



Supporting Transition in the Support Base for September 2020



Welcome to the Support Base!

We have an exciting year ahead, filled with incredible learning opportunities, and adventures.

Individual goals will guide our learning and behaviours and we will aim for personal bests in everything we undertake.

Reading, Writing and Mathematics are key subjects that the children will continue to learn. Through a progressive learning curriculum, the children will develop rich knowledge and understanding in R.E, Science, Geography, History, Art and Design Technology, French, Computing, Music and PE.

Throughout the year, students will hopefully be involved in a variety of activities designed to explore their creativity, resilience and perseverance, and challenge them in new and dynamic ways such as themed learning days and school trips.

It is our priority to ensure that each and every student feels happy, confident and engaged in their learning, so as to reach their full potential both academically and socially. To achieve this we believe that a strong partnership between the teachers, the parents and the students is integral. It is going to be an exciting year and we are really happy to have you joining us for the journey.



Mrs K Blades,

SENDCo

Support Base Teacher



Miss A Cockshott,

LSA Teacher



Mrs B Lockwood,

LSA Teacher



Mrs P Burdess,

LSA Teacher



Miss B Crosby,

LSA Teacher

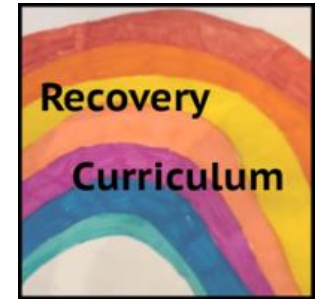


Mrs E Bainbridge,

LSA Teacher

RECOVERY CURRICULUM

During the last academic year you have spent nearly half of your time learning at home. We know that many of you have done a fantastic job and we are thankful for this. Some of this class have been to school as children of key workers but now as we look to return as a class and as a school we must make sure our recovery curriculum helps the children to succeed. They must achieve mental health and well-being before we can tackle the academic world.



At Marton Manor we have put the child's well-being at the centre of our thinking. As we begin to return to school we acknowledge that the children will have had different experiences during this time. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. Some of you may have experienced this with your own children.

We know that an anxious child is not in a place to learn effectively. So with this in mind, the school has thought about the most effective way to support your child's ability to learn. This approach will encompass and support the academic expectations for your child.

What is it? Professor Barry Carpenter has developed the Recovery Curriculum, as a response to the losses described above. It is a way for schools to help children come back in o school life, acknowledging the experiences the children have had. We want children to be happy, feel safe and able to be engaged in their learning. We have decided that a way to achieve this for the children is to acknowledge the importance of helping them lever back into school life.



LEVERS OF RECOVERY

Lever 1: Relationships – we can't expect all of our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. We will reach out to greet them and use the relationships we build to cushion the discomfort of returning.

Lever 2: Community – we must recognise that curriculum will have been based in the home for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

SCHOOL HOURS

Many of our pupils come to school on transport with an escort. When the bus arrives at school, members of Support Base staff will collect pupils and escort them into school so that they can organise their school bags have a few minutes to greet their friends and prepare themselves for learning.

For pupils who will be brought to school by a parent or carer, the front entrance (Main Office) is the door they should use on a morning and at home time. Younger children will be escorted by a member of Support Base staff.

Students participate in learning activities as soon as the school day begins so it is therefore imperative that they are punctual. If children arrive at school after their start time, please ensure that they come to the Main Office to be registered before joining their class. Please remember that punctuality encourages a positive attitude and really helps your child's progress.

All children should be collected by an adult unless you have told the school otherwise.

Start of day			Home time		
N AM	8.30	Front gate (EYFS door)	N AM	11:30	Front gate (EYFS door)
N PM	12:30		N PM	3:30	
Reception	8.40	Front gate (EYFS playground)	Reception	3.05	Front gate (EYFS playground)
Y1	8.45	Front gate (Y1 door)	Y1	3.10	Front gate (Y1 door)
Y2	8.40	KS1 yard (KS1 door)	Y2	3.05	KS1 yard (KS1 door)
Y3	8.50	KS2 yard (KS2 door)	Y3	3.15	KS2 yard (KS2 door)
Y4	8.50	KS1 yard (Y4 door)	Y4	3.15	KS1 yard (Y4 door)
Y5	8.45	KS2 yard (Y5 door)	Y5	3.10	KS2 yard (Y5 door)
Y6	8.40	KS2 yard (KS2 door)	Y6	3.05	KS2 yard (KS2 door)
S.B.	8.50	Front gate (Front entrance)	S.B.	3.15	Front gate (Front entrance)

UNIFORM

Details about the correct school uniform requirements are set out on the school website. Click www.martonmanorprimary.co.uk/school-uniform

Please remember to label everything including shoes, coats, hats and gloves and show your child where the label is. Shoulder length or longer hair should be tied up and this should be in hair accessories only in the school colours.



PE KIT

Correct uniform must be worn for physical education sessions. Students should bring their P.E. kit at the beginning of each week and take it home at the end of the week for cleaning. Details about the correct school uniform requirements are set out on the school website. Additionally, children are welcome to wear tracksuits, sweatshirts and jogging bottoms when P.E. is taking place outside, especially during late Autumn / early Spring.

EQUIPMENT

The School provides students with pencils, crayons, books and stationery. Parents are asked to provide: A named school bag which fits on a hook/peg. Students should be encouraged to be responsible for their own belongings and to pack their own school bag. They must bring their reading book to school every day. Please ensure all items are clearly labelled.

COMMUNICATION

We use 4 platforms to communicate with our parent community:

School Website: Our school website contains information regarding important dates, events and special days relating to our school.



School Gateway: This online communication tool can be used to pay for KS2 school dinners or educational visits your child may take part in during their time at Marton Manor.



Social Media: At Marton Manor we use both Twitter and Facebook to regularly update our parents and wider community about special events, trips and experiences that our children receive during their time here.



Text Messages: We will send a text message to relay important information about cancellation of clubs, important events and reminders. Make sure the school office have your up to date contact details.

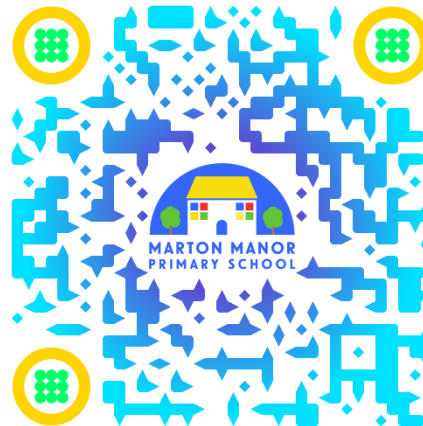
In addition to the above, pupils in the Support Base will have Home-to-School Communication Books for important messages and information.

PARENT TEACHER MEETINGS

Parents are encouraged to make appointments with the teachers to discuss any concerns as they arise. In addition to the ongoing contact with class teachers that we encourage, we have a number of formalised times for parents and teachers to discuss progress and set targets.

There are two parents' evenings throughout the year. A written report will also be sent to parents during the Summer term.

Should you have any concerns, do not hesitate to contact your child's class teacher to make an appointment at a convenient time.



Please complete the survey to give us some important feedback on your experience with the home learning we have provided during lockdown. Click the link below or scan the QR Code above.

www.surveymonkey.co.uk/r/KHR3WKF