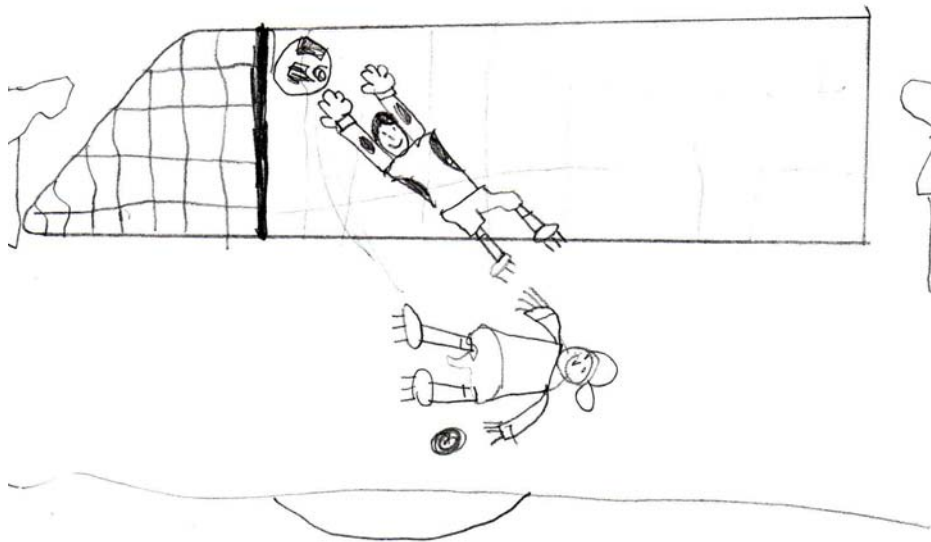


Key Stage One

and

Key Stage Two



Ringshall School

RINGSHALL SCHOOL PROSPECTUS

Teaching and Learning

We aim for the highest possible standards for all our pupils and provide for the Gifted child as well as those with Special Educational Needs.

Gifted Children

We have some very able children at Ringshall. Most are gifted in one or two specific curriculum areas, eg English, Maths, Art or PE. A few children are exceptionally able across the whole curriculum. Class teachers plan work for able children at the appropriate level. Some members of our Year 4 children may be working with materials for Year 5 and 6. Often these children need less teaching but more varied challenges to extend them intellectually.

As a whole staff we identify gifted and talented children and discuss how we can ensure they achieve their full potential. We regularly ask parents to complete a non-academic achievement form in case there are talents of which we were not aware. Our Gifted and talented children may be offered maths extension days, sports, writing or art workshops and other opportunities as they take place, within school or the local schools' Pyramid. It is not uncommon for a child to be gifted in one area and have special needs in another, and we recognise this and provide accordingly.

Special Educational Needs

Our SEN policy follows the Special Educational Needs Code of Practice and the record system used throughout Suffolk Schools. Teachers and parents work together to support a child who has learning or behavioural difficulties. Usually a teacher will approach a parent to instigate an individual education plan (IEP); however, if parents have concerns, we invite them to discuss these with the teacher or Headteacher. Sometimes we may ask the Advisory Teacher for Special Needs, Speech Therapist, School Nurse or Educational Psychologist for extra help and advice. Consent from the parent/s is always obtained first.

We have very experienced Teaching Assistants who provide invaluable support to individuals or small groups of children both within and outside the classroom setting.

The Curriculum for Key Stages One and Two

The curriculum is organised in varying ways - either by subjects e.g. Maths, P.E, etc or with a thematic approach which covers many areas of the

RINGSHALL SCHOOL PROSPECTUS

curriculum. All children have equal opportunity regardless of race, gender ability or creed. We have a two year cycle for curriculum planning and a third set of plans for use when we have a mixed key Stage class.

This ensures children are learning at their appropriate level, and covering the National curriculum, through a wide variety of interesting topics.

Literacy

We use the New Literacy Framework as the basis for enabling the children to develop skills in reading, writing, speaking, listening, spelling and handwriting. A typical week at Key Stages 1 and 2 might involve studying a particular book by reading and questioning together, drama or role play, working on how sentences are constructed, writing in the style of the author and linking new words to existing spelling skills. Children's progress in literacy is carefully monitored and continuously assessed.

Speaking and Listening

As children progress through school they will increasingly be asked to listen, respond and reflect on the ideas of others and to express their own thoughts on a variety of issues. We believe that speaking and listening are essential skills to develop for day-to-day communication and relationships, but also as a foundation for communicating through writing.

Reading

Reading is the key to so many areas of the curriculum and can become a lifelong pleasure. During the Literacy lessons, guided reading may take place. This allows the teacher to hear a group read a set text, while the other children work independently. Teachers, Teaching Assistants and parent volunteers in school, throughout both Key Stages, also hear children read individually or in small groups. We welcome volunteers for this important task and have recently run training courses on "Hearing your Child Read".

Parents are asked to share in their child's reading development by reading to them and hearing them read, frequently. When children are able to read silently, we still ask parents to discuss their reading with them. The continuous link between home and school reading is much valued and beneficial to the child, even after they are able to read independently.

The children have access to a range of reading books, which are arranged in a graded colour system. These include a selection of scheme materials, eg

RINGSHALL SCHOOL PROSPECTUS

Mathematics

Currently, children are taught using the National Numeracy Strategy and from September 2008 we will start to use the revised Mathematics Framework. Emphasis is on problem solving and cross-curricular links. Children are encouraged to develop their own strategies when approaching a task and to find their own methods for recording. In Key Stage 2 children are helped to develop different ways of recording their work. Children are encouraged to talk about their work and to work both collaboratively and independently with confidence. For most tasks the children work in ability groups. Children use a variety of equipment and are encouraged to make decisions on the best equipment and methods to use for each task. Children are provided with opportunities to develop an enquiring mind and problem solving skills.

The revised Maths framework is divided into seven strands, including "using and applying mathematics" which is integrated through all areas. The seven strands are:

- Using and applying mathematics,
- Counting and understanding number,
- Knowing and using number facts,
- Calculating,
- Measuring,
- Handling Data,
- Understanding shape.

Parents are encouraged to help their child in maths through shared homework activities. Above all we aim for children to discover that maths can be fun and develop confidence and understanding.



RINGSHALL SCHOOL PROSPECTUS

Science

Science is one of the core subjects of the National Curriculum. The main aims of the subject are concerned with exploring aspects of the natural and physical world. The children will use first hand experiences as well as secondary sources to explore and ask questions. Children will be given the opportunity to develop investigative skills through scientific enquiry of life processes and living things, materials and their properties and physical processes.



Geography

Much of our Geography work is based in and around the school using the children's first hand experience.

Children begin to understand human influences on the environment by exploring where they live, why they live there, how they travel, how they use their spare time, what they eat and where it comes from, and how to keep their environment clean and safe.

Children are then taught to compare and contrast their lifestyles and environment with a different one within the United Kingdom and another from a different part of the world.

At Key Stage 1 our children visit Felixstowe to look at a port and seaside environment and Bury St Edmunds to see an urban, historical town. We also study Chembakolli - a village in India or a village in Kenya. Again, children will compare and contrast their own lifestyle with that of people from the Indian/African village.

At Key Stage 2 our children continue to work at local, regional and national level. They study a village in the Yorkshire Dales and region from an economically developing country such as St Lucia.

RINGSHALL SCHOOL PROSPECTUS

Geography is sometimes taught through class topic work; it lends itself to cross-curricular work and multi-cultural education.



History

At Key Stage 1 children are given opportunities to investigate changes in their own lives and those of the family and adults around them, and also the way of life of people in a period of the past, beyond living memory.

We do this by studying Famous people, Early People, the Romans, and looking at Homes and Toys of the past.

At Key Stage 2 children are helped to develop their skills by using historical artefacts including documents. They learn to recognise bias and prejudice and different people's points of view. Children are helped to link causes and consequences and to develop a sense of chronology. They look at change over time and making comparisons.

Our History topics include Ancient Greeks, Victorians and Tudor Life.



RINGSHALL SCHOOL PROSPECTUS

Information and Communications Technology (ICT)

We use computers as an integral part of the curriculum. As children progress through the school, they develop skills and confidence by using a variety of computer software. Children may use:

Word processing programs
Art packages
Maths programs
E-mail, the internet

We have interactive whiteboards (Smart boards) in our classrooms which are used in a wide range of ways. We have a stimulating ICT suite which promotes and enhances the teaching and learning of computer skills. We use mainly Research Machines, as do a majority of Suffolk schools and have an extensive range of software designed for classroom use.

Design Technology

The children are helped to develop a range of skills and techniques through working with different tools and materials. They are given opportunities to design and make a product and to evaluate their work, eg. design and make a 'Jack in the Box' or a puppet. Health and safety is an integral part of all the projects.

Music

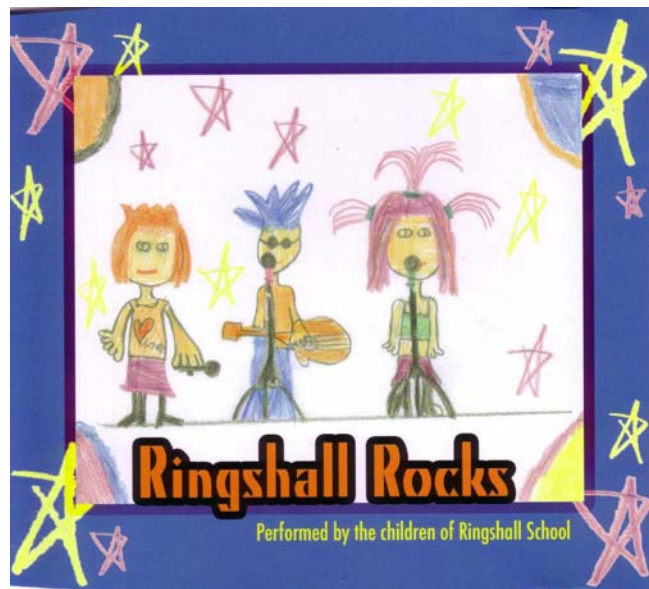
The children's music lessons focus on skills such as singing, listening and responding. They develop their creativity by making sound effects and exploring sounds that fit moods or scenes. Sessions also include work on pitch, tempo and rhythm.

We have a wide selection of percussion instruments, both tuned and not tuned and all children take part in composing and performing, using instruments and voices. There are popular lunchtime clubs for recorders. All children learn to sing songs together which are appropriate to their age and interest. They are encouraged to create their own ways of recording music that they have composed, using picture and symbol notation.

RINGSHALL SCHOOL PROSPECTUS

Children in all age groups take part in developing and evaluating their own compositions. They also listen to recorded music from various cultures, times and traditions in classroom lessons or assemblies.

Children at Ringshall School very much enjoy singing in daily assemblies, a tradition which enhances the community feeling in our school. We cut our first CD "Ringshall Rocks" in 2005 and also joined in a record breaking "Big Sing" and carol service at the cathedral in Bury St Edmunds.



Art and Design

Our artwork extends into most curriculum areas. Often it is used to support work in Mathematics, English and Science, but it also a subject enjoyed and valued for itself. We encourage children's observational skills as well as giving them opportunities to be experimental with a wide variety of media and materials. Such activities include painting, collage, printing, sewing, junk modelling and working with clay or other malleable materials,

Children also study the work of other cultures as well as our own. They are introduced to the work of artists and craftsmen from the present and the past.

RINGSHALL SCHOOL PROSPECTUS

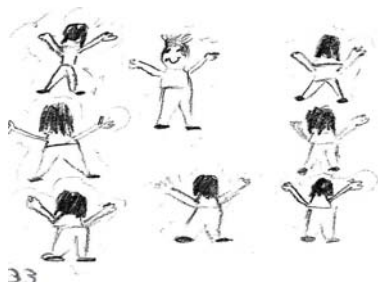
Children, Teachers and Teaching Assistants work together to make stimulating and attractive displays in classrooms and around the school, and these effectively enhance our school environment.



Physical Education

A variety of PE activities are taught throughout the school. The children have the opportunity to experience and develop skills in gymnastics, games, dance and athletics. In Key Stage Two they also are taught swimming. Through their work within the PE curriculum, children develop their fitness, self-esteem, co-operative skills and confidence. We are part of a School Sport Partnership and have been awarded the "Active Mark" for providing our children with at least 2 hours of physical activities within the school day. Some clubs, such as Premier Soccer, are held here after school, whilst other sporting interests may be developed through opportunities off site. All children take part in physical activities unless they have a note from their parents or are obviously unwell.

It is essential that children always have a proper PE kit in school. This includes a T-shirt, shorts and plimsolls. Earrings are not to be worn.



33



RINGSHALL SCHOOL PROSPECTUS

Religious Education and Daily Act of Worship

We use the agreed syllabus for RE in Suffolk (2006) which places value not only on learning about religions, but also learning from religions, and providing children with opportunities to reflect on their own views, attitudes and experiences. The syllabus states the proportion of time to be spent on different religions taking account of the fact that the religious traditions of the United Kingdom are mainly Christian. Pupils learn about, and from, Christianity, Judaism and Hinduism. We teach in a way that promotes respect for all religions.

Arrangements for the Act of Collective Worship and for Religious Education are made by the school in accordance with the requirements of the 1944 Education Act and the Education Reform Act 1988. In this school, Collective Worship and Religious Education are non-denominational in character. We have daily assemblies, which follow a weekly theme and are times for learning from and thinking about stories, visitors and each other as well as acknowledging and celebrating achievements in all aspects of life.

Parents may, if they wish, remove their child from the arrangements for worship and religious education. Please write to the Headteacher if you wish to discuss this.



RINGSHALL SCHOOL PROSPECTUS

Personal, Social, Health Education (PSHE)

Through PSHE we aim to develop the children's understanding of themselves and others and to prepare them to play an active role as citizens. By discussing their own experience, role play or reflection on a picture or piece of writing, children become able to explain their own feelings and become more aware of the needs of others and the world around them. They also find out about healthier, safer lifestyles and how to develop good relationships, respecting differences between people.

Sex and Relationships Education

We aim to help the children understand themselves and their personal and social responsibilities through our PSHE curriculum. Questions which arise naturally with young children are answered simply and honestly. We fully recognise the vital role of parents in this aspect of the curriculum. We have a "Learning Together" programme which explains to parents what is included in SRE at their child's level, and invites them to work with their own child for a specially prepared session in school. The school's Sex and Relationships Policy can be seen at school by any parent on request.

