

# Crich Junior School



Staff Induction Pack

## Teaching and learning

### An overview of the curriculum at Crich Junior School

Our curriculum is designed using and extending the [National Curriculum](#) and conforms to the Equality Act and SEND Regulations, 2014 which ensures accessibility and inclusion to all children. See link to policies. [Equality](#) [SEND](#) [Disability Scheme](#)

At Crich all our work is designed to build on children's prior learning, provide meaningful and memorable learning experiences where our children are taught to be independent, confident and resilient learners. Our curriculum has been designed to ensure that all children leave us with a wide body of knowledge and the skills to be successful, lifelong learners with a real curiosity about the world about them.

Our curriculum encompasses all the planned learning that is sequenced to promote learning, personal growth and development. Whilst fully including all statutory elements of the National Curriculum, our curriculum also gives our children the chance to explore a variety of additional 'enrichment' experiences (learning and opportunities) to ensure they thrive and find their passion.

Our children are at the very heart of every aspect of our curriculum. Developing the children's ability to learn more, know more and remember more is underpinned by quality teaching of a broad body of knowledge and vocabulary.

We provide opportunities where the children are immersed in problem solving activities.

We are committed to developing the whole child. Children have a strong awareness of their local community, their role within it and the value they bring to it.

Children leave our school with a sense of belonging to an inclusive community where they have confidence, knowledge and skills to make decisions, self evaluate and feel valued.

#### **Our curriculum is based on the following key principles:**

- A clear, shared vision of the knowledge and skills our children need to take advantage of; future opportunities, responsibilities and experiences of later life.
- Commitment to a rich, varied, academic, practical problem-solving curriculum experience, which is inclusive for all our children.
- A curriculum that reflects the needs of the local community context.
- Planning and sequencing. Knowledge builds on previous learning.

#### **Our unique intent:**

- Practical problem solving rich curriculum
- Enrichment activities to promote personal development and SMSC including: Bushcraft, gardening, cookery, STEM technologies, local community projects etc
- Develop self worth
- Timetable designed to enable the creative curriculum

# I want to be:

**an independent**

**learner**

**resilient**

**knowledgeable**

**respect and**

**Studentsful**

**and curious**

**happy**

**confident**

**a team player**

**creative**

**healthy and**

**active**

**a problem**

**solver**



## Welcome to Crich Junior School.

We hope you will have a happy and successful time here. This induction pack is designed to give you some of the basic information you will need before arriving. However, it doesn't cover everything and is no substitute for talking to people. You will find the school has a genuinely friendly atmosphere and that everyone will be only too happy to answer your questions and help settle you in. We are here to help you every step of the way.

## Signing In

We use an iPad to sign in and out each day, and as this is our fire register, it is important that you remember to do this on a daily basis.

## Colleagues

Headteacher	Mr Chris Orridge
Class Teachers	Mrs Katie Packard, Mrs Charlotte Crellin, Mrs Liane Kemp, Mrs Katy Shakespeare, Mrs Sophie Burrow
Teaching Assistants	Mrs Sue Coppen, Mrs Cheryl Porter, Mrs Amanda Hardy, Miss Lisa Coppen, Mr Harris Orridge Du Bois,
School business Officers	Mrs Rachel Jagger, Mrs Sally Anthony
Lunchtime Supervisors	Mrs Bev Gregory, Mrs Lynda Robinson
Caretaker	Mrs Bev Gregory

## SENCo

If you have concerns that a student may have special needs, or for more information about students on our SEN register, please see Mrs Katie Packard, who is our Special educational Needs Coordinator.

For TAs - you will be given all the information that you need for the individuals that you will be working with and the class teacher will guide you on what is required.

## Timetable

		Lesson 1	Lesson 2	Lesson 3	Lesson 4
Monday	Assembly Reading	Literacy	Literacy	Geography , PE , Computing	
Tuesday	Assembly Reading	Literacy	Maths	Maths	PSHE
Wednesday	Assembly Reading	Literacy	Maths	Art, Outdoor Learning, PE, RE	
Thursday	Assembly Reading	Orchestra Choir Recorder Group	Maths	Science, History	
Friday	Assembly Reading	Literacy Swimming	Maths	Literacy	French

## **Briefings and Meetings**

A weekly whole staff briefing takes place on a Wednesday Lunchtime from 12:45-1:00pm in the staffroom. We will talk about the week ahead and address general concerns that we might have. There is also a weekly staff teachers meeting, which is held each Wednesday after school.

## **Duties**

Once a week, you will be asked to go onto the playground for either a morning or afternoon playtime to supervise the children ensuring a safe environment for our children. Accidents on the playground should be recorded into the accident book in the office (with the top copy of the duplicate to be stapled into the child's Home, School Diary), whilst any friendship issues are to be recorded in our Friendship Book, which is kept by the headteacher.

## **Staff Absence**

If you are feeling unwell, you need to call the headteacher's mobile as soon as possible (you will be given this as part of your induction). The school office number is 01773 852384

If you need to leave school during your non-contact time, please remember to sign out and back in again on the iPad in the reception area.

## **Teaching**

You will be given your timetable, which will include your non-contact time (PPA).

## **Planning and recording**

This is obviously a key area and the headteacher will explain the departmental and school expectations around lesson planning and outline expectations around marking, assessment and feedback.

## **Homework**

Weekly spellings are given to ALL children and we use Ed Shed for these. Times Tables Rock Stars is the platform that we use for times tables homework and we do a whole school homework each term, which the children will either bring in to school or send in their results on See Saw. We always encourage the children to talk about these homeworks and give time in class to do this. 10 minute reading and maths tasks are also given once a week.

## **Behaviour**

We are fortunate to teach children who, on the whole, are friendly and well behaved. However, we all have to manage behaviour, no matter how experienced we are. If you are experiencing difficulties, please don't struggle on your own. Ask your mentor in the first instance for strategies that may help and have a word with the child's class teacher. Don't forget to praise good behaviour too. We have a star card system in school, whereby the children receive a bronze star for any positive behaviour, work or contribution to the lesson. These are collected and then silver, gold and platinum cards are handed out at good work assemblies. For persistent poor behaviour, please discuss with the headteacher.

# Induction Checklist

Name: \_\_\_\_\_

	✓	Staff Initials	Comments
<b>The first day</b>			
Layout of the school			
Introduction to staff			
Introduction to mentor			
Explain checklist document and induction procedures			
Health and safety :			
• Behaviour Policy			
• Staff Code of Conduct			
• Safeguarding/Child Protection Policies and Procedures & Leads			
• Fire and Lockdown Procedures			
• Medical Information for Children			
• Fire and Lockdown Procedures			
• First Aid and Accident Reporting			
School security, key codes and fobs & visitor procedure			
Signing in and out (iPad)			
Timetables/rotas/assemblies/daily routines			
Relationships with parents: diaries, parents evenings, confidentiality			
Special requirements for individual learners			
Headteacher's contact details			
<b>Arrange Date of Next Meeting</b>			

# Induction Checklist

Name: \_\_\_\_\_

	✓	Staff Initials	Comments
<b>The first week</b>			
Our Legacy Model			
Staff communication: briefings and meetings			
SEND information and meeting with SENDCO			
How to use My Concern and Confide			
Telephone system, recording messages and salutation			
Accident and reporting protocol and first aid			
Friendship book			
Photocopier			
Stock Cupboard, resources and equipment			
Reporting an absence/illness			
Keeping children safe in education document			
Access to secure area for policies and documents			
School website			
Assessment timetable			
Use of data			
Marking books			
ICT in school (own and pupil access) and email			
<b>Arrange Date of Next Meeting</b>			

## Induction Checklist

Name:

	✓	Staff Initials	Comments
<b>By the end of the first half term</b>			
LADO			
Main points of the school improvement plan			
Our legacy model			
Staff training and development			
Online child protection course (if not up to date)			
Familiarisation with office forms (ordering/timesheets...)			
Assessment Timetable			
Use of data			
Performance management			
Check all policies and procedures have been covered			
Extra curricular clubs and activities			
Staffroom: tea/coffee/birthdays/social events			
Procedure for broken equipment			
Library			
Homework			