

PARENTS HANDBOOK

Year 3

2008- 2009

General Information

General Prep School Matters

On arrival in the Prep Department in Year 3, children are placed in mixed ability classes and this continues through to the end of Year 6. During these years the building blocks of education are continuing to come together on the solid foundations built in Chestnut. The mixed ability nature of these classes allow children to continue to develop without the pressure of a label. Those for whom academic work is a strength, will continue to be stretched to ensure that they make excellent progress whilst those who need a little more support will also be challenged so that they too make similar progress. Teachers across the year group will plan together. This not only helps to share ideas about best practice amongst the teachers but also ensures that all children are covering the same curriculum.

In these important formative years children will flourish because of the expectations made upon them rather than on the pressure of feeling that one is failing because one is 'bottom set' or because one can't keep up in the 'top set'. These are expressions heard in the past from children and sometimes from parents. They are not terms that Hazelwood uses.

Once your children reach Year 7 the fundamental learning blocks will normally be in place. All children will continue with a broad curriculum, satisfying the needs of the national curriculum and more. Whilst the curriculum is essentially the same, the children will have different needs. Where possible, therefore, years 7 and 8 will be streamed to take in these differences. At all times our aim will be to help your children prepare for transfer to their Senior Schools

Children will always be competitive but this needs to be in a healthy fashion. The very best form of competition is that which is against oneself as an individual as that is something one can control. Setting personal targets, working hard to achieve success and being able to measure that progress is the child's input into helping maximise potential. With this in mind Form Tutors will assist children formulate three targets for each term.

Teachers play their part by providing stimulating challenges, motivating children and ensuring that progress is made. Parents also have a role to play and we would urge you to continue to be involved in your child's education, as we know you already are.

At the end of Year 6 some children, and at the end of Year 8 all children will opt to enter Senior Schools by various different entry methods. Hazelwood prides itself on preparing children for their next school and whilst we hope that what we offer in terms of confidence building and self-esteem boosting in Years 7 and 8 is very attractive to you, we do also recognise that some choose to move at 11+.

Whatever your choice we wish to help make it a successful one. The timetable allows for plenty of mathematics and English teaching; the mainstays of all entrance tests. Children are made familiar with non-verbal reasoning and verbal reasoning papers and finally, we

will also offer the children sitting 11+ and 13 + exams, interview practice so that this too will be an area of strength for them.

Behaviour

Hazelwood prides itself on high standards of behaviour. To help ensure this we have developed a Code of Conduct. This code will be displayed in Form Rooms and will be discussed at regular intervals throughout the year. Please would parents play their part by going through the Code of Conduct just before your child returns in September. Thank you.

Code of Conduct

The ultimate school rule is that all of us, staff and pupils alike, treat each other as we would wish to be treated - with consideration, kindness and respect.

This means:-

- 1 In class you make it as easy as possible for all pupils to learn and teachers to teach**
By, for example
 - arriving on time
 - being properly equipped, and having the correct books
 - starting and ending lessons in an orderly way
 - being helpful when required
 - being quiet when asked

- 2 You move sensibly around the school**
By, for example
 - standing back to let people pass
 - opening doors for people
 - waiting your turn
 - never pushing or kicking
 - walking, not running

- 3 You speak and act politely to everyone, pupils and adults**
By, for example
 - avoiding answering back or shouting
 - forbidding yourself to use slang, or bad language
 - standing up when a visiting adult enters your classroom
 - using good table manners
 - offering polite greetings to staff, such as “Good morning Mrs...”

- 4 You do not act unkindly to anyone**
By, for example
 - refusing to tease other people
 - never hitting other people, or hurting them, even when provoked

- 5. You help keep the school tidy and respect all property**
By, for example
 - placing litter in bins
 - not writing on walls, desks, school books
 - always leaving alone other people’s property
 - not opening a desk or locker that is not your own

- 6 You do not bring inappropriate items to school**
For example toys or games are left at home, unless a teacher tells you
Mobile Phones, walkmans/ ipods or radios
animals or insects
anything which could be dangerous, or is too
valuable to lose
- 7 You respect your own safety and that of others**
By, for example not climbing on or under buildings or walls
keeping your equipment in good repair
- 8 Treat your uniform with care and respect**
For example make sure you have all of it
keep it clean and tidy
wear it with pride; it is smart
- 9. You always use your common sense and act on it.**

Forms

There are three mixed ability forms in the third year. The form teachers are:

3B	Mrs Sue Batley
3D	Mrs Linda Devere
3H	Mrs Alison Harris

Subjects

The following subjects are taught: English, Mathematics, Topic (to include Science, History, and Geography), Information Technology, Design Technology, Religious Studies, Art, Drama, Music, Physical Education and Games.

Preps

There is one prep of approximately 20 minutes, which will sometimes be reading set each evening, Monday to Friday by the class teacher. Each child has a prep diary in which details of the work set should be recorded. We would be grateful if you could sign this each evening after the children have completed the prep. The diary is also a means of communicating with the form teacher so please do not hesitate to use it for messages.

School Examinations

There will be one set of examinations this year. The dates are : June 1st – June 4th 2009

Examinations allow us to see what the children can achieve in important areas. We are obviously keen that pupils do well but they are however, only one of many forms of assessment used by the school. Class tests would probably be a more accurate description and there is certainly no intention that children should be under stress. Papers will be set in English, Mathematics, and Topic. In Year 3 it is expected that most revision will take place in class and not at home.

Parents' Evenings

On Tuesday 9th September there is an opportunity for parents to come into school and meet the staff that teach in Year 3. After a brief presentation by staff there will be a time for questions before more informal discussions.

Later in the year there will be individual appointments where you can meet the class teacher and learn how your child is settling into the Prep school. These will be on Monday 13th and Wednesday 15th October in the Autumn Term, and again in the Spring Term (dates to follow in School Calendar). Parents' evenings provide an ideal opportunity for staff and parents to discuss children's progress, identify strengths and weaknesses and talk about any problems. However, individual communication is encouraged at any time.

Reports

You will be sent termly reports. In the Autumn and Spring Terms these will be in a short format to be distributed shortly before the parents' evenings. There will be a full written report at the end of the Summer Term. We aim to ensure that these reports do not contain any hidden surprises, as you would normally have been notified by staff of any problems that have arisen during the term.

Grades

Grades for effort are sent out twice per term (dates on calendar). We use a scale of A to E for effort and 1 to 5 for achievement with the following definitions:

Effort Grades

- A Excellent
- B Good
- C Average
- D Below average
- E Poor

Achievement Grades

- 1 Working at a level well in advance of the expectations of children of this age.
- 2 Working at a level above the expectations of children of this age
- 3 Working at a level in line with the expectations of children of this age.
- 4 Experiencing a little difficulty and needs occasional support to meet the expectations of children of this age.
- 5 Experiencing significant difficulty and needs continual support to try to meet the expectations of children of this age.

Equipment

Please ensure that all equipment is clearly named.

Pupils may use a case to bring books and stationery to school but these must remain in the area allocated during the day. All exercise and text books will be provided by the School but pupils should have the following items of stationery:

- Two 'H' pencils
- Pencil sharpener with container
- Rubber
- 30cm plastic ruler

Set of coloured pencils
A glue stick

Games

Pupils have games on two days per week, Tuesday and Thursday. For girls the main games are netball and rounders. The boys play football, rugby and cricket. Matches are arranged at inter house and inter school level. There are several appropriate after-school activities, which can be joined by using the application form that is distributed before the start of each term. If you have any queries about these, please contact the School Office. Children will normally bring games and P.E. clothes home on Friday for washing.

Music

We offer a wide range of individual instruction. If you wish your child to start a new instrument please contact Mrs Louw. Please remember that a term's notice must be given if you wish to stop instrumental lessons. Music lessons take place during the normal school day and therefore pupils will miss lessons. The music programme is planned so that children do not miss the same lesson each week. Pupils are expected to arrange to catch up on any work missed and teachers will ensure this can be achieved easily. This process of "rotated extraction" has worked very well for some time. If any problems arise as a result of any pupil taking individual instrumental tuition, please contact Mrs Louw.

Dance

There are classes in a variety of disciplines including ballet, tap and modern, both during and after school. These vary depending on the demand. Please contact the school office for details of current classes.

Contacting Staff

Please feel free to contact staff if there is a problem. Staff are particularly busy between 8.00-8.30am but if you leave a message with the School office the teacher concerned can ring you at the earliest possible opportunity. Class teachers are usually available briefly before school for urgent matters. Form tutors will deal with any pastoral worries. Other staff you may wish to speak with would be Mr Weston (Director of Studies), Mrs. Louw (Deputy Head and Director of Music), Mrs Batley (Head of Lower School Y3, Y4, and Y5), and Mr Wiseman (Director of Sport). Mr McDuff can also be contacted directly if you feel this is more appropriate.

Subject Teachers

The following staff will be teaching the third form :

Subject		Teacher
English, Maths, Topic, ICT	3B	Mrs Sue Batley
English, Maths, Topic, ICT	3D	Mrs Linda Devere
English, Maths, Topic, ICT	3H	Mrs Alison Harris
PSHE		Mrs Sue Batley
French		Miss Doumic
Design Technology		Mr Ben Brownless
Art		Mrs Carolyn McGivern
Drama		Mrs Juliet Housego
RS		Mrs Sue Barnard
Music		Mrs Sara Young
Physical Education		Mr Martin Nicholson

Games are taken by various members of the Games/P.E. Department

All lessons are 50 minutes in length except French which is taught in 25 minute sessions.

The children will have the following number of lessons per week in each subject:

English	6
Maths	6
Topic	4
ICT	1
PSHE	0.5
French	1.5
DT	1.5
Art	1.5
Drama	1
RS	1
Music	1
PE	1
Games	4

Daily Routine

Below is the daily routine for the coming year.

Registration	08.30
Assembly - Monday Chapel - Tuesday/Thursday/Friday Form Period - Wednesday	08.40
Lesson 1	08.55 - 09.45
Lesson 2	09.50 - 10.40
Break	10.40 – 11.05
Lesson 3	11.05 – 11.55
Lesson 4	12.00 – 12.50
Lunch	12.50 – 13.45
Registration	13.45 – 13.50
Lesson 5	13.50 – 14.40
Lesson 6	14.45 - 15.35
Form Period	15.40 – 15.55
Signing Off	16.00

Subject Guide

English

The proficient use of English is central to all areas of our curriculum. In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively.

Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction texts. The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge pupils learn to choose and adapt what they say and write in different situations.

We follow the requirements of the National Curriculum to give our children a firm grounding in language, so that they speak, listen and write confidently, skilfully and with enjoyment.

The skills of **speaking and listening** with confidence are encouraged through discussions, readings, presentations, debates and recordings. Drama is incorporated as an important extension of language work and the range of activities includes improvisation, performing plays and responding to performances. Listening comprehension exercises are employed to improve listening and to train auditory skills.

Reading is taught and encouraged through a wide variety of methods and the development of fluency, prediction, understanding and expression is emphasized. Individual and Group Reading is undertaken where pupils are given a balanced programme of guided reading from books of graded difficulty, matched to their own independent reading level which is assessed annually. As they gain fluency the emphasis shifts to advanced reading at text level. Several novels are also studied as class texts; characters, plot, issues and style are discussed. Some written work is developed from these texts. They also read books of their own choice in order to develop interest and independent reading habits. A Recommended Reading List is issued and the children are expected to read at home regularly.

Comprehension skills are further developed by means of structured exercises as well as the SRA graded comprehension cards.

Attention is given to **language work** and to the correct use of **grammar, punctuation and spelling**. This is developed in conjunction with writing, where the pupils are taught to write appropriately and imaginatively in a variety of genres, as well as in specifically structured lessons. In addition, they are taught to use the dictionary, thesaurus and other information sources available in libraries and computers.

We continue to practice a cursive style of **handwriting** and high standards of presentation are encouraged throughout the school. Word processors are available and the children are encouraged to draft, edit and present work. **Information and Communication Technology** is incorporated where appropriate in lessons and specific sessions take place in the ICT suite with specialist staff on hand to work alongside the English teacher.

Children with **specific learning difficulties** are taught on a withdrawal basis, once or twice a week, by specialist staff in the Study Support Department, whilst within the classroom individual needs are met by careful differentiation. The needs of the more able pupils are also met by differentiation within the class.

Mathematics

In year 3 maths is taught daily in class groups by the class teacher. This allows teachers to work flexibly and to make links between maths and current topics. Teachers across the year group plan the work in general terms and it is then tailored to the needs of children in each class, some of whom will require either extension or reinforcement of earlier concepts.

In year 3 it is vital that children develop a solid understanding of the basic concepts and a positive attitude which can be built on in later years. There is a therefore very strong emphasis on working with practical and visual resources before working too quickly at an abstract level. Children also work in pairs, small groups or as a whole class in order to facilitate discussion which helps them to reason mathematically and think for themselves. As in all year groups, children are encouraged to tackle problems in their own ways at first and to do activities which allow them to discover efficient methods for themselves. This develops a confident 'can do' attitude towards maths and fosters solid understanding and enjoyment.

The maths curriculum for year 3 emphasises mental methods of calculation. To support this, it is important that children practise their number facts (bonds and multiplication tables) on a regular basis at home. 'Little and often' is best. This year we have introduced a reward system to encourage children to learn their number facts. Most year 3 children should be capable of obtaining the Bronze level award. Children are also expected to complete at least one piece of homework a week; this may be a written task or a game or activity to reinforce or extend class work. It is always very beneficial to the child for parents to encourage them with their homework. 'Probing' questions such as, 'Can you explain how you are doing that? What would you do if...? Is there another way to do it?' are particularly useful in supporting the approach we take at school. Class teachers and the Head of Maths are always happy to explain 'new' methods of calculation to parents.

The following is a list of key objectives applicable to the majority of children in year 3 by the **end of the year**. It will be too demanding for some, in which case, more appropriate objectives will be used.

- Partition (split) numbers into hundreds, tens and units.
- Know all addition and subtraction facts (number bonds) for numbers up to 20.
- Know multiplication tables up to 6, including division facts such as $35 \div 5 = 7$.
- Add and subtract mentally combinations of one and two digit numbers e.g $45 + 7$ and $33 - 8$.
- Use informal written methods to add and subtract pairs of two and three digit numbers.
- Find simple fractions of shapes and numbers.
- Solve problems involving numbers, money and measures including time, choosing and carrying out appropriate calculations.
- Name common 2D and 3D shapes
- Recognise symmetry in 2D shapes.
- Read scales which are partially numbered.
- Collect data and draw and interpret a variety of charts.
- Sort data using Venn and Carroll diagrams.
- Tell the time using digital and analogue clocks.

In order to monitor progress, children take a short test at the end of each half term, and a longer exam at the end of the year. These tests help to determine achievement grades which are reported to you each term. The tests are also used to diagnose problems and plan future work. The children are encouraged to become aware of their own strengths and weaknesses and thereby to play a part in directing their own learning.

During the Summer term, children in Year 3 will prepare for the English Speaking Board Exam. This involves a "show and tell" interpretation, the performance of a poem and reading aloud with expression.

Topic

We use our topics as centres of interest to draw in all the subjects, especially science, geography and history. We make use of some excellent BBC television series to help us in these studies and also learn from first-hand experience by going on a range of visits and field trips.

In the Autumn Term our topic is "Houses". We start by thinking about our own homes and look at houses through the ages from Stone Age onwards. Many scientific aspects are covered such as natural and man-made materials, insulation and electricity. We carry out some simple experiments and learn how to record these and drawn diagrams. We practise using a map looking at houses in Limpsfield and have an all day outing to the Weald and Downland Open-Air Museum at Singleton.

In the second half of the Autumn term, we shall undertake a project on the Ancient Egyptians, which includes the flooding of the Nile, farming, irrigation, the burial of the dead, gods and pharaohs. The importance of artefacts as historical sources will be stressed. A museum visit is undertaken to the Horniman.

At this time a short topic on 'The Weather' is undertaken. This involves observing and recording temperature, rainfall, clouds and wind.

In the Spring Term "Space" is our topic and here a television series is very valuable to us. Following each programme we do some written work; this is often answering questions in whole sentences and the children can put in as much detail as they are able. The children will enjoy the particular challenge of learning new vocabulary associated with the solar system and the universe but most of the children grasp this and achieve a high level of understanding. There is a strong Science element in this topic.

In the final term our topic is called "Earth Watch" and covers a wide range of environmental and conservation issues such as the Rainforest, Pollution and Re-cycling. We visit the Tropical House at Kew Gardens and have a talk on rainfall mini-beasts at The London Butterfly House. Study of the Rainforest covers climate, vegetation, animals, birds, insects, the native people, reasons for it's destruction and the fight to conserve it.

Science

Pupils will begin the programme of study for KS.2 of the National Curriculum. Science will be taught as a part of work on Topics covered by the class teachers throughout the year.

The pupils will be introduced to a more structure approach to Science, with the emphasis on practical activities. Safe and responsible behaviour during practical work will be emphasised.

By the end of the year, the following work will have been covered:

Materials and their properties

Pupils will have compared a range of everyday materials on the basis of their properties, such as hardness, strength, magnetic behaviour and as thermal insulators and electrical conductors and relate these properties to their everyday uses.

They should be able to describe these properties using appropriate vocabulary. They should be able to make predictions about the properties of these materials, collect evidence from investigations and form simple conclusions. The concept of a 'fair test' will be emphasised.

Life processes and living things

Pupils will be introduced to simple ecology as part of their Rainforest topic, including adaptations of animals and plants, and simple food chains. They should know the conditions for germination, the effect of light, water and temperature on plant growth, and be able to place in order the stages in the life cycle of a butterfly.

Physical processes

Pupils will construct a simple circuit and switch, recognise the uses of electricity in the home, and investigate materials that conduct and insulate electricity.

Pupils should understand how night and day are related to the spin of the Earth on its own axes. They will learn how the position of the sun affects shadows during the day, how the light of the sun is reflected from the moon, and the order of the phases of the moon. They will learn that light travels from a source, how shadows and reflections are caused. We study the weather, making our daily record. The wind, temperature, precipitation, clouds are all covered.

Many of the concepts are tested within the topic exams.

French

In year 3, French is introduced via speaking and listening. Lessons are shorter than normal and are taken by the French Assistante Miss Doumic. Pupils assimilate themselves to the sound and accentuation of the language. Basic vocabulary is taught via flash cards, songs and games. They continue to use the workbook from la Jolie Ronde.

Information Communication Technology

The whole school follows schemes of work which are closely linked to the National Curriculum Programmes of Study. In year 3 the underlining aim is to give pupils the confidence and skills to effectively use both computer hardware and software.

The following is a summary of the skills covered in year 3

1. Introduction to using a computer on a network.
2. Basic use of Microsoft Word

3. How to make new folders and save work.
4. Using Databases and recording information onto records
5. Keyboard and typing skills.
6. Inserting Pictures and Sound from Clip Art
7. Resizing and formatting pictures and word art using text 'wrapping'

Design Technology

For all pupils Design Technology requires them to apply knowledge and skills creatively to solve practical problems. Children work sometimes in small groups and individually. They will use various materials and learn about their physical properties. They will be taught to use various tools and equipment safely. Emphasis will be placed on the quality of work produced, time taken and cost of materials. Each main project incorporates an investigation, a practice task, a design and make assignment and simple evaluation. A short graphics course will be included each year to develop the child's design skills.

All pupils from Years 3 to 8 use the Design Technology classroom, Years 3, 5, 7 & 8 receiving 1 lesson per week and Years 4 & 6, two lessons per week.

Year 3 work primarily in card and with other materials which are easier to cut and shape. The particular emphasis is on working tidily including learning to mark out as well as considering how good the final objects will look. They may also do a simple sewing project and learn to join things in different ways.

Art

In year 3 the Art curriculum will be closely linked with the topics the children are studying in class, for example Materials and Rainforests, and will include a study of the decoration in the culture of the Ancient Egyptians. Observations and responses will be recorded mostly in sketchbooks, before exploring and developing ideas in different media, scales and using a variety of techniques. Activities this year will include making clay tiles, collage, printmaking and polystyrene tiles and resist work. Children will learn the basic principles of watercolour painting and using soft and oil pastels. They will explore pattern and experiment with the ways in which various artists used colour. Children will be encouraged to make responses to their own work as well as that of others in order to develop their critical awareness.

Music

Music is an important part of life at Hazelwood. Pupils are introduced to many aspects of music in the class music lessons. We also offer all pupils the opportunity of taking individual music lessons in an instrument of their choice. We currently offer tuition in piano, clarinet, saxophone, flute, brass, guitar, singing, percussion, violin and cello. Many music activities take place outside the classroom; choirs, orchestras, string band, string quartet, brass band, clarinet group, saxophone group and percussion group. We offer a series of opportunities, both formal and informal for all our pupils to perform for their friends and family throughout the year.

In the classroom we follow a scheme of work, which fulfils the requirements of the

National Curriculum. Learning at Hazelwood children will gain a broad and balanced music education. A steady progression plan has been built into the curriculum from each year to the next, ensuring consistent musical development.

In Year 3 we introduce the pupils to composition, performance and appraisal via the mediums of song, tuned and untuned percussion and other instruments using simple rhythmic and melodic material.

Drama

One 50min lesson per week in which we will be introducing improvisation, role-play and confidence building games. We will work on voice projection, movement, facial expression and acting from scripts. Pupils will watch and analyse the performances of others and learn to work together sharing ideas and creating performances for others.

Physical Education

Sport is an integral part of our children's learning and development. Each child will be given an opportunity to experience activities that provide satisfaction and a sense of achievement.

Pupils will have games two days per week on Tuesday and Thursday.

For the girls, a combination of Netball (major) and Pop Lacrosse (minor) is offered in the first two terms. During the Summer Term the programme focuses on Rounders and Athletics.

During the Autumn Term, the boys will play Football as their main sport. This will be replaced by Rugby about two weeks before the Christmas break. In the Summer Term, Cricket will be the main sport.

Hazelwood has a 'sport for all' policy. We endeavour to run as many teams as possible in each year group for boys and girls. Our aim is for all pupils to be able to represent the School in Inter-School fixtures.

P.E. lessons will be taken by boys and girls together. The weekly programme will cover hockey, basketball, gymnastics, swimming, racquet sports, cross-country running and athletics.

Some after school sports clubs will be available for Year 3. Details of these will be forwarded prior to each term.

Religious Studies

This is an introductory course that will be followed up in Years 4 to 8 by more detailed work.

The aims are :

- a) To introduce the Bible as a source of stories and information about the Christian and Jewish religions, and to make studies of some key events and people in the Bible.
- b) To follow the highlights of the Christian year.
- c) To involve the children's own experience.
- d) To demonstrate the importance of religion in the world today.
- e) To encourage an awareness of their own feelings, and those of others

The Year 3 course follows the R.S. departmental policy whereby all the material and the overall approach is inclusive and the views of individuals are respected. There is no intention to indoctrinate. Characters and stories from both old, and new testaments are covered during the three terms.

Personal and Social Education

In Year 3 this is not taught specifically in lessons but is covered in form periods and as and when deemed necessary by the class teacher. (They know the children thoroughly since they take them for a large part of the day.) The following topics are among those that arise in general discussion with the children:-

- **The Importance of the individual**
- **The Individuals make up a group**
- **Playtime is for everyone to enjoy**
- **Looking after property.**
- **Getting the best out of class.**
- **Keeping Healthy**
- **Before school we need to:-**

Learning Support

The role of the Learning Support Department is to ensure access to high quality education for all pupils at Hazelwood. During a child's time at school, it may become necessary to provide additional support either within the classroom or on a withdrawal basis for a period or two a week. The teaching is based on multi-sensory techniques and is given by specialist teachers. Referral to the Department is made by teachers as soon as a problem or discrepancy in achievements is noted. However, parents who feel that their child is experiencing difficulties are welcome to contact Mrs Banks at any time.

The following is a brief outline of the role of the department.

- Individual, paired or group specialist tuition is given to children with specific learning difficulties (Dyslexia, Dysgraphia, Dyspraxia, Attention Defect Disorder, Speech and Language Difficulties, Dyscalculia and other Mathematical Difficulties and on request for non-specific areas of need).
- Both informal and formal assessments are undertaken and if necessary, referral to other agencies, including Educational Psychologists, is arranged.
- Close liaison between Form and Subject Teachers on the one hand, and the Learning Support Department on the other, is maintained to ensure individual provision for pupils experiencing difficulties.

- Individual Education Plans are drawn up to specify the nature of a child's difficulties and to recommend ways of addressing them. The Head of Learning Support meets regularly with staff to monitor their implementation and parents are kept informed by means of written reports and contact with members of the Learning Support Team. Subject teachers are responsible for the delivery of a differentiated curriculum where necessary.
- Group teaching (4-6 pupils) takes place to develop Reading, Spelling and Study Skills. Support in class may be given by a Learning Support Assistant.
- Regular monitoring of progress towards reading and spelling targets is maintained and recorded.
- Access to computer-assisted learning is provided and encouraged. There is a touch typing programme called English Type Junior which is networked throughout the school (including the ICT suite) which all pupils can access during their IT lessons. Mrs Bankes is currently running a Touch Typing club for Year 6 & 7. Laptops (Alpha Smart word processors) are also available for pupils where necessary.
- Parents and pupils are advised and guided towards schools with the appropriate level of support at secondary level.
- Advice and in-service training are given to all staff in areas such as differentiating the curriculum according to individual needs, how best to recognise learning difficulties and extending the more able and gifted children.

Extra time and help with reading papers is given to some pupils in the Learning Support Department during the external school examinations (Year 6 SATs, Common Entrance for Year 6 and Year 8, including the Year 7 mock exams). The use of laptops is recommended where appropriate.

Learning Support lesson times may be adjusted at short notice when other areas of the curriculum demand priority.