



Welcome to Strone Primary School

Please take time to read the following information:

Staff

Head Teacher/

Class teacher P1 – 3: Mrs Fish

Class Teacher P1 to P3: Ms Morrison

Class teacher P4 to P7: Ms Maclean

ASN: Mrs Kerr
Miss Mears

Classroom Assistant: Mrs English

Clerical Assistant: Mrs Murphy

Janitor: Mrs Anderson

Cook: Mrs Roger

Cooks assistant: Ms Lees

School Telephone Number: 01369 840242

Email: enquiries-strone@argyll-bute.gov.uk



Curriculum Framework

As part of our 'Journey to Excellence' Strome Primary School is implementing the Curriculum 3 -18 in accordance with national and authority advice.

The curriculum prepares our children and young people for adulthood and lifelong learning.

Curriculum for Excellence Aims

Curriculum for Excellence aims to:

- Focus classroom practice upon the child and around the four capacities of education
 - Successful learners,
 - Confident individuals,
 - Responsible citizens
 - Effective contributors
- Create a single framework for the curriculum and assessment 3-18
- Ensure that all children and young people develop the attributes, knowledge and skills they will need if they are to flourish in life, learning and work

Principles of Curriculum Design

As a school we have clear expectations for learning, leading towards high levels of achievement. To accomplish this our curriculum is based on the following design principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Relevance
- Coherence

Curriculum Levels

There are 5 curriculum levels:

- | | |
|--------------------------|---------------------|
| • Early Level | Pre-School and P1 |
| • First Level | P2 to P4 |
| • Second Level | P5 to P7 |
| • Third and Fourth Level | S1 to S3 |
| • Senior Level | S4 to S6 and beyond |



Curriculum Areas

The experiences and outcomes are organised into eight curricular areas. Learning in each area has been reviewed and updated to emphasise the contributions it can make in developing the four capacities. Teachers have the freedom to think imaginatively about how the experiences and outcomes might be organised and planned for in creative ways which encourage deep, sustained learning and which meet the needs of our children.

The Curriculum areas are:

- Literacy
- Mathematics/ Numeracy
- Health and Wellbeing
- Expressive Arts
- Sciences
- Social Studies
- Religious and Moral Education
- Technologies

Within Strome Primary School these curricular areas are introduced to pupils through both discrete subject teaching and interdisciplinary themes, which places pupil learning into an active situation.

Primary 1

Primary 1 is all about teaching children to become happy, confident and independent learners, giving them a good foundation which is then built upon throughout their school life. Our main aim is to help children develop their social skills, self-esteem, curiosity, enthusiasm and basic literacy, numeracy and physical skills. We aim to provide an exciting and well-balanced curriculum through play-based activities and opportunities, allowing children to explore and extend their learning further.

Literacy

'Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.

Reading

The children begin their reading journey by following Oxford Reading Tree, this is the main reading scheme used at early level literacy. It has a balanced approach, which provides a range of skills and strategies for reading that has proven to be highly successful in teaching children to read. The Oxford Reading Tree addresses the reading needs and development of the whole child by building primarily on the importance of story in the learning experience of all children. At the same time, it recognises the wide range of skills that the child needs to acquire in learning to read. It is based on the idea that while young children may initially have difficulty in recognising separate words on a page, or learning words out of context, they can retain a simple story told in natural sounding language patterns.

Through story, the Oxford Reading Tree provides a context for reading to take place. Every storybook in the programme tells a complete story, pictures and text working together to give children clues and cues to help them predict the meaning of simple sentences.



The main characters are a group of children and a dog. Their experiences in the early stages 1-3, such as having a bath, going to a party, having new shoes, getting into trouble, will be familiar to all children. Talking about stories is essential for developing oral language skills and enriching vocabulary.

When your child receives his/her first reading book he/she will be asked to read one or more pages each day during the first year. A book with the reading task on it will accompany the book and we would ask parents to sign this book as a signal to us that the reading is being supported. Please help your child to keep the reading book clean and safe.

Systematic Synthetic Phonics

This is an approach to teaching rather than a resource. It is multi-sensory, active and particularly suitable for young children. The children are taught the main 42 sounds of English, not just the alphabet sounds. For each sound there is an action and song which helps the children remember the sound the letter makes.

The letters are not introduced in alphabetical order. The first group 'satpin' has been chosen because they make more, simple three letter words than any other six letters. Sounds with more than one way of being written are first taught in one form only, for example, the sound 'ai' (rain), with the alternatives 'a-e' (cake) and 'ay' (day) being taught later.

With this knowledge they are taken through the stages of blending sounds to form words.

At the same time, they are taught to write by identifying the sounds in words and relating the letters to those sounds. The children learn 'tricky' words, these are words which often can't be blended and are used frequently.

Handwriting

Much skill is involved in the teaching of handwriting and for this reason we would ask that you leave this particular task to the teacher.

It is very important that your child holds the pencil correctly. If the hold starts incorrectly it is very difficult to get it right later on.

Don't expect your child to hand write fluently too soon. It is a difficult skill to master. Like every other area of learning, it takes some children longer than others to achieve success. Your child's teacher will be happy to offer guidance for parents who wish their child to do additional home practice. This would, of course, be appropriate after the class teacher covered the initial teaching.

You can help your child by encouraging drawing at home. Let him/her know that you are interested in the 'story' the picture tells. Children will add detail to their drawings if they know that there will be a follow up discussion. It is also useful for you to encourage your child to make patterns particularly ones that are regular and move across the page in a left to right direction. If you find time to write under your children's pictures, please use lower case letters with capitals where they are normally used. Please don't use capitals throughout.

Writing stories

During the early weeks at school much attention will be paid to drawing as a means of communicating. It is also the best way of achieving good pencil control that is the basic requirement for handwriting.



Schemes in the early stages support the development of reading, they also support the development of constructional writing skills. In the first instance emphasis is on spoken language. Children tell their teacher about everyday experiences and some of them will be recorded in picture form while the teacher scribes the story underneath. Very quickly, the children progress to making up their own sentences using a range of language banks. By the end of the year writing these stories will be linked to the skill of using a very simple dictionary. Children learn to read and write simultaneously rather than learning to read first and write later on.

Numeracy

Mathematics

The approach to teaching mathematics in Strome Primary School will be a continuation of the experiences children have had in nursery school.

Number and Number processes, Money, Measure and Shape will be covered in their first year at school. Learning takes place within structured play contexts where pupils are offered challenges and investigative experiences that are linked to real life. Throughout the whole course, emphasis is placed on the use of a variety of materials to introduce new concepts and ideas. Free Play, Number and Time Rhymes are central to this work.

Activities will include sorting and matching, counting to 10 and addition and subtraction within 10. Money is integrated with the number processes and involves only the use of the 1p coin.

How you can help at home

Draw and read with your child as often as possible.

Teach your child to say or sing traditional/modern rhymes and songs about numbers. Progress from rhymes that involve 1 and 2 to counting up to 5 and counting back from 5. Obviously many children will already be familiar with some of these rhymes and will be ready to move onto activities that involve them counting up to 10.

In school the children will also cover work on Time, Data Collecting and problem solving. Much of the work is largely concerned with language. Through structured play, group work and class lessons teachers aim to build children's mathematical vocabularies thus increasing knowledge. You can help by encouraging precise use of language-graduating away from "big" where "tall" or "long" would be more appropriate, using the term 'zero' instead of 'nought.'

To aid language development focus on playing with language through "I spy" games, rhymes and words which begin with similar sounds etc.

Smooth Transition

A transition will take place over 4 days:

Day 1 09.30 – 10.30 (with key worker)
Day 2 09.00 -10.30 (with parent)



Day 3 09.00 – 12 noon (unaccompanied)
Day 4 09.00 – 12 noon (children are invited to stay for lunch accompanied by parent)

Classroom Assistant

As part of authority policy to raise standards of education a Classroom Assistant will be involved with the children. She undertakes administrative and practical classroom tasks and provides support for learning under the direction of the classroom teacher. For example: reading or telling stories, paired reading, counting and matching games, practising tables and supporting practical measurement activities, supporting small groups in tasks set by the teacher, generally helping children follow the teachers instructions.

General Administration.

Please telephone the school office if your child is off school for any reason by 9.30am. This is to assist with your child's security.

Always contact a member of staff before taking a child out of school.

Strome Primary School has an 'Open Door' policy for any parent who wishes to discuss the education and well being of their child. If you would like to speak to the class teacher it will be necessary to make an appointment either by calling in at the office if you are passing or by telephoning the clerical assistant, Mrs Murphy.

Emergency Contact

We will ask you to provide an emergency contact number/address as well as your own telephone number/address. The purpose of this is if your child is ill or has an accident in school, we try to contact you immediately. Please remember to notify the school of any changes so that this information can be kept up to date. If we are unable to contact, you then arrangements will be made for your child to have medical treatment if required.

Cloakroom / Classroom

All items of clothing, footwear, school bag and packed lunch box should be clearly labelled. Name tags or indelible ink markers are extremely useful for this purpose.

School Bag

This should be big enough to hold more than a reading book.

Shoes

It is helpful if your child has shoes that have easy fastenings during their first year. Gym shoes are required for P.E. and a small hang up bag would be useful so kit can be left in the P.E. box. If possible, we like P.E. shoes to be left at school permanently and checked periodically for size. The reason for this is that although P.E. lessons fall on set days it is not uncommon for us to make a change in the timetable particularly if we are responding to a rare spell of good weather or to extra activities for a special occasion. If P.E. shoes are kept at school, we can be more flexible about changing routines.

On some occasions PE will take place outside, therefore suitable footwear is essential. Wellies or any other kinds of boots are not suitable PE footwear.

Aprons

Painting aprons are provided for pupil comfort.

Personal Items



We would advise you not to send in any personal items, toys or expensive items as staff cannot take responsibility for any possible damage which may occur to these items during play times.

Lunchtime Arrangements

Choice of lunchtime arrangements

1. Packed lunch. Parents are asked to provide a proper lunch box. No glass bottles please.
2. School Lunch – 2 course meal no charge P1-3. Milk available 10p.

School Lunch

Menus are sent home on a weekly rotation. We ask that you make the choices for the period and return menus to the school office the following day. Most children have school lunch. Special diets are catered for.

After a few weeks children will settle into a routine and the staff soon become aware of the likes and dislikes of each child.

Bringing Money to School

Children should only bring money to school to pay for specific things i.e. lunch money, trips etc. A purse or wallet is ideal. This will be collected by the clerical assistant and returned at the end of the day with appropriate change where required.

Breakfast Club

Breakfast Club runs every morning Mon – Fri 8.30 – 8:50am. To help ensure a healthy start to the school day a range of cereals and porridge are available. This club is free of charge. Children attending bring cereal to the club when requested.

Snacks

We would ask parents to provide a healthy snack for their children. Please try to avoid crisps and chocolate.

Parent Council

Parents are encouraged to become members of the Parent Council.

MEDICAL INFORMATION

The following knowledge may be of benefit to any teacher/support staff that will have the care ofduring his/her Primary Education.



(E.g. wears glasses; must visit toilet more than would be usually expected, needs an inhaler in school, has asthma.)

You may also wish to give details of any relevant medical history.

Please complete this form and return it to Mrs Fish. All information will be regarded as confidential.