

Curriculum



What is the curriculum ?



We have an integrated curriculum with activities designed to promote the intellectual, personal, social and physical development of all the children within a Christian ethos. We follow the guidelines, set out in Southampton City Council's Curriculum Policy, which promote lifelong learning based upon realistic, tangible and challenging outcomes for all children. The content of each subject taught is based on the Programmes of Study in the National Curriculum and the agreed Hampshire syllabus for RE. We follow the renewed frameworks for teaching literacy and numeracy. There are school policies in place for every subject. Time allocation and learning aims for every subject ensure that children develop and build upon previous experience and learning in a progressive and coherent way.

Every term a letter is sent home by class teachers giving details about the curriculum, important events planned and with information about how parents can help in school. We keep a register of people who have expressed an interest in being involved in different aspects of school life so that they can be contacted as needed. When parents know the areas of work being covered they might wish to prepare their child by choosing appropriate library books, going on a visit or researching on the Internet. Parents are also invited to contribute artefacts, ideas, books and skills to enrich the curriculum.

How do I know what my child is doing each term?



Are there special trips?



We try to enrich the curriculum for children by having special days and focused weeks, as well as visits and visitors throughout the year. Children in Year 4 have a 3 week block of swimming tuition organised at a local pool. This meets the requirements of the National Curriculum with all costs being met by the school. Children in Year 6 go on a residential visit.

You will receive detailed information about all visits and visitors from your child's teacher.

What tests do they take?

Year 6 children have standardised assessment tests (SATS) in the summer term. Individual children's results are sent out with the written report. Comparative data is given to all parents when available. At the end of KS1 in Year 2 children Teacher Assessment is used to judge the children's attainment. SATs tests and tasks are available to use. Parents receive their child's results with comparative data that is available.

Is there a library in school?

There is a school library in the each Department. Both libraries have an electronic borrowing system and are maintained by staff, parent helpers and children. Children have a good range of fiction and non-fiction library books to choose from.

In the Infant Department parents may come into school at the start of the day to choose a book with their child to take home. These books should be scanned on the library computer and returned to school on a regular basis.



What writing materials does my child need?

The staff expect all children to take a pride in their work at all times. Children in the Infant Department use pencils provided by the school for all written work. From the last term of Year 3, children use fibre tipped or cartridge pens for written work and pencils for specific pieces of work. School provides suitable pens and pencils, but it is helpful if children are able to provide their own. In the Junior Department additional equipment such as rulers, rubbers, scissors, glue sticks and colouring pens may be brought to school in a named pencil case for personal use.



What happens if my child needs extra help?

One to One Tuition

Some children in Year 5 and Year 6 may receive additional support through one to one tuition. Parents will be given details of this scheme if it is applicable to their child.

We are committed to providing equal opportunities through high quality education matched to the individual needs of each child, enabling them to obtain their maximum potential in all areas of their education. The children's needs are addressed by identifying and assessing children as early as possible. If as a result of his/her learning difficulties s/he needs extra help in the form of special needs education, we aim to provide this in the most appropriate way throughout or at any time during their school career, enabling them to have full access to the National Curriculum. An Inclusion Manager works closely with staff and outside agencies to implement the Special Needs Policy, which sets out the procedures and practice for identification and support.

The school aims to have an effective working relationship with all parents of children with special needs and they are notified and involved in any concerns about their child on a regular basis.



What if my child is able?

Able, talented and gifted children need as much support, guidance and encouragement as the less able so they are offered a challenging and enriched curriculum. The Inclusion Manager, who works closely with the class teacher, parents and outside agencies, monitors their curriculum provision and progress. Procedures for the identification and support for these children are set out in the school policy.

Are there equal opportunities for all?

The Local Authority and Diocese have a policy of equal opportunities that we are committed to implementing. There is a very positive attitude in the school since we serve a community whose diversity enriches the life of the children. A number of children in the school come from homes where languages other than English are spoken regularly. The Inclusion Manager co-ordinates support by staff and outside agencies to ensure that all our children will have access to the appropriate programmes that our school and education system have to offer whatever their educational needs, culture, gender or race.



What does the school do about homework?



Homework is intended to develop children's organisational and academic skills and enable them to have access to a range of activities, which will support the development of the whole child. It also enhances the parent-teacher partnership in education.

Children's role

Children of all abilities are expected to complete homework according to their year group.

Parents' role

Parents will encourage their children to complete homework on time and take an active interest in tasks set.

Teacher's role

Teachers will provide suitable work, matched to ability for all children.

They will

- build homework into planning
- provide suitable work, matched to ability for all children.
- organise homework as set out in the policy
- mark/acknowledge completion of work promptly and as appropriate
- encourage parents and children in these activities
- give guidance to parents
- acknowledge that they have received comments and respond as appropriate

Infant Department Homework

Infant Department:

- Each pupil has a homework folder.
- Read Write Inc homework is sent home on Wednesday in a separate card folder and should be returned the following Monday. Detailed information is sent to parents at the start of the year.
- All parents are able to choose additional books with their pupil from the selection in the ID library at the beginning of the day from 8.50am.
- Topic/Numeracy is sent home every fortnight on a Friday and should be returned within the following week.
- Reinforcement work as necessary.
- Research linked with topic as appropriate
- During the year all pupils are given an opportunity to make presentations on something that interests them. Each class has a bag that goes home to a pupil on Friday as set out on an agreed rota. The pupil returns the bag on Monday/Tues/Weds prepared to give a few minutes talk to the class on Thursday or Friday followed by a question time if they wish. Teachers may choose to allocate a display table or board for the pupils.

Junior Department Homework

During the year all pupils are given an opportunity to make presentations on something that interests them. The presentation will be timetabled. Children can present their topic on an individual/ paired basis with a maximum group size of 4. Ten minutes will be provided. Teachers may chose to allocate a display table or board for the projects.

Times tables

All year groups should practise their times tables regularly at home and these will be tested. In Year 3 and Year 4, pupils have the opportunity to achieve Mr King's Times Table Challenge (the difficult facts in 3 seconds per question).

Year 3: One piece of written work (30 minutes in total) alternating English and Maths

Year 4: One piece of work (45 minutes in total) alternating English and Maths

Year 5: One or two pieces of work (75 minutes in total) shared between English and Maths

Year 6: Two subjects plus finishing off work (90 minutes in total) shared between English, Maths and Science

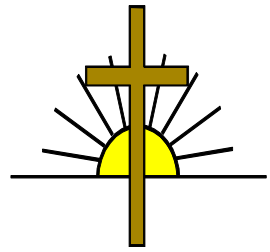
- Homework is set every Wednesday.
- Spellings, are to be practised throughout the week using the 'Look, Say, Cover, Write, Check' method. Spellings are based on the Ruth Miskin scheme and High Frequency words relevant to the year. They are tested at school at the teacher's discretion. High Frequency spellings are tested at the end of each term.
- Reading Journals, In years 3 and 4 reading journals should be filled in each day. In years 5 and 6 individuals may be issued with a reading journal while all children will have text based work or research Additional homework could be set in the form of topic research.
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- Opportunities are provided for teachers to explain or review homework.

Parent—teacher partnership

In the Foundation Stage and Key Stage 1, parents will have the opportunity to write a comment on the piece of homework. In Key Stage 2, each child will have a homework book which will be used principally by the child for recording homework. Occasionally it may be used by the teacher to communicate with parents. Parents can make helpful and constructive comments in the homework diary or on a piece of work if this is appropriate, and they should sign the book weekly. Teachers will acknowledge that they have received comments and will respond as appropriate. If a child does not complete the required homework, the teacher should write a comment in the homework book for the parents to read, respond to and sign.



What is the daily assembly?



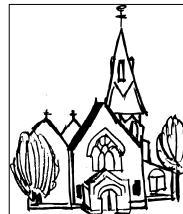
We have assemblies every day which include an act of worship. These are Christian in character and are an opportunity for children to think about and reflect upon Christian values and teaching both as individuals and as a corporate body. In practice, worship takes place in Highfield Church, in departmental assemblies and in classrooms. All children are encouraged to participate actively in worship.

In the Infant Department once a term there is a special assembly led by the children to which parents are invited. The assembly is held in the hall from 9.15am to 9.30am (approx). In the Junior Department each class takes responsibility for an assembly in the Spring term and parents may be invited to watch.

We do ask that any noisy babies be taken outside as they can be very distracting for the children, who have put a lot of effort into their assembly.



What is the Thursday Church service?



Our weekly church service on Thursday at 3.00pm is the time when the whole school attends a service in the church, taken by a member of the church team. This service is designed to reflect the worship of the Sunday Compass Services. All the children are dismissed from the church at the end of the service at 3.25pm.

Parents are welcome to attend the service and the pews to the far left are free for you to use. Please arrive by 3.00pm if you wish to participate in the service otherwise wait outside until the side door is opened for you. To ease congestion at the doorways please enter the church through the middle (south) door at the end of the service and then exit using the main (west) door.

There is always a special service at the end of each term - Christmas, Easter and Leavers Day Service (Summer term) - when many children take part.

Year 6 participate in a special Leavers' Service in Winchester Cathedral in June.

Although parents have the right to withdraw children from RE and worship, the Governing Body believes that this would not be within the spirit of the ethos of the school as set out in the School Aims.

When a child leaves the school and has attended for at least one year they receive a bible from Highfield Church.

How do I know how my child is doing?

We operate an 'Open door' policy in the school. Parents can make an appointment to meet with staff at a mutually suitable time either before or after school at any time during the year.

Parents who do not have daily contact with their child but wish to be kept informed about any aspect of school life are asked to provide stamped addressed envelopes so that information can be forwarded.



Target setting:

We set curricular targets for the pupils based on assessment information and numerical targets set from expected progress based on national age-related expectations and previous assessment information. Targets are set and reviewed through an annual target setting process. Targets are assessed throughout each term.

Reporting:

We follow the statutory DCSF regulations for reporting and transferring information between schools. The written report is part of a process to promote and support a continuous dialogue between pupils, parents and teachers.

Year 2 and Year 6 parents receive individual, school and national data with the end of year report.

Year 1 – Year 6:

Reporting to parents takes place formally at Parents' Consultation Evenings and through written reports in the spring and summer terms, and informally at any time on request when parents are able to meet the class teacher and Head teacher. English and maths targets are set with pupils and parents early in the Autumn term and these are reviewed in the first half of the Spring term. The mid-year report reviews these targets and new ones are set. The end of year report gives an overview of the year, reviews the targets, comments on behaviour and attitudes and summarises strengths and weaknesses across the curriculum. Grades are given for attainment and effort in subjects. Parents are invited to an informal drop in evening. There is separate information for pupils with special needs.

Year R:

There is a meeting in Autumn 1 where targets are set and shared with parents based on the Early Years Foundation Stage Profile. These targets are reviewed at the end of the term. This process is repeated in the Spring and Summer terms. Parents are given the completed Early Years Foundation Stage Profile with a summative report based on the six Early Learning Goals at the end of the Summer term.

Are there extra curricular activities that my child can do?



There are a number of extra curricular activities that are available to your child.

- Musical tuition. Tuition by peripatetic teachers is bought in by the school and subsidised. Payment must be made in advance; three post dated cheques at the start of the year. Cheques need to be made payable to Southampton City Council.
- Other activities are run by staff or volunteers. There may be a charge for some activities; see below.

Activity	School years apply to	Cost
Brass	Year 5 and Year 6	£40
Cello	Year 5 and Year 6	£40
Double bass	Year 5 and Year 6	£40
Guitar	Year 5 and Year 6	£40
Violin/Viola	Year 5 and Year 6	£40
Woodwind (clarinet and flute)	Year 5 and Year 6	£40
Year 3 learn to play the recorder. Year 4 participate in the In2Music project		
Conservation Club	Years 3—6	No charge
Cricket Club	Years 3—6	No charge
Cycling Proficiency	Year 6	Subject to volunteers
Drama Club	Years 3—6	A charge is made by the club organiser
Football Club	Year 5 and Year 6	£1.50 per session (payable for the term)
Hockey club	Years 3—6	£1.50 per session (payable for the term)
King Edward's Art Club (not Summer Term)	Years 3—6	No charge (transport to KE not return)
Latin Club	Year 5 and Year 6	No charge
Multisports Club	Years 3—6	£1.50 per session (payable for the term)
Netball Club	Years 5—6	No charge
Singing Club	Years 3—6	A charge is made by the club organiser
Singing Club	Year 2	No charge
Spanish Club	Years 3—6	A charge is made by the club organiser