

The Loriners MAT

**Park Hall Junior
Academy**

Information Pack

2025/2026



About this pack...

This pack contains the information that we think you need to know as parents/carers. It will provide some insight into Park Hall Junior Academy, why we are popular and how we are continually striving to improve its quality of service.

The pack contains a lot of information and you are advised to keep it for reference, over the duration of your child's time with us.

<u>Paper copies available from The School Office</u>	<u>The following information can be found on our website :</u>
	<u>www.parkhalljuniorac.co.uk/school-prospectus/</u>
<i>Admission Form</i>	<i>Behaviour Code</i>
<i>Attendance/Absence Letter</i>	<i>Board of Governors / Trustees</i>
<i>Care Plan Letter and form</i>	<i>Free School Meals / Pupil Premium Grant information</i>
<i>Driving Conduct</i>	<i>General Complaints Procedure</i>
<i>Home School Agreement</i>	<i>Homework Policies</i>
<i>Homework Contract</i>	<i>List of Staff</i>
<i>Library Conduct</i>	<i>Mobile Phones - responsible usage</i>
<i>PE Order Form</i>	<i>Privacy Notice</i>
<i>On-Line Payment Facility</i>	<i>School Smoking / E Cigarette Policy</i>
	<i>Term Dates</i>
	<i>Term Time Holiday - Dept. For Education Guidance</i>
	<i>Vision and Values - as per our website</i>
	<i>SATs Results (available July 2024)</i>

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1. Step into Park Hall Junior Academy
Some of our beliefs, values and aims.

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1. Step into Park Hall Junior Academy

Some of our beliefs, values and aims



1.1 A partnership for the future – our beliefs

At Park Hall, we believe that ours is a partnership for the future. The partnership comes from the sense of understanding, trust and belonging that develops across the whole school community including the children, families, governors and staff.

Our children are the future. We prepare children for this future by contributing to the development of:

- intellectual depth and breadth of understanding;
- emotional well-being;
- attitudes to, enjoyment of, and participation in, physical activity;
- spiritual development and inner awareness;
- positive attitudes to themselves, others and events in life;
- appreciation of and respect for the richness and variety of our diverse society.

Children from Park Hall Junior Academy will be resilient, well adjusted, socially responsible individuals capable of taking an active role in our society.

1.2 Our values

We see our school as being part of a whole community in which all of the individuals connected with the school, child or adult, have a role to play in preparing each individual child for his/her own benefit and for the benefit of society.

We hope that everyone connected with the school will share our values in which we encourage individuals to:

- support each other;
- involve each other in true partnership;
- care for each other and act responsibly;
- feel part of and contribute to the 'whole' school community;
- have and realise their own individual rights, responsibilities and potential;
- have high expectations;
- strive to improve and encourage others to improve;
- help keep each other safe.

As a school, we have high expectations, especially of the children, staff and Trustees.

Our real challenge is to make the steps of every child's learning journey exciting, challenging and inspiring!

1.3 Our aims

At Park Hall Junior Academy everyone should embrace the vision that we all believe in:-

Learn to live and live to learn

Our mission is that we all need to learn: **To Live, To Know, To Be**

Learning to live together

Developing understanding, respect and tolerance of others and appreciation of interdependence, to participate and cooperate with all.

Learning to know

Acquiring a broad general knowledge: applying knowledge through the development of skills, to deepen understanding and learning how to learn.

Learning to be

Developing greater resilience, judgement and personal responsibility, through attention to all aspects of our personal potential, so that we are happy and feel safe in school.

1.4 Park Hall - Stepping Forward Together

Park Hall Junior Academy has always been thought of as a 'good' school ever since it opened. Some would say that this, in part, has to do with its location in a pleasant, residential area, with the nearby lake and trees giving a rural dimension to an urban environment.

But mostly, this is because we are not complacent and the school has continued to go from strength to strength, continually striving to improve and give your children not only the best education but, in partnership with all of our stakeholders, the best childhood possible.

Leaders in school work hard to recruit excellent staff, ensure their ongoing professional development and develop the craft of teaching and learning.

We continuously and successfully adapt and improve to maintain high standards and to keep abreast of learning in an ever changing world.



1.5 A message from the Chair of Trustees

Welcome to Park Hall Junior Academy

Park Hall Junior Academy, part of The Loriners Multi Academy Trust, has long-standing success based upon strong partnerships; with Trustees, Governors, staff, parents and families and with our pupils. It is a partnership built on trust, support and a belief that our school can deliver an excellent foundation for our children as they progress through their key educational years. It is a partnership that delivers an ethos of hard work, a love of learning, and importantly, emphasis on fun and achievement.

The Trust Board and the Local Governing Board are closely engaged in the work of the school, attending events, school productions, being involved in a range of projects as well as working closely with the Executive to lead the strategic direction of the school, taking into account its ongoing viability, overseeing financial resilience and maintaining high curriculum standards. Trustees and Governors include parents of children currently in Park Hall, and others whose children have moved onto secondary education, local community representatives. All have a range of skills to ensure the governance of the school is well managed.

We very much welcome your interest in our school which we believe demonstrates how with care, attention and a focus on learning, our children can achieve their very best.

Mr Gerry Deakin, Chair of Trustees

1.6 A message from the Executive Head Teacher

I am proud to have been at Park Hall Junior Academy for many years as a parent, a teacher, Senior Leader, Deputy Head Teacher, and Head Teacher and Executive Head Teacher.

I have seen and experienced many changes during those years as the school has grown, developed and evolved into the successful, thriving place it is today. However, throughout the changes there has been a reassuring sameness and consistency in the ethos that drives the beliefs of this school, simply, that we want every child to be the best that they can be.

My aspirations, as a school leader, stem from the firm belief that we, as teachers and learners, contribute greatly to the process of 'real life'. Education is a major factor in our children's life journey and I believe that the education and life experience that children receive at Park Hall Junior Academy provides the most important, exciting and challenging first steps on that road to discovery and 'real life'.

The future holds great things for our children because ultimately, with their parents, families and Park Hall staff to support them they will succeed. Our children are resilient learners. They are hard working and, most importantly, their thirst for knowledge and desire to learn is well developed. Their resilience will stand them in good stead for the next part of their learning journey at our school and beyond.

Children are our future and I am privileged to make that journey with the children and families of Park Hall.

Mrs Gerry Healy, Executive Head Teacher

2. *The Next Step Forward - Looking for a place?*

- 2.1 Make a positive choice
- 2.2 An important partnership
- 2.3 Applying for a place
- 2.4 Admissions criteria
- 2.5 Too many applications?
- 2.6 Your choice



2. Looking for a place?

2.1 Make a positive choice

Consider seriously the next step in your child's education. Park Hall Junior Academy may seem the most convenient and natural choice for many families but we would prefer that, before deciding, you look at the many other good schools in this area. Choose the school that best fits you, your child and your personal circumstances.

This is important as we believe that, if you make a positive choice, there is a greater likelihood of the school and your family developing a relationship of mutual trust, honesty and support.

If you believe in the importance of a school, and are seen to support the values of the school, your child is more likely to succeed. Contradicting messages, between home and school, can be extremely unsettling for children and are not conducive to learning.

2.2 An important partnership

At Park Hall, we value the partnership between home and school. We welcome parents and take their views and concerns seriously. We expect parents to talk to us if they have a concern about school or their child. We cannot always promise to solve a problem, or even agree, but we will listen seriously to any concerns or suggestions.

2.3 Applying for a place - Mid Year Admissions.

Mid-Year Admissions refers to admissions at any point after Year 3 (September) entry.

To apply for a place you will need to contact the School Office at Park Hall Junior Academy

- Telephone on 01922 720761
- Email - postbox@parkhall-jun.walsall.sch.uk

Admission will depend on availability of places. All schools have a Published Admission Number (PAN) - Our school is 102 places per year group. Schools should not go above their PAN.

If a place is not available, parents may opt to go on the waiting list. Any offer of a place is subject to a strict Admissions Criteria (See 2.4) If you are refused a place, there is the right of Appeal (See 2.5)

There are also details on our school website at -

<https://www.parkhalljuniorac.co.uk/admissions/>

Please click on the link available for information about the Criteria for Admissions.

Should you require any further information or clarity, please contact the School Office on 01922 720761.

Please be aware that a waiting list is not determined by how long your child has been on it. Potentially, your child may move 'up' or 'down' the list depending on other applications and their criteria for admission.

2.4 Admissions criteria

Children are admitted to Park Hall Junior Academy at the age of seven, regardless of ability or aptitude. The planned number of admissions for each year is 102. Where applications for admission exceed the number of places available, the following criteria, in order of priority as set out below, will be used to decide which children will be admitted:

- Criterion 1 - Children in Public Care (looked after children).**
- Criterion 2 - Where the child has a brother or sister already attending the school or Park Hall Infant Academy who will still be in attendance during the year of admission of the child.**
- Criterion 3 - Where the child is transferring from Park Hall Infant Academy.**
- Criterion 4 - Where there are essential medical or social grounds (supported in writing by a doctor or social worker) for admitting the child.**
- Criterion 5 - The distance of the child's home to the school, as measured in a straight line, from the centre point of the home address to the centre point of the school, using the Local Authority recommended software, with those living nearest to the school being accorded the highest priority.**

2.5 Too many applications?

Park Hall is a popular school. We currently have long waiting lists for all year groups, therefore we are not able to admit all children who apply. However, you do have a right of appeal which may be discussed with the Clerk to the Trust Board, through the school office.

Any parent wishing to appeal against non-admission should write, in the first instance, to the Clerk to the Trustees at the school address, explaining why they wish to appeal and the grounds for doing so.

All appeals are scheduled through Walsall Council Democratic Services and are heard before an independent panel to consider the grounds for admission. Parents will be contacted to explain the procedure and to invite them and/or their representatives, to come before the panel to present their case and obtain a decision on the appeal. Any decision, made by the independent panel, is binding on both parties.

2.6 Your choice

Parents have the right to choose a school for their child, *provided that there is a place available*. Make a positive choice – look at a number of schools.

Whatever school your child attends, it is important that your child sees you and the school working together for his or her benefit.

3. *Routine Steps*

Some routine things that you and your child should know ...

- 3.1 School Uniform
- 3.2 Physical Education
- 3.3 Swimming
- 3.4 Safety / Hair Styles
- 3.5 Jewellery
- 3.6 Personal belongings
- 3.7 Charges and School Fund
- 3.8 School staff
- 3.9 Board of Trustees
- 3.10 Session Times
- 3.11 Attendance / Absence
- 3.12 If there is a problem

3. Some routine things that you and your child should know ...

3.1 School Uniform

We strongly believe that wearing school uniform is integral to reinforcing our whole school community. We wear our uniform with pride.

- ♦ Sensible and comfortable, **black shoes**. (No trainers)
- ♦ Black, white or grey socks/tights/headscarves
- ♦ Grey skirt or trousers;
- ♦ Long or short sleeved white blouse or shirt; (No polo shirts)
- ♦ School tie.
- ♦ Emerald green top (jumper/cardigan/sweatshirt);



In the months of May, June, July and September, optional uniform is

- ♦ Green gingham dress / green gingham playsuit
- ♦ White polo shirt
- ♦ Grey Shorts
- ♦ In extreme weather, your child will be advised of 'no tie days'



We work hard to ensure that our uniform is comfortable, sensible, cost effective and versatile. Please support our aims by ensuring your child wears uniform.

If your child is not able to wear school uniform, for any reason, please contact us to advise why this may be. Our expectation is that all pupils wear uniform as part of the school community. School staff will remind children to wear full uniform.

Uniform is available from **Clive Mark School Wear** and **Crested School Wear**, situated in Walsall Town Centre.

3.2 Physical Education

Currently children attend in full PE Kit on their designated PE Day.

Indoors:

T-shirt; colour according to their House - (Red, Yellow, Blue or Green).
Black Shorts;
Plimsolls (soft black pumps).



Outdoors:

As above;
Warm top or tracksuit; (grey).
Trainers - plain.

We would prefer children to wear their house colour T-shirt, and black shorts which are available from school. (T-shirts with the logo are only available from school).

PE Kit is also available to order through your child's Scopay Account. This is long wearing and competitively priced.

Please see Health and Safety guidance concerning PE and jewellery.

NB. It is important during these active lessons that jewellery is removed and longer hair is tied back please. Earring (small studs) should be covered with a plaster or removed.

3.3 Swimming



We will inform parents when their children will be having swimming lessons. It is an important and **compulsory** part of the curriculum. It is particularly important due to the school's close proximity to the local lake and canal network.

All children will require a swim hat, suitable costume and a towel. Jewellery must **not** be worn. Children may wear a verruca sock, if required, but **not** plasters. A swimming hat should be worn for children with long hair. All long hair must be tied up.

Goggles may be worn if required. A letter will need to be sent in to your child's class teacher.

If your child cannot go swimming, we would appreciate a letter explaining why and please make an appointment with the Head of School to discuss this.

3.4 Safety/Hair Styles

What might be safe clothing at home could be unsafe in a school where there are large numbers of children being physically active. It is not advisable to wear items that might endanger children, for instance:

- heeled shoes/open toe sandals;
- loose/dangling clothing;
- long hair should be tied back for activities such as PE, sport and some science/technology lessons.
- earrings (small studs are safest).

Should you wish your child to cover their hair, please ensure that scarves, hijabs or turbans are appropriate to school uniform colours (grey/black/white) and are not too restrictive or are too free flowing which may result in injury, if caught or pulled.

Hair styles should be sensible, tidy and not cause possible Health and Safety issues. Please **DO NOT** allow your child to persuade you that the latest fashions are suitable hair styles for school.

3.5 Jewellery

Children are asked not to wear jewellery for the above safety reasons. The school cannot accept responsibility for lost or damaged items of jewellery.

Safety guidance clearly states that **ALL** jewellery should be removed for PE, games and swimming. A sweatband must be used to cover any religious bangles. For staff to not enforce this rule could invalidate the school's risk protection.

Therefore it is important that, if your child is going to have their ears pierced, please plan to do so at the beginning of a major holiday, which allows your child's ears to heal. A child must be able to take out and replace earrings independently or ideally not come to school wearing earrings on their PE day. Where this cannot happen, please ensure your child comes to school with plasters over their earrings, as school staff are not able to do this.

3.6 Personal Belongings

Children are encouraged to be responsible for their own personal property. We would ask that all items belonging to your child are clearly labelled with your child's full name. The school cannot be responsible for lost or damaged belongings.

We especially discourage children from bringing in any personal items from home and in particular expensive or precious articles such as toys, expensive pens, money and other items of personal value. The school will not replace lost, broken or taken items.

Children should not bring items to school to swap, exchange, loan or sell. Mobile phones are **not** allowed in school. If your child needs to bring a mobile phone to school, for emergency purposes, for example when walking to school or home at 3.30pm, then the phone should be handed into the School Office and collected at the end of the school day.

We do not allow children to wear smart watches in school. If brought into school, it will be kept in the School Office until collected by an adult.

3.7 Charges

No charge is made for education at Park Hall Junior Academy.

Parents are *not obliged* to contribute to the costs of extra activities such as visits, special events or materials. However, we will generally ask for your financial support. Children whose parents cannot contribute are not discriminated against, but, if there are insufficient monies to support an event, the event may need to be cancelled.

Donations into school are always welcome and will be used for the children's enhanced curriculum.

3.8 School Staff

We are fortunate in the quality of staff at Park Hall, and in the many talented and committed people who support our school. Staff are extremely giving of their personal time, and 'go the extra mile' to ensure your child has a great learning journey.

School staff are not routinely required to respond to parents/carers by email or telephone. All parental enquiries must be directed to the School Office, via email/telephone, in the first instance.

Email: postbox@parkhall-jun.walsall.sch.uk
Telephone: 01922 720761

3.9 Trustees and Local Governing Body

You will find a full list of our Trustees and Local Governing Body on the school website.

3.10 School Session Times

8.45 - 8.55am	Doors open
8.55 - 12.30pm	Morning session
12.30 - 1.30pm	Lunchtime
1.30 - 3.30pm	Afternoon session



We expect children to be ready and working by 8.55am. At 3.30pm they will clear away their work and be dismissed - it can take up to ten minutes for children to leave the premises. Gates close at 8.55am and 3.40pm.

Lunch

Children entitled to “free meals” have a choice of healthy packed lunches provided by an external provider.

Please note that cooked meals are **not** available. Parents can make arrangements to take their child off site or supply a healthy packed lunch. It is vitally important that products containing NUTS are not brought into school. We have a growing number of children and adults who have allergies that could result in serious illness and anaphylaxis which can be fatal.

Breaktime Snacks

We ask that children bring in a portion of fruit and/or a portion of vegetables to eat around 11.00am, this provides a nutritious boost mid morning. Unhealthy, or high in sugar snacks, including chocolate and biscuits, are not allowed during morning break.

Milk is available to purchase through Cool Milk, for further information and to register and pay, please visit: www.coolmilk.com

3.11 Attendance, Absence and Punctuality

If your child is absent from school, please telephone the School Office as soon as possible that morning. The telephone system allows parents to leave a message, which can be left at anytime. An explanatory note or email should then follow, addressed to your child's class teacher on their return. Should a parent fail to notify us with a reason for their child's absence, this will be recorded as an **unauthorised absence**. Medical confirmation to support illness may be required.



It is important that the office staff account for all pupils for safety reasons.

The Department of Education introduced legislation from 1st September 2013, which does not allow any planned leave during term time. A letter advising parents of this is included in this pack.

Currently, large numbers of children nationally continue to struggle with regular attendance. The most recent legislation, from the Government White Paper, requires schools to actively seek to improve attendance for all pupils, pupils at risk of persistent absences and those pupils who are persistent absentees. (attendance below 90%)

Please note that Attendance information is routinely collected by the Education Welfare Office (EWO) and therefore failure to attend could result in a visit from the EWO and/or the issue of a fixed penalty notice by Walsall Council.

- No authorised leave will be routinely granted under any circumstances if your child's attendance **has been below 95% during the last two academic years**;
- No leave is routinely granted in the academic year during which public examinations take place (Year 6);
- You may request emergency leave by completing an application for Leave Of Absence In Exceptional Circumstances form available from the School Office, however it does not automatically give authorised absence.
- Authorised absence will still affect your child's overall attendance.

If you take your child off site, during the school day, an Authorisation Slip, is required in case you are challenged by Truant Officers and/or Council Officials. This is signed by a member of the Senior Leadership Team.



Punctuality is a skill for life and we encourage parents to model this skill by ensuring your child is on time. Lessons start promptly at 9:00am for morning sessions and 1:30pm in the afternoon.

If for any reason your child is late for school, they must report to the school office to ensure they are registered. The number of minutes your child is late will be recorded in the school management system.

Regulations state that if a child is more than thirty minutes late, for any reason, he/she is marked absent for the whole morning/afternoon, equating to half a day's absence.

Sustained lateness could result in the involvement of the EWO who may visit home. If extenuating reasons arise which may cause regular lateness, please advise the school, in confidence, who will support the family to achieve and maintain regular punctuality.



Attendance during one school year	Number of days missed	Number of weeks missed	Number of sessions missed	Number of lessons missed
100%	0	0	0	0
98%	4	0.8	8	20
95%	9	2	18	45
90%	19	4	38	100

Authorised absence will still affect
your child's overall attendance.



Medical/Dental Visits

We ask all parents to book routine medical appointments for the GP, Dentist and Opticians **out of school hours**.

Should you need to collect your child for **emergency only** medical/dental visits, please call at the office first where you will be asked for a copy of the appointment letter/card or to bring one in when you return your child to school.

An authorisation slip will be provided to you to confirm that your child has permission to be out of school. This may be required should you be challenged by Walsall Council Officials, Truancy Officers or the Police, as to why your child is not in school.

School will support any family where on-going hospital treatment is being received. Please speak to the Head of School or Executive Head Teacher in confidence.

Dropping Off

Please note that the school gates do not routinely open before **8.40am**. **No child should be left at the gate unsupervised**. The doors will open at 8.45am and staff cannot be responsible for children prior to this time. If your child walks to school independently, please make sure they are leaving home at an appropriate time.

Collection

The school gates will not open prior to 3.30pm. Lessons are taught up to 3.30pm and children are dismissed after this time. It is best to wait away from the school gate and please do not allow younger pupils to climb on the gate. Children in **Years 3 & 4 must be collected by a parent or nominated adult at 3:30pm**. Children in **Years 5 & 6** should arrange with you a regular meeting point. In Year 5 and 6, once the days are lighter, we encourage children to walk home/part of the way home. These children are allowed to bring in a mobile phone which should be handed in to the School Office on arrival and collected at the end of the school day. Requests for children to walk home must be put in writing to the Head of School.

If you wish your child to walk home or to the car in Years 5 & 6, we require written authorisation please. Parents/carers must complete the 'Year 5 & 6 Walking Home alone' form to give permission and it informs us that you have discussed safety measures with your child.

Children will only be released into the care of relatives/friends, on your instruction, who are on the approved list that you provide at the beginning of the academic year. This list may be updated as needed by emailing the School Office on **postbox@parkhall-jun.walsall.sch.uk**

Adults collecting your **child must be 16 or over** unless alternative arrangements have been agreed with the Head of School / Executive Head Teacher.

If you are running late to pick up your child you should contact the school office by **3:00pm** to give staff enough time to pass the information on to teaching staff.

Any child not collected will be taken to the school office where staff will contact parents. Please note that office staff cannot routinely undertake the responsibility of looking after children not collected at 3:30pm. Failure to collect your child may result in a referral to Social Services.

Supervision

We request that children do not arrive at school before 8:45am, for the morning session, nor before 1:25pm for the afternoon session (applies to children going home for lunch only).

We cannot be held responsible for the supervision of your child prior to these times, or after 3:30pm (if not attending a school club). Children are supervised, with appropriate ratios at lunchtime and playtime.

Playground equipment is safe for use by children aged 7 years or over. Please supervise younger siblings on the playground at the start and end of the school day - they should not use junior play equipment as it is designed for aged 7-11 years only.

The school cannot allow any child home during school hours unless he/she is collected by a parent or their representative with parental permission, **provided prior notice** has been given to school.

3.12 If there is a Problem ...

It is in your child's interests for the relationship between school and home to be mutually supportive. If you have a query or concern, no matter how small, you should discuss it with the school.

We may not always be able to agree, or find a solution, but the school:

- will listen;
- will identify a way to move forward together.



If you feel that something is going wrong **TELL US!** Usually, parents should try to resolve any issues through the class teacher, in the first instance, and then through the Year Group Leader or Head of School.

You may, of course, see the Executive Head Teacher.

Not satisfied?

- Write to the Chair of Trustees.
- The Chair will speak to the Executive Head Teacher and report back to you or the Chair may consult the Trustee Board.

Still not satisfied?

- Contact the Clerk to the Governing Body who will outline the complaints and appeals procedure, see enclosure.

Remember:

- **Senior Leaders are available 'at the gate' daily;**
- **You are always welcome to discuss concerns;**
- **We will always listen;**
- **We cannot put things right if we don't know about them!**
- **We will seek to find a resolution in partnership with you.**



4. *The Learning Steps*
Our curriculum, and our approach to teaching and standards.

- 4.1 Your child as an individual
- 4.2 Teaching methods
- 4.3 The subjects we teach
- 4.4 Raising standards
- 4.5 Religious Education - your right to opt out
- 4.6 Collective worship - your right to opt out
- 4.7 Sex and Relationships Education - your right to opt out
- 4.8 Special Education Needs
- 4.9 Sporting Activities
- 4.10 Productions
- 4.11 Concerned about the Curriculum?
- 4.12 What are our results?

4. The Learning Steps

About our curriculum and our approach to teaching and standards.

4.1 Your child is an individual

Your child is an individual with individual needs and aspirations. Children learn at different rates and have “learning spurts” at different times. It is our aim to create the conditions in which your child will be a successful and resilient learner in a happy, confident and positive atmosphere.

One of the strengths of Park Hall is the way in which the staff consider the personal learning journey of each child. We differentiate teaching and learning in a number of ways according to individual progress and ability. Regular monitoring takes place on the progress that all children make.

Monitoring progress, and teaching the children accordingly, is important. At Park Hall we admit children with a wide range of abilities. No matter what the ability of a child, our real task is for each child to feel that he/she has had a special or magical experience by achieving more than might have been expected of him/her.

**Each child is different. They look different, behave differently,
and develop at different times and in different ways.**

**Value them for who they are, what they have to offer and,
most importantly, for the personal progress they are making.**

4.2 Teaching Methods

A variety of teaching methods are used at Park Hall Junior Academy.

- Adaptive teaching (also known as differentiated learning)
- Audio, visual and kinaesthetic learning;
- Whole class input;
- Guided group work;
- Independent group work;
- Rote and recall of facts;
- Spellings;
- Applying knowledge and understanding;
- Developing strategies to take tests/examinations;
- Evaluating their knowledge, skills and understanding;
- Encouraging creativity!

4.3 The subjects we teach

The curriculum is based around the framework of the National Curriculum and what we have identified for children to be resilient learners.

Core Curriculum:

English
Mathematics
Science
Computing
Religious Education
Physical Education



Foundation Curriculum:

Art Design
Design & Technology
Geography
History
Modern Foreign Language - French
Music
Personal, Health & Social Education / Relationships & Health Education



In all subjects, we use a variety of published schemes and teacher prepared materials. In this way we match our delivery to the learning needs of the children.

4.4 Raising Standards

We are constantly striving to improve and raise the standards across Park Hall. This we do by having a 'School Improvement Plan' with very precise targets that are reviewed annually.

We self evaluate to reflect upon what we do and monitor what we achieve through:

- analysing the attainment levels of the children;
- analysing the progress made by individuals and groups;
- using external advice and expertise;
- comparing our performance to other schools, locally and nationally;
- taking account of any research or advice from national bodies such as STA (Standards and Testing Agency), the National Strategy Teams and Ofsted (Office for Standards in Education);
- developing our own monitoring procedures such as work trawls and classroom observations, curriculum review and peer work;
- surveying the views of our children and families;

Outcomes gathered inform our future planning which, in turn, ensures that we sustain our current standards *and* improve further.

If you wish to know more about any aspect of our curriculum structure and delivery, please see www.parkhalljuniorac.co.uk/curriculum

In particular, you should know about your rights relating to Religious Education, Collective Worship and Sex and Relationships Education (SRE)

4.5 Religious Education

Our RE teaching takes account of the Walsall Agreed Syllabus. It presents opportunities for children to study the major faiths represented across the UK and the World. It provides for the development of a growing awareness of belonging to a larger community and also a deepening approach to issues arising from experiences of life.

4.6 Collective Worship

Collective Worship takes place regularly, either all together in the school hall or in smaller groups in the classroom. This contributes towards the spiritual, moral, cultural and social development of pupils. It is broadly Christian in character, without being denominationally biased, and also includes information and traditions from major world faiths.

4.7 Preparation for Puberty / Sex and Relationships Education

Sex Education starts with respect for oneself, one's body and an understanding of life's processes. In all year groups children are given an increasing understanding of these issues through lessons such as Science and Personal Health & Social Education.

In Year 5 we normally run a special project centred around 'Preparation for Puberty' which parents can preview. We aim to prepare the children for puberty and give them some insight into emotional and physical development in the human life cycle.

Please remember, it is better to find out the facts in the classroom than the interpretation of facts on the playground!

4.8 Special Educational Needs & Disabilities

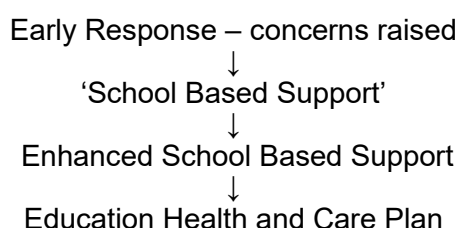
At our school we use the definition for SEN, and disability, from the SEND Code of Practice (2014).

The learning of children can differ greatly and occasionally children may need additional support and some reinforcement for their learning that is “**additional to and different from**” that provided within the differentiated curriculum, to better respond to the four broad areas of need:

- Communication and interaction,
- Cognition and learning,
- Social, emotional and mental health,
- Sensory/physical.

For further information please see our SEND policy and Information report at <http://www.parkhalljuniorac.co.uk/send>

School operates a graduated response to cater for the SEND needs in school. Children enter initially after noted concerns at early response and move through the varying levels depending on need:



‘School Based Support’ and ‘Enhanced School Based Support’ – The class teacher works in consultation with the SEND coordinator and parents. Targets are created to support child learning within the classroom and through targeted interventions. Children may also receive support from additional agencies such as Speech and Language Therapy, Advisory teams and Educational Psychologists.

Educational, Health and Care Plan – An EHCP is a legal document which describes:

- A child or young person’s special education, health and social care needs
- The help that will be given to meet those needs, and
- What the young person will be able to achieve as a result of the support.

The plan is drawn up by the local authority after a formal assessment process called an EHC Needs Assessment.

As with school based support the class teacher works with the SEND Leader and often external agencies to plan and complete interventions and support programmes in school.

4.9 Sporting Activities

In Physical Education we carry out a wide range of activities. Our primary aim, in sport at this level, is to develop the children's general attitudes to sport, sportsmanship and competition giving them experience of a range of sporting skills and introducing them to a variety of sporting activities i.e. Dance, Games, Gymnastics, Swimming, Athletics and Outdoor and Adventurous Activities.

As well as general games and activities in lessons, we have teams representing the school in local competitions.

In school, children will develop experience of team games, such as:-

- Rounders
- Netball
- Tag-rugby
- Football
- Short tennis
- Hockey
- Cricket
- Other team games

They will also participate in our annual House Competitions in which the house teams will compete for our Sport Trophy.

4.10 Productions

During their time at school, children will use their spoken language skills and build on their acting knowledge. They will work together as a class or a year group to present a final production. It is a great opportunity to see the children working collaboratively together, with their peers, and gaining confidence in an acting, speaking or singing role.

4.11 Concerned about the curriculum?

If you have a concern about the curriculum you should, in the first instance, discuss the issues with the Class Teacher or Subject Leader.

4.12 What are our results?

By the end of Year 6, the children will sit statutory national tests, called SATs, in Reading, Grammar and Punctuation and Mathematics.

Whilst results may vary year on year, we are committed to high standards of achievement above local and national expectations and this is reflected consistently over time.

More importantly, teachers regularly assess children's learning. This is analysed, moderated and evaluated and findings are used to inform future planning, alternative teaching and learning strategies and identify support and challenge.

At the end of Year 4, the children will sit the multiplication time tables check.(MTC). This is a statutory national test and the purpose is to determine whether children can recall their times tables fluently, which is essential for future success in mathematics.

5. *Steps from Home to School*

The links between Home and School

- 5.1 How can you help your child?
- 5.2 Consultations and Reports
- 5.3 Newsletter and Website
- 5.4 Extra-Curricular Activities
- 5.5 Anti-Bullying / Behaviour Policies
- 5.6 Home School Agreement - enclosed



5. Steps from Home to School

The links between Home and School

Here are some ways you can help your child at school:

- Be positive about school. If you have any concerns, express them directly to us, and not through your child.
- Make sure you know what homework is set and encourage your child to do it thoroughly. Help them *but* do not do it for them.
- At home encourage your child to read quietly for about 15 minutes daily. With younger children (under the age of 9) hear them read daily for a short time. Good reading promotes good writing.
- It is important that you are reading to your child as well as hearing them read.
- Try to keep up to date with what your child is learning at school and talk regularly about it. We publish a Programme of Study and there is information on the school website. The newsletter also contains information and guidance.
- Check every Wednesday whether you should have received any correspondence from school - this is our official 'letter day'.
- Encourage your child to take up extra curricular interests and talk about them. We are always pleased to hear of any achievements or interests pursued out of school.
- Find the chance to engage your child in maths activities, especially number (shopping, cooking, games and counting/mental agility activities on car journeys).
- Help your child to be ready to learn - to be on time, calm, well fed and rested when they come to school.
- Let us know your child's achievements outside of school. We are happy to celebrate their successes with you and publish them on the school website.

If you are uncertain about something or have a concern, then please do not hesitate to contact us:

- by phone, email (postbox@parkhall-jun.walsall.sch.uk) or letter;
- a very quick chat before 8.55am or after 3.30pm;
- approach Mrs Healy or a member of Senior Leadership at the school gate before or after school;
- make an appointment if it is likely to take more than 5 minutes, or is confidential.



5.2 Consultations and Reports

Consultations are normally held in the Autumn (Welcome and Settling In), Spring (Pupil Progress) and Summer Terms (Celebration of work at Open Evening) but if at any time you do have something to discuss please contact us straight away. A summary report for all National Curriculum subjects is written at the end of the academic year by the child's class teacher.

5.3 Newsletter and website

As well as letters to do with individual events, we produce a newsletter, fortnightly, via email. Our aim is to keep you informed about what is going on in school.

Our website also provides you with lots of useful information about school.

5.4 Extra-curricular activities

Our teaching staff deliver a series of extra curricular clubs or interest groups each academic year. It is a great opportunity for children to enjoy a wide range of active, fun and educational experiences.

Over many years children have had fun experiencing new things and developing new skills through a range of clubs -

Art and Crafts
Dance
Cricket
Athletics

Science
Code Breakers
Outdoor Games
Multi-skills

Football Training
Orienteering
History Club
Science Club

Choir
Colouring Club
Basketball
Yoga



5.5 Anti-Bullying / Behaviour

At Park Hall, we encourage children to be 'PROUD' of their behaviour in school. We have used the word 'PROUD' to capture our main expectations of behaviour.

PEOPLE

- We are kind to people
- We look after people
- We tell people if something is worrying us
- We respect people's personal space; we keep our hands and feet to ourselves.

RESPECT

- We respect each other.
- We respect all staff in school.
- We respect each others' faiths
- We respect school equipment.
- We respect each others' opinions.

OWNERSHIP

- We take ownership of our own learning.
- We take ownership of our decisions.
- We take ownership of our mistakes; we don't tell lies or make excuses.
- We take ownership for looking after school resources.

UNIQUE

- We know what makes us unique.
- We celebrate our own and others' unique qualities.

DETERMINATION

- We are determined to do our best work at all times.
- We are determined to succeed.
- We are determined to not give up; we show perseverance and resilience.

Whilst we are very proud to have achieved Bronze and Silver Anti-Bullying Awards , we recognise that in every school there is some bullying at some time. We take the issue extremely seriously. We investigate thoroughly what has happened or is happening, identify anti-bullying strategies and monitor outcomes.

We are pro-active in our Behaviour Management Scheme - Good to be Green (please see enclosure).

However, the most important way of protecting children is for them and their parents to have sufficient confidence in the school to tell us if they or someone else is being bullied. Please don't ask your child to 'ignore' another child's behaviour if they are upset by it. Tell us!

Together we can stop it!

5.6 Home School Agreement

Please see the Home School Agreement.