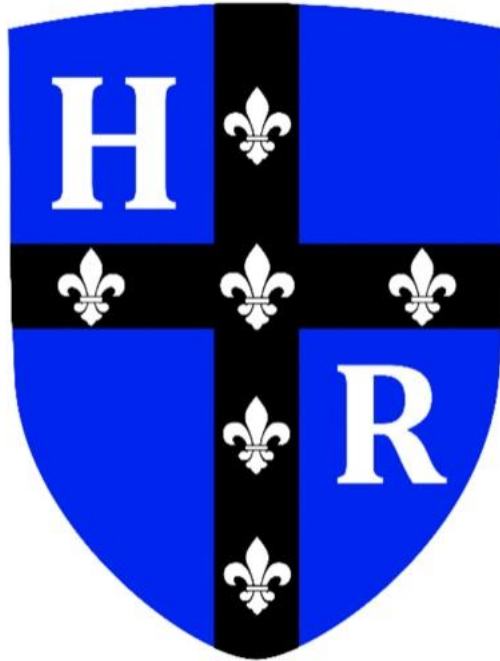


# Holy Rosary Catholic Voluntary Academy

*Part of St Ralph Sherwin Catholic Multi Academy Trust*



Parent Handbook  
Academic Year: 2022-23



# **Welcome - Mission - Vision**

## **Welcome**

Welcome to a new academic year here at Holy Rosary Catholic Voluntary Academy – Part of St Ralph Sherwin Catholic Multi Academy Trust.

We share with you a desire to enable your child to achieve socially and academically while they are in our care, which is why we have such high expectations of their behaviours and attitudes. We are looking forward to supporting your child develop a 'loving heart and a strong mind' based on Catholic values. We will work hard to make this a positive and successful year for them and we know that your support will help them.

This handbook will provide you with the key information you need to navigate your way through the many different aspects of school life so that you can not only support your child's development, but also contribute positively towards our community.

If you are unsure of anything, please speak with your child's class teacher in the first instance, who will be happy to answer any of your questions. If you would like a paper copy of this document, please contact the school office who will arrange this for you.

## **Mission**

Growing Ambitious and Empowered individuals through an Exceptional Curriculum ,  
Compassionate Support and Catholic Community.

## **Vision**

With God's help...

A loving heart will:

- value everyone with dignity and respect;
- seek the happiness of others as well as their own;
- recognise and challenge inequalities and unfairness.

A strong mind will:

- do what is right;
  - never give up;
  - always aim high.
-

# School Prayer - Prayers

## School Prayer

God our Father,

Thank you for our school, our community and Your unconditional love which brings us all together. Help us to be kind and fair, giving everyone the respect and dignity they deserve.

Mary, our mother, and Jesus, Your son, showed us a loving example of courage and strength. We will use their example to be the best that we can be. We will not give up, finding strength in You to guide us. We will be brave, standing up for what is right, even when we are in doubt. We will be loving, as the Holy Family are loving.

With Your help, our loving hearts and strong minds will grow so we can be living examples of your message to everyone we meet.

Amen

### Morning Prayer

Father in heaven you love me;  
you're with me and day.  
I want to love you always  
in all I do and say.  
I'll try to please your Father;  
bless me through the day.  
Amen.

### Hail Mary

Hail Mary, full of grace  
the Lord is with thee.  
Blessed art thou amongst women  
and blessed is the fruit of thy womb, Jesus.  
Holy Mary, Mother of God,  
pray for us sinners  
now and at the hour of our death.  
Amen.

### Act of Contrition

O my God,  
because you are so good, I am very sorry that I  
have sinned against you and with your help, I  
will not sin again.

### Grace Before Meals

Bless us, O God, as we sit together  
Bless the food we eat today.  
Bless the hands that make the food.  
Bless us, O God. Amen.

### Evening Prayer

Dear Lord, I come to say  
thank you for Your love today.  
Thank you for my family  
and all the friends your give to me.  
Guard me in the dark of night  
and in the morning send Your light. Amen.

---

### **Grace After Meals**

#### **The Lord's Prayer (Our Father)**

Our Father, who art in heaven  
Hallowed be thy name.  
Thy Kingdom come, Thy will be done  
on earth as it is in heaven.  
Give us this day our daily bread  
and forgive us our trespasses  
as we forgive those who trespass  
against us,  
and lead us not into temptation  
but deliver us from evil.

Thank you God for the food we have eaten.  
Thank you God for all our friends.  
Thank you God for everything.  
Thank you God. Amen.

## **School Timetable – Communication – Food and Drink – Procedures – Extra-curricular – Parent Pay**

### Foundation Stage 1 (FS1) Timetable

9:00-12:00	12:30-15:30
Session 1	Session 2

### Foundation Stage 2 (FS2) Timetable

8:45-9:00	9:00-10:30	10:45-12:00	13:15-15:30
Filter in	Session 1	Session 2	Session 3

### Key Stage 1 (KS1)Timetable

8:45-9:00	9:00-10:15	10:30-12:15	13:00-15:30
Filter in	Session 1	Session 2	Session 3

### Lower Key Stage 2 (LKS2) Timetable

8:45-9:00	9:00-10:30	10:45-12:30	13:15-15:30
Filter in	Session 1	Session 2	Session 3

### Upper Key Stage 2 (UKS2) Timetable

8:45-9:00	9:00-10:30	10:45-12:45	13:30-15:30
Filter in	Session 1	Session 2	Session 3

---

## Communication

You can usually speak with your child's class teacher at the end of the school day. If you feel you need longer, please make an appointment through Mrs Dabrowska or Mrs Faircliff in the school office.

We offer a number of other ways to contact us if you're not able to make it to school. You can:

Email: [office@hrb.srscmat.co.uk/enquiries@hrb.srscmat.co.uk](mailto:office@hrb.srscmat.co.uk/enquiries@hrb.srscmat.co.uk) and it will be forwarded on to the relevant teacher.

Call the school with a message.

Use Class Dojo direct messaging.

Staff will usually respond to you between the hours of 7:30 - 8:30 am and 3:40 - 6:00pm. Please be aware that it may not always be on the first day you make contact.

## Questions, issues and concerns

If you have questions or concerns, speak with your child's class teacher in the first instance. Then, if you feel like it hasn't been resolved, make an appointment to speak with the relevant member of staff through the school office.

## Food and Drink

At Holy Rosary, we encourage healthy eating and drinking. We will use the curriculum, assemblies and our Phunky Foods ambassadors to educate pupils and direct them towards healthy routines. We are a nut free school. If your child has any food allergies, please contact us via the office email.

## Morning Break

In Foundation stage and KS1, pupils are provided with a fruit snack at break time. Pupils in KS2 are encouraged to bring in a fruit snack.

---

## Lunch time

We want our pupils to have a healthy balanced meal every day. If your child brings in a packed lunch, please ensure that it has the right balance of foods so that it offers the appropriate nourishment and nutrition they need to grow strong. We do not allow **nuts** in any form to protect pupils with anaphylaxis. In addition, we do not allow pupils to eat sweets for their lunch or at break. If these are brought in, they will be returned to your child's lunchbox and a note will be sent asking you not to send these in again.

## Drinks

During teaching sessions, water is encouraged, although exceptions will be considered. At break and lunch, while pupils are eating their snack or meal, milk, fruit juices and squash are allowed.

For more information or ideas regarding food and drink, click here:

<https://www.nhs.uk/change4life/recipes/healthier-lunchboxes>

<https://www.nhs.uk/live-well/eat-well/water-drinks-nutrition/>

## Routines

### Start of the day/Arrival time

Pupils filter in from 8:45 am. They walk into school in a calm and responsible manner. After hanging their bags and coats on their pegs, they should take their seat and begin the work that has been set. Therefore, it is really important that your child gets into school as soon after 8:45 am as possible.

### The Daily Mile

For the last 5 minutes of break and lunch, the pupils and staff complete 'The Daily Mile.' When the signal is given, pupils put all equipment they have been using in the designated area and begin briskly walking the designated route in a calm and responsible manner. This gives them the opportunity to walk a mile a day, allows them space to have a conversation with their friends and prepares them for the next session. At the end of the 5 minutes, pupils filter into their classrooms. We do this in all weathers so please ensure your child is sent in with appropriate clothing.

---

## End of the day

Gates to the playgrounds will open at 3:30 pm. Parents/carers can collect children from outside the Foundation Stage classrooms or on the KS2 playground for pupils in any other year groups.

If you would like your child to walk home by themselves, please speak with the school office to give permission. This will then be recorded and your child's class teacher will be informed. All pupils must be collected by a responsible adult. If teachers are unsure who the adult collecting your child is, they will ask for your child's password which you gave when you completed the consent pack. If you are unsure of your password please contact the school office.

## Extra-curricular

Holy Rosary aims to offer a broad range of additional experiences for pupils. Some of the clubs, including the choir and the Harriers, run throughout the whole year. Other clubs last either a term or half a term.

Due to the cost of resourcing, some of the clubs charge a fee; however, this should never be an issue if your child wants to attend. If the cost is an issue, please contact Mr Miller or Mrs Dyche who will deal with it in the strictest confidence.

If places are limited for clubs, places will be granted on a first served basis. Pupils who have not attended a club previously in the year will be given priority. Parents will be informed if their child has a place via a parent pay text.

We aim to publicise all clubs before the next term begins so pupils and parents know what is coming up.

## Parent Pay

Holy Rosary uses a cashless payment system for parents to pay for lunches, trips, clubs etc. Please speak to a member of the office team to set up your Parent Pay account.

All changes to details can be made by logging in to the Parent Pay website.

---



# Term Dates - INSET Days - Key Dates

## Autumn Term 2022

**Inset day: Monday 5 September**

Term starts: Tuesday 6 September

Holiday: Monday 24 October – Friday 28 October

SRS CMAT Inset day: Friday 2nd December

Term ends: Friday 16 December

Holiday: Monday 19 December – Monday 2 January

## Spring Term 2023

Term starts: Tuesday 3rd January

Holiday: Monday 20 February – Friday 24 February

**Inset day: Monday 27th February**

Term starts: Tuesday 28th February

Term ends: Friday 31 March

Holiday: Monday 3 April – Friday 14 April

Easter Sunday: Sunday 9 April

## Summer Term 2023

Term starts: Monday 17 April

May Day: Monday 1 May

Holiday: Monday 29 May – Friday 2 June

Term ends: Friday 21st July

**Inset: Monday 24th / Tuesday 25th July**

Holiday: Wednesday 26 July – Friday 1 September

---

# Keeping Your Child Safe - Attendance – Bullying – Head lice

## Safeguarding

Safeguarding Team: Marie Dyche, Liz Hook, Helen Mulligan, Tom Miller, Sara Thomas, Julie Faircliff

**Designated Safeguarding Lead (DSL) – Marie Dyche, Liz Hook**

**Deputy Designated Safeguarding Lead (DDSL) – Helen Mulligan, Tom Miller, Sara Thomas, Julie Faricliff**

If you have a safeguarding concern about your child, another child, family or a member of staff, please speak with Mrs Dyche. If Mrs Dyche is not available, please speak with Miss Hook or one of the DDSL's.

If you think a child or young person is at immediate risk, **don't delay** - dial 999 to contact the police.

If you need support, advice or have any concerns, you can contact Staffordshire Children's Advice and Support Service

Lines are open:

Telephone: 0300 1118007

## Attendance

As a Catholic school, we seek to work in partnership with our parents and carers to ensure the best possible start for each child entrusted to our care. Regular attendance and punctuality are an essential part of this partnership.

**If your child arrives at school after registration**, please report to the office and sign in, giving a reason for your lateness. Inform the office staff if a school lunch is required.

If your child is unable to attend school because of illness, you should phone or [email attendance@hrb.srscmat.co.uk](mailto:attendance@hrb.srscmat.co.uk) or call in at school on the first day of the absence between 8:30am and 8:55am and every day the child is absent thereafter.

## Holidays and absence during term time

We have adopted a zero tolerance policy with regards to holidays during term time and therefore, **no holidays will be authorised** unless there are exceptional circumstances. This is in line with the Department for Education statutory regulations. Parents should contact the office for a holiday form in these very exceptional circumstances. The office staff will then liaise with the Headteacher and Priority Pupil team to make a decision.

---

Parents who take their children out of school during term time when the absence has not been authorised may be issued with a Penalty Notice.

## Arrival Times

The school gates open at 8:45am for pupils to filter in. Children should arrive no later than 9:00am.

## Registration procedures

Registers will be taken twice daily, once for the morning session and once for the afternoon session. Registers are completed in registration books. Morning registers will be completed between 9:00am and 9:10am and afternoon registers will be completed between 1:15pm and 1:35, depending on Key Stage. Arrivals after 9:00 am are marked 'L'.

## Authorised Absence or Lateness

Only the school can authorise an absence. Where the school is satisfied with the parent's explanation for an absence (exceptional circumstances) and there have been no previous issues with the child's absence or punctuality record, absence will be authorised. Children who return to school straight after doctor/dentist appointments are not counted as absent unless the child misses the whole session. The situation is the same for a child who leaves after registration for a good reason such as illness, visits to secondary school etc.

Children should not be kept off for the whole day for visits and appointments unless they are too unwell to attend, in which case the parent must contact the school confirming the reason for their absence and it will be counted as an absence.

Exceptional circumstances will be considered for issues such as a death in the family, moving house etc. Parents should contact the school office, in advance wherever possible, about such circumstances.

---

## Unauthorised Absence

The office staff or Mr Miller will contact parents to express concern and advise the Headteacher accordingly when:

- No satisfactory explanation has been given to explain the lateness or absence.
- A child is late more than once in a week; more than twice over a two-week period or more than three times over a half term without prior agreement with the school.
- A pattern emerges around pupils being taken out of school before the end of the school day.
- There is reason to doubt the accuracy of the reasons given for the lateness or absence.
- The child's overall attendance falls below 96%.

In cases of persistent lateness/absence, and after communication with parents/carers, the Headteacher and the Priority Pupil team will contact other agencies. Unsuccessful attempts to contact the home will be recorded.

At Holy Rosary, we believe in supporting the whole family. Our first duty of care, however, is to the child. Where there is any doubt regarding the safety and well-being of a child, a member of the safeguarding team will report it immediately. Our preferred option is an open and honest relationship with our parents/carers - if there is a genuine problem, **please talk to us**. A full copy of our attendance policy is available on the website or on request from the school.

## Bullying

At Holy Rosary, we do everything we can to prevent and tackle bullying, involving the whole school community, developing an anti-bullying culture whereby no bullying, including between children, adults or adults and children will be tolerated.

### What is bullying behaviour?

Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online.

We understand that there will be occasions when friends fall out and when children will feel upset and that these are isolated incidents which are a normal part of social interaction. We will help children to distinguish between these isolated incidents and what could be defined

---

as bullying. We will do this by applying the **STOP** test. Bullying is **Several Times On Purpose**.

We asked our pupils to describe what they consider to be bullying. The examples they gave of bullying behaviour, which can take place online and face to face, **Several Times On Purpose**, are:

Name calling and teasing

Cyber bullying, including receiving abusive text messages or emails

Physical abuse, e.g. hitting, pushing, pinching or kicking

Having personal possessions taken or damaged

Being forced to hand over money

Being forced to do things they don't want to do

Being ignored or left out

Being singled out in any way due to their religion, gender, sexuality, disability, appearance,

Racial or ethnic origin, or any difference.

To combat bullying, there are a number of measures in place including staff vigilance, systems to notice patterns and a group of trained Anti-Bullying Ambassadors.

How do I report bullying if I am a child at Holy Rosary?

Children know to speak to an adult about their concerns and that they should do this as soon as possible. All staff at the school know to listen, record and report incidents.

How do I report bullying if I am a parent?

If you are concerned that your child is being bullied by another child, please contact your child's teacher in the first instance. If you are concerned that your child is being bullied by an adult at the school, please contact Mrs Dyche, who with the support of Mr Miller (Pupil and Family support worker), will carry out an investigation and report back to you within that same week. Parents/carers who wish to discuss an issue regarding bullying may have a translator present if there are language barriers.

Read our full Anti-Bullying Policy for full details which is available on our school website.

---

## Class Dojo - Behaviour - School Rules - Rewards - Sanctions

Class Dojo is used to communicate the learning that is going on in class, update parents about whole school and class information and support the home-school communication regarding pupil behaviour and our school expectations. Children will be given an invitation with an access code from their class teacher in order for parents to sign into the system.

To log on, go to:

<https://www.classdojo.com/>

### Positive consequences

Each teacher and class are using class dojo points as a system for reward and praise

At Holy Rosary, we teach **Character** through the **12 Gospel Values**, which are central to our school vision to '**Build loving hearts and strong minds with God and each other.**'

**Those values are: Integrity, Love, Forgiveness, Justice, Compassion, Hope, Simplicity, Non-Violence, Truth, Patience, Humility and Support.**

We *encourage, teach and guide* our pupils to 'live out' the Gospel Values through the following RESPECT character behaviours.

**Resilience**

**Empathy**

**Self-Awareness**

**Positivity**

**Excellence**

**Communication**

**Teamwork**

**Our Mission** each day underpinned by both those Gospel Values and the defined Character behaviours is focused on:

**Growing Ambitious and Empowered individuals through an Exceptional Curriculum, Compassionate Support and Catholic Community.**

Some of the positive consequences for the good choices and good behaviour that children show are:

- Regular verbal feedback to reinforce positive behaviour
  - Reference to good role models
  - Children are congratulated
  - Stickers awarded for the positive behaviours shown
-

Each week, a child from each class is elected by their peers for having shown that they have gone 'over and above' in their demonstration of the Holy Rosary values. These children explain why they have been chosen and are presented with a 'Heart that Sees' certificate. Teachers also acknowledge behaviour by 'Affirming' a child each week outlining the ways they have shown their character through the curriculum and their character behaviour.

Pupils are presented with the PTA Character Award Badge for a specific character behaviour each week.

Assemblies, especially our Monday Achievement Assemblies, are an opportunity to publicly celebrate the good choices children have made in the school and to share some of the good work completed. We celebrate achievements out of school in order to promote a wider range of interests and accomplishments. Class Attendance is celebrated weekly and individual children are acknowledged for exemplary attendance every half term and presented with a certificate.

## Negative consequences

Staff at Holy Rosary employ a consistently clear negative consequences behaviour system. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships flourish.

Our expectations in class are that everyone is actively demonstrating the Holy Rosary behaviours for learning. Following a **second reminder to follow** these expectations, children will be given a neutral dojo against the behaviour for learning they need to improve. Class teachers will speak to any children who have been issued a neutral dojo about their behaviour for learning within the lesson before break. This will feature on their daily behaviour report to parents.

The dojo system is linked to the rewards and sanctions we use in school. Read the full copy of our behavior policy.

---

# **Uniform - PE - Jewellery - Equipment**

## **School Dress Code**

High standards of presentation are considered to be very important. School uniform is practical, allows for ease of recognition, avoids discrimination and adds to pupils' sense of belonging and self-respect.

The school colours are blue and grey. Please contact the school office for a list of suppliers.

### **Uniform**

Blue polo shirt (with or without school logo)

Blue crew necked sweatshirt (with or without school logo) or blue cardigan (with or without school logo)

Grey trousers, skirt, pinafore or tailored trousers

Blue and white check patterned dress/culottes (Summer)

Grey or white socks or tights

Grey Shorts (Summer)

Black, plain sensible school shoes/boots with strap or laces. No black trainers.

Blue, grey or white plain hair accessories (no large bows)

Sensible and smart hairstyles are expected and pupils with long hair must have it tied back.

## **School Dress Code for PE / Games**

The following kit will be required for PE. Please contact the school office for a list of suppliers.

Black shorts, jogging bottoms, sport leggings

Black pumps or trainers

Black Short Sleeved crew-necked t-shirt (with or without logo)

Children will be told about an appropriate swimming kit before lessons are arranged.

### **Jewellery**

Children are allowed to wear a small religious necklace.

Watches may be worn at parents' own risk but must be removed for all sporting activities. Small stud-type earrings may be worn, but the school will not accept responsibility where

---



such items become damaged or lost or cause personal injury. Children must be able to take these out for themselves for PE activities (or provide surgical tape to cover them over) for safety reasons.

***Please mark all items of clothing with your child's name and class.***

## Equipment

We would like you to bring: -

A small school bag/rucksack.

Stationary in a pencil case (KS2), including a pencil, rubber, sharpener, ruler.

A suitable refillable water bottle.

## Homework

Our approach to homework includes three key tasks. We want to work in partnership with you to ensure that the work you do with your child at home has a direct impact on their learning and work completed in the classroom.

If your child finds the homework too difficult, ensure they make a proper attempt for the full-time allocation. If your child finds it too easy, please speak with the child's class teacher. Teachers will speak directly with parents about a homework club for any pupils who need additional support or who aren't completing their work at home.

### Early Years

Frequency	Duration	Activity
Daily	5 minutes	Reading
Daily	5 minutes	Phonics and/or letter formation
Weekly	5 minutes	Recognising numbers and counting

### Year 1

Frequency	Duration	Activity
Daily	5 minutes	Reading
Daily	5 minutes	Phonics and/or letter formation
Daily	5 minutes	Number bonds
Each unit	10 minutes	RE

### Year 2

Frequency	Duration	Activity
Daily	10 minutes	Reading
Daily	5 minutes	Spelling
Daily	5 minutes	Number bonds/Multiplications
Each unit	10 minutes	RE

---

## Years 3 and 4

Frequency	Duration	Activity
Daily	10 minutes	Reading
Daily	5 minutes	Spelling
Daily	5 minutes	Multiplications
Each unit	15 minutes	RE

## Years 5 and 6\*

Frequency	Duration	Activity
Daily	15 minutes	Reading
Daily	5 minutes	Spelling
Daily	10 minutes	Multiplications/Number facts
Each unit	20 minutes	RE

\*Plus any extra that is felt to be appropriate.

TTRockstars is used in KS2 and from Year 2 (when ready) to rehearse multiplications and Spelling Shed for spellings. Pupils are given their own login and are able to play games or complete assignments. This data will be used to inform teacher assessment.

## Additional homework

Additional homework may be given out by class teachers but parents can encourage their child to use any of the resources below if they wish to:

## Maths

### Number Facts

<https://www.topmarks.co.uk/maths-games/hit-the-button>

### Times Tables Rockstars (Y2+)

<https://trockstars.com/login>

## English

### Phonics Sounds

<https://www.lesleyclarkesyntheticphonics.co.uk/index.php/parents/125-articulation-of-phonemes>

### Read Theory (Y2+)

<https://readtheory.org/>

### Spelling

<https://play.edshed.com/login>

---

## Reading

In FS2 and KS1, we teach phonics every day based on Letters and Sounds revised, following Little Wandle Programme of Study. We build up pupil fluency before focusing on comprehension and inference skills.

In KS2, we use Literacy Shed's VIPERS which focuses on Vocabulary, Inference, Prediction, Explanations, Recall and Summarising. High quality and engaging texts are used to explore these key reading skills as a whole class.

### Reading at Home

We know that children become better readers if they read to their families at home – this is why we have made it a key part of our homework programme. Your child will benefit from the extra practice and from the opportunity you give them to enjoy your uninterrupted time and attention. For home reading to be successful, parents should try to make sure that the reading is enjoyable.

### **Guidelines to help build confidence in reading:**

Choose a time each day when you can be with your child on your own – possibly just before bedtime when you can sit comfortably together on the bed or sofa, making the time special. Never allow tension to creep in.

At the start of each session, and especially at the start of a new book, look through the illustrations together and discuss them. Then, read aloud for a few minutes to capture and stimulate the child's interest and imagination.

When returning to a story, always retell the story so far.

Correct mistakes gently.

Occasionally, read the book aloud at the same time as the child so he/she learns to read with expression and see where and when to pause at punctuation marks, including full stops, commas, question marks etc.

**The most important point is to praise at every opportunity.**

---

# Letter and Number Formation

## Expectations, Structure and Progression

### EYFS

In this stage, our focus is on movement and motor skill development. Opportunities for children to develop these skills through their play are planned every day in Nursery and Reception. For children who find these skills difficult, we use a pre-handwriting checklist to identify which specific skills a child needs to develop in order to make progress. By the end of EYFS, the expectation is that 'every child uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.' In order to achieve this curriculum objective, we ensure that:

- Children have access to a range of mark making tools including chubby crayons, big chalk, paint brushes and 'Write Size'
- The environment provides a range of writing opportunities both indoors and outdoors, where children can practise and apply pre-writing skills.
- Children are taught the letters in their name when they are developmentally ready.
- In Reception, correct letter formation is taught alongside phonics.
- Children use 'Write Size' pencils to enable them to learn how to hold a pencil correctly.
- Irregular letter forms starting in the correct place, with movement in the correct direction are encouraged over uniformly regular letters achieved through incorrect movements.
- This will support children develop their fluency as they progress through our school.
- Close attention is paid to pencil grip, correct posture and the positioning of the paper to help children develop good handwriting habits for the future.
- Letter and number formation practise is modelled and rehearsed daily through rhyme.
- Handwriting practise will take place daily in specific handwriting lined books, in the initial phase, in the form of writing patterns.

### Key Stage 1

- During the initial phase, children in Years 1 and 2 will have a minimum of 3 handwriting sessions per week. This may rise to daily sessions if class teachers feel that the children would benefit from a brief intensive period.
- Sessions will be no longer than 20 minutes and will always start with a warm-up activity to give children the opportunity to rehearse and retrieve.
- Handwriting practice will take place in specific handwriting lined books.

### Key Stage 2

---

- During the initial phase, children in Years 3-6 will have a minimum of 3 handwriting sessions per week. This may rise to daily sessions if class teachers feel that the children would benefit from a brief intensive period.
- Sessions will be no longer than 20 minutes and will always start with a warm-up activity to give children the opportunity to rehearse and retrieve.
- Handwriting practice will take place in specific handwriting lined books.
- Children will be given the opportunity use a pen in Year 6. Up to this point children will use pencil in their books.

### The Alphabet

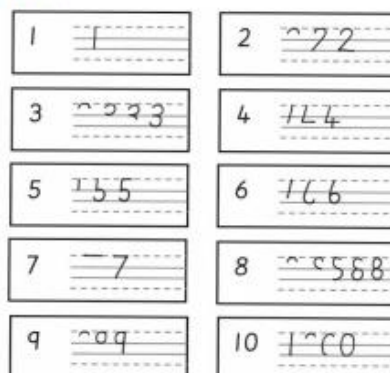
Here are examples of how to form the lower-case letters



Here are examples of how to form the uppercase letters



Numbers can be drawn using the line guides and should be formed as tall letters.



Children need to know their number facts by heart. This will support their maths fluency as they move through the school. They should use objects, before drawing pictures and finally be able to write them down and know them through rapid recall.

FS2, Year 1 and Year 2 should concentrate on the addition number facts in the table below.

<div> <div>Adding 1</div> <div>Bonds to 10</div> <div>Adding 10</div> <div>Bridging/compensating</div> <div>Adding 2</div> <div>Adding 0</div> <div>Doubles</div> <div>Near doubles</div> <div> Y1 facts  Y2 facts </div> </div>											
+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10

## Multiplications Grid

Once pupils have a grasp of their number facts, they will move onto multiplying. By Year 4, it is expected that pupils are confident to rapidly recall up to 12 x 12. There is a statutory test that will take place for all eligible Year 4 pupils.

Remember that pupils from Year 2 – Year 6 can also use the games on Times Tables Rockstars to practice their multiplications. This is a really engaging way to increase their speed of multiplication recall and help multiplication facts enter their long-term memory. Login either [online](#) or via the [app](#). If you need login details for your child, contact their class teacher.

Use this grid to rehearse the times tables so that they enter the long-term memory.





0	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36

---

4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

## Helpful Facts for Learning

**Place Value Chart**

			
<b>thousands</b>	<b>hundreds</b>	<b>tens</b>	<b>ones</b>

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

In our decimal number system, the value of a digit depends on its place, or position, in the number. Each place has a value of 10 times the place to its right.

## Length, Volume and Capacity and Weight and Mass

Length		Volume & Capacity		Weight & Mass	
10 mm	= 1 cm	10 ml	= 1 cl	100 mg	= 1 g
1000 mm	= 100 cm	100 cl	= 1 l	1000 g	= 1 kg
100 cm	= 1 m	1000 ml	= 1 l	1000 kg	= 1 t
1000 m	= 1 km				

mm	= millimeter	ml	= milliliter	g	= gram
cm	= centimeter	cl	= centiliter	kg	= kilogram
m	= metre	l	= litre	t	= tonne
km	= kilometre				

## Perimeter

The perimeter is the distance all the way round a two-dimensional shape.  
To work out the perimeter, add up the lengths of all the sides.

If a side is missing, use the information from the sides you have to work it out.

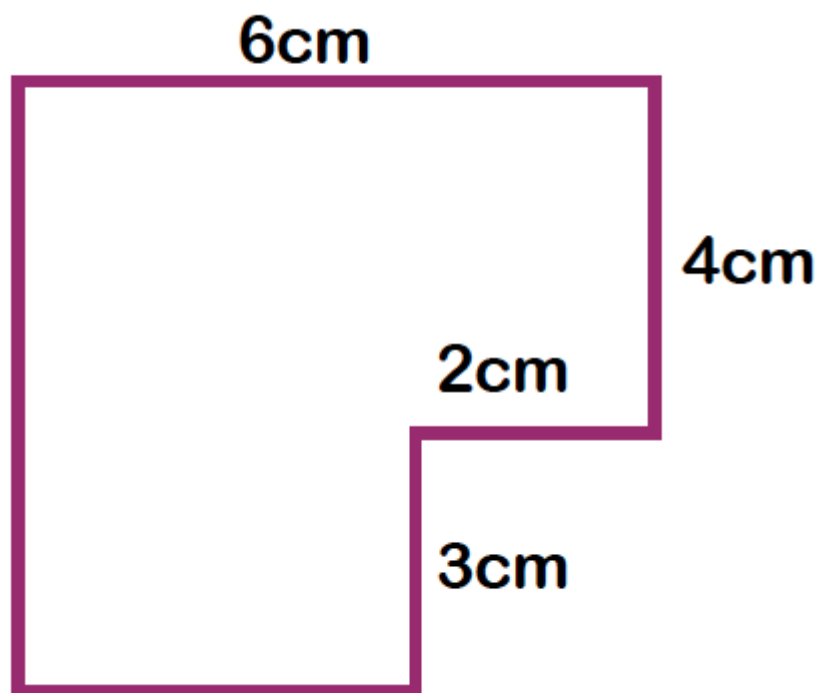
The perimeter of this shape would be 26 cm because I add up the side that I already know:

$$6\text{cm} + 4\text{cm} + 2\text{ cm} + 3\text{ cm}$$

And then use the information I already have:

4 cm + 3 cm (for the vertical line) + 4cm (added to the 2 cm along the horizontal line)

This makes my calculation:  
 $6\text{cm} + 4\text{cm} + 2\text{ cm} + 3\text{ cm} + 4\text{ cm} + 3\text{ cm} + 4\text{ cm} = 26\text{ cm}$



## Prime Numbers



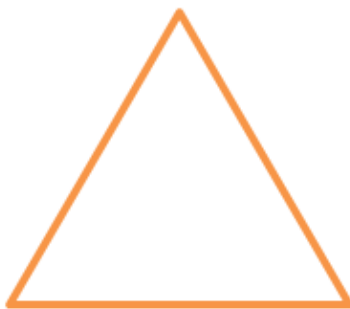
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

A number is prime if it can only be divided by 1 and itself without leaving a remainder.

This table shows the prime numbers between 0 and 100.

Did you know that **2 is the only even prime number**?

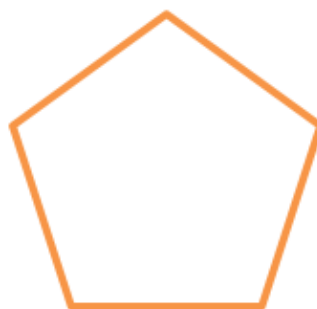
## Regular Polygons



**Triangle**  
3 sides and  
angles



**Quadrilateral**  
4 sides and  
angles



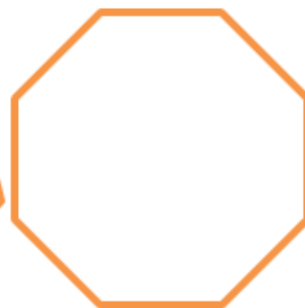
**Pentagon**  
5 sides and  
angles



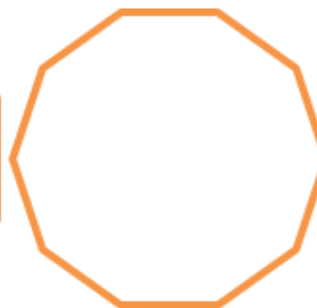
**Hexagon**  
6 sides and  
angles



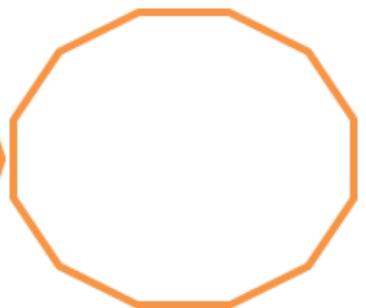
**Heptagon**  
7 sides and  
angles



**Octagon**  
8 sides and  
angles









**Decagon**  
10 sides and  
angles



**Dodecagon**  
12 sides and  
angles

## Quadrilaterals

		
Square	Rectangle	Rhombus
		
Trapezium	Parallelogram	Kite

## Word Classes

Word classes are categories that words can be put into. There is a table below to show the different word classes and some examples. You could ask your child to recognise some of the words in the book they are reading and sort them into the correct word class.

Nouns	Words that are people, places or things School, bag, book, Lucy, ball ...
Pronouns	Words that take the place of a noun He, she, it, they, them, there, me, him, her ...
Adjectives	Words that describe nouns Colourful, wonderful, heavy, sad, funny ...
Verbs	Words that are actions (doing words) Take, sing, love, talk, laugh, run, eat ...
Adverbs	Words that describe verbs (how you did something) Loudly, beautifully, sternly, happily, angrily ... Adverbs usually end in 'ly' (but not always)
Prepositions	Words that tell you where or when something is in relation to something else After, before, inside, above, near, on ...
Articles	Words that define whether a noun is general or specific a, an, the ...
Coordinating and	Words that join two sentences or clauses <u>Coordinating</u> : <i>for, and, nor, but, or, yet, so</i> which can be

Subordinating Conjunctions	remembered as the 'fanboys' <u>Subordinating</u> : when, while, as, if, although, since Remember that some subordinating conjunctions can also be prepositions. As a general rule, if the clause includes a verb, it is being used as a subordinating conjunction.
----------------------------	--

Some descriptive techniques are:

Simile	Describing by comparing one thing to another using like or as As cold as ice - Like a block of ice.
Metaphor	Describing something as if it were something else. A wave of emotions.
Personification	Applying human feelings and attributes to objects. The kindly tree sheltered him with its branches.
Show, not tell	Show, not tell is a technique to allow the reader to experience the story through action, words, thoughts, senses, and feelings. The reader usually has to infer and deduce what is happening or how a character is feeling. With tears in her eyes, she stood by the lonely willow tree.

## Punctuation

### Full Stop

This shows the end of a sentence. Sentences can end with a full stop, question mark or exclamation mark.



### Exclamation Mark

This ends a sentence, and gives extra emphasis; like anger, excitement, surprise, etc.  
What a lovely present!



### Question Mark

This ends a sentence that is a question. Are we nearly there yet?



## Apostrophe

1. To show omission. Replace the letters removed with an apostrophe. Lucy didn't answer her phone. 'Did not' has had the 'o' removed and become didn't.
2. To show possession. The general rule is: Add an apostrophe followed by an 's' to show that something belongs to ONE person/thing. The dog's bones (one dog).

Add an apostrophe after an 's' to show that something belongs to MORE THAN ONE person/thing. The dogs' bones (more than one dog)

HOWEVER there are a few exceptions where a plural does not end in an 's': e.g. The child's books (one child). The children's books (a new word for more than one child)

,

## Comma

1. This can separate items in a list. I ate a cake, an apple, five berries and a pear.
2. This can be used in place of brackets. I ate a cake, which was delicious, and then I realised I'd spilt crumbs on my new skirt.
3. This can join two clauses in a longer sentence. I ate my lunch, and then I went to the park.

,

## Colon

This shows the beginning of a list. At the shop I bought some fruit: apples, bananas and oranges.

:

## Semi-colon

This can be used to separate related sentences. Nathan struggled to eat his dinner; he had eaten a bar of chocolate beforehand.

;

## Brackets

Used to separate information within a sentence. The tree was bending (nearly touching the floor) in the wind.

()

## Speech Marks

These show someone is speaking. "I went to the park today," said Lee.

“ ”

# SEND

## SEND

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.

## Identification of pupil with SEND

The following may be used to aid identification of a child with SEND:

- Baseline assessment
- Parent information
- On-going assessment by the class teacher / Concern forms
- Summative assessment outcomes, including standardised and statutory tests
- Assessment by SENCO
- Assessment by outside agencies

## Step 1: Intervention

At termly pupil progress meetings, children who are not making expected progress or who are not on track to meet age related expectations are identified. The children identified are then given specific interventions to address the areas in which there are gaps in understanding. These interventions are monitored each half term. Where an intervention has not been successful in accelerating progress, another intervention is put into place. If the two interventions are not sufficient in accelerating progress or closing the gap between the

---

learner and them achieving age related expectations then a further conversation during pupil progress meetings would occur, where further data, including teacher assessment and standardised scores for reading, spelling and maths would be considered.

### Step 2: Monitoring

If interventions have failed to accelerate progress or close the attainment gap, we would place the learner onto the 'Monitoring' register. As a result, the learner's class teacher would complete a 'Learning Plan' which would identify smart targets which would help to break down into smaller steps the areas in which the learner is having difficulties. An individual provision map is completed for each learner which shows what support the learner will be having from the class teacher (Wave 1), in a small group (Wave 2) and individually (Wave 3). The area of need would be categorised in one or more of these areas: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health or Sensory and/or Physical. The completed Learning Plan would be reviewed termly using the assess-plan-do-review cycle and the outcomes and new targets shared with parents/carers.

The review of the Learning Plan targets would include:

- Evidence of progress against the targets and success criteria.
- The effectiveness of interventions and teaching strategies in enabling the child to make progress against their targets, using evidence of progress made.
- Following this review of assessments, new personalised targets will be set to ensure and measure progress.
- It is the responsibility of the class teacher to ensure that the child is given the opportunities, access and resources to the necessary support in school. Where a child continues to make slow progress, despite receiving high quality, targeted support, it may be necessary to conduct further assessments to investigate the root causes of the learning difficulties, so that these barriers to learning may be removed.

Parent consultations for children on monitoring of targeted learning plans will be held each term to discuss progress towards their targets, as well as their overall academic performance. This is in addition to the whole school parent consultation evening and will focus on the child's additional needs. Parents may choose not to attend the whole school parent consultation evening if they feel they have been given enough information about their child.

### Step 3: SEN Support

Where a learner is making less than expected progress, despite evidence-based support and interventions matched to the pupils' needs in two assess-plan-do-review cycles, we would move the learner to SEN Support on the SEND register. At this point, as a school we would undertake further assessments to attempt to identify the cause of the difficulty the learner is facing. We would involve external agencies (for example SENIS team, School Nurse, Behaviour Support, Educational Psychologist, Speech and Language Therapy) to support

---

school in providing specialist interventions to meet the needs of the learner. A Learning Plan would be written using the recommendations from the external agencies and this would be reviewed as part of the assess-plan-do-review cycle.

#### Step 4: Additional Support

Where learners are on the SEND register as SEN Support, it might be necessary to approach the Single Point of Access to request Additional Educational Needs (AEN) funding to support interventions. The school would also consider if support is required from the Local Support Team to support the whole family in meeting the needs of the learner at home. If so, we would complete an Early Help Assessment.

#### Step 5: Education Health Care Plan

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. (These were previously known as Statements of SEN). If an EHCP is given, it must be reviewed at least annually.

Full details of Staffordshire County Council arrangements for referrals and arrangements for decisions on EHC Plan applications please see <http://education.staffordshire.gov.uk/Pupil-Support/SEN-and-VulnerableChildren/SEND-Reforms/EHC-plan/EHC-Plan.aspx>

## Holy Rosary PTA

***Working together to improve our Academy.***

#### WHAT IS THE HOLY ROSARY PTA?

The Holy Rosary PTA is a parent and teacher association. It plays a hugely important part of the life of the school and helps to enrich your child's school experience. Our PTA is made up of parents,

---

carers, teachers and the local community with a mission to make all children's learning come alive creating a more memorable experience and enhancing school life. Our fundraising can ensure that the school's hopes and dreams can be made into a reality. Providing money to pay for extra sport equipment, art events, trips, special visitors (including Father Christmas) can add so much value to the children's education and therefore enhance school life.

As well as fundraising, the PTA organises social events where the children can socialise with friends in a safe environment. We organise the School Disco, School Fete, Chocolate Bingo, to name a few events, with many more planned this year encouraging a real sense of community and fun for everyone.

Every parent and carer is welcome to help and attend our meetings and we love to see new faces. It's a great way to be part of the school family. But we also appreciate every parent/carers is busy so if you still want to be involved in the PTA but can't attend our meetings, we are happy to forward our meeting minutes to keep you up to date with what is happening. Many hands make light work and we welcome any contribution whether it is suggesting new fund raising ideas, volunteering at an event or simply attending. Please contact Mr Miller or a member of the PTA if you would like further information.

#### WHAT HAPPENS TO THE MONEY?

We have a treasurer who deals with all the money raised by the PTA and it goes into its own bank account. Holy Rosary staff then have to fill out a form requesting what they would like the money to be spent on which is then presented at a PTA meeting and approved by the PTA members and Mrs Dyche.

#### WHO ORGANISES THE PTA?

The PTA consists of many volunteers plus 3 key members -

CHAIR – Katie Bentley

SECRETARY – Ellie Green

TREASURER – Jo Wain

We are hugely passionate not only about fundraising but providing the children with special memories. We can't do that without your help. Get in touch today and help to make your children's school experience a magical one!

## Arty Em's Breakfast and After-School Club

Arty Em's is a breakfast and after school club on offer to all families who attend Holy Rosary Catholic Academy. The clubs have been set up to enable parents to work and for children to be further enriched within a caring and familiar setting. Emily Barratt-Meldrum, who is an Ofsted registered before and after school club manager, has previously provided a child-minding services for the school community.



Breakfast Club – 7:30am until 8:45am

---



We provided a wide range of breakfast options on a daily basis, colouring and games are provided for a great start to the day.

After School Club – 3:30pm until 5:30pm

We have a wide range of activities available, whether we are playing in or outside, to suit all age groups.

Flexible care and contracts are available. If you require an earlier drop off or later collection time, please feel free to ask.

Childcare vouchers are accepted - 30 hours funding is also available, which can be used in conjunction with Holy Rosary Pre-School.

If you have any enquiries regarding the club, send them directly to: [artyemshr@gmail.com](mailto:artyemshr@gmail.com), call Emily on 07977591441

## **Free School Meals - Pupil Premium**

In 2011, the Government launched the Pupil Premium. This money is allocated to schools based pupils in the school who are eligible for Free School Meals. Money is also made available to the school for children who are in care and from the armed forces to further support their education. From 2012, it was expanded to include all children who have been eligible for Free School Meals within the last 6 years. The money is allocated to initiatives to ensure pupils reach their full potential, both academically and socially so it is worth checking whether your child would be eligible.

---

You can add your details for automatic, regular checking of eligibility. Take 5 minutes to log on to this portal and apply for the Pupil Premium:

<https://www.cloudforedu.org.uk/ofsm/link2ict>

Applications come in regularly and it could lead to additional money to support your child's learning.

If your child does not have Free School Meals but may be eligible both in KS1 and 2 because of your family's income level, please click the link above or speak with Mr Miller or Mrs Dabrowska who will deal with your query in confidence and, if you wish, help you fill in the relevant paperwork.

Even if you do not wish your child to have the free meals, the school could still claim Pupil Premium funding that may be used to help your child's education. We assure parents that all matters regarding Pupil Premium are treated with discretion and in confidence.

## **GDPR - Consent Pack**

We've published a new Data Protection Policy and a range of documents to make it easier for you to find out how we use and protect your information – the most important document for you is our Privacy Notice. We will have one for pupils and one for staff. We won't be changing the ways we use your personal information but the new privacy notices will provide you with additional details such as:

- your increased rights in relation to the information we hold about you
- who we share your information with
- the types of personal information we collect about you and how we use it
- the legal grounds for how we use your information

### **Consent Pack**

All new parents are asked to complete the consent pack which rolls on from year to year. If a parent wishes to amend or withdraw consent at any point, a copy of the consent pack should be obtained, completed and handed in at the school office.

If you would like to review the consent you have given, please contact the school office who will be happy to help you.

---

