



ST. JULIAN'S  
SCHOOL

## St. Julian's Primary School Parent Handbook

### ➤ Mission Statement

*"Our purpose is to create a happy, secure and stimulating learning environment within which all members of our community can achieve their full potential and develop a commitment to lifelong learning."*

### ➤ Welcome

On behalf all of our staff may I welcome you to St. Julian's Primary School. We take pride in ourselves as a school that is held in high esteem in the greater Lisbon area. We endeavour at all times to be at the forefront of educational innovation and aim to maximise your child's potential for learning.

### ➤ Aims of St. Julian's School

- To promote academic excellence, encouraging and enabling all our students to achieve their full potential in every aspect of the curriculum.
- To achieve a balance between academic, social, cultural and physical activities, and to integrate emotional spiritual and intellectual development.
- To encourage and enable students to develop their potential in all aspects of the curriculum.
- To help each person to become a responsible, involved and articulate member of society.
- To foster among our students intellectual curiosity and a love of learning which will last throughout their lives.

- To develop, sensitivity, tolerance and respect within and beyond our community, in the spirit of the United Nations Universal Declaration of Human Rights.
- To nurture a sense of moral responsibility, and a responsibility for the environment.
- To affirm and celebrate our school's diversity of cultures and nationalities.

### ➤ **St. Julian's School History**

The main school Palacio was originally built in the 18<sup>th</sup> century by Jose Francisco da Cruz, the Treasurer to King D. Jose 1. Da Cruz purchased the land from a colleague, Morgado da Algoa, and, in return agreed to hang his coat of arms in the main entrance where it can still be found today.

During the following century, the farmland beyond the Palacio was acquired by the Eastern Telegraph Company now known as Cable and Wireless, in order to set up a base in Portugal. Carcavelos concluded the link between England and India. The Company's British employees and their families were brought to Carcavelos.

At this time there was no school in which British families could have their children educated. The parents therefore decided that a school must be founded and, together with the help of three members of the community whose names still remain in the school life today as sports 'houses' Bucknall, Etherington-Smith, and Franklin, St. Julian's School was opened on November 25<sup>th</sup> 1932. Its name was taken from a nearby fort, Sao Juliao, and the symbol of a lighthouse became the School emblem of enlightening minds.

During the Second World War many refugees fled to Portugal, after the fall of France in 1940. This resulted in St. Julian's receiving pupils of seventeen different nationalities. Since that time St. Julian's has never lost its international character and has educated students from up to 47 different nations at any one time.

In 1962 Cable and Wireless decided to close its Portuguese installations, where the Primary School is now housed, which caused great concern as to the future of the School. However, with the aid of the British Council, the Gulbenkian Foundation and various British companies, the parents were able to raise the necessary funds to buy the Palacio and its surrounding grounds of almost eight hectares.

The School has developed and expanded and, with over 1000 students, 450 of which are in the Primary School, offers both English and Portuguese Curriculums.

### ➤ **Primary School Organisational Structure**

There are three phases of education in the Primary School which have their basis in the English National Curriculum

**Foundation:** This comprises of Nursery and Reception Classes. (From 3 to 5 years of age.)

**Key Stage 1:** Years 1 and 2 (From 5 to 7 years of age)

**Key Stage 2:** Years 3, 4 and 5 (From 7 to 10 years of age)

**Please Note.** For curriculum purposes Year 6 children study the English National Curriculum but they are administered and taught in the Secondary School.

After Year 1 parents may opt to follow the **Curriculo Português**.

1º Ano (6 and 7 years of age)

2º Ano (7 and 8 years of age)

3º Ano (8 and 9 years of age)

4º Ano (9 and 10 years of age)

Parents will note that the following definitions apply to the Primary School.

***Foundation: Nursery and Reception (3 to 5 years of age)***

**Lower Primary:** Key Stage 1 and 1ºAno

**Upper Primary:** Key Stage 2, 2ºAno, 3ºAno and 4 Anó.

### ➤ **Assigning Children to Classes**

Since St. Julian's School has an international intake of pupils, we endeavour to balance the pupil composition of each class. We do this by making sure that gender, ability, good models of spoken English, behaviour and friendship are all taken into consideration when we assign children to classes.

We reserve the right to mix classes should there be a reason to do so. Classes are usually mixed after Nursery, before children move to Reception, and in Year 5 before they transfer to Year 6 in the Secondary School.

### ➤ **Before School**

#### **Times of the Primary School Day**

Foundation Years	08:30 - 15:00
Lower Primary	08:30 - 15:00
Upper Primary	08:30 - 15:30

## **PRIMARY SCHOOL UNIFORM**

(Nursery to Year 5)

### ***Winter: Boys***

Grey shorts or grey bermudas or grey trousers  
White long sleeved polo shirt with school logo  
Dark green V-neck pullover with school logo  
Green or grey socks Green St. Julian's fleece (optional)  
Black or brown leather shoes

### **Winter: Girls**

Grey pinafore dress or grey skirt or trousers (girls style)  
White long sleeved polo shirt with school logo  
Dark green V-neck pullover/dark green cardigan with school logo  
Green or grey socks or tights. Green St. Julian's Fleece Jacket (optional)  
Black or brown leather shoes

### **Summer: Boys**

Grey shorts or grey Bermudas (dark green sleeveless v-neck pullover with school logo may be worn)  
White short sleeved polo shirt with school logo  
White or green socks  
Black or brown leather shoes

### **Summer: Girls**

Green and white **striped** cotton dress/ (dark green cardigan with school logo may be worn)  
Short plain white socks  
Black or brown leather shoes

## **P.E.Kit**

### **Nursery to Year 2**

White shorts/White T-shirt (school logo available)  
White slip on gym shoes  
Tracksuit (to be worn for P.E. only - desirable)  
Dark green string bag (provided by school)

### **Years 3 - 5**

White shorts/White T-shirt (school logo available)  
White socks/Training shoes  
Hand Towel  
Tracksuit (to be worn for P.E. only)  
Dark green drawstring bag (provided by school)

In addition boys may need:

In addition girls may wear a black or

Green and white striped football shirt                      white leotard or black cycle shorts  
White football socks  
Football boots

An art overall in school colours is available from the uniform suppliers but an old shirt will do equally as well.

On admission to St. Julian's the school will provide bags for P.E. kit, reading books, and library books.

### **School Uniform Suppliers:**

**Togs:** Telephone Number 21 483 7187 or Mobile 91 9750514

Av. 25 de Abril, Galerias Navegador. Sub-cave 66-D, 2750 Cascais

**D'Util Child** - Lisbon Shop: Largo de Santa Bárbara 7F 1150-287

Lisboa Tel. 213 571 366

**El Corte Inglés** - Lisboa. Entre as Avenidas António Augusto de Aguiar, Marquês da Fronteira e Sidónio Pais. (Floors 4 and 7) Tel: 213 711 700

**Second-hand uniforms** can be acquired from our PACT (Parents' Association Combined with Teachers) Office. Tel. 21 458 5333

### **Jewellery**

For safety, security and appropriateness to school life, jewellery should be kept to a minimum. Only studs or sleepers should be used as earrings.

### **Personal Possessions.**

We request that children do not bring into school any personal items unless they are for specific use in the classroom. The school will not be responsible for the loss or breakage of personal items that do not belong in school.

### **School Lunches.**

Should you wish to know the menu for lunch on any specific day, Procaterring provides the school's menus. You can access this information at [www.procaterring.pt](http://www.procaterring.pt) - click on 'Services'. The Username is 'procaterring'. The password is 'qualidade'. Then select St. Julian's School.

## **“WATER IS COOL IN SCHOOL”**

*Children need to drink at least 6-8 glasses of water a day*

**AND MORE IN HOT WEATHER AND WHEN ACTIVE**

## **Children should drink regularly during the day at school - and not just with lunch:**

- The body cannot store water. It is being continually used by the body and lost.
- Children need to be encouraged to drink when and ideally *before* they are thirsty - the sensation of thirst is not triggered until dehydration is already well established.
- If children do not drink enough during the day they are unlikely to make up the short fall in the evening.
- Children will become dehydrated if they do not drink sufficient water during the day.

Mild dehydration can contribute to:

- ❖ **Poor concentration and reduced mental performance**
- ❖ **Headaches, tiredness, irritability,**
- ❖ **Reduced physical and sporting performance**
- ❖ **Health problems including urine infections.**

With your help we hope to encourage children to have easy access to fresh drinking water throughout the day.

### **WHAT WE CAN DO**

#### **Have Water Bottles on Tables in the Classroom**

**The most effective way for our children to drink sufficient during the day, is for them to bring in a plastic bottle of water from home.**

**Non-spill sports caps are ideal.**

- More is drunk by children, who have fluids within arm's length, than by those who have to get up to go and fetch it.
- Bottles can be taken home daily, rinsed with warm soapy water and re-used.
- Bottles must be named to avoid confusion e.g. with a permanent marker or washable label.

## **1. At School**

## Code of Conduct

- We expect children to be polite in manner and conversation and to think of others before themselves.
- To be polite and open the door for others.
- To always walk quietly on the right-hand side when you are in buildings or on pathways.
- When moving as a class, walk quickly and in single file.
- Do not hurt others by what you say and do.

## The Environment and Buildings

The school grounds and buildings are for the use and enjoyment of all, care for them so that future generations will benefit from them also. There is a need to:

- Be careful not to damage equipment, buildings, gardens or grounds.
- Not to interfere with any notices or posters.
- Place litter in the bins provided.
- Report any accidental damage.
- Keep the environment quiet and peaceful.
- Leave the grounds at the end of lessons in the afternoon unless you are involved in a school activity under adult supervision.
- Collect children from the Main Gate, where there is a guard on duty, if they are engaged in an extra-curricular activity after school. We ask this for reasons of safety and security.

## Arrival

Children should not arrive before 08:00 because there is no access to the school.

After 08:00 **Parents / guardians of children** from Foundation, Lower and Upper Primary should accompany their children to the Key Stage 1 Playground where they will be supervised. Children should not enter the Primary School building for any reason.

## Registration

All children should be in school by 08:30 for registration. If children arrive after 08:45 they will be required to sign the Late Book.

## Absences

All absences are recorded and are included in the child's Annual Report. If you know that your child will be absent for any reason please inform the school as soon as possible by contacting the Primary School Office (Tel. 214585361)

## Holidays in term time

We do not encourage parents to take their children on holiday in term time. If parents choose to do this please be aware that it is a myth that missed

lessons can be 'caught up.' Nothing can replace a lesson from which a child is absent.

### **Children's Health and Welfare**

St. Julian's has a School Surgery where there is a Nurse available every day of the week. If your child is unwell please try to inform the school as soon as possible.

If children are taken ill during the school day they will be accompanied to the school surgery where they will see the School Nurse. Parents will be informed of such visits if the child's condition warrants it.

Please ensure that your child always knows who will be collecting them at the end of the day and what the time of collection will be. *If anyone other than a parent is collecting your child please ensure that they have received signed permission, from you, to accompany the child.*

### **Medicines**

If your child needs to take any medication during the day, medicines should be clearly labelled and given to the Nurse in the Surgery. Children should NOT CARRY ANY MEDICINES unless they are asthma inhalers, which, preferably, should be handed to the class teacher.

### **First Aid**

Some members of staff have First Aid training and this will be administered in very minor cases. A nurse is on call in the Primary School during the lunchtime.

### **Medical Information**

All parents are required to submit medical information about their child on entry to the school. It is vital that any updated medical information should be communicated to the Nurse

### **Emergency Procedures.**

A siren will signal that emergency procedures will commence. (There is a 5 second siren signal each Wednesday at 11:00 in order to check the system. The siren sounded at this time should be ignored.)

Comprehensive procedures are in place for evacuating children from the Primary School to the muster point on the Sports Field (Upper and Lower Primary) and Lower Primary Playground (Foundation), where children will remain until each child is accounted for. If you are visiting the school it is important that you register your presence with the school before entering. When the siren sounds you should either accompany the class that you are with or go straight to the Astroturf pitches so that you can be accounted. Only when it is safe to return to classrooms will children be lead back to their classrooms by their teacher.

### **Assemblies (Lower and Upper Primary)**

Each week there are Lower and Upper Primary assemblies and dates for these are published at the beginning of each year. Class assemblies involve children presenting some of the subjects they have been learning in class. Parents are most welcome to attend these class assemblies.

### **School Lunches**

School lunches can be ordered by the term, half term or individually from the administration block in the main building.

### **Morning Break Snack**

In accordance with our healthy eating policy, should you wish to provide your child with a snack, we ask you to provide this in the form of fruit and / or vegetables.

### **Lost Property**

Lost property is placed in the lost property box, which can be found in the Primary Foyer. If your child's clothing is labelled then it can be returned easily.

Lost property is collected every fortnight and labelled clothing is returned to children.

At the end of each half term unclaimed property is washed and taken to the PACT office where it becomes part of the second-hand uniform shop.

### **School Trips**

School trips and educational visits are associated with the curriculum and are integral to it. Parents are not required to pay the transport costs for school trips but as required, pay only for admission fees and other necessary costs.

### **School Photographs**

Class photographs are normally taken once a year at the beginning of November. Class photos are published in Wings magazine each summer. Before the end of the Autumn Term each child will receive a class photo and an individual photo of their child.

## **2. After School**

### **PROCEDURE AT THE END OF THE DAY**

To enable 450 children to leave the Primary School between 15:00pm and 15:30pm safely, all adults who meet children should follow the procedure outlined below.

## Car Park

Although greatly improved, thanks to the efforts of PACT, the car park nevertheless remains a potentially hazardous place. If possible, drivers should reverse into a parking space so that is easier and quicker to drive out, once children have been collected.

**Please remember, pedestrians - especially children - should have priority.**

The following rule applies -

- **THE YOUNGEST CHILD SHOULD BE COLLECTED FIRST**  
(In the morning, the youngest child should be delivered first)

## NURSERY - 3pm

All adults, collecting Nursery children should enter the 'Foundation Playground' and wait near to the entrance to the 'Sunny Room', **please do not enter.**

- 3pm - A Classroom Assistant will open the door so that children may be collected.
- Since there is an exit register please notify the Class Teacher or the Assistant that you are taking your child and leave, back through the Foundation Playground, **not through the school.**

**If it is raining:**

Please wait under the playground shelters and a Classroom Assistant will inform you when it is possible to enter the 'Sunny Room'. On these days, it will be earlier.

- *Any child, who has not been collected by 3:15pm, will be taken to the playground, or to the dining hall if it is wet. However, their bags and coats will be left in the classroom for parents to fetch **after** they have collected their children. Please ensure that your child's name is ticked on the exit register before departing.*

## RECEPTION - 3pm

All adults, collecting Reception children should enter the 'Foundation Playground' and **wait under the shelter**, in front of the Reception classrooms.

- 3pm - The Teacher / Classroom Assistant will open the classroom door and send the children out.
- **Since there is an exit register please notify the Class Teacher or the Assistant** that you are taking your child and leave, back through the Foundation Playground, **not through the school.**

**If it is raining:**

Please wait under the playground shelters and a Classroom Assistant will inform you when it is possible to enter the classroom. On these days, it will usually be earlier.

*Any child, who has not been collected by 3:15pm, will be taken to the playground, or to the dining hall if it is wet.*

**If you have an older child to collect, then please abide by the following procedure:**

**KEY STAGE 1 (YEARS 1 & 2 plus RMJV) - 3pm**

All adults, collecting Year 1 or Year 2 plus EAL MJV, children should enter the grassed playground behind the school and wait at the gate in the fence separating the two playgrounds.

- 3pm - the children will leave their classrooms and go to the KS1 playground.
- Since there is an exit register please notify the Assistant at the gate, that you are present and your child will be called to leave.
- **Please do not enter the school whilst children are leaving as it makes administration extremely difficult - please wait.**
- Upper Primary still have classes until 3:30pm and so please be quiet, near to the Year 4 classrooms. Please be sensitive to the fact that teachers may also wish to use the Upper Primary Playground until 3:30 pm. Once you have collected your child please vacate the school grounds as quickly as possible.

**If it is raining:** Please wait under the Key Stage One Playground Shelter and a Classroom Assistant will inform you when it is possible to go to your child's classroom, through the playground entrance. Please enter the classroom, so that the corridors do not become blocked.

**Parents with children in the class adjacent to the Primary Foyer over should wait to collect their child through the door leading into the Primary Foyer.**

Any child, who has not been collected by 3:15pm on wet days, will be taken to the dining hall.

**KEY STAGE TWO (YEARS 3, 4 & 5) - 3:30pm**

- **YEAR 3**  
Children from Year 3 will be accompanied by their class teacher to meet parents outside the Primary Foyer area. Children who are not collected by 3.40 will be taken to Busy Bees.
- **YEAR 4**  
Children from Year 4 must be collected from the OUTSIDE DOORS of their classrooms. Whether it is wet or dry. Children who are not collected by 3.40 will be taken to Busy Bees.
- **YEAR 5**  
Children from Year 5 will be accompanied by their class teacher to meet their parents on the long grassed area immediately inside of the Primary

School Lower Gate. Children who are not collected by 3.40 will be taken to Busy Bees.

**PLEASE DO NOT COME INTO SCHOOL - WAIT OUTSIDE THE PRIMARY FOYER.**

*Parents, who come inside and block the stairs and exits, make it very difficult for the children to return from lessons or to leave*

- Class RMJV- all children should be picked up from the classroom
- Portuguese Section - all children should be picked up from their classrooms.

If it is wet, then please wait under shelter, but please be aware that over 100 children will be leaving through the Primary Foyer so please

**ANY CHILD LEFT AFTER 3:40 PM, ON ANY DAY, WILL GO TO BUSY BEES. THERE IS A CHARGE FOR BUSY BEES.**

We rely upon your co-operation for the security of all children.

***An adult should always accompany children when they leave the school grounds.***

## **Extra Curricular Activities**

Each year a timetable of extra-curricular activities is published by The Continuing Education section of the school. This timetable, of these activities and teachers' voluntary activities, is published on the school website early in the Autumn term.

## **St. Julian's Primary School**

### ***Teaching and Learning Policy***

#### **1 Introduction**

At St. Julian's Primary School we believe in the concept of lifelong learning and the belief that both adults and children learn new things everyday. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about important matters in their lives. We believe that appropriate

teaching and learning experiences help children to lead happy and rewarding lives.

## **2 Aims and Objectives**

2.1 We believe that people learn best in different ways and so we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. This rich environment is a partnership between teachers, children and their parents. It aims to differentiate for learning ability and different learning styles and aims to integrate different subject areas so as to create a cross-curricular understanding. Regular assessment followed by revised planning is the key to our pupil's attainment.

2.2 Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them to build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in doing so, promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children to grow into reliable, independent and positive citizens.

## **3 Effective learning.**

We acknowledge that people learn in different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. Howard Gardener identifies seven main areas of intelligence: linguistic, logical/mathematical, visual spatial, kinaesthetic, musical, interpersonal/group working and interpersonal/reflective. Wherever possible we take into account these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

- investigating and problem solving;
- research and finding out;
- group work;
- paired work
- independent work;
- whole class work;
- asking and answering questions;
- by using ICT;
- fieldwork and visits to places of educational interest;

- creative activities;
- watching television, videos, and dvds and responding to musical or tape-recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.
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We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn - what helps them learn and what makes it difficult for them to learn.

#### 4 Effective teaching

- 4.1 When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the English National Curriculum as a foundation and QCA programmes of study as a framework for our teaching. This sets out what is to be taught to each class.
- 4.2 We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge, skills and understanding of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children requiring learning support we give due regard to the information and targets contained in the children's Individual Education Plan (IEP). We have high expectations of all children and we believe that the children should meet those expectations with their highest possible standards. The children are assessed in a variety of ways. Every teacher assesses children's work as a continual process. Currently children are formally assessed at the end of the academic year using optional SATs for Years 3, 4 and 5 and KS1 SATs papers. This information is used to help us track the children's progress throughout the school over a period of time.
- 4.3 We set targets for the children in Literacy and Numeracy. These targets are based on the needs of the class and individuals. Through assessment we review the progress of children and move them onto a new target as soon as the target is met or at an appropriate time.
- 4.4 We plan our lessons with clear learning intentions. We take these objectives from the National Curriculum or the Literacy Strategy or Numeracy Strategy. Our lesson plans contain information about the learning intention, tasks to be set, how the tasks are differentiated, the resources needed and the way we assess the children's work. It shows how other subjects are integrated and these plans are shared with the classroom assistant.

- 4.5 Each of our teachers establishes good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All of our teachers set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise the children for their efforts and by doing so we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times.
- 4.6 We ensure that all tasks and activities that the children do are safe. When we plan to take the children out of school, we carry out a risk assessment and discuss the activity with the Primary or Deputy Principal.
- 4.7 We encourage volunteer helpers to support the school. They work with individual children and sometimes with small groups.
- 4.8 Our internal spaces are attractive learning environments. All classes have a range of dictionaries, fiction and non-fiction books, as well as displays relating to curriculum areas. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.
- 4.9 All our teachers reflect on their strengths and weaknesses and plan their professional development accordingly. We do all that we can to support teachers in developing their skills, so that they can continually improve their practice.
- 4.10 We conduct all our teaching in an atmosphere of trust and respect for all.
- 4.11 At the beginning of each lesson all children should be aware of the learning intention as well as the success criteria. This should be explained to the class as well as written up for children to refer to during the lesson.
- 4.12 Each classroom should be tidy, clutter-free and convey a sense of order and purpose.

## **5 The role of parents**

- 5.1 We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:
- holding termly parents' days to discuss children's progress;
  - sending information to parents which outlines the topics that the children will be studying during that term at school;

- sending annual reports to parents in which we explain the progress made by each child and indicate how their child can improve further;
- explaining to parents how they can support their children with homework.

5.2 We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- promote a positive attitude towards school and learning in general.

## 6 Monitoring and review

6.1 All classes are monitored regularly by the Primary Principal. At the beginning of the autumn term the Primary Principal visits each class to ensure that the teaching and learning policy is being followed and to analyse possible training needs of staff. Staff are given feedback as soon as possible after the observation and a termly summary of the observations is shared with the SMT and staff.

6.2 We are aware of the need to review the school Teaching and Learning Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes in the physical environment of the school.

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## 3. The Primary Curriculum

The following curriculum subjects are taught in the Primary School and their content is derived from Foundation Guidance and the English National Curriculum.

- **Foundation Stage**

In the Nursery and Reception years, we aim to promote the all-round development of the child. We are concerned with the whole child and preparing him/her not only for the next stage in his/her career but for LIFE.

## **The Foundation Stage curriculum**

The curriculum documentation used within our setting is the Early Years Foundation Stage Statutory Framework. We adapt this Foundation Curriculum to suit our unique setting and the differing needs of our pupils. Children learning English as a second language are supported to access the curriculum while also developing cognitive and academic language within whole-class, group and independent contexts.

The Foundation Stage, introduced in the United Kingdom from September 2000, is a new stage of education for children aged from three to the end of the reception year. It is a distinct stage and important both in its own right and in preparing children for later schooling.

Early childhood is crucial in terms of children's development and well-being. Growth is rapid and differential and a significantly high proportion of learning takes place from birth to age six. It is therefore a time when children need particularly high quality care and learning experiences.

Each area has stepping stones and early learning goals. These set out the skills, attitudes, knowledge and understanding which it is hoped children will reach or exceed by the end of the foundation stage.

For the children however learning is holistic and cannot be compartmentalised. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning.

The learning experiences will offer a balance of adult supported, adult directed and child initiated activities. They will also allow for a variety of learning styles.

We use "the early learning goals" proposed by the QCA (Qualifications and Curriculum Authority) as a guideline. These establish expectations for most children to reach by the end of the foundation stage, but are not a curriculum in themselves. They are organised in six areas of learning:

### ***4. Personal, social and emotional development***

- **To foster personal, social and emotional well-being in all children;** in particular by supporting their transition to a group/school setting and providing opportunities for each child to become a valued member of that group and community;

- **To promote positive attitudes to learning in all children;** in particular an enthusiasm for knowledge, and a confidence in their ability to be successful learners;
- **To enhance social skills in all children;** in particular by providing opportunities that enable them to learn how to co-operate and work harmoniously alongside, and with each other and to listen to each other;
- **To promote attention skills and persistence in all children.**

## **5. Communication, language and literacy**

- **Language and communication:** with opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and to each other, to practise and extend the range of vocabulary they use, and to listen carefully;
- **\*Reading and writing:** with opportunities for all children to explore, learn about, and use words and text in a broad range of contexts and to experience a rich variety of books;

## **6. Mathematical development**

- **Mathematics:** with opportunities for all children to develop their understanding of number, measurement, shape and space by providing a broad range of contexts in which they can explore, learn, practise and talk about them;

## **7. Knowledge and understanding of the world**

- **Knowledge and understanding of the world:** with opportunities for all children to solve problems, make decisions, experiment, predict, plan and question in a varied range of contexts; and to explore and find out about their environment and people and places that have significance in their lives.

## 8. Physical development

- **Physical development:** with opportunities for all children to develop and practise their fine and gross motor skills, and develop an increasing understanding of how their body works and what it needs to be healthy.

## 9. Creative development

- **Creative development:** with opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities."

These early learning goals provide the basis for planning of our teaching throughout the foundation stage, so laying secure foundations for future learning. By the end of the foundation stage, some children will have exceeded the goals. Some, particularly the younger children, may be working towards some or all of the goals.

\* We follow an informal programme in the Early Childhood classes. In the Nursery pre-reading and pre-writing skills are developed. In Reception, reading and writing activities are introduced.

In both Nursery and Reception, language development is of optimum importance as we have many English second language pupils.

## The English National Curriculum - Key Stages 1 and 2

In this curriculum there are five core subjects: English, Mathematics, Science, ICT and Religious Education and seven foundation subjects. History, Geography, Design Technology, Art, Music, Physical Education and Personal, Social and Health Education. The content of these are outlined below.

### • English

The language skills that are developed in all areas of the curriculum, through the delivery of the National Literacy Strategy provide pupils with a range of tools for communication.

In English children are taught to:

- Develop pre-reading skills
- Read fluently
- Develop a love of books and an enjoyment of reading which enables them to become independent readers
- Speak clearly in a way which conveys their thoughts
- Listen carefully, critically and sympathetically
- Write in a range of styles for different purposes and audiences
- Write in a legible style

- Spell correctly a range of common words and develop skills and strategies to assist with the spelling of regular and irregular words
- Use drama and movement to perform confidently to a range of audiences.

To help support this we use the **Revised Primary Framework for Literacy** which is organised into 12 strands. These relate directly to the early Learning Goals and to the national Curriculum orders for English. The twelve strands are structure as shown with heading below.

**Speak and listen to a wide range of purposes in different contexts.**

1. Speaking
2. Listening and Responding
3. Group Discussion and interaction.
4. Drama

**Read and write for a range of purposes on paper and on screen.**

5. Word recognition, decoding (reading) and encoding (spelling)
6. Word structure and spelling.
7. Understand and interpret texts
8. Engaging with and responding to texts
9. Creating and shaping texts.
10. Text Structure and organisation
11. Sentence structure and punctuation
12. Presentation

- **Mathematics**

Mathematics is taught through the National Numeracy Strategy. A wide range of mental skills and strategies are developed whilst also introducing more formal written methods.

**During key stage 1** pupils develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. They learn to count, read, write and order numbers to 100 and beyond. They develop a range of mental calculation skills and use these confidently in different settings. They learn about shape and space through practical activity which builds on their understanding of their immediate environment. They begin to grasp mathematical language, using it to talk about their methods and explain their reasoning when solving problems.

The mathematics programmes of study and the National Numeracy Strategy *Framework for teaching mathematics* are fully aligned. The Framework provides a detailed basis for implementing the statutory requirements of the programme of study for key stage 1 in mathematics.

**During key stage 2** pupils use the number system more confidently. They move from counting reliably to calculating fluently with all four number operations. They always try to tackle a problem with mental methods before using any other approach. Pupils explore features of shape and space and develop their measuring skills in a range of contexts. They discuss and present their methods and reasoning using a wider range of mathematical language, diagrams and charts.

The NC mathematics programmes of study and the **The Revised Primary Framework for Numeracy** fully aligned. **The Revised Primary Framework** provides a detailed basis for implementing the statutory requirements of the programme of study for Key Stage 1 and 2 in Mathematics

In Mathematics children are taught to:

- Use mathematical language
- Use and apply mathematical knowledge
- Work practically using different mathematical resources
- Solve problems
- Investigate
- Play mathematical games and work collaboratively
- Estimate
- Use logic and prediction skill
- Explain their methods of working and on paper
- Devise strategies
- Handle and interpret data
- Use money, notation and measures

To support these aims **The Revised Primary Framework for Numeracy** has a structure with seven strands which are as follows.

1. Using and applying mathematics
2. Counting and understanding number
3. Knowing and using number facts
4. Calculating
5. Understanding shape
6. Measuring
7. Handling data

- **Science**

Science teaching and learning is based on exploration, observation and investigation through practical first-hand experience. It stimulates and excites pupils' curiosity about phenomena and events in the world around them and is a spur to critical and creative thought. This curriculum area encompasses scientific enquiry, life and living processes, materials and their properties, and physical processes.

**During key stage 1** pupils observe, explore and ask questions about living things, materials and phenomena. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share their ideas and communicate them using scientific language, drawings, charts and tables.

**During Key Stage 2** pupils learn about a wider range of living things, materials and phenomena. They begin to make links between ideas and to explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They begin to think about the positive and negative effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic

investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance, and communicate ideas using a wide range of scientific language, conventional diagrams, charts and graphs.

In science the children are taught to:

- Develop an enquiring approach to solving scientific problems
- Observe accurately and record effectively
- Collect evidence by making observations and measurements.
- Make comparisons and predictions
- Evaluate evidence and see whether tests and comparisons are fair
- Review and explain results

- **Information and communication Technology (I.C.T.)**

ICT is an important tool for today's society. In this subject they access, store, retrieve, record and communicate information. Children are encouraged to work individually, in pairs, in groups and as a class across all areas of the curriculum using their ICT skills to consolidate their learning using a range of technology.

Pupils have supervised access to the Internet via their classroom computer or a computer in the ICT Suite.

**During key stage 1** pupils explore ICT and learn to use it confidently and with purpose to achieve specific outcomes. They start to use ICT to develop their ideas and record their creative work. They become familiar with hardware and software.

**During key stage 2** pupils use a wider range of ICT tools and information sources to support their work in other subjects. They develop their research skills and decide what information is appropriate for their work. They begin to question the plausibility and quality of information. They learn how to amend their work and present it in a way that suits its audience.

This curriculum area comprises of four parts. Finding things out, developing ideas and making things happen, exchanging and sharing information, and reviewing, modifying and evaluating work as it progresses.

In ICT the children are taught to:

- Gather information from a variety of sources
- Enter and store information in a variety of forms
- Retrieve information that has been stored
- Use text, tables, images and sound to develop their ideas
- Select from and add to information they have retrieved
- How to plan and give instructions to make things happen.
- Explore what happens in real or imaginary situations
- Share ideas by presenting information in a variety of forms
- To present their completed work effectively
- Review completed work to help them develop ideas
- Describe the effects of their actions
- Talk about what they might change in their future work

- **Religious Education**

Throughout Key Stage 1, pupils explore Christianity and at least one other principal religion. They learn about different beliefs about God and the

world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Throughout key stage 2, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

- **Geography**

**During key stage 1** pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

**During key stage 2** pupils investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

In Geography children develop a sense of place, understand relationships between people and their environments, and the physical processes that have shaped the landscape. Geography provides a background of knowledge so that local, national and global events experienced at first hand or through the media may be placed in context and evaluated critically.

In Geography children are taught to:

- Foster a sense of place and an appreciation of what it might be like to live in one place rather than another.
- Develop a strong interest in the environment and the ways in which people relate to it from the local to the global scale.
- Appreciate a variety of physical and human conditions on the earth's surface.
- Recognise spatial patterns and relationships, which are revealed in different types of landscape and in different human activities.
- Draw maps plans at a range of scales and use atlases, globes, maps and plans at a range on scales.
- Collect and record evidence
- Identify and describe what places are like
- Describe where places are and why they are like they are.
- Identify how and why places change.
- Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world.
- Recognise and explain patterns made by individual physical and human features in the environment.
- Have an understanding of environmental change and sustainable development.

- **History**

**During key stage 1** pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

**During key stage 2** pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

In history pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area and in other parts of the word. They look at history in a variety of ways, from political, economic, technological, and scientific, social, religious, cultural or aesthetic perspectives. They learn that the past can be interpreted and represented in a variety of ways.

In History pupils are taught to:

- Place events, people and changes into correct periods of time.

- Use dates and vocabulary relating to the passing of time.
- Know about characteristic features of periods in history and their societies.
- Find out about the events, people and changes studied from a range of sources.
- Ask and answer questions, and to select and record information relevant to a focus of inquiry.
- Recall, select and organise historical information.
- Use dates and historical vocabulary to describe the periods studied.
- Communicate their knowledge and understanding of history in a variety of ways.
- Recognise that the past is represented and interpreted in different ways, and to give reasons for this.

- **Physical Education**

**During Key Stage 1** pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations.

**During Key Stage 2** pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

During Key Stage 2 Physical Education (P.E.) is taught by specialist teachers. There is a breadth of activities in the study of this subject which is organised by the Secondary School PE Department. In this subject pupils are expected to:

- Consolidate their existing skills and acquire new ones.
- Select and apply skills, strategies and tactics for individual, pair, small-group and small team activities.
- Identify what makes a performance effective.
- Acquire knowledge and understanding of fitness and health.
- Take part in games, gymnastic, dance, athletic, outdoor and adventure activities.

### **Games activities**

- a. play and make up small-sided and modified competitive net, striking/fielding and invasion games
- b. use skills and tactics and apply basic principles suitable for attacking and defending
- c. work with others to organise and keep the games going.


## **Gymnastic activities**

- a. create and perform fluent sequences on the floor and using apparatus
- b. include variations in level, speed and direction in their sequences.

## **Athletic activities**

- a. take part in and design challenges and competitions that call for precision, speed, power or stamina
- b. use running, jumping and throwing skills both singly and in combination
- c. pace themselves in these challenges and competitions.

## **Outdoor and adventurous activities**

- a. take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments 
- b. work with others to meet the challenges.

- **Design Technology**

During key stage 1 and 2 pupils work on their own and as part of a team on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum and use computers in a range of ways.

## **Knowledge, skills and understanding**

Teaching should ensure that 'knowledge and understanding' are applied when 'developing ideas', 'planning', 'making products' and 'evaluating' them.

### **Developing, planning and communicating ideas**

1) Pupils should be taught to:

- a. generate ideas for products after thinking about who will use them and what they will be used for, using information from a number of sources, including ICT-based sources
- b. develop ideas and explain them clearly, putting together a list of what they want their design to achieve
- c. plan what they have to do, suggesting a sequence of actions and alternatives, if needed

- d. communicate design ideas in different ways as these develop, bearing in mind aesthetic qualities, and the uses and purposes for which the product is intended.

### **Working with tools, equipment, materials and components to make quality products**

2) Pupils should be taught to:

- a. select appropriate tools and techniques for making their product
- b. suggest alternative ways of making their product, if first attempts fail
- c. explore the sensory qualities of materials and how to use materials and processes
- d. measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately
- e. use finishing techniques to strengthen and improve the appearance of their product, using a range of equipment including ICT [for example, 'drawing' software or computer-aided design (CAD) software and a printer]
- f. follow safe procedures for food safety and hygiene.

### **Evaluating processes and products**

3) Pupils should be taught to:

- a. reflect on the progress of their work as they design and make, identifying ways they could improve their products
- b. carry out appropriate tests before making any improvements
- c. recognise that the quality of a product depends on how well it is made and how well it meets its intended purpose [for example, how well products meet social, economic and environmental considerations].
- d.

### **Knowledge and understanding of materials and components**

4) Pupils should be taught:

- a. how the working characteristics of materials affect the ways they are used
- b. how materials can be combined and mixed to create more useful properties [for example, using cardboard triangles on the corners of a wooden framework to strengthen it]
- c. how mechanisms can be used to make things move in different ways, using a range of equipment including an ICT control program
- d. how electrical circuits, including those with simple switches, can be used to achieve results that work .

## **Breadth of study**

5) During the key stage, pupils are be taught the Knowledge, skills and understanding through:

- a. investigating and evaluating a range of familiar products, thinking about how they work, how they are used and the views of the people who use them
- b. focused practical tasks that develop a range of techniques, skills, processes and knowledge
- c. design and make assignments using a range of materials, including electrical and mechanical components, food, mouldable materials, stiff and flexible sheet materials, and textiles.

- **Art**

**During key stage 1** pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings.

**During key stage 2** pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

## **Knowledge, skills and understanding**

Teaching should ensure that 'investigating and making' includes 'exploring and developing ideas' and 'evaluating and developing work'. 'Knowledge and understanding' should inform this process.

### **Exploring and developing ideas**

1) Pupils are taught to:

- a. record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes
- b. question and make thoughtful observations about starting points and select ideas to use in their work
- c. collect visual and other information [for example, images, materials]to help them develop their ideas, including using a sketchbook.

### **Investigating and making art, craft and design**

2) Pupils should be taught to:

- a. investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work
- b. apply their experience of materials and processes, including drawing, developing their control of tools and techniques
- c. use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

### **Evaluating and developing work**

3) Pupils should be taught to:

- a. compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- b. adapt their work according to their views and describe how they might develop it further.

### **Knowledge and understanding**

4) Pupils should be taught about:

- a. visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes
- b. materials and processes used in art, craft and design and how these can be matched to ideas and intentions
- c. the roles and purposes of artists, craftspeople and designers working in different times and cultures [for example, Western Europe and the wider world].

### **Breadth of study**

5) During the key stage, pupils should be taught the Knowledge, skills and understanding through:

- a. exploring a range of starting points for practical work [for example, themselves, their experiences, images, stories, drama, music, natural and made objects and environments]
- b. working on their own, and collaborating with others, on projects in two and three dimensions and on different scales
- c. using a range of materials and processes, including ICT [for example, painting, collage, print making, digital media, textiles, sculpture]
- d. investigating art, craft and design in the locality and in a variety of genres, styles and traditions [for example, in original and reproduction form, during visits to museums, galleries and sites, on the internet].

- **Music**

Music is taught by specialist teachers. There is a breadth of activities in the study of this subject which is organised by the Secondary School Music Department.

**During key stage 1** pupils listen carefully and respond physically to a wide range of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

**During key stage 2** pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

Teaching should ensure that 'listening, and applying knowledge and understanding', are developed through the interrelated skills of 'performing', 'composing' and 'appraising'.

### **Controlling sounds through singing and playing - performing skills**

1) Pupils should be taught how to:

- a. sing songs, in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression
- b. play tuned and untuned instruments with control and rhythmic accuracy
- c. practise, rehearse and present performances with an awareness of the audience.

### **Creating and developing musical ideas - composing skills**

2) Pupils should be taught how to:

- a. improvise, developing rhythmic and melodic material when performing
- b. explore, choose, combine and organise musical ideas within musical structures.

### **Responding and reviewing - appraising skills**

3) Pupils should be taught how to:

- a. analyse and compare sounds
- b. explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary
- c. improve their own and others' work in relation to its intended effect.

## Listening, and applying knowledge and understanding

4) Pupils should be taught:

- a. to listen with attention to detail and to internalise and recall sounds with increasing aural memory
- b. how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures [for example, ostinato] and used to communicate different moods and effects
- c. how music is produced in different ways [for example, through the use of different resources, including ICT] and described through relevant established and invented notations
- d. how time and place can influence the way music is created, performed and heard [for example, the effect of occasion and venue].

## Breadth of study

5) During the key stage, pupils should be taught the Knowledge, skills and understanding through:

- a. a range of musical activities that integrate performing, composing and appraising
- b. responding to a range of musical and non-musical starting points
- c. working on their own, in groups of different sizes and as a class
- d. using ICT to capture, change and combine sounds
- e. a range of live and recorded music from different times and cultures [for example, from the British Isles, from classical, folk and popular genres, by well-known composers and performers].

- **Personal. Social and Emotional Education**

Throughout all phases of the Primary School Class Teacher have Circle Time in order to deliver the Social and Emotional Aspects of Learning Units of study. (SEAL Units). During the week the children experience Golden Time which is a positive behaviour reward system. Through shared discussion many social and emotional issues are highlighted thus making children more in tune with the needs of their peers.

The school always promotes and rewards positive behaviour.

**Bullying.** Any sustained, premeditated aggression, through physical or verbal abuse should be communicated to the Primary Principal or Vice-Principal's in the first instance.

**During key stage 1** pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become

aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

**During key stage 2** pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

## **Portuguese Language Classes**

The vast majority of St. Julian's children study Portuguese throughout the Primary School, which fulfils one of the school's aims - 'to develop an appreciation of Portuguese Language and Culture'. The Primary Portuguese department offers Portuguese as a first language and Portuguese as an Additional Language both of which are taught in the Portuguese department's own classrooms specialising in this subject area.

Children who are first language speakers of Portuguese follow the Portuguese National Curriculum objectives for the teaching of the Portuguese language. Each year children are assessed using a test from the Portuguese Ministry of Education entitled the 'prova de aferição'.

Portuguese as an Additional Language is offered to those children who have little or no Portuguese language experience. When children reach an appropriate standard of Portuguese, and the teacher deems it to be suitable, children can transfer to first language classes.

Children in Year 2 have two lessons of Portuguese a week.  
Children in Year 3, 4 and 5 have four lessons of Portuguese per week.

## **Learning Support.**

Our aims for Learning Support are outlined below.

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

## **E.A.L. English as an Additional Language**

For the majority of our pupils English is not their first language, indeed, it may be their second or even third language. Consequently, most of our children are EAL pupils of one level or another, along a continuum. When learning through the English language as they do at St Julian's, it is essential that these children are supported in order to maximise their learning opportunities and minimise the effect that their limited language experience might have on their educational progress. We are currently introducing EAL support teachers working co-operatively with class teachers, focusing on language development, planning activities to cater for EAL students and suggesting strategies for making content material more readily accessible to these students. This collaborative approach draws upon the expertise of the professionals involved, class and EAL teachers working in conjunction for the benefit of the pupils.

Training continues in raising class teachers' awareness of the needs of EAL pupils in addition to analysing strategies and devising techniques for coping with these needs. Through a rolling programme of intensive courses delivered by EAL staff, all class teachers have an opportunity to develop their professional expertise and thus provide more appropriate learning opportunities for our EAL pupils. Should you wish to know anything further about the curriculum, please do not hesitate to ask.

## **Curriculo Português**

Within this curriculum, St. Julian's delivers the official Portuguese programme for the "1ºciclo" and at the same time, the English language through a bilingual programme. Apart from English language lessons these students also take part in all other subjects in English, if the use of their maternal language is not required.

Therefore, in accordance with St. Julian's mission statement, the school promotes educational success, by valuing the English and Portuguese language, culture and history and promoting lifelong learning.

## ➤ **HOMEWORK**

**The purpose of homework:**

- To develop an effective partnership between the school and parents.
- For consolidating and reinforcing skills and understanding, particularly in literacy and numeracy.
- To encourage children, as they get older, to develop the confidence and self-discipline needed to study on their own.
- To take responsibility for their own learning.

**How much time DO WE GIVE FOR HOMEWORK?**

These are the times recommended from Department of Education in the United Kingdom

- ❖ **Reception** approximately 5 minutes per day (5 days)
- ❖ **Year 1 & 2** approximately 10 minutes per day (5 days)
- ❖ **Year 3 & 4** approximately 20 minutes per day (5 days)
- ❖ **Year 5** (Yr6) approximately 30 minutes per day (5days)

**10 things you can do to help your child learn:**

1. Try to have a 'special time' for your child to do homework. Not too early as they need to rest and relax after a day in school, but not too late so that they become tired.
2. Try and provide a reasonably quiet place where you can sit near your child whilst they are doing their homework. If you are reading or writing at the same time, then you become a role model for your child.
3. Encourage your child to discuss homework with you and some activities they did during the day.
4. Give your child confidence through lots of praise and encouragement
  - As a parent, you have tremendous power to strengthen your child's confidence - and confidence is vital to learning.
5. Read to and with your child as much as possible.
  - Reading both in Portuguese and English. Just before bedtime is a good time for this shared activity.
6. Encourage your child to observe and talk about their surroundings.
  - Even young children can be helped to read notices and signs and understand what they mean.
7. Visit museums and places that you think your child will find interesting

8. If your child likes to watch television, watch it with them sometimes and encourage them to talk about what they have seen. Programmes about animals, exploration etc, are excellent.
9. Try and use the Internet together to explore interesting, child-centred websites.
10. Try to help your child to see the enjoyable and meaningful aspects of homework

## **Communication**

### **St. Julian's School Address**

St. Julian's School  
Quinta Nova  
2776-601 Carcavelos  
Portugal

### **Telephone Numbers**

Reception Office and Secondary School  
Tel. 00351-21458 5300  
Fax. 00351-21458 5313

### **Primary Office**

Tel. 00351-214585361  
Fax. 00351-21458 5314  
E-mail [prisecretary@stjulians.com](mailto:prisecretary@stjulians.com)  
School Website <http://www.stjulians.com>

## **Parent Letters**

Newsletters are sent home regularly to keep parents informed of school events and are published on the school website and archived.

Occasionally letters require parental permission, please ensure that reply slips are returned and any monies to be paid should be placed in an envelope and marked clearly with the child's name and the contents of the envelope.

For your reference parent letters can also be located on the Primary School pages of the St. Julian's School website - [www.stjulians.com](http://www.stjulians.com)

If you wish to discuss any matter referring to your child's school experience please refer to the class teacher in the first instance.

## **'Update' Newsletter**

Every half-term St. Julian's sends a copy of Update to all parents. This newsletter will keep you abreast of current past, present and future events.

## **'Wings' Yearbook**

Each year, towards the end of the Summer term parents are sent a copy of 'Wings' magazine, a yearbook that reflects on recent events in the life of the school.

### **Parent Consultation**

There are three opportunities in the year, one each term, when parents are informed of their child's progress in consultation with the class teacher. The annual report is sent to parents at the end of the academic year after which there is a parent consultation day.

### **Transport Services**

For current information on pupil transport services please go to the school website at

<http://www.stjulians.com/services/busdetails.xls>

### **Contacts: (confirmed July 2007)**

**Academia dos Infantes, Centro de Actividades, Tepos Livres, Lda.**  
**Jeanete Matosa Gonçalves 914491212 / 218111 813**

**Faty Bus:**  
**Abel Dias Fernandes 968 954 679 e 963 708**  
**470**

**Maria José das neves Florindo 914167438 e 966033340**

**Busy Transportes Personalizados:**  
**Carlos Stein / Fernanda Stein 93 347 4444**  
**Tel/Fax: 214 218 520;**  
**e-mail:busy@netcabo.pt; site:www.busy-transporte.com**

**Os Jovens Morgadinhos**  
**José Augusto Dias da Silva: 91 897 5706**  
**(Linha de Lisboa - Carcavelos)**

**Please note that St. Julian's School is not responsible for the services provided by these Companies. An updated list of transport providers is listed on the school website. Go to Site Map > Student Services > Transport > Private Transportation System.**

## **Parents' Association of St. Julian's School (PACT)**

The Parents' Association at St. Julian's has been active for many years with a clear objective of working in partnership with the School to create a spirit of co-operation, openness and good communication between parents, staff and pupils for the benefit of the School as a whole.

We strongly believe that parents play a key role by supporting the school in the process of educating our children and that positive and proactive involvement enhances the school community. Parents are involved in PACT in many ways including being a Year Representative, producing IMPACT, the PACT newsletter, participating in committees such as the Sports and Catering Committees and helping with events.

PACT has a number of responsibilities of which one of the most important is representing parents with the school management. A monthly meeting is held with PACT representatives and the school Principals to discuss areas of concern or development within each section of the school. PACT also meets monthly with the Headmaster where issues that affect the whole school are discussed. Minutes of these meetings are available in the Parents' Office for all parents.

A second key element of PACT's role is to organise or support events organised by the school. Events including the 'Welcome Cheese & Wine' evening in September, Bonfire Night in November, Carnival in February and the Sports Festival in April are all part of the School's calendar and are a wonderful opportunity to strengthen the sense of community between parents, staff and students.

A third aspect of PACT's role is to encourage mutual support and contact amongst parents, welcoming new parents, distributing information to all parents and being available to help address parents' concerns. As part of this role, PACT runs a Parents' Office where parents can meet and where there is a good range of second-hand uniforms available for sale.

The Parents' Office is open twice a week in the afternoons. Please consult the Parents' Association Notice Board, outside the Primary School, or the door of the Parents' Office where opening times are posted.

Being a member of PACT is very rewarding and a great opportunity to support our children's school. If you are interested in becoming involved, we would love to hear from you so don't hesitate to contact us. You can find the contacts of the current committee through the Primary School

Office, or posted on the Parents' Association Notice Board outside the Primary School.

## Thoughts on Childhood

In the busy lives that we lead today, often full of practical matters, there are few opportunities to reflect on the mighty task of raising children. To conclude this handbook, submitted for your consideration, are two short texts, which may provide a moment of reflection.

### Memo From Your Child

*Dear Mum and Dad,*

*Please help me to love myself.*

*Don't spoil me; I know quite well that I shouldn't have all that I ask for.*

*I'm only testing you - give me the discipline I need.*

*I need my sense of dignity so don't belittle me in front of people.*

*I'll take more notice if you talk to me with as much respect as you give your grown-up friends.*

*Don't be too upset when I say that I hate you. It isn't you I hate but your power over me.*

*Please be patient with me, I may be a late bloomer.*

*Please keep me feeling good about myself by telling the good things about myself more often than you tell me of the bad things you don't like.*

*Don't bribe me or make rash promises. Remember that I feel badly let down when promises are broken.*

*The more you give me the safety to expose my true feelings the more of my inner beauty I will risk showing.*

*Don't be inconsistent, that confuses me and makes me lose faith in you.*

*Please praise and acknowledge me for who I am and not for the things I do, for then I will grow up without the stress of comparing and competing.*

*Please keep reminding me that I am good, capable and worthwhile, so that I can grow up loving and accepting myself.*

*And finally, don't forget that I can't thrive without your love and understanding . . . . . but I don't need to tell you, do I?*

**Extract from 'The Prophet' by Kahlil Gilbran**

And a woman who held a babe against her bosom said, speak to us  
of Children.

And he said:

Your children are the sons and daughters of Life's longing for itself.

They come through you but not from you,

And though they are with you yet they belong not to you.

You may give them your love but not your thoughts,

for they have their own thoughts.

You may house their bodies but not their souls,

For their souls dwell in the house of to-morrow,

which you cannot visit, not even in your dreams.

You may strive to be like them, but seek not to make them like  
you.

For life goes not backward nor carries with yesterday.

You are the bows from which your children as living arrows are sent  
forth.

The archer sees the mark upon the path of the infinite, and he bends you with his might that his arrows may go swift and far.

Let your bending in the Archer's hand be for gladness;

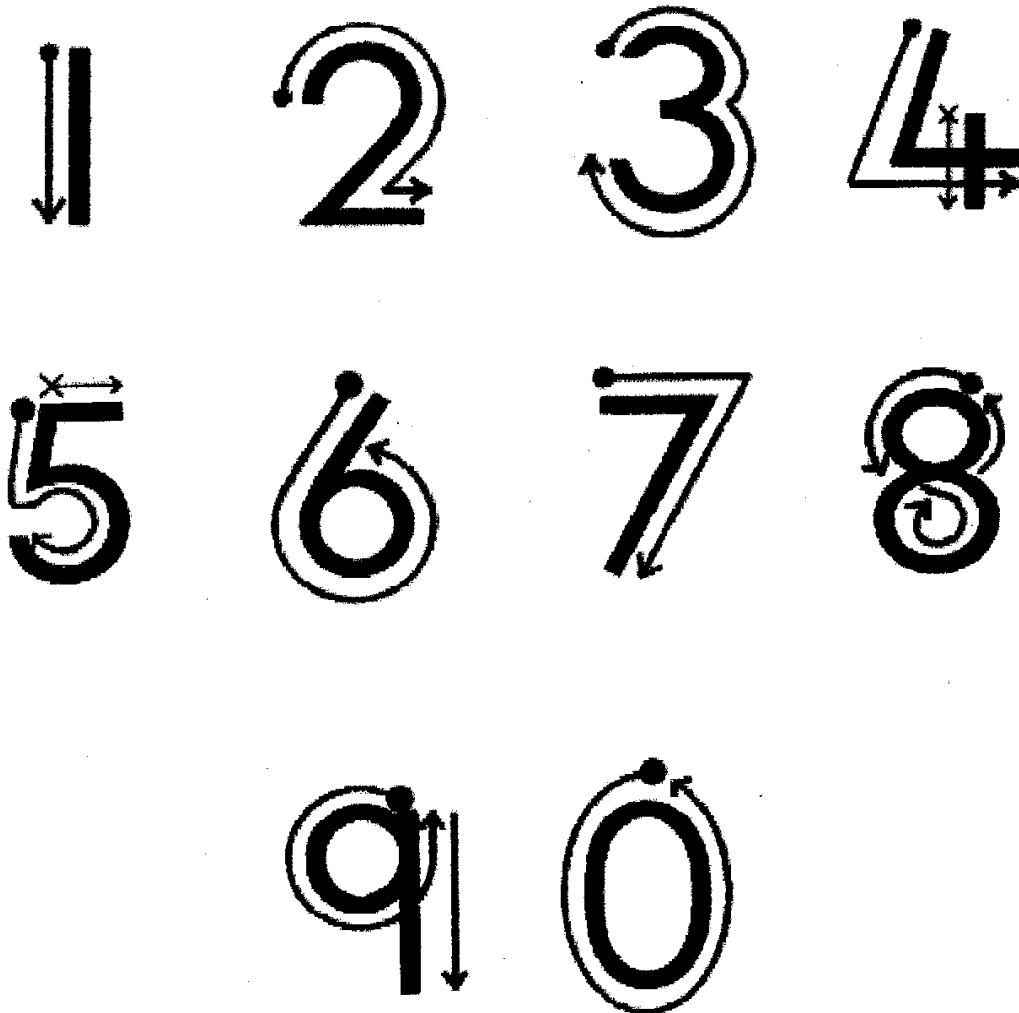
For even as he loves the arrow that flies, so he loves also the bow  
that is stable.

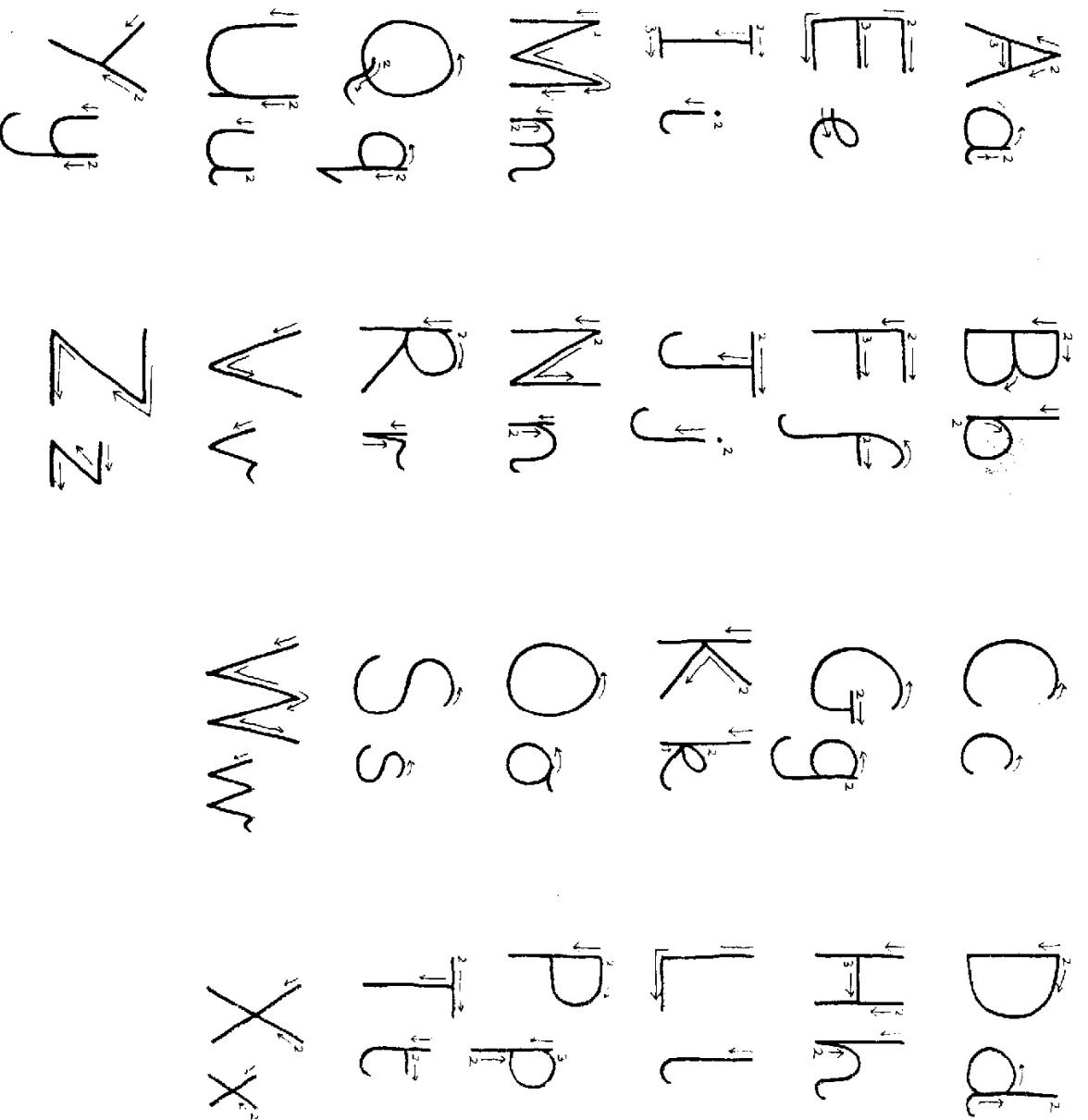
## Appendix 1

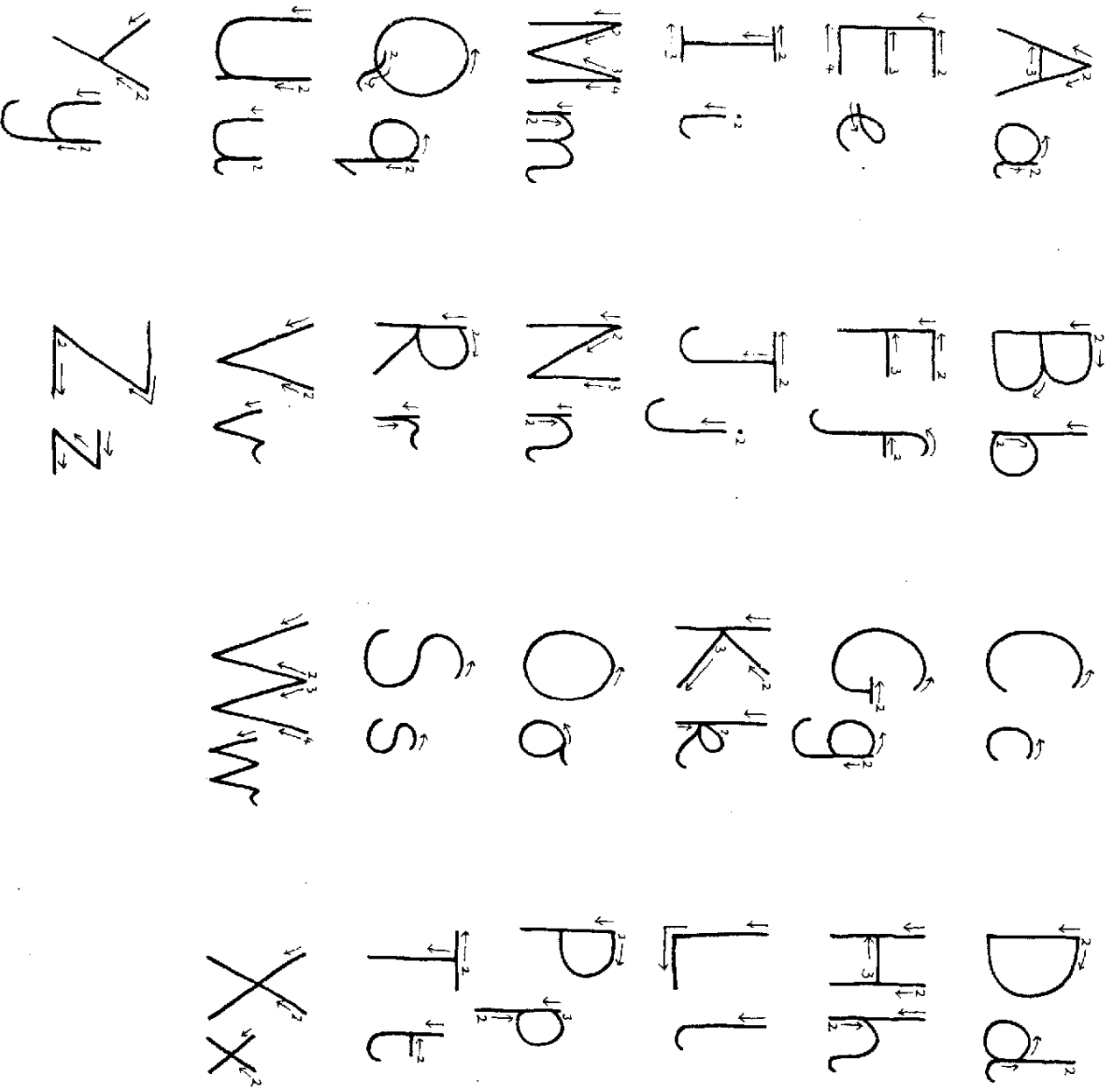
### Number Formation

Encourage your child to form numbers in the standard way. Bad habits are difficult to break, so following our simple guide can help to prevent problems at a later stage.

Spots indicate the starting position of the pencil. The pencil should remain on the paper, following the arrows. For the numbers four and five, the pencil must be raised before completing the second part of each number. Crosses indicate the second starting positions.







## PRIMARY SCHOOL STAFF      2008/2009

RB	Mr. R. Bienkowski	Principal
AH	Ms. A. Harris	Deputy Principal i/c KS2
JD/FK	Mrs. J. Dunn/Mrs. F. Knapp	Secretaries
ZR/TC	Mrs. Z. Rodrigues/Mrs. T. Carr	Librarians

### FOUNDATION (Nursery & Reception)

BG	Mrs. B, Garcez	Vice Principal
NFD	Mrs. K. Drysdale Assistant: Miss N. Fannon	Class Teacher
NDG	Mrs. D. Gomes Assistant: Mrs. C. Eden	Class Teacher
NEY	Mrs. E. Yates Assistant: Mrs. M. Bobone	Class Teacher
RSR	Mrs. S. Reed	Class Teacher/Curr
Coordinator (F)	Assistant: Mrs. P. d'Orey	
RJH	Mrs. J. Hendley Assistant: Mrs. C. Costa	Class Teacher
RKD	Ms. K. Dennis Assistant: Mrs. A. McDaid (p/t)	Class Teacher
RMJV	Mrs. M. J. Vigo Assistant: Mrs. J. Soares Franco	Class Teacher
<b>KEY STAGE 1 (Years 1 &amp; 2)</b>		
CC	Mrs. C, Correia	Vice Principal
1MA	Mrs. M. Aleixo Assistant: Mrs. D. Dellinger	Class Teacher
1GM	Ms. G. McGilchrist Assistant: Mrs. J. Joseph	Class Teacher
1SM	Ms. S. McGregor	Class Teacher/Literacy
Coordinator KS1	Assistant: Mrs. D. Vilar	
2CC	Mrs. C. Correia Assistant: Mrs. L. Hatton	Class Teacher
2CH	Miss C. Hutchinson	Class Teacher/Science
Coordinator KS1	Assistant: Mrs. C. Luis	
2LS	Mrs. L. Scully	Class Teacher/Numeracy
Coord KS1	Assistant: Mrs. A. Almeida	
<b>KEY STAGE 2 (Years 3, 4 &amp; 5)</b>		
3SN	Ms. S. Narciso	Class Teacher/Art
Coordinator		
3EH	Miss. E. Horton	Class Teacher
3LF	Ms. L. Farmer	Class Teacher/Science
Coordinator KS2	Assistant: Mrs. M. Rattray/Ms. J. Sales	
4PF	Mr.,. P. Figueiredo	Class Teacher/Literacy Coordinator
KS2		

4IM	Ms. I. Monaghan	Class Teacher
4TP	Mrs. T. Palmer	Class Teacher
	Assistant: Miss C. Silva	
	R.E. Co-ordinator/Teacher Support Y4(p/t): Mrs. P. Zilhão	
5SP	Mrs. S. Pringsheim	Class Teacher/DT Coordinator
5SA	Mrs. S. McShane-Abrantes	Class Teacher/Numeracy
Coord KS2		
5DW	Ms. D. Whitelaw	Class Teacher/Y5 Coordinator
	Assistant: Mrs. D. Borges	

## Portuguese Language

IC Coordinator	Mrs. I. Coutinho	Teacher/Port. Lang
RM	Mrs. R. Mártires	Teacher
MG	Mr. M. Gouveia	Teacher
	Assistant: Mrs. A. Patricio	

## ICT

LW	Mrs. E. Wood	ICT/Curriculum Coordinator
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## Music

RF	Ms. R. Forbes	Teacher
NS	Mr. N. Silva	Peripatetic Teacher
ZW	Mrs. Z. Weiner	Foundation & Lower Primary

## Student Support Services

HD	Mrs. H. Douglas	SENCO
TA	Ms. T. Almeida	SEN/EAL
IS	Mrs. I. Smith	EAL
PS	Ms. P. Sá	SEN Teacher (p/t)
		P.E. (Foundation & KS1) (p/t)

## Curriculo Português

SV	Ms. S. Varge	Teacher 1°
RV	Mr. R. Vilhena	Teacher 2°
CR	Miss C. Ramos	Teacher 3°: Coordinator
AS	Ms. A. Santorum	Teacher 4°
CrC	Mrs. C. Candeias	Teacher/English Coordinator
NSS	Mrs. N. Santos	Teacher - EAL

## Specialist Teachers for Primary & Secondary Schools

P.E.: Prof. Gabriela/Miss M. Small/Prof. Mario/Prof. Paulo

Music: Mrs. J. Correia

Nurses: Mrs. T. Ernst/Mrs. J. Atkinson

## Lunchtime Helpers:

Alexandre Marques, M<sup>a</sup> Inês Dias, Ana Teresa Fernandes, Ivone Ramalho  
Maria Eugenia, A.N. Other

