

WELCOME TO



MEETING  
FOR NEW  
YEAR 3 PARENTS  
2021-2022

# SCHOOL VISION

At Castleford Park Junior Academy we strive to ensure that our school is **child-centred** and our pupils have the **self-belief, motivation** and **confidence** to achieve their most aspirational goals, knowing how to **overcome challenges** along the way. They will understand the importance of being **independent** and **resilient**, taking **responsibility** for and showing **commitment** to their learning to help them achieve their full potential. They will understand the importance of being **inquisitive** and how this helps them broaden their understanding and knowledge of the world.

We expect our pupils to see the value in taking **pride** in everything they do and the importance of having the ability to work **cooperatively** with others. We will also build **tolerance** and **respect** within our pupils, reflecting the growing diversity of our school and community, within a safe and caring environment. By cultivating such attitudes, we aim to provide them with everything they may need to lead a **successful life** in the future and become a **valued member of society**.

# WELCOME

Miss K Law- Headteacher

Mrs J Roberts – Deputy Headteacher and SENDCo

Mr L Booth – Assistant Headteacher and Year 6 teacher

## Introducing the team...

Mrs Nicholls – Year 3 Teacher, School Council Leader

Miss S Reed –Year 3 Teacher and Science Leader

Mrs S Towell – Year 3 Teacher and British Values Leader

Miss S Duggan– Year 3/4 Teacher, Reading Leader and Mental Health Lead

Donna, Mrs Filburn, Mrs Walton, Mrs Burton – Inclusion Team

# HOW TO CONTACT THE SCHOOL

Links in the Parents Section

- Covid-19 Organisation
- Emergency Procedures
- General Data Protection Regulation (GDPR)
- Helping your child with their learning
- Keeping your child safe
- Letters
- Medical Information
- Online Safety
- Parent FAQ
- School Lunch Menu
- School Uniform
- Parents - All Pages
- ParentPay
- Parent View

You are here: Parents - Parents - All Pages



Covid-19

Emergency Procedures

Parent FAQ

GDPR

Helping Your Child

Keeping Your Child Safe

Our school website contains all our policies, the lunch menu, details about learning, upcoming events and how to contact us if you need to.

[www.pjacademy.net](http://www.pjacademy.net)



School staff will also share what their class have been doing on 'Bloomz'. This can also be used as a communication tool.

Your child will be given a planner when they start with us in September where they will record their spellings, add any notes and can be used as a communication tool between you and the teacher.

# HOW SCHOOL WILL COMMUNICATE WITH YOU

- ◉ Paper letters will come home with the children and be available on a letter rack in reception
- ◉ Bloomz - parent-teacher communication tool which contains letters, announcements, class updates & provides a method for parents to message staff
- ◉ School website
- ◉ Text messaging service -used for reminders



## Positive Promise

*As a partner and participant in my child's Bloomz classroom community, I agree to the following 'Community Agreements' below:*



**Bloomz is a positive forum.** I agree to respect the Teacher's **Bloomz** page, contributing in a polite and positive manner. I will refrain from sharing hurtful or unsubstantiated information.

**Assume good intentions.** Thank people for their efforts and contributions - before asking them to change or improve something.

Only communicate with the teacher on Bloomz over **important** issues.

If you have **personal or major concerns or any major issues Bloomz is not the appropriate place.** Please telephone or visit your teacher as you would normally.

**WHY**

Address the issue with the school headteacher if the problem persists.



is the Best Parent-Teacher  
Communication System

# CURRICULUM

Years 3 and 4, along with Years 5 and 6, have a two year rolling programme.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR A 2020-2021</b>	<b>We are survivors</b>		<b>Going to the Extremes</b>		<b>Famous Inventions</b>	
<b>YEAR B 2019-2020</b>	<b>Roaming all over the world</b>		<b>Our wonderful world</b>		<b>Past, Present and future</b>	

The children work towards an overall outcome to give their learning purpose and to make it exciting!

# CURRICULUM

Your children will continue to follow the National Curriculum  
but the Key Stage 2 Programme of Study.

We offer a broad and balanced range of subjects, through a creative skills based curriculum. A link to the published National Curriculum Document is here: <https://www.gov.uk/government/collections/national-curriculum>

We cover:

- Maths
- Literacy
- Science
- ICT
- History
- Geography
- Art
- Music
- Religious Education
- P.E – Games/ Gymnastics/Dance (Swimming in Year 5 only)
- French
- PHSCE / Social Emotional Aspects of Literacy / British Values

# ENGLISH

## Writing

Children will continue to build on skills learnt in Year 2 within Literacy, using a range of strategies including Talk 4 Writing. This allows children to develop their understanding of new vocabulary and texts through drama, actions and pictures.

## Phonics & Support for Spelling

During the first term children will continue to learn phonics where appropriate and move onto the support for spelling programme in line with whole school spelling rules. They will be given new spellings each week to learn. It is important that children embed this skill by applying them to their writing also.

## Reading

- School reading book (linked to current reading levels) to read at home and school. They will be rewarded for regular reading at home with an adult.
- Access to 'Accelerated Reader' – an online resource within school to support reading comprehension. <https://www.renaissance.com/2016/09/09/parents-guide-renaissance-accelerated-reader-360/>

# SCIENCE



What will my child learn?

Details of the science curriculum can be found by following the Link. Your children will now follow the Key Stage 2 Programme of Study. Over Year 3 and 4, they will study the units below:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425618/PRIMARY\\_national\\_curriculum\\_-\\_Science.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf)

## Year 3 and 4 Science Units

Will be covered over the 2 Year rolling programme

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A		Animals including humans	Forces and magnets	Living things and their habitats	Rocks	
B	Sound		Light	Plants	Water cycle	States of matter

# MATHS

## What will my child learn?

Children will be following a programme of study from the National Curriculum building on key skills learnt in Year 2. They will move through a series of challenges:

Fluency – e.g.  $36 \div 3 =$

Problem Solving – e.g. I have 3 number cards 5,8 and 9. How many different number sentences can I make?

Reasoning – e.g. Convince me- You can divide any even number by 3 and 6.

In order for children to be secure within maths in Year 3 they must develop these skills in order to achieve mastery level.

Maths

- Access to 'TT Rockstars – an online learning resource for use at school and home
- Maths homework <https://trockstars.com/>

# NEW AND EXCITING OPPORTUNITIES!



Forest School Trainers...



Specialist teaching to enrich the curriculum!

## After School Club Possibilities....

Rugby, football, Spanish, Choir, Lego, Art, Boot Camp,  
Castleford Tigers Dance, Forest Schools Club, Dodgeball,  
Multi-skills, Morning sports activities.

Wrap Around Club - Mon to Thurs

Breakfast Club - from 8am each day

# HOMework

- ◉ **Reading** - 3x a week, 20 mins. each time  
( Accelerated Reader and free choice reading)
- ◉ **Spellings & times tables** - weekly  
(linked to a particular spelling rule, or times tables pattern being taught)
- ◉ **Maths** - 20 mins. practising a strategy being taught in the following week - from a video posted by the teacher

# THE SCHOOL DAY

## Timings

**School opens for registration at 8:50 am**

**Morning session 1 – 9:00 – 10:25**

**Playtime is at 10:25 – 10:40**

*There is a healthy tuck shop for break time – no more than 60p is needed!*

**Morning session 2 – 10:40 – 12:00**

**Lunch is on two sittings – Year 3 pupils will normally be on sitting one**

**Afternoon session 12:45 – 3:00 (split into smaller chunks of time)**

**School closes promptly at 3:05**

# SCHOOL RULES

If your child reaches 'orange' we would ask that you support school and discuss this with your child, to avoid any reoccurrences.

- 1) Show respect
- 2) Try your best
- 3) Keep yourself and others safe
- 4) Be polite, well-mannered and honest
- 5) Be kind, caring, friendly and helpful

We always aim to reward positive behaviour first here at Park Junior Academy.

Our philosophy towards responding to behaviour is rooted in the 'Restorative' approach; we aim to provide children with clear boundaries and involve them in agreeing fair and just consequences to behaviours.

More severe or persistent issues and children that have been moved on to 'red' - unacceptable behaviour - will have a discussion with Senior Managers or the Inclusion Team. Parents will be called into school to help manage this in the best possible way for their child.

Wow behaviour!

Good behaviour  
Everyone starts on green  
each morning and  
afternoon

Wobbly behaviour...

Unacceptable  
behaviour

# CELEBRATING FANTASTIC BEHAVIOUR

Wall of Fame!

Star of the  
week

CBGs

Readers of  
the half term

Postcards  
Home

Golden time

# RESTORATIVE APPROACH

During your child's time with us we will not only provide them with a first class education in all the core subjects but we will also look to educate them both socially and emotionally.

We will look to give the children valuable life skills, and tools to be able to overcome the challenges that they will face as they learn and grow over the years.

We are proud to say that we are a restorative school, this means that we will proactively support the children in managing any conflicts that arise. This could be conflict in their learning but may also be conflict with their peers. As a restorative school we have some core values- these are based around three themes.

- ❖ Being kind and respectful to ourselves and others.
- ❖ Always telling the truth
- ❖ Working as part of a team.

# PASTORAL CARE

The Pastoral team ensure the physical and emotional welfare of your child is taken care of whilst they are at school.

At CPJA we believe that successful pastoral care means that your child is safe, happy, and able to perform to their full potential. We want to create an atmosphere where all pupils know that they are valued - with unique needs, strengths and potential.

Through coaching, discussion and modelled actions, we aim to:

- ◉ Teach children to keep themselves safe
- ◉ Promote good behaviour
- ◉ Make sure our premises are secure
- ◉ Take measures against bullying and discrimination
- ◉ Establish links between education and professional agencies
- ◉ Promote pupil voice (school council and adult advocate in meetings)
- ◉ Safeguard all pupils (preventing abuse and ensuring safety)

# ELSA - EMOTIONAL LITERACY SUPPORT ASSISTANT

Donna – Inclusion Manager

Mrs Angela Filburn – Mentor

ELSA's receive specific additional training from educational psychologists. The ELSA role is to support children in school to understand and regulate their own emotions whilst also respecting the feelings of those around them.

All children should be nurtured in accordance with their individual needs. There will always be children in schools facing life challenges that detract from their ability to engage with learning, and some will require greater support to increase their emotional literacy than others.

Examples of interventions an ELSA may complete with children.

- ◉ Social skills
- ◉ Emotions
- ◉ Bereavement
- ◉ Social and therapeutic stories
- ◉ Anger management
- ◉ Self-esteem
- ◉ Anxiety

# CLOTHING & BELONGINGS

## What will my child need each day?

- School Uniform - Available from 'Better & Bright' in Castleford Market or 'myclothing' using link on our school website
- PE Kit - see School Prospectus and uniform policy for details
- Reading Book – must go home / come back to school daily
- Planner – must bring to school and take home daily. It acts as a communication aid and reading record. Also there is a pocket in the back to slip in newsletters, homework, etc.
- Dinner Money – £2.20 per meal paid at least one week in advance via ParentPay (details enclosed in welcome pack). Please complete & return Admissions pack to notify school of any allergies, medical conditions etc. Children can bring their own packed lunch if preferred (Packed lunch guidelines available on CPJA website)
- Water bottle – with clean, fresh water (no juices)
- 'Tuck Shop' money – in a named wallet or purse for safe keeping. No more than 60p a day, at the most.

# ATTENDANCE & HOLIDAY

## What are arrangements for absences?

Ring the school number ( 01977 518959)

Choose Option 1 – to report an absence

Please complete & return Admission packs prior to your child joining us so that we have up to date contact details, medical information etc.

## Lateness

Doors close at 8:55 for registration in class

Children arriving after this time **MUST** enter through main entrance and will receive a '*late mark*'

## What are arrangements for holidays in term time?

Only in exceptional circumstances will term-time holidays be granted. A written form **MUST** be completed and submitted to the Headteacher and Governors beforehand.

Fixed Penalty Notices are issued for term time holidays.

# HOW WILL I KNOW HOW MY CHILD IS DOING?

- Parent Meetings – held twice in the year. You will also receive an end of year report. The first meeting is in the first half term, in order to discuss how your child is settling into their new class and year group.
- Informal on-going teacher assessment is happening every day, so if we have concerns about an individual child's progress, as professionals, we will address this with parents, as and when it is necessary
- Formal assessment methods in school help to track individual pupil progress. These assessments (tests) will provide us with data for each individual child – in a variety of subject areas. This will support informal teacher assessments, to ensure every pupil is achieving their full potential and working towards, at, or beyond 'Age Related Expectations'.

## Worried or concerned?

- Come in and ask- we operate an open door policy or you can book a longer appointment to speak to your child's teacher, or a member of the Senior Management Team.
- Class Teachers will be on the playground each morning and at the end of the school day too.

Please remember that after school is best for seeing the class teacher but a member of the SLT will usually be available if it is urgent.

# WHAT HAPPENS IF MY CHILD IS STRUGGLING?

- Occasionally some pupils may need extra help with their learning, communication and interaction or their social, emotional and mental health needs. Some of these may be already identified needs that we will continue to review and support or it may be the case that these needs are identified during your child's time in school.
- We work closely with parents and outside agencies to ensure that we all work together to ensure that the child's individual needs are met. This could take the form of short term targets, use of specific interventions and also work with outside professionals.
- Parents will be fully informed about what support will be given, usually through the use of a 'Supporting Me to Learn Plan' which is written specifically with short term targets. This document is reviewed half termly and termly meetings with parents held to discuss progress, successes and to set new targets.

<http://www.pjacademy.net/aboutus/pages/send.aspx>

## Castleford Park Junior SEND Identification Pathway

**Child/young person is identified as having extra needs**  
(teacher, teaching assistants, SENCO, parents, outside agencies, the child/young person)

**Pupil discussion with SENCO to be recorded on the pupil discussion format**

(this can involve all people involved with the child)

**Depending on needs highlighted during pupil discussions - various questionnaires to be completed to gain the bigger picture of the child's needs**

(Dyslexia checklist, sensory checklist, parent and pupil questionnaires)

**Areas of need highlighted and actions agreed**

(Appropriate assessments to be identified from Assessment Toolkit)

**Suggested support/strategies to be implemented based on assessments within a given timeframe**

**Follow up discussion on impact of support/strategies implemented in the given time**

**Are there improvements / has the support/strategy been effective?**

**No**

**Yes**

**Possible Strategies:**

- Further discussion with the SENCO
- Supporting me to Learn Plan
- Support Services requested: LSS, CIAT, EPS, OT, S&L, CAMHS, SEMHT
- Advice and Guidance from external agencies
- Start to gather evidence in support of the My Support Plan

**Monitor progress and review:**

- Day to day Assessment For Learning
- Assessment weeks
- Pupil progress meetings
- Intervention impact evaluations
- Parent's evening
- Pupil voice questionnaires

**Are there improvements / has the support/strategy /advice been effective?**

**No**

**Need for co-ordinated support – all parties involved with the child to contribute to the My Support Plan – Monitor and review – if there are still no improvements or progress is limited then through a co-ordinated approach the My Support Plan can be submitted to SENART to decide whether an Educational Health Care Plan is appropriate.**

*This is a suggested pathway for early identification of needs and the process of how those needs can be met. In some cases the pathway may not be appropriate and there may need to be a co-ordinated approach much sooner. If there is a case where the child is in crisis or suffers a personal trauma that dramatically affects their school life and the emotional wellbeing then external agencies may be contacted.*

# Q&A

Anything we haven't covered? Any questions ?

In September, we will hold an open evening in school to show you more about school electronic systems; school procedures and the resources we use. We will let you know the date once September arrives.

If you have any queries please do not hesitate to contact the school.

Please also remember that a tour around school can be booked during school time with a member of the Senior Leadership Team if you would like to see school in operation before September.

Thank you for coming 😊