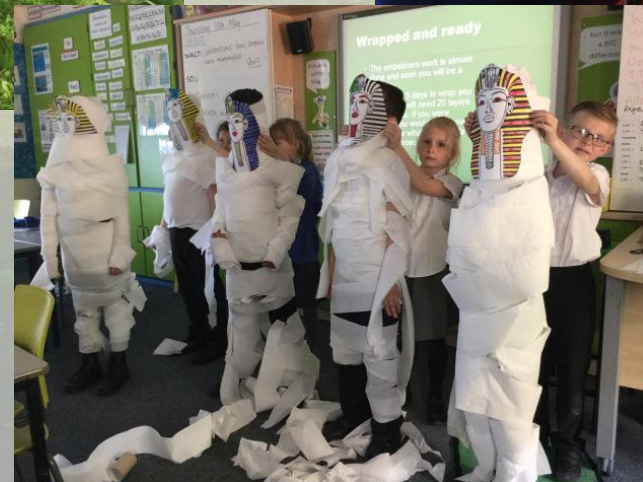


Parents / Carers - Welcome to Hallam Fields Junior School



Normally we would invite you in to school to find out all about us and give you the information you need. As this isn't possible we hope that the information will help tell you about some of the things we do and answer many questions you might have. Mr Brown (headteacher)

Staff your child and you will need to know

- **Class Teachers in Year 3**
 - Mr Hall – Ash Class
 - Mrs Cowley – Oak Class
- **Teaching Assistants**
 - Mrs Healy - Ash Class and Miss Barsby – Oak Class
- **Assistant Headteachers**
 - Mrs Carr
 - Mrs Sibley (Also Special Educational Needs Coordinator)
- **School Business Manager**
 - Mrs Ashby
- **School Admin Officers**
 - Mrs Batty (Mornings)
 - Mrs Pickworth (Afternoons)

Transition process

As part of transition normally we would have invited the children up to Hallam Fields on several different occasions, including to spend a full day with us. We would also have asked their infant schools if they needed additional visits.

As this hasn't been possible this year this is why we sent a letter to the children and asked for their all about me sheet. This will give their new teacher some information which they can use when the telephone them.

Transition process

We have also produced a booklet full of photos for each child so they can begin to familiarise themselves with the school. We were hoping that we would be allowed to have them visit, however the government has confirmed this should not be taking place.



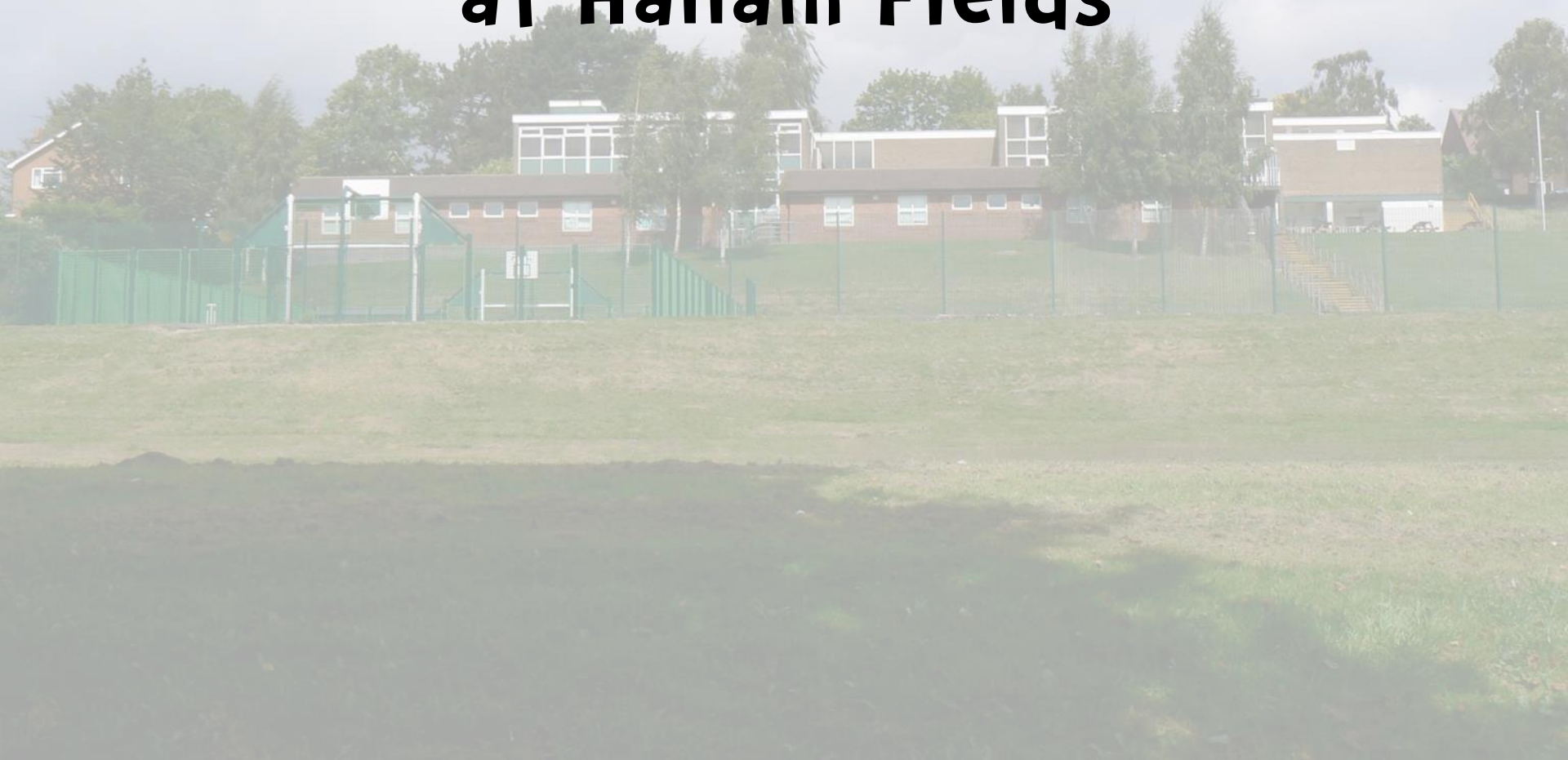
Staffing in year 3

- Each year 3 class have their own teacher and teaching assistant with them. They will also have different teachers covering planning, preparation and assessment time each week. The members of staff covering these will be our own staff who are teachers or assistant headteachers.
- Sometimes children may be withdrawn in a small group with a teacher or teaching assistant – this can be for high ability children as much as children needing support. We also offer extra support one to one for curriculum or emotional support as it is needed.

Staffing in year 3

- **Your child may meet Miss Place or Mrs Gomm for Thrive Sessions or work with Mrs Healy for Nurture Sessions.**
- **Mr Hussain looks after all of our attendance monitoring and also is a welfare officer so is available for children if they need someone to talk to as a one off or for a short series of sessions.**

Lessons, groups and activities at Hallam Fields



Forest Schools

- We are extremely fortunate with the grounds we have at Hallam Fields. We also believe that it is important for children to learn outside as well as in the classroom. This is why each week all the children in school have a weekly Forest Schools session.
- One member of staff will lead the sessions who is a qualified Forest School Leader alongside the class staff.



Forest Schools

- Sessions take place during the afternoon mainly in the school grounds. The children will get muddy some weeks which is all part of the process. We ask that you send them each week with some clothes and ideally wellies that they can get dirty. They will change in to them during the afternoon before their session.
- As part of the process the children use skills to problem solve, as well as developing social skills and confidence building.
- Children are encouraged and inspired through outdoor play and learning in a woodland environment, they bring back these skills and confidence to other areas of their work in class.



Thriving at Hallam Fields

At Hallam Fields Junior School we use the 'Thrive Approach' with all of our children to develop healthy, happy, confident children who are ready and open to learning

- This involves
 - Understanding children's behaviour as a way of communicating their emotions
 - Using language carefully to develop their stress regulation systems
 - 1 to 1 work to target individual children's social and emotional development
 - Whole class work to develop relationships and give opportunities for new experiences

Families Thriving at Hallam Fields

We also run a programme called Family Thrive where you can learn about the Thrive approach and take away some ideas of how to deal with tricky behaviours at home.

If you have any questions about any of our Thrive work in school please just ask Mrs Carr or Mr Brown.



How it might look in some of our children and how we deal with them

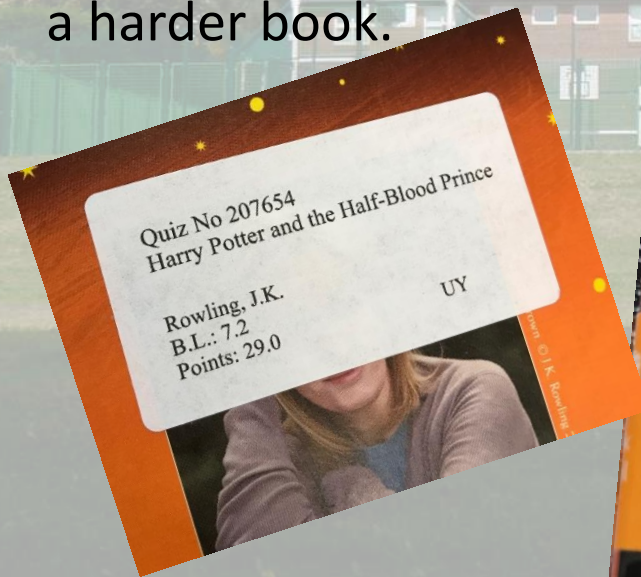
- Sometimes some children may be struggling to regulate
 - They may need dealing with in a different way compared to when you were at school
 - What you won't see is someone shouting at them
 - It may appear that there is no 'consequence'
- What is really happening is we are helping the child to regulate and then when they can access their thinking part of the brain we will help them to look at their behaviour

Lunchtime Club

- For some children the lunchtime can be a long time which is unstructured for them. We identify these children as needing some extra support over the lunchtime period.
- Staff support children in play based activities.
- Children are supported socially and to follow school expectations.
- After a time we encourage them back on to the playground, starting with small parts of the lunchtime.

Reading

- At Hallam Fields we use Accelerated Reader with all children
- Children are tested on the computer and are given a level – ZPD (this is a range of numbers eg 2.4-3.2)
- Children choose a book from their ZPD, they don't have to follow the books in order they choose one they want to read.
- When they are finished they carry out a quiz about the book on an iPad or computer. This tells the teacher whether they have understood what they have read and allows us to either support or encourage children to choose a harder book.



 Accelerated
Reader®



[Login to Accelerated Reader](#)

Active Reading Skills

Key words and phrases
Immediately is an important word here—it tells me that she is excited about playing hide and seek and not afraid to go in.

Background Knowledge
I hid in a wardrobe in the dark once so I understand what it feels like and why she has her arms stretched out in front of her.

Visualisation
I can picture her rubbing her face against the coats and imagine what it felt and looked like. I would do the same!

Prediction
I wonder what it is! Wardrobes don't usually have rough and prickly things hanging up so I wonder if something has changed.

Make connections
There are key words here. I think snow is soft and powdery and extremely cold and it crunches. She must be in a different world. The wardrobe is magic.

Breakdown
Why is it foolish to shut oneself into a wardrobe? What does oneself mean here?

Repair
Oh, I have re read and checked again and I think oneself must be an old fashioned word for yourself as that word would fit in the context here.

The Lion, The Witch and the Wardrobe

She immediately stepped into the wardrobe and got in among the fur coats and rubbed her face against them, leaving the door open, of course, because everyone knew it was foolish to shut oneself into a wardrobe. It was almost quite dark in there and she kept her arms stretched out in front of her so as not to bump her face into the back of the wardrobe.

"This must be a simply enormous wardrobe!" thought Lucy, going still further in and pushing the soft folds of the coats aside. The next moment she noticed that what was rubbing against her face was no longer soft fur coats but something hard and rough and even prickly. Then she realised that there was something crunching under her feet, but instead of the smooth wood of the floor of the wardrobe, she felt something soft and powdery and extremely cold.

In class when we are teaching reading we use active reading skills which you can see above. When reading with your child please ask them lots of questions about the story. They may start using some of the terminology with you. We encourage children to make predictions, make connections, give them skills when something doesn't make sense and be interested in the story and what the author was trying to tell them.

Rainbow Grammar

The image shows a 'Rainbow Grammar' chart and examples. The chart at the top lists ten grammatical categories with corresponding colored boxes: Subject (green), Predicate (orange), Stop (red), Coordinating Conjunction (white triangle), Fronted Adverbial (orange arrow), Speech (yellow), Linking Adverb (pink), Adverbial Clause (blue), Non-finite Clause (light blue), and Relative Clause (purple). Below the chart are three example sentences with their parts labeled using the colored boxes:

- Jonny,** **who was sat at his desk,** **had his tongue stuck to an ice lolly.**
- Alan** **got home from a stressful day** **Finally,** **he** **could relax in his favourite chair.**
- Monsters** **crept from deep sleep** **now that the darkness prevailed.**

On the right, a legend titled 'RAINBOW GRAMMAR' defines the colors:

- Green:** SUBJECT WHO OR WHAT THE SENTENCE IS ABOUT
- Orange:** PREDICATE WHAT IT DID / WHAT HAPPENED
- Red:** STOP END OF THE SENTENCE . ? !

In writing we use Rainbow Grammar, something which Field House has also taken on after we started using it. Rainbow Grammar allows children to move cards about within a sentence so they can play with sentences and language when constructing their writing. Over recent years we have found the children have taken to it really quickly and the quality of their writing has improved a lot.

School Clubs

There are various clubs that run throughout the year including:

Sports clubs

Cookery club

Derby County Football

Clay Creators

Lego

Music

Choir

Spaghetti Maths

Rock Steady (where children learn an instrument or sing each week before performing their song each term to the school and parents).

All details of clubs are either emailed or text to parents for you to sign up.



The screenshot shows the 'Spaghetti Maths' website interface. At the top, there is a navigation menu with links for 'HOME', 'SCHOOLS', 'PARENTS', 'FAQ', 'JOIN US', and 'MY AREA'. The main heading is 'BOOK A COURSE' with a search bar containing 'Hallam Fields Junior School, Derby, DE7 4'. Below this, there are tabs for 'SELECT A COURSE', 'BOOK', 'PAYMENT', and 'CONFIRMATION'. The current page displays course information for 'Amazing Creative Maths' at 'Hallam Fields Junior School'. The start date is '27 APRIL 2017' on Thursdays from 3:35pm to 4:35pm. The cost is £31 per child, and there are places available. A 'BOOK NOW' button is present. A calendar shows sessions on April 27, May 4, and May 11, with another row showing May 18 and May 25. A teacher profile for David Sharp is featured on the right, including a photo and a bio: 'I'm an experienced and qualified teacher. I began my career teaching maths in secondary schools and I found that I really enjoyed developing creative and active lessons for my...'

Working Together



If you or your child has a problem

We all want what is best for your child and we encourage you to work with us so that your child achieves academically and emotionally as well. We are always here to listen to any concerns, as well as what is working well. Please come and tell us, or message us if there is something that is not working well instead of taking to social media to complain.

Class teachers are available at the end of the day (except Wednesday due to staff meetings) if you want a word or you can make an appointment with them or the school office and we will happily sit down and talk to you.

You can also come and speak to a senior member of staff or the school office in a morning. We believe that often if a small problem can be dealt with quickly it will mean that your child will be much happier and able to concentrate on their work and enjoying their free time with friends. Sometimes we don't know what is upsetting your child so do let us know. Each child also receives a home school diary so we encourage you to use this to pass messages on to their teacher.

If you have a problem please first speak to your child's teacher, if you need to discuss it further do then always contact me in person or send an email to headteacher@hallamfields.derbyshire.sch.uk

Working with us

- **Please reinforce behaviour and standards** we expect at school (this includes on the way to and from school)
- Support your child with their **homework**
- **Read** with them as often as you can and ask them lots of questions about that they are reading
- **Tables** – keep working on their times tables with them
- Want the same for your child as we do
- Please remember the summer holidays are a long break ... take time to do times tables and reading as well as some fun things together



Over the summer

With a lot of children having not been in school for so long, a lot of parents are concerned that they will have fallen behind.

We always remind parents that the summer holidays are a long break and ask them to focus on times tables and reading as well as some fun things to do together. This continues to be important this year, however any gaps they have we will fill. Try to make them as comfortable about coming back to school as you can. Keep getting the photo book out that we have sent them and regularly reading through it so they are familiar with it. Perhaps take a walk past school, head down the path on the right hand side as you face school so you can see the playground, field and buildings.

Homework

Children will receive weekly homework as well as reading, ideally every day, and learning their times tables.

Children will be given a login for Times Tables Rock Stars which they will access at school but also can use at home.

Times Tables expectations

- By end of year 2 – should know 2, 5 and 10 times table
- By end of year 3 – should know 3, 4 and 8 times tables
- By end of year 4 – should know all times table up to 12 x 12



In children's home school diaries you will find a list of words which they should learn whilst in year 3 and 4 , and year 5 and 6.

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Behaviour and Rewards






SCHOOL GOLDEN RULES

- We will be kind, friendly and helpful
- We will respect other children, adults and their property
- We will take good care of the equipment, buildings and grounds
 - We will be polite and use good manners
- We will walk on the paths and inside the building on the left (where possible)
 - We will work hard and try our best
- We will respect other people and their right to learn.







We use a simple behaviour chart with all children so they can see what is good behaviour and what is not acceptable. Where there needs to be a consequence, we discuss this with your child to make sure they understand why. We believe there is always a reason for their behavior and so we also look at ways to support them so that the same behaviours will not be repeated. For some of our children, especially those with special educational needs or where something at home has impacted on them, they need a lot more support and understanding. Where appropriate we discuss with children in school how some children may struggle more and how we can all help them to make the right choices.

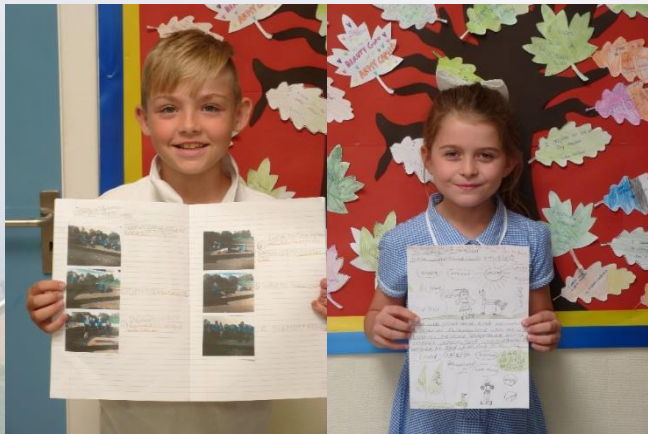


Behaviour at Hallam Fields



 <p>You are showing us good behaviour</p>	<p>This could be</p> <ul style="list-style-type: none"> For trying hard—showing effort Having brain switched on Listening well Looking at person speaking Being Focused Good manners, being polite or helpful Helping others or working well together Being kind and caring 	<p>How you will know it is good</p> <ul style="list-style-type: none"> A smile Thumbs up Merits and merit certificates Token Postcards home Treehouse Sessions Stickers Telling you 	<p>Headteacher's award</p> <ul style="list-style-type: none"> Note home Text home Good behaviour certificate Star of the week certificate Class awards—star of day etc Comments in your book
	<p>This could be</p> <ul style="list-style-type: none"> Talking / disrupting in class Being nasty to others Inappropriate language Lying and not telling the truth Throwing things at break or lunchtime Being someone you know you're not meant to be Not showing effort in your work Using racial or homophobic language (without understanding fully) 	<p>How you will know it is not good</p> <ul style="list-style-type: none"> A look to question your behaviour A warning using the class system An adult talking to you Name on board Reminder of your choices and consequences 	<p>The consequences may be</p> <ul style="list-style-type: none"> Being moved in the class Losing part of your break Record of your behaviour Sent to another class to work Parents being told about your behaviour Writing an apology letter Reflect on behaviour Form (sent to Mr Brown)
	<p>This could be</p> <ul style="list-style-type: none"> Not improving behaviour after warnings Hitting / kicking / hurting someone Being nasty repeatedly Fighting Using racial or homophobic language Repeated disruption in class (after being warned) Being rude to staff Damaging school property on purpose Stealing Refusing to do what told Repeatedly Swearing 	<p>How you will know it is not acceptable</p> <ul style="list-style-type: none"> An adult talking to you Sent straight to Mrs Carr, Mrs Sibley or Mr Brown Given time to reflect and think about behaviour Told missing breaks / lunchtime 	<p>The consequences</p> <ul style="list-style-type: none"> Missing break to reflect on behaviour Behaviour report (sent home daily) Detention—during lunchtime Detention—after school Jobs to help repay in school Meeting with parents and Mr Brown Exclusion

Rewards

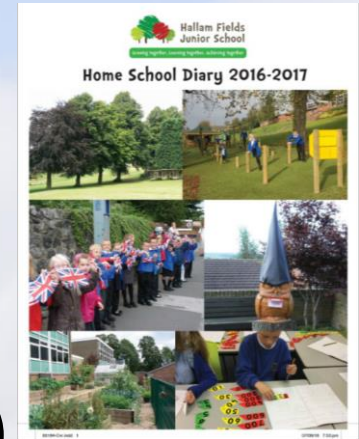


We reward children for effort as well as achievement. We have a weekly celebration assembly and children receive star of the week certificates, head teacher awards as well as special certificates for behaviour and achievements. Children also earn merits and tokens. Tokens can be used to buy items from the token shop each week.

Communication

We will communicate with you via:

- Newsletter from class
- Texts and emails
- Home School Diary (please use for messages)
- SeeSaw and blogs, sharing work from the children
- Come to lunch day – once a year. This is a time to come and see your child working, have lunch and talk with staff
- Parents' evening Autumn and Spring term
- End of year report
- Special sessions for parents to support areas of the curriculum – e.g. how we teach Maths
- End of every day at the school gates



Paying for things

- School Dinners
- Uniform – buy online using the link on the school website
- Trips
- Discos



You will be issued with a password and username to pay online – or if you don't have internet access you can pay at local shop via card / bar coded letters.

You can link children at different schools to one account if you already have an account

Sign up to follow our class blogs or Twitter feed

School Blogs

www.hallamfields.derbyshire.sch.uk

Also useful to share with your child so they can see more of school

<http://ashhallamfields.wordpress.com/>

<http://oakhallamfields.wordpress.com/>

JUN 11

Ancient Egypt

BY HALLAMSTAFF

This week Ash Class took a trip back to Ancient Egypt! We went on an archaeological hunt to find artefacts from thousands of year ago. Ash Class then presented their findings to the rest of the class. Cleopatra herself would be proud!

Savage Stone Age Assembly!!

Well done year 3 for a fabulous assembly about the Stone Age! Cavemen were seen on the school grounds after the dress rehearsals!

Tweets Follow

Hallam Fields @HallamFieldsJS 19 Jun
Raft building and raft sinking pic.twitter.com/CrOVzGTeCe

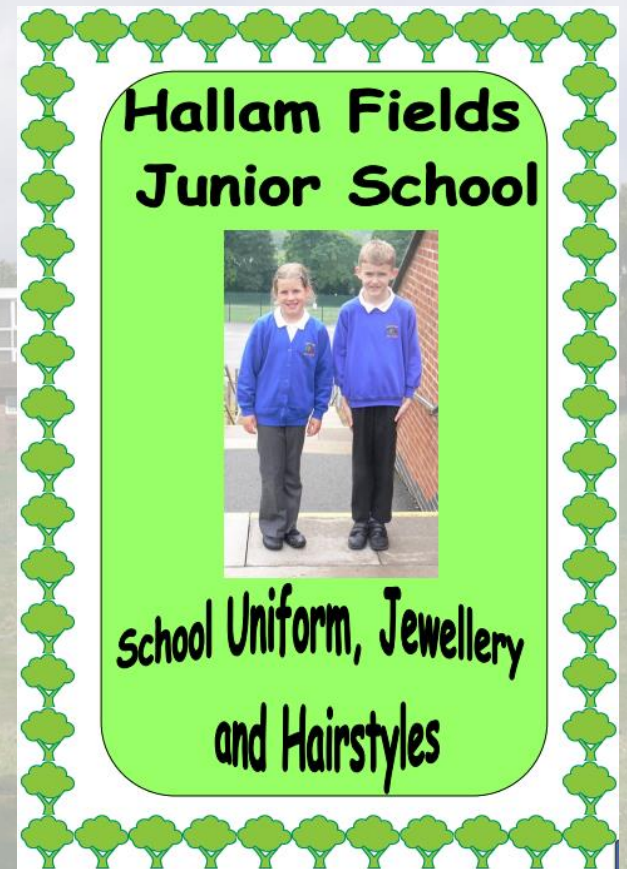
Tweet to @HallamFieldsJS

@HallamFieldsJS

School Uniform

The staff and Governors feel that a school uniform encourages a smart appearance and develops in the children a pride in both themselves and the school.

Hair colourings or styles, including closely shaved or shaved patterns, are not allowed.



School Uniform

- **White** shirt, polo shirt or blouse
- **Black or grey** school trousers (not denim/leggings)
- **Black or grey** school skirt
- **Navy or royal blue** jumper, cardigan or school sweatshirt /cardigan
- **Royal blue** school fleece jacket
- Blue checked school summer dress
- Black or grey summer school shorts or culottes for girls
- **Dark school shoes** (flat, not trainers)

PE Kit

- Plimsolls / Trainers for outdoor games
- **Navy or black shorts** or P.E. skirt
- School Team colour T-shirt or White T-shirt
- Please provide a **named** bag to store PE Kit in
- PE KIT must be in school all week, it can be taken home on a Friday or will be sent home every half term.
- **Your child will be given a team colour and you can then order their PE T-Shirt**



Jewellery / Make up

- Children with pierced ears may wear one pair of studs (one in each ear). No other jewellery should be worn at school apart from a wristwatch.
- For P.E. lessons and swimming (y5), the children must remove their ear studs. Exceptions cannot be made for recently pierced ears.
 - Under no circumstances will school staff be allowed to help remove ear studs being worn by a pupil.
- No make up is allowed at school.

Dinners and Snacks

- School dinners are cooked and served daily on site
- Children can see what the menu is for the following day and order vegetarian option, jacket potato or sandwiches instead
- Playtimes healthy snacks are allowed



Free School Dinners

Free school meal entitlement

- All children aged 3 to 18 at Derbyshire nurseries or schools can get a free meal if they qualify.
- Qualifying criteria:
- Universal Credit, provided they have an annual net earned income not exceeding £7,400 (£616.67 per month)
- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- support under Part 6 of the Immigration and Asylum Act 1999
- the guarantee element of State Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190) as assessed by HMRC
- Working Tax Credit run-on (paid for 4 weeks after you stop qualifying for Working Tax Credit)

- This year we have received over £90,000 based on Free School Meal numbers as additional funding for teaching and learning. If you are entitled to Free School Meals and don't want the meals we would still urge you to apply as additional funding supports your child's education.

Week 1



1st Day

- School doors open at 8.50 am – Thursday 3rd September
- We are unsure what school will look like in September yet, but hope for all children to be in. Year 3 will need to come in through the main door and we will then take them down to class from there. We don't expect to be able to allow any parents on to site due to current restrictions.
- At the end of the day each class will walk out together – year 3 and 6 leave at 3.25pm and year 4 and 5 at 3.30pm
- Children will walk up the car park drive and staff will then release them to you.



What will the classes be doing in September?



- After a big change, like moving schools, as well as not being at school for so long children are not ready to start cognitive thinking straight away so learning can be hard
- We will be spending time in September focusing on relationships, PSHE, art, teamwork and aspirations
- We want to allow our children the time that they need to make connections with their new class, teachers and peers and feel used to being back in school and being in a new school.



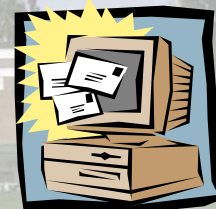
If you need to talk to us before your child starts...

Please call us, email or arrange to come to school so
we can talk to you outside

0115 9322568

headteacher@hallamfields.derbyshire.sch.uk

enquiries@hallamfields.derbyshire.sch.uk



We are more than happy to talk through individual concerns or questions and would normally have been able to do this face to face. Staff have discussed each child with their infant schools but there may be other things you want us to know so please just get in touch.

Finally

Thank you for taking the time to look through this information pack. Remember to look on our website and follow us to see all updates and to share with your child.

We hope you have a good summer. Feel free to send us photos or messages over the summer so your child continues to feel settled before they start, we'd love to see / hear what they are busy doing.



www.hallamfields.derbyshire.sch.uk

Twitter: @HallamFieldsJS
Or search on Facebook for us