

## FREQUENTLY ASKED QUESTIONS

### ***Are there learning outcomes for each term?***

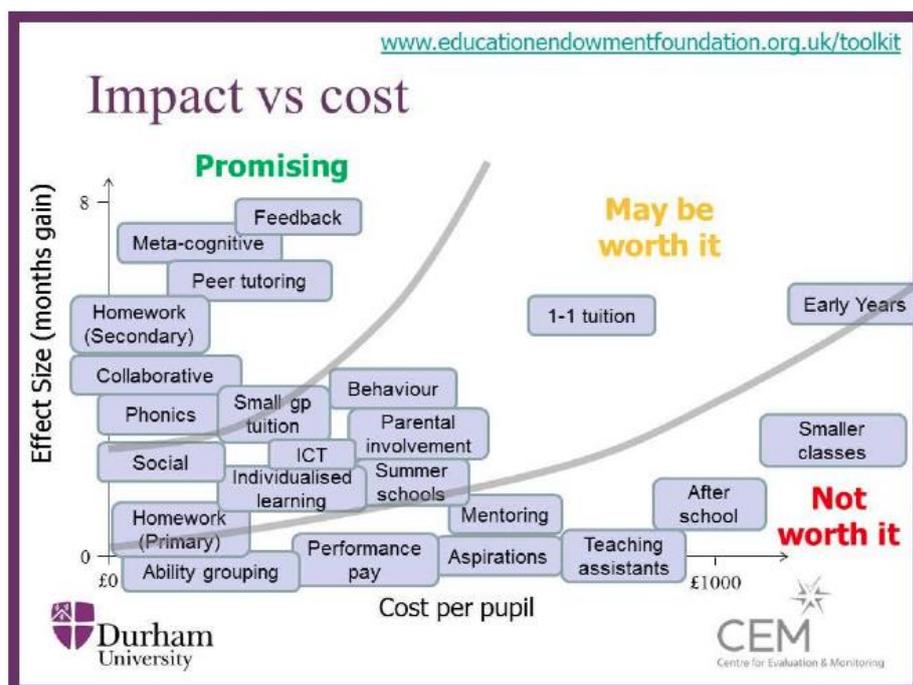
There are links to the National Curriculum for KS1 and KS2, and the Rosendale Curriculum Map for KS1 and KS2, on the School Curriculum page (under Teaching and Learning) of the school's website. Here parents and carers can find more information about the topics children will be learning about each term. There are also documents on how maths and literacy is taught at Rosendale.

In early years children work towards meeting the early learning goals by the end of reception. We use topic-based planning as a starting point for the children's learning. Additionally, activities are planned based on the children's interests. Parents and carers can download the Early Years Foundation Stage profile, which explains the early learning goals, from the school's website.

There are also documents on how maths and literacy is taught at Rosendale, and a link to the Lettings and Sounds programme that is used to teach phonics.

### ***What is the school's policy on homework?***

Rosendale has a no homework policy based on evidence. The chart below shows a meta-analysis of research showing the cost/benefit of a variety of interventions. As you can see, homework in primary school has little or no impact on attainment but takes a lot of teacher time to set and mark, our belief is that a teachers' time is best spent working with and supporting children in the classroom, and not setting and marking homework.



When homework has been set we have found that parents spend their time trying to coerce children to do homework, some children don't do it, and teachers spend time marking work that mum or dad has done.

Homework also means less time for friends, family and extracurricular pursuits.

### ***Is there any guidance on how parents can help support their child's learning at home?***

The single most important thing parents can do to support their child is to read with them, whether this be books, comics or magazines.

Parents are encouraged to play games and board games with their children including snap, monopoly and dominoes and anything that involves counting and numbers.

### ***What is the basis for the school's policy on no streaming?***

At Rosendale children work in mixed ability groups. Studies by the National Council for Curriculum and Assessment (NCCA) into the effects of streaming show that pupils left in a mixed-ability environment actually do better than those who have been grouped according to the hierarchy of test results.

Parents who are concerned about non-streaming are advised to refer to '*Visible Learning*' by John Hattie.

### ***What is Meta Cognition and Kagan?***

Meta Cognition is a process of learning that involves learning from reflecting on experience. 'ReflectED' is the approach Rosendale use to teach Meta cognition skills.

Kagan is the cooperative learning technique that our teachers use in class. Kagan involves children working with and engaging with other children of different abilities.

### ***Why and when are classes mixed? What is the criteria for mixing classes?***

Classes are mixed at the end of Early Years (reception) and the end of KS1 (year 2). The school reserves the right to mix classes at the end of year 4.

When children arrive at Rosendale the only information we have about them is their gender and date of birth. The primary objective of mixing the classes is to ensure a good educational group. When the classes are mixed we take into account a range of factors to ensure a mix of ability, gender, ethnicity, pupil premium and social ability (i.e. a mix of confident and shy children).

The mixing of classes is organised by class teachers and the Teaching and Learning Lead. Parents do not have input into which children their child stay with, this is because the teachers are best placed to know who works well / not so well together in the classroom.

Rosendale has a transition plan for children in the foundation stage moving into Year 1 and for children moving from KS1 into KS2.

**How does Rosendale provide suitable challenges and support children who are excelling in the classroom?**

Rosendale challenges children of all abilities. Children in KS1 and KS2 consistently perform significantly above the national average in all subjects.

Through co-operative learning students work with other learners in the classroom to deepen their understanding of a topic.

Children learn through mastering – we extend students to deepen their understanding with learning and coaching.

It is important that we also teach children to be skilled listeners – this is achieved with co-operative learning.

**SATS Results from 2017**

**Reception Foundation Stage Results**

**Year 1 Phonics Screener**

Rosendale	Lambeth	National	Rosendale	Lambeth	National
78%	71%	71%	88%	84%	81%

**Key Stage 1 SATS results**

At Age Related Expectations			
	Rosendale	Lambeth	National
Reading	83%	79%	76%
Writing	80%	73%	68%
Maths	89%	79%	75%

**Key Stage 2 SATS results**

At Age Related Expectations			
	Rosendale	Lambeth	National
Reading	84%	77%	71%
Writing	80%	81%	76%
Maths	84%	82%	75%

Working at Greater Depth			
Reading	33%	Figures not yet available	24%
Writing	35%		17%
Maths	40%		22%

### ***How is reading monitored?***

Children are monitored continuously as they move through the school. In reception they read one-to-one, in years 1 and 2 they read in a group with children of a similar ability, and in KS2 reciprocal reading is used.

- Reciprocal reading is where the whole class read together.
- Each child keeps a spelling book of words that they don't understand. Children are taught to think continuously about vocabulary.
- We have a team of volunteer readers from Beanstalk that come into school to work with children who need extra support.
- In KS2 children may attend Units of Sound, an online, literacy development programme. Units of Sound develops reading (decoding), spelling and writing skills.
- It is important that parents and carers read to their children, it provides children with reading structures and vocabulary.
- We encourage independent reading outside of the classroom through our 100 Books website. All children have their own log-in so that they can participate in this

### ***Why do Teaching Assistants rotate at the end of each term?***

The Teaching Assistants have different skills and we want all children in the year group to benefit from these skills. We have some TA's who are specialists at reading, others at maths and some in intervention.

We think it is important that children are familiar with several TA's, that is why the TA's run the breakfast, afterschool clubs and are on lunchtime and playground duty.

### ***Why are the school blogs not password protected?***

Parents and carers rely on class blogs for information; to find out what children have been doing in class; what they have been learning and for requests for help and donations .i.e. dressing up clothes and other items children may need to bring into class.

The blogs are viewed by other schools and teachers as well as relatives of children. We are also

aware of children who are currently in between schools, or not yet in school as they are new to the area, using the information we post on the class blogs to keep up their learning from home.

We have a strict e-safety policy that children adhere too. Teachers are not allowed to identify children in blog posts.

Parents and carers who do not want their children to appear on the school blogs can opt their children out.

### ***What is the school's view on the use of social media?***

Social media is a fact of life for children. We support the use of social media to prepare children for the world of work. The school talks to children about the use of social media and e-safety. The school regularly meets with IT Consultants and works alongside the London Connected Learning Centre (CLC) to revisit the school's e-safety policy.

The e-safety policy was last updated in November 2016, and is due to be revisited later this year.

Parents can access the e-safety policy via the school's website.

### **Useful Links**

Internet Matters – Advice for parents for online safety. Includes interactive guide on securing different devices.

Parent Zone – Advice site for parents. Parent zone gathers expert advice from across the internet.

CEOP – Police unit responsible for online child protection

### ***What levels of supervision do children have at playtimes?***

Children are supervised by teachers and support staff at break and lunchtimes. The same Teaching Assistants are with children during breakfast club / breaktimes / and afterschool clubs.

### ***How is disruptive behaviour in the classroom dealt with?***

Rosendale uses a number of strategies to deal with behaviour.

Red and green choices is the system we use to promote good behaviour. This system places the responsibility for the choices children make, with them.

If your child receives three red choices during the day, either in class or at playtime, they will complete a reflection slip with a member of staff. A copy of this is sent home and we ask that parents / carers talk to their child about the incident, and help them to reflect on the green choice that they could have made.

In addition Rosendale tries to find a cause for disruptive behaviour and offers:

- Art therapy;
- Drama therapy;
- Lego therapy;
- 1 to 1 behaviour strategy;
- Kagan co-operative learning.

Ms Chung our SENDCo is responsible for supporting staff to effectively manage children with behaviour problems in class. Some children may have additional needs and support plans are put in place. Alternative lunchtime areas are also provided for children with more challenging behaviour.

Our headteacher regularly meets with other headteachers to discuss disciplinary procedures, and the classroom behaviour policy is reviewed annually.

***Are children always informed of why they are given green and red choices?***

Yes they are. Children are asked what the green choice would be. It is important that children are given a voice for their behaviour.

***Can my child bring a packed lunch?***

All children in Reception and KS1 are entitled to free school meals, therefore we do not allow children in these year groups to bring in a packed lunch.

Children can bring in a healthy packed lunch in KS2. We do not allow nuts in school as we have several children with nut allergies.

***I'm worried that my child may not be eating much at lunchtime.***

We understand the dining room can be a cause of anxiety for some of the younger children that is why the early year's teachers are always on hand to support the younger children in the dining room. We provide a supportive environment, where dining room staff help with food choices and – in the case of younger children – with cutting up food.

Harrisons, our school caterer, offers varied, healthy meal options. Each day there are two meat choices and a vegetarian option for children to choose from.

Children are not allowed to leave a full plate of food. Teachers and TA's will encourage the children to eat their lunch, if a child is really struggling, they are offered an alternative.

Many of the teaching staff and all the Senior Leadership Team are in the dining hall at lunchtimes as most of them have a school lunch.

***Is it possible to have more information about what the children are learning in French/Mandarin?***

More information is available on the French and Mandarin blogs. Children are encouraged to practice French and Mandarin via the Linguascope website which every child in Rosendale has access to.

This year languages are taught as follows:

- Nursery - French
- Reception - Mandarin
- Year 1 - French
- Year 2 - Mandarin
- Year 3 and 4 - French

- Year 5 and 6 - Mandarin

Every half term we do a 'swapping week' where children get a taster of the other language.

In KS1 the children will do a different language each year. From KS2 (year 3) they will do the same language all the way through to year 6.

***What happens to lost property?***

All lost property is stored in the girls changing room at the end of the main corridor. It is put out before and after school every Friday. Year 6 volunteers will help reunite labelled uniform with its owners. Each term if items are not claimed they will be taken home by a PTA parent washed and either sold if they are school uniform, or given to charity.

***Does the school participate in religious celebrations?***

The school talks about lots of religious celebrations including Christmas, Eid, Chinese New Year and Diwali. As part of this children are taught about different customs, morals and traditions.

Each year the school celebrates black history week, and we have an international and languages day where all students take part in games / activities or workshops based on another culture. In the past children have done cookery, dance, fan making and participated in Tai Chi and Chinese Dragon dancing.

If parents / carers do not want their children to participate in religious celebrations they must inform their teacher or the school office in writing.