Improvement; Finding all Possibilities	Place Value (1,000/10,000) Addition & Subtraction Multiplication & Division (tables facts) Problem Solving: Trial & Improvement; Finding all Possibilities	Place Value (to 1,000,000) Addition & Subtraction Statistics Multiplication & Division Measures: Perimeter & Area Problem Solving: Trial & Improvement; Finding all Possibilities	Place value (to 10,000,000) Addition & Subtraction Multiplication & Division Fractions Decimals Problem Solving: Trial & Improvement; Finding all Possibilities
Spring	Place Value (to 50) Multiplication & Division Fractions Length & Height Weight Volume & Capacity Problem Solving: Number Patterns & Working Backwards	Division Statistics Measures: Length & Height Geometry: Shape; Position & Direction/Perimeter Fractions	Multiplication & Division (formal) Measures: Length, Perimeter & Area Fractions Y3 Measures: Mass & Capacity/ Y4 Number: Decimals Problem Solving: Number Patterns & Working Backwards	Multiplication & Division: Formal Methods Fractions Decimals & Percentages Problem Solving: Number Patterns & Working Backwards	Percentages Consolidation: Fractions, Decimals & Percentages Statistics Measures: Perimeter, Area & Volume Measures: Converting Units Geometry: Position & Direction
Summer	Place Value (within 100) Measures: Money Measures: Time Geometry: Position & Direction Consolidation Investigations Problem Solving: Visualising; Conjecturing & Verifying	Measures: Time Problem Solving & Efficient Methods Problem Solving: Number Patterns & Working Backwards Measures: Mass, Capacity & Temperature Consolidation & Investigations Problem Solving: Visualising; Conjecturing & Generalising	Decimals (including Money) Measures: Time Statistics Geometry: Properties of Shape; Position & Direction Problem Solving: Visualising; Conjecturing & Generalising	Decimals: Add & Subtract; Multiply & Divide by 10, 100, 1,000 Geometry: Properties of Shape Geometry: Position & Direction Measures: Converting Units Measures: Volume Problem Solving: Visualising; Conjecturing & Generalising	Algebra Ratio Geometry: Properties of Shape Problem Solving: Number Patterns & Working Backwards Investigations Problem Solving: Visualising; Conjecturing & Generalising

Science

Our intent is to spark children's curiosity as scientists, developing a thirst for learning and finding out why things happen in the way that they do. The teaching of science at Shield Row Primary School, follows the objectives laid out in the National Curriculum.

We value science as a core subject and want our pupils to learn key scientific vocabulary and knowledge as well as the skills linked to scientific working. We want our pupils to develop the ability to think independently and raise scientific questions, developing an enthusiasm and enjoyment of scientific learning and discovery so that they have an excitement and passion to pursue science at secondary school and know what career options it could lead to.

Each unit of work will have a job role attached to it, e.g. we are *dieticians*, and an end of unit task, which will provide a clear purpose for learning, an opportunity for consolidation of learning and will give children a window to the world of possible careers and jobs.



	Autumn	Spring	Summer
Year 1	Explaining Everyday Materials	Identifying Animals/ Living in Habitats	My Body/ Growth & Survival Identifying Plants
Year 2/3	Forces & Motion Health & Movement	Rocks, Fossils & Soils	How Plants Grow Light & Shadow
Year 3/4	Changing Sound Circuits & Conductors	Living in Environments States of Matter	Eating & Digestion
Year 5	Properties of Materials Earth & Space	Forces & Motion	Life Cycles Changes & Reproduction
Year 6	Seeing Light Changing Circuits	Evolution & Inheritance	Classifying Organisms Healthy Bodies



History

Our intent is that the teaching of History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for it to inspire pupils' curiosity, enable them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of history we endeavour to teach children to understand the complexity of people's lives, the process of change, the diversity of society and relationships between different groups, as well as their own identity and the challenges of their time.

In Year 1 we begin by looking at changes within living memory related to our locality, through the study of railways linked to Tanfield Railway. From Year 2 to Year 6 we develop children's knowledge and understanding as a chronological narrative in two strands: British history and World history.

Each unit of work will have a job role attached to it, e.g. we are *archaeologists*, and an end of unit task, which will provide a clear purpose for learning, an opportunity for consolidation of learning and will give children a window to the world of possible careers and jobs.



	Autumn	Spring	Summer
Year 1	George Stephenson & The Railways 1814	Intrepid Explorers (Scott of Antarctic/ James Cook)	
Year 2/3	Pre-historic Britain 4500 BC – 800 BC	Romans 43 AD	Ancient Egypt 3000 BC
Year 3/4	Anglo Saxons & Scots 410 AD – 790 AD	Vikings Vs Scots 793 AD – 1066 AD	The Greeks 800BC
Year 5	The Norman Conquest 1066-1348	Local Study: mining 1800s (West Stanley Pit Disaster)	The Mayans 900 AD
Year 6	WW1 1914-1918 WW2 1939-1945	Britain since 1948	Crime & Punishment



Geography

Geography is a wide and varied subject. We aim to inspire in our pupils a curiosity and fascination for the planet and their place in it. The teaching of Geography at Shield Row Primary School will equip pupils with knowledge about places and people, resources in the environment and an understanding of the interaction between physical and human processes that have shaped our landscape and environments. Geographical knowledge, understanding and skills provide the framework to explain how the Earth's features are shaped, interconnected and change over time.

We want the children to enjoy learning about geography both inside and outside the classroom, including educational visits to develop fieldwork and to practice their geographical skills. We want our pupils to learn to collect and analyse data; use maps, atlases, globes, aerial photographs and digital mapping to name, identify and locate countries, continents and oceans; and be able to communicate their learning in a variety of ways.

Each unit of work will have a job role attached to it, e.g. *we are environmentalists*, and an end of unit task, which will provide a clear purpose for learning, an opportunity for consolidation of learning and will give children a window to the world of possible careers and jobs.



	Autumn	Spring	Summer
Year 1	All About Me/ Where do I live		Animals Around The World: Hot & Cold Places
Year 2/3	Map Makers (villages/ towns/ cities)	Let's Explore Australia (UK comparison)	In the Desert
Year 3/4	Village Settlers	Rivers and coasts North East focus	Volcanoes
Year 5	Extreme Earth	Our Local Area (Human Geography: economic activity)	South America/ Rainforests
Year 6	European countries and cities	Counties and cities of the UK	North America: The Grand Canyon



Art and Design

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils; equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Understanding the formal elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) and developing children's art and design skills are strong components within our curriculum and these units are covered every year. Our art curriculum also develops children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists.



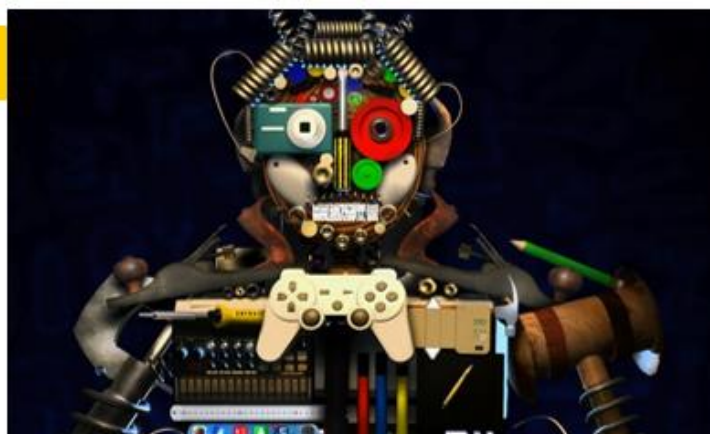
	Autumn	Spring	Summer
Year 1	Formal Elements of Art: Shape, Line, Colour	Art & Design Skills	Landscapes using Different Media
Year 2/3	Formal Elements of Art: Pattern, Texture, Tone	Art & Design Skills	Pre-historic art Craft - Theme: materials
Year 3/4	Formal Elements of Art: Texture, Pattern	Art & Design Skills	Every Picture Tells a Story Sculpture
Year 5	Architecture	Art & Design Skills	Every Picture Tells a Story (Banksy) Design for Purpose
Year 6	Art & Design Skills	Make My Voice Heard (graffiti art)	Still Life Theme: Memory Box



Design and Technology

Design and Technology prepares children to deal with tomorrow's rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers as individuals and part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and Technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, its uses and impacts.

At Shield Row Primary, we provide varied learning opportunities which aim to develop not only children's technical skill in Design Technology; but also to develop their wider knowledge of product design and their ability to apply vocabulary accurately. Our content is categorised into five areas: structures, mechanisms, electrical systems, cooking and nutrition and textiles.



	Autumn	Spring	Summer
Year 1	Food: fruit & veg smoothie	Structures: windmills	Textiles: puppets
Year 2/3	Mechanisms: wheels & axles	Structures: castles	Textiles: pouches Food: a balanced diet
Year 3/4	Mechanisms: pneumatic toys	Structures: bridges	Electrical systems: torches Food: Adapting a Recipe
Year 5	Textiles: stuffed toy	Electrical systems: greetings cards	Food: what could be healthier? Structure: pavilions
Year 6	Mechanisms: automata toys	Electrical steady hand game	Textiles: waistcoats Food: come dine with me



Computing

Through our teaching of the computing curriculum, we intend to equip children to use computational thinking and creativity to understand and change the world. The curriculum will teach children key knowledge about how computers and computer systems work, and how they are designed and programmed.

By the time they leave Shield Row Primary, children will have gained key knowledge and skills in the three main areas of the computing curriculum: computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully). The objectives within each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond. Our aim is to make sure all of our children are digitally literate so that they are able to express themselves and develop their ideas through information and computer technology-- at a level suitable for the future workplace and as active participants in a digital world.



	Autumn	Spring	Summer
Year 1	Getting started Programming Beebots	Algorithms unplugged Digital imagery	Introduction to data Rocket to the moon
Year 2/3	Word processing Programming: Scratch Junior	Algorithms and Debugging Stop motion animation	Emailing Top Trumps Database
Year 3/4	Collaborative Learning How the Internet Works	Website design HTML	Investigating weather Computational thinking
Year 5	Online safety Micro bit (programming)	Search Engines Sonic Pi (composing music)	Mars Rover 1 (inputs and outputs/ binary numbers) Mars Rover 2 (CAD software)
Year 6	Bletchley Park (WW11 coding)	Bletchley Park (WW11 coding)	Big Data 1 (bar codes/ QR codes, chips) Big Data 2 (design smart school)



Physical Education

Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and promotes positive attitudes towards a healthy lifestyle.

Our intention is that our PE curriculum will inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. We aim to develop children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of areas. A varied curriculum is in place to support this, with activities including: dance, athletics, gymnastics, games, swimming and water safety and outdoor adventure activities.

We ensure children have the opportunities to compete in sport and other activities to build character and help to embed values such as fairness and respect.



	Autumn	Spring	Summer
Year 1	Gymnastics Dance	Gymnastics Multi skills	Athletics: Fielding/Striking Skills Invasion skills
Year 2/3	Football & Rugby Gymnastics	Hockey & Rounders Gymnastics & Dance	Athletics: Striking/fielding - Cricket & Net Tennis
Year 3/4	Football Rugby Gymnastics	Hockey & Rounders Gymnastics & Dance	Athletics: Striking/fielding - Cricket & Net Tennis
Year 5	Football & Rugby Gymnastics	Hockey & Rounders Gymnastics & Dance	Athletics: Striking/fielding - Cricket & Net Tennis
Year 6	Football & Rugby Gymnastics	Hockey & Rounders Gymnastics & Dance	Athletics: Striking/fielding - Cricket & Net Tennis



Religious Education

RE helps to promote the spiritual, moral, cultural, mental and physical development of pupils, and prepares them for the opportunities, responsibilities and experiences of later life. At Shield Row Primary we follow the Durham Agreed Syllabus. We aim to develop pupils' knowledge and understanding of Christianity and other principal religions, traditions and world views.

We intend for the teaching of RE to offer pupils the opportunity for personal reflection and spiritual development. We encourage pupils to explore their own beliefs (whether they are religious or not) in the light of what they learn, examine issues of religious beliefs and faith, and consider their own responses to questions raised. Pupils will develop critical thinking and reasoning skills, listen to others, hear and analyse conflicting viewpoints and develop empathy and respect.

Through the RE curriculum we encourage respect for all, including those with differing faiths and beliefs, as pupils develop understanding and appreciation of our diverse society and world. RE helps to challenge prejudice, discrimination and racism.



	Autumn	Spring	Summer
Year 1	Our Wonderful World: Creation stories Why do Christians give gifts at Christmas?	Special books What did Jesus teach us?	Special places What do Muslims celebrate?
Year 2/3	Leaders & Teachers Christmas Celebrations	Who was Buddha? Buddhist Festivals	What do signs & symbols mean in religion? What do we know about Jesus
Year 3/4	What is the bible & why is it important to Christians? Christmas journeys	Islamic Rites of Passage Why is Easter important to Christians?	Sikh Rites of Passage Sikh Worship & Community
Year 5	How & why do Hindus celebrate Diwali? Hindus Home & Mandir	Where did the Christian Bible come from? Stories of Christianity	Why is Muhammad important to Muslims? Belonging & Identity
Year 6	Stories of Hinduism What is a Church?	What is the Qur'an & why is it important to Muslims? How do people express their faith through the arts?	Belief in our community What happens when we die?



Music

The teaching of Music enables personal expression and reflection. We aim for music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement and allowing them to develop their own appreciation of music.

Music is planned in-line with the statements laid out in the national curriculum. Children develop their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

We expose the children to many examples of music styles and genres from different times and places so they become critical listeners, responding to a wide range of genres and periods of music. Children explore and understand the 'building blocks' of music such as dynamics and musical notation and technical vocabulary such as volume, pitch, beat and rhythm.



	Autumn	Spring	Summer
Year 1	Hey You! Rhythm In The Way We Walk & Banana Rap	In The Groove Round and Round	Your Imagination Reflect, Rewind & Replay
Year 2/3	Ley Your Spirit Fly Glockenspiel 1	Three Little Birds The Dragon Song	Bringing Us Together Reflect, Rewind & Replay
Year 3/4	Mamma Mia Glockenspiel 2	Stop! Lean On Me	Blackbird Reflect, Rewind & Replay
Year 5	Livin on a Prayer Classroom Jazz 1	Make You Feel My Love Fresh Prince of Belair	Dancin' In The Street Reflect, Rewind & Replay
Year 6	I'll Be There Classroom Jazz 2	New Year Carol Happy	You've Got a Friend Reflect, Rewind & Replay



Modern Foreign Languages

Shield Row Primary uses the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

We follow a clear programme of study, which ensures that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase. The four key language learning skills; **listening, speaking, reading and writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.

We aim for pupils to develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating.



	Autumn	Spring	Summer
Year 3	Core Vocabulary and Phonetics I'm Learning Spanish	Animals Musical Instruments	Little Red Riding Hood Ancient Britain
Year 4	Presenting Myself Family	Habitats At the Café	The Classroom Goldilocks
Year 5	Do You Have a Pet? What is the Date?	The Weather Clothes	The Romans The Olympics
Year 6	Verbs and Grammar At School	The Weekend World War II	Healthy Lifestyles The Planets



The social and emotional wellbeing of our pupils is of also of paramount importance to us. We deliver weekly Personal, Social, Health and Citizenship Education (PSHCE) lessons to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. This includes a sensitive approach to learning about relationships and responsibilities as well as puberty and adolescence. Parents are reminded that they have the right to withdraw their child from Relationship and Sex Education if they so wish. However, Relationships and Sex education is a vital part of the curriculum. If you have any concerns about this please discuss it with your child's class teacher or Miss Cooke.

Personal, Social, Health & Citizenship Education

Today's children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. An integral part of our school mission is to develop well-rounded children. We aim to help our pupils establish a strong moral foundation so that they have a positive self-image and this is reflected in how they behave and interact with others.

Our curriculum aims to help children understand how they are developing personally and socially; tackle many of the moral, social and cultural issues that are part of growing up; and promote British Values. We timetable a weekly PSHCE session as it endorses positive behaviour, mental health, wellbeing, resilience and achievement.

Through Votes for Schools, we also discuss and debate both national and global issues, providing children with the opportunity to voice their opinions as well as listen to and respect the opinions of others. We ensure our children appreciate what it means to be a member of a diverse society and that they are equipped to be independent and responsible citizens who can contribute positively to their community.



	Autumn	Spring	Summer
Year 1	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing
Year 2/3	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing
Year 3/4	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing
Year 5	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing
Year 6	Me and My Relationships Valuing Difference	Keeping Myself Safe Rights & Responsibilities	Being My Best Growing & Changing



Safeguarding and Child Protection

Safeguarding children permeates all aspects of our work as a school, with a preventative role to inform and boost the resilience of all students by enhancing protective factors in their lives. A number of our policies aim to develop children's understanding of keeping themselves safe; to raise self-esteem and confidence, such as: behaviour policy, anti-bullying policy; medication in schools, equality policy.

Our school is committed to promoting the welfare of all children by working in partnership with parents and carers, the Local Authority (LA) and multi-agency partners in early help and child protection, in accordance with locally agreed Local Safeguarding Children Board procedures and practices.

Our designated safeguarding lead is Miss Cooke and we have a team of deputy designated safeguarding leads: Mrs Henderson, Miss Shield and Mrs Tyrrell-Scott. The Chair of the Board of Governors – Mr Wayne Thomson – is the designated Governor for child protection.

We also operate a 'worries box' which children can pop a slip into if they would like a 1:1 session with our pastoral lead, Mrs Tyrrell-Scott. We operate a number of programmes to support emotional well being including: play therapy, Listening Matter, Cognitive Behaviour Therapy, nurture groups and mediation.

Behaviour System

At Shield Row Primary School we have high expectations of all children. We place a great emphasis on creating a happy, calm, stimulating environment where each child feels confident and secure. Our school rules are based around the need for everyone to work together, ensuring all children and adults are safe and respected.

We are a 'Good to be Green' school and we aim every day to stay in the 'green zone'.

- We keep our hands, feet and unkind words to ourselves.
- We follow instructions given by an adult.
- We look after school property.
- We raise our hand if we wish to speak to the class teacher.
- We respect one another.
- We always try our best.



	Normal Procedures	Adaptations due to COVID
Green	Child behave in line with policy – praised for good behaviour/effort. If a child stays green all week, they automatically receive 5 brilliance points on a Friday.	
Verbal Warning	If a child contravenes the code of conduct and a teacher must speak to the child, they will be issued with a verbal warning and their name card will be moved to the verbal warning zone (orange). Children are given 1 verbal warning. If they do improve their behaviour their card can be moved back to the green zone.	Children's name cards will be moved by the class teacher, not the child.
Yellow Card	If the behaviour has not improved in response to the verbal warning, a yellow card will be issued and their name card moved to the yellow zone. This means that the child must move to a different seat within the classroom to avoid any further distractions. If behaviour improves then their name card can return to green and they will return to their original place.	Children's name cards will be moved by the class teacher, not the child. Children will be moved to a designated space within the classroom. Desks will be cleaned after use.
Red Card	If further breaches of the code of conduct occur, a red card will be issued, their name card moved into the red zone, whereupon the child will go and work in the classroom of a senior member of staff or sent to the Behaviour & Pastoral Manager. They will complete their set tasks, but will also complete reflective work relating to their behaviour. This will be during their breaktime.	The head teacher will be alerted to a red card by the class teacher via walkie talkie. The head teacher will escort the child to the office to complete their work. During their next break they will have 10 mins on a designated time out space within their bubble's play space.

If a child attend has a red card **2 days in a week**, their class teacher will notify their parent/carer via a **phone call home**.

Rewards and Celebrations



If a child is kind, uses good manners, helps someone, complete a good piece of work etc. they earn '**brilliance points**' which they tally on their own **chart** in the classroom. Reception children do this alongside a photo of themselves. Children in Years 1-6 have their own collection card. Every 20 brilliance points equates to a star on their card. Every 7 stars the children achieve completes a level and equates to an award.

Bronze	7 stars	Bronze certificate and a dip in the box
Silver	14 stars	Silver certificate, a special note home from the teacher and a dip in the box
Gold	21 stars	Gold certificate, a special note home from the head teacher and a dip in the box
Diamond	28 stars	Diamond Level: Ambassador Certificate, Ambassador badge and a special letter home from the head teacher



Every Friday we have an achievement assembly and each teacher selects a **Star of the Week**. These certificates are usually awarded in a whole school assembly, but as we are operating in bubbles these will be given out in a class assembly. These can be given out for a whole host of reasons including excellent attitude, being helpful to others, making super progress, completing a great piece of work, being a good friend, etc.

We also praise behaviour, attitude and effort **verbally** and using **stickers**. If the whole class have done something well they will be awarded **marbles for the class jar**. Once the jar is full the children get a **Marble Jar Party** which may involve playing games, watching a DVD, having a PJ afternoon, etc.

Citizenship Awards

During our weekly Achievement Assembly, a **Citizenship Award Badge** is given to one pupil who has been an outstanding citizen and displayed these skills over a length of time. This child is nominated by teachers on a weekly basis.



Home Reading and Homework

Ensuring all of our pupils become confident and competent readers is one of our highest priorities. Reading really is the key to success. Being a Fluent reader ensures children can fully access a broad, rich curriculum offer.

How is it set up?

Reception and Year 1

- **All children*** will be given a phonics based book linked to their current phonic phase, to enable them to practise and apply their skills with known phonemes. They will also be given an Oxford Reading Tree book to support their understanding of character, tricky words in context and establish common patterns and themes in books.

* we aim for Year 1 children to move from phonic based books to colour banded books in Summer term.

- **Children will also have a free choice book**, which they will select themselves from the school library. *Children may pick books, which are too challenging to read independently but may want to share this book at home with an adult. This promotes reading for enjoyment.*

Year 2 to Year 6

- **All children*** will be given a colour banded book. *These books are pitched perfectly to enable your child to develop their skills as a reader at the right level and allow for confidence building.* They may finish this book before it is changed, but it is useful and effective to read this book numerous times. When a child reads or hears the same book multiple times, they:
 - a. become familiar and comfortable with a greater number of words.
 - b. read without stumbling or stopping (fluency)
 - c. dive deeper into a story's meaning (comprehension)
 - d. build reading confidence
- **Children will also have a free choice book**, which they will select themselves from the school library. *Children may pick books, which are too challenging to read independently but may want to share this book at home with an adult. This promotes reading for enjoyment.*
- ***Children whose reading ability is beyond Dark Red Level are classed as 'Free Readers'** and will be welcome to select two free choice books from the library or read their own books from home. They will not have

- **Children who have confidently secured Age Related Expectations (ARE) in reading will be given a directed book**, chosen by the class teacher. This will be instead of a free choice book. *These children will be guided which chapters/ pages to read at home and time will be given weekly in class for 'book talk' sessions with other pupils reading the same book. This allows for discussion around themes, plot, characters, authors use of language, etc.* These children will also have a 'Reading Journal' which allows for recording of effective words/ phrases, reflections on what has been read and activities to look at authors' use of specific techniques and their effects.

What else can the children read?

~ ANYTHING! ~

It is important that your child regularly read their **teacher directed book**, as these are pitched to support skill development. Fostering a love of reading is key, therefore it is essential that they read for enjoyment and see books as fun. This may mean they are reading comics, picture books, story books, topic books, articles, 'How To' guides, recipes, content on the web, etc. **These can all be recorded in children's Reading Records!**

What else will school offer?

Key Stage 1 and Key Stage 2 classes will offer '**Knowledge Builders**'. These will be articles/ information texts, which link to the topics that children are studying in class. Teachers will make 3 available each half term and children will be welcome to take these home from the classroom to use for home reading if they would like to.

We are currently developing a brand new website. When this goes live, we will offer '**recommended reading lists**' for each class to support parents and children with book choices outside of school.

We are devising bookmarks to offer guidance/ prompts to parents on how best to support their child with reading at home. We are also looking to run some home reading workshops for parents in the near future.

What are we asking of you?

- That you listen to your child read **3 x per week and record this in their Reading Record.**
- That you ensure your child has their reading book and reading record in school **every day.**

How will home reading be monitored?

Your child's Reading Record will be checked by their class teacher **every Friday** and rewards issued where appropriate (see below for details).

Adults in school will listen to children read 1:1 as frequently as possible. When this happens, a comment will be written in your child's Reading Record. **This is why it is very important that children have both their reading book and their Reading Record in school EVERY day.**

Top ideas to motivate children at home

- Buying some audio books to listen to in the car
- Model a love of reading by letting your child see you read (use our lending library!)
- Find/ make a cosy spot in the house for reading
- Read a book then watch the movie
- Read books to your child and enjoy them together
- Visit the local library/ book shop
- Reread the same books to little ones, encouraging them to join in with repeated words/ phrases
- Use cook books and get cooking!
- Get a headlamp for bedtime reading (get a little goofy!)
- Give children access to appropriate magazines/ comics
- Embed reading into your daily routine, e.g. 10 minutes before bedtime

How will we reward reading?

Personal Reward System

When Reading Records are checked on a Friday, if your child has **3 or more reads recorded** they will receive a sticker for their reading chart.

8 stickers = Bronze award and reading sticker

16 stickers = Silver award and Shield Row Primary book mark

28 stickers = Gold award and Super Star Reader badge

If your child collects all three awards in their year, they will be given a **Super Star Reader collection card** and will collect fun weekly stickers!

Whole School Reward System

When Reading Records are checked on a Friday, if your child has **3 or more reads recorded** they will also receive a raffle ticket. These will be entered into a termly draw.

1st Prize: Kids Kindle & 1 year subscription to book library

2nd Prize: £30 book voucher

3rd Prize: £10 book voucher

Expectations and Progression of Homework at Shield Row Primary School



Early Years Foundation Stage (Reception)

- Reading 3 times per week - recorded in Reading Record
- Pick n Mix Homework – half termly



Key Stage 1 (Year 1 & Year 2)

- Reading 3 times per week - recorded in Reading Record
- Spellings – set on Mondays assessed on Fridays
- Times Tables (as appropriate)
- Maths (consolidation and number facts) - fortnightly

Bonus Challenge! (Voluntary)

An open ended challenge linked to Science/ Topic – half termly!



Lower Key Stage 2 (Year 3 & Year 4)

- Reading 3 times per week - recorded in Reading Record
- Spellings – set on Mondays assessed on Fridays
- Times Tables – weekly (TT Rockstars/ Times Table book)
- Maths (consolidation) OR English – fortnightly

Bonus Challenge! (Voluntary)

An open ended challenge linked to Science/ Topic – half termly!



Upper Key Stage 2 (Year 5 & Year 6)

- Reading 3 times per week - recorded in Reading Record
- Spellings – set on Mondays assessed on Fridays
- Times Tables – weekly (TT Rockstars/ Times Table book)
- Maths (consolidation) OR English – fortnightly

Bonus Challenge! (Voluntary)

An open ended challenge linked to Science/ Topic – half termly!



On-Line Tools

(Voluntary practice!)

TT Rockstars

Spelling Shed

Maths Shed

Numbots

Headteacher: Miss J Cooke

Deputy Headteacher: Mrs C Henderson

Teachers

Mrs Kirkbride nursery
Mrs Bolton – Reception and EYFS Leader
Mrs Brown – Y1
Mrs Henderson – Y2/3 and Deputy Headteacher
Mrs Hall – Y4
Mrs Wilcock – Y5
Miss Shield – Y6 and SENDCo

Teaching Assistants

Mrs L Bambridge
Miss K Cariss
Mrs Y Craig
Mrs M Fenwick
Mrs J Armstrong
Mrs A Tyrrell-Scott

SENCO: Miss C Shield

Pastoral Support: Mrs A Tyrrell-Scott

Office Manager: Ms H Bainbridge

Site Manager: Mr M Walton

2020/2021	School Opens	School Closes
Autumn 2020	Wednesday 2 nd September 2020	Friday 23 rd October 2020
	Monday 2 nd November 2020	Friday 18 th December 2020
Please note school will be closed Friday 27th November 2020		
Spring 2021	Tuesday 5 th January 2021	Friday 12 th February 2021
	Monday 22 nd February 2021	Friday 26 th March
Please note school will be closed Friday 12th March 2021		
Summer 2021	Monday 12 th April 2021	Friday 28 th May 2021
	Monday 7 th June 2021	Tuesday 20 th July 2021
Please note school will be closed on May Day Monday 3rd May 2021		
Please note school will be closed Friday 25th June 2021		

Thank you for taking the time to find out more about our school. Please note that the information within this brochure is accurate at the time of printing (September 2020), but it must not be assumed that there will be no changes during the school year. We do not yet know what changes may need to be made over the next weeks and months in response to the Coronavirus pandemic, but we aim to keep our families fully informed.