

**PARENTS  
HANDBOOK**

**Year 4**

**2008- 2009**

# General Information

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## General Prep School Matters

From Year 3 through to the end of Year 6 children are placed in mixed ability classes. 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 Year 4. The form teachers are:

4B	Mrs Sue Barnard
4C	Miss Sarah Chivers
4W	Mrs Heather Weston

All the year 4 Classrooms, coat hooks and lockers are within the veranda block.

## **Subjects**

The following subjects are taught: English, Mathematics, Science, French, History, Geography, Religious Studies, Personal, Social and Health Education (PSHE), Information Technology, Art, Design Technology, Music, Drama and Physical Education. In order to enhance their learning, pupils may be advised to take lessons with teachers in the Learning Support Department. Any such lessons will be discussed individually with parents in advance.

## **Preps**

There is one prep of approximately 20 minutes set on Monday through to Friday. 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 on a daily basis, as it will aid communication, and help to refine the prep system. If children stay for Tea and Prep they should be able to complete most of their prep at school. If any problems arise regarding homework please do contact the subject teacher concerned, or the Form teacher or Director of Studies.

## **School Examinations**

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

All examinations are important and we are obviously keen that pupils do well but they are however, only one of many forms of assessment used by the school. Pupils will be given guidance by their subject teachers on what, and how, to revise. They will also receive an examination timetable about two weeks before the exams begin.

## **Parents' Evenings**

The Year 4 Parents' Consultation Evenings will be held on 4<sup>th</sup> and 6<sup>th</sup> of November and again in the Spring Term (dates to follow in the School Calendar). Parents' evenings provide an opportunity for staff and parents to discuss children's progress, identify strengths and weaknesses and talk about any problems. Before the parents' evening you will receive a brief report giving details of your child's progress in each area of the curriculum. This will be in the form of grades for various important attributes of each subject. The report aims to help discussion at the parents' evening.

## **Reports**

At the end of the Summer term a full written report will be sent. Our aim is that these do not contain any hidden surprises, as you can expect to have been notified by staff at the time about 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**

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

- Two H pencils
- Pencil sharpener
- Rubber
- 30cm plastic ruler
- Set of coloured pencils
- Glue stick

Please will you ensure that all equipment is clearly named.

## **Games**

Pupils have games on two days per week, Tuesday and Thursday. For girls the main games are netball and rounders. When a suitable standard has been reached, matches are arranged at inter-house and inter-school level. The boys play football, rugby and cricket. There are inter-school matches in year 4 in all three sports. Both boys and girls are invited to join after school clubs. 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 8.00-8.40am but if you would like to leave a message you may do so via the Office. The member of staff concerned can ring you at the earliest possible opportunity. If the problem is with a particular subject then you should speak to the teacher concerned. 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

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The following staff will be teaching Year 4:

<b>Subject</b>	<b>Teacher</b>	<b>Lessons per Week</b>
English	Mrs Sue Barnard	6
	Miss Sarah Chivers	
	Mrs Heather Weston	
Mathematics	Mrs Linda Devere	5.5
	Mrs Sarah Chivers	
	Mrs Heather Weston	
Science	Miss Sarah Chivers	2
	Mrs Heather Weston	
French	Mrs Becky Hunter	2
	Miss Julie Doumic	
History	Mrs Heather Weston	1
	Miss Sarah Chivers	
Geography	Mrs Heather Weston	1
	Miss Sarah Chivers	
Religious Studies	Mrs Sue Barnard	1
ICT	Miss Sarah Chivers	1
Art	Mrs Carolyn McGivern	1.5
Design Technology	Mr Ben Brownless	1.5
Music	Mrs Sara Young	1
Drama	Mrs Juliet Housego	1
Physical Education / Games	Mr Wiseman and other Games Staff	5

Lessons are 50 minutes in duration.

## Daily Routine

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Below is the daily routine for the coming year.

Registration	08.30
Assembly - Monday Chapel - Tuesday/Thursday Form Period – Wednesday/Friday	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
PSHE / Reading Activities	15.40 – 15.55
Signing Off	16.00

# Subject Guide

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## 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 and media texts. The study of English helps pupils understand how language works by studying 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 and Common Entrance to give our children a firm grounding in language, so that they speak, listen, read and write confidently, skilfully and with enjoyment. In year 4 children are taught in mixed ability groups.

The skills of **speaking and listening** with confidence are encouraged through discussions, readings, presentations and recordings. Listening comprehension exercises are employed to improve listening and to train auditory memory skills.

Reading is taught and encouraged through a wide variety of methods and the development of fluency, prediction, understanding and expression is emphasised. 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. The children study three or four set novels as class texts. Plot, characters, issues, vocabulary, style etc. are discussed. Much written work is developed from this study. At present two of the novels are by Michael Morpurgo and have a historical element to them. The children also read books of their own choice in order to develop interest and independent reading habits. This is stimulated by the library period which is described later.

**Comprehension** skills are 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 on computers.

We continue to practice a cursive style of **handwriting** and high standards of presentation are encouraged throughout the school. **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 Learning 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 set or year group.

Homework is set to reinforce work covered and encourage independent study habits. Reading is monitored and the children are expected to read at least two pages at home every day. This is vital to their overall progress, as these skills can only be developed if a daily programme is adhered to.

## Mathematics

In year 4, maths is taught daily in three sets based on ability; the sets are reviewed regularly in the light of children's progress. All sets follow a scheme of work based on the key objectives set out below. Teachers across the year group plan the work in general terms and it is then tailored to the needs of children in each set, by providing either extension or reinforcement of earlier concepts.

In year 4 it is vital that children continue to develop a solid understanding of the basic concepts and a positive attitude which can be built on in later years. There continues to be a strong emphasis on working with practical and visual resources as children gradually progress to working at a more abstract level. They 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 4 continues to emphasise 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 4 children should be capable of obtaining at least the Bronze level award. Children are also expected to complete 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. In addition, the Head of Maths will give a talk on calculation methods early in the Autumn term.

The following is a list of key objectives applicable to the majority of children in year 4 by the **end of the year**. It will be too demanding for some, in which case, more appropriate objectives will be used.

- Solve one and two step problems by choosing and carrying out appropriate calculations, using calculators where appropriate.
- Recognise equivalence between decimals and fractions for simple fractions (halves, quarters, tenths and hundredths).
- Find equivalent fractions and understand simple mixed numbers.
- Find fractions of numbers, quantities and shapes.
- Know multiplication facts up to  $10 \times 10$  and corresponding division facts.
- Add and subtract mentally any pairs of two-digit numbers.
- Multiply and divide mentally by 10 and 100.
- Use the grid method for multiplying  $TU \times U$  and a number line method to divide  $TU \div U$ .
- Understand that angles are measured in degrees and know that one whole turn is 360 degrees, order a set of angles, know acute and obtuse.
- Understand standard metric units and the relationships between them.
- Interpret tables, diagrams, tally charts, pictograms and bar charts, using ICT where appropriate.

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.

## Science

Pupils should understand the difference between living and non-living things, and that there are life processes common to plants and animals. They should recognise that there is variation between living things, and that living things are adapted to different habitats.

Pupils will study the skeleton and how movement occurs.

During studies of plants and animals in differing habitats, pupils should learn to recognise a variety of plants and mini-beasts and should learn how to classify them. They should recognise the features of the main vertebrate groups and the features of mammals and should have an appreciation of the adaptations each species exhibits.

As part of the topic on water they will study the importance of water to living things, and how some animals are adapted to life in water.

### Physical Processes

Pupils will study sound in a simple way. They should know that sounds are made by vibration, and that the pitch and loudness made that some vibrating objects e.g. a guitar string can be changed. They should know that sound can travel through a variety of materials into the ear.

Friction and its relevance to everyday life will be studied.

Pupils will study electricity. They will learn how to set up simple circuits and will investigate the impact of altering them eg. pupils will consider what happens when a short circuit is included in the circuit, or what happens when more bulbs are added.

At the end of the year the work will be tested by an examination.

## French

### Autumn term

Emphasis is placed on the four skill areas such as listening and speaking , reading and writing. Lessons are based on listening, repetition, simple games, mime, role play and listening to songs. When appropriate, usually during the later part of the term, each class will have the opportunity to work with ICT and with the French assistante.

A new book is introduced, called *So you really want to learn French prep book 1*. *Metro 1* books will also be used at times.

Pupils work with a partner for the majority of the time, practising the simple conversations built up during the lessons as well as learning the new vocabulary to reinforce the speaking activities.

### Areas of work covered are –

- Greetings
- Asking how people are
- Asking and telling someone what your name is
- Asking and telling someone where you live
- Asking and telling someone how old you are
- Asking and telling someone when your birthday is
- Asking and telling someone what your family is like; brothers and sisters
- The house
- Animals – descriptions
- Colours
- Numbers – 1 –100

- Simple opinions
- Days and months

### Spring Term

Simple worksheets are completed on the areas of work and words are copied into the exercise book. Listening activities are introduced using a cassette with authentic French speakers so that the ear is trained to listen to different voice tone and pitch. There is also the opportunity to work with the French assistante.

### Summer Term

During the first half of the term reading and written work will be consolidated ensuring that all areas of study have been covered in preparation for the end of year examination after half term.

### Assessment

During the Autumn term there is no formal assessment, it is really only 'teacher observation' during these early months of language which can assess achievement.

During the Spring term, unit tests are introduced which are based on the new textbook assessments. Each test is marked out of 50 and they are an excellent means of testing listening and reading skills at this stage. Three unit tests will be completed during this term.

For the Summer examination reading, writing and listening assessments are timetabled in exam week or before.

## **History**

### Aim of Year 4

To ensure all pupils develop an understanding and appreciation of a variety of historical periods and key events. A wide range of teaching and learning resources should be used to make the subject both enjoyable and accessible to all pupils. The historical content should be balanced against the essential source evaluation and essay writing skills, which are required for examination.

### Philosophy

To teach history so it intrinsically motivates the pupils and encourages them to develop both their understanding and interest of the subject.

### Course Content

A chronological approach is taken towards teaching. In year 3 a topic-based approach is applied with the main focus being on the Egyptians. In Year 4 the pupils focus on the Romans and year 5 pupils study Medieval History from 1066-1485. In year 6 the Tudor and Stuart periods are studied starting with Henry VIII and finishing with the Civil War and the execution of Charles I in 1649. The Common Entrance Syllabus starts in year seven and pupils study Britain 1750-1900. The focus is on British, economic, political and social history including a wide range of key events and turning points such as the French Revolution and Napoleonic Wars.

### Source Skills

The pupils are introduced to the basic concepts of what evidence is and then comprehension from both written and pictorial sources.

## Resources

A variety of text books are used throughout the year either in their own right or as a resource. Computer software, including CD-ROM and re-enactment programs, and videos on all topics are also used.

## Possible Trips

Themed Romans day with a visit from a Centurion

## **Geography**

The importance of maps to Geography is established and the children are introduced to a variety of plans and maps. They learn to use a key and work with both large and small scale maps. Ordnance Survey symbols are identified and 4 figure grid references are used to locate features. The children should know the location of the seven continents, the oceans, the four countries of the UK and their capital cities.

Japan is the first country studied and we discuss location, physical features, climate hazards, farming, industry, traditions and cultures. Volcanoes and their impact on people's lives are a key focus for our work on Japan.

India is also studied and similar aspects are covered. Regions of contrast are identified and the lives of various people are followed eg. street workers in Mumbai. We also focus on one particular village in the hills where the tea is grown. The children are encouraged to empathise with a girl of similar age who spends hours each day collecting water from the well for her family. An excellent BBC video series is used to bring India to life as well as a set of books 'A Village life in India'.

## **Religious Studies**

Year 4 is the first of four years work that covers the Common Entrance syllabus. It includes the early Old Testament and involves many familiar stories from Creation to Moses. At this stage the pupils will first hear the stories read from a book or told from a tape, but they will also use the Bible as a follow up reference. Themes behind the stories are also introduced and discussed, e.g. right and wrong, conservation, punishment and forgiveness, faith and obedience and rules, which are related to their everyday experiences. Interspersed with this work on the Old Testament there is work that is relevant to the major Christian festivals such as Christmas, Lent and Easter.

## **Personal, Social and Health Education (P.S.H.E.)**

Our PSHE programme aims to encourage the development of life skills to help the children build confidence and self esteem. This includes: basic health knowledge enabling pupils to make informed lifestyle choices; development of group interaction skills such as communication and co-operation enabling pupils to live and work with others; an awareness of the wider world exploring themes of Citizenship.

Our programme will include:

### **1. Taking care of myself**

Hygiene, diet, exercise, the body and what it does, keeping ourselves safe

### **2. Taking care of others**

Discussing listening, communication, co-operation and respect for the feelings and views of others.

### **3. Taking care of our society**

Becoming a good citizen, discussing public institutions and our role within society.

## **Information Communication Technology**

The whole school follows schemes of work which are closely linked to the National Curriculum Programmes of Study. In year 4 the underlining aim is to develop the skills taught in year 3 while giving them more practical experience of key operation packages.

In year 4 the following will be covered.

1. Using Microsoft Word to edit text, cut copy and paste.
2. How to save work from the shared work area
3. Creating flow charts and diagrams.
4. Branching Databases
5. Using Microsoft Publisher to design an information Sheet
6. Introduction to the internet and how to use search engines.
7. Entering Data and creating graphs using Microsoft Excel.

## **Art**

In Year 4 children will concentrate on the principles of colour mixing and will study pattern, shape and form in Art. They will learn basic shading techniques and will use pencil, charcoal and pastels for this work. To some extent in Year 4 the work will link with other curriculum areas, for instance a study of pattern in Indian art and the style of Japanese printmakers to complement work in Geography. The Year 4 Art curriculum will continue the development of sketchbook work, encouraging children to use them to the fullest extent. There will be a study of the work of various artists and children will learn more printmaking and 3D techniques. Children will be encouraged to make evaluations of their own work as well as that of others, and will be taken to a museum or gallery to study the work of artists and designers from direct experience.

## **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 4 do some work in card and are then introduced to other materials including wood. The emphasis is on working tidily including learning to mark out and measure as well as considering how good the final objects will look. They may also produce an elementary electrical circuit and do work on simple structures and mechanisms including levers in some cases linked to their other subject work.

## **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 4 we continue to develop the pupils' skills in composition, performance and appraisal via the mediums of song, tuned and untuned percussion and other instruments using simple rhythmic and melodic material. We also introduce pupils to the elements of music.

## **Drama**

One 50min lesson per week. Further development of acting skills via improvisation, drama games, voice work and reading set plays. Children will use props, sound effects, photographs, costumes and music as starting points for drama. In Year 4 a play with music will be presented to Parents and other guests. Pupils will study the technical aspects of how a theatre operates-sound, lighting and use of microphones.

## **Physical Education**

P.E. is an integral part of every child's learning and development. Every child shall be given an opportunity to experience activities that provide satisfaction and a sense of achievement. Participation in lessons is encouraged at all levels of ability and we strive for every pupil to be developed to the fullest of their potential. This includes provision for gifted sportsmen and women, in order for them to have the opportunity to pursue their aspirations (often through sporting or all-rounder scholarships at their senior school). Lesser able pupils are also valuable members of the school and the broad P.E. curriculum allows for variety and differentiation wherever possible.

Children will have Games lessons on two days a week. In addition to these days, those pupils in team squads may often be required after school, or at the weekends, for matches and/or practices. While representative teams may not be the goal of everyone, teams do exist at lower levels to allow every pupil who deserves the chance to represent his/her school the opportunity to do so. Logistically, it is not always possible to include all pupils in inter school fixtures on a regular basis, but "sport for all" is a goal we hope to achieve at some point in each term. There are also other non-team after school clubs (eg, judo) that operate throughout the year, which may be of interest to your child.

Participation in these school team fixtures is very important and if selected, we do ask that all children are present wherever possible. In the event of a clash between a local club and a school team, it is generally accepted that school must come first. All sporting fixtures will be published on the school calendar, as well as on the sports notice boards. Please check in advance of any important dates when making arrangements for the term.

In the autumn term, boys play football as their main sport, which is replaced by rugby about two weeks before the Christmas break. Swimming and Cross Country Running are the two minor sports that run from September through to April and December respectively. In the summer term, Cricket is the main sport (and Athletics the minor sport). The main girls' sports are Netball, Lacrosse and Rounders.

Inter House sporting events are organised each term in all the major and minor sports. Entry and scoring guidelines for these competitions aim to give every pupil in the school a goal to achieve

and an opportunity to participate as part of a team whatever their ability.

In addition to Games lessons, P.E. lessons are also timetabled parts of the curriculum. Throughout the school, pupils will cover Gymnastics, Swimming, Health Related Fitness, Athletics, racquet/net sports (badminton, tennis) and Invasion games (basketball, hockey) as parts of a varied and extensive programme.

## **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 Bankes 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.

## **The School Library**

Children from Y4 to Y8 use the Library upstairs in the Gym block. It is very well stocked with almost 6,000 titles, many of which are recent publications.

Children can come to the Library during fruit and lunch breaks. It is a peaceful place where they can read, do homework or play quiet games like chess.

There are two computers that children can use for research purposes.

Reading is a vital part of the children's education. Our aim is to guide and encourage private reading for enjoyment throughout their time at Hazelwood. And the correlation between good reading habits and excellent exam results (either at Scholarship or at Common Entrance level) is not accidental!

### Lessons

Year 4 classes have a 50-minute weekly lesson in the library.

Years 5 and 6 come for a 50-minute lesson on a fortnightly basis. Years 7 and 8 may come occasionally, depending on the demands of the English syllabus. Other subject teachers can also make use of the Library if they wish their classes to do project or research work.

During these lessons, children can borrow and return books. They also discuss books they have enjoyed, recommending titles to one another. Sometimes they do research using the non-fiction books. Other lessons may include the reading of newspapers, listening to stories read aloud (or on tape), discussing current affairs or an activity requested by the accompanying teacher.

### Book Borrowing

Children from Year 4 to Year 8 are entitled to **THREE books** at any one time. They can change books every day if they wish to do so. Occasionally, if a child is both an avid reader and a reliably fastidious returner of books, I do allow four or even five books out at a time. This is by special arrangement only.

The borrowing period is for **two to three weeks** and is indicated by the date stamp at the front of the book.

Books can be kept over half-term if they are legitimately due back after that week. During the Christmas and Easter holidays, books can be taken out but only if they have been stamped with a **GREEN date stamp**. I need to differentiate between books that have been borrowed for the purposes of holiday reading and others that have been mislaid during the previous term. Borrowing over the summer holidays is not usually possible because of the need for stocktaking.

### Fines And Replacement Costs

If a book is three weeks (or more) overdue and has not been returned at the end of a term, a fine of £3.00 per book is charged on the end-of-term bill. If the book is still not returned after the holiday, the full cost of replacing the book will be charged. If an overdue fine is levied, and the book is then found to be lost, the overdue fine is subtracted from the "lost book" charge.

To make it easier to keep track of library books that go home, a luminous yellow label is stuck to each book spine so that Hazelwood books are instantly identifiable amongst others! It is much appreciated if parents help their children keep track of library books, as we would prefer to maintain the stock we have rather than constantly be fining for and replacing mislaid books.

### Reading Certificates

This system was devised to help children structure their own reading programmes, according to their own particular levels, interests and pace. In brief, children can choose a certificate, or more than one, on which to work; they put a list of the books into their own plastic folders and come to have the books signed off as they finish reading them. Each certificate has three levels – gold, silver and bronze – with each level requiring a different number of books to be read. When a certificate is achieved, the child is awarded a personalised, laminated bookmark, in the context of the Monday assembly. In this way, reading is recognised publicly as a “Good Thing” and children are able to target their own goals.

### **The Role Of Parents**

We do what we can to guide and encourage children in their reading. If they are supported at home as well, the likelihood of success is greatly increased. Parents can help in the following ways:

By helping children to keep track of what they have borrowed and when the books are due back

By encouraging them to read what suits their interests and their reading abilities

By building time into their busy lives for leisure pursuits such as reading