*Christ Church CE Academy* *Wrose Brow Road*

*Shipley*

*West Yorkshire*

*BD18 2NT*

*Headteacher: Mrs P.Foster*

Telephone: 01274 410349

Email: admin@cca.bradford.sch.uk

Dear Parent/Carer,

Hello, and welcome to another year of ‘GOING FOR GREEN’.

Our aim at Christ Church Academy is to develop effective learners who will grow to become productive members of society. We encourage pupils to display a positive attitude towards their education and endeavour to embed the importance of family, community and faith. We wish to instil skills which will ensure a happy, successful and Christian life for your child.

Our BASE group and learning skills program supports your child in achieving success both academically, spiritually and socially.

**HOW DO WE DO THIS?**

**BASE GROUPS: B**EHAVE **A**TTEND **S**MART **E**FFORT

Pupils from Year 1 to Year 6 are divided into 4 teams which we call BASE Groups. These BASE group sessions take place every Friday afternoon when the children meet with their group leader.

The BASE groups of Emerald, Sapphire, Ruby and Topaz provide the children with an opportunity to be independent and to develop responsibility for their own personal/spiritual development. Within school, they help promote positive relationships, a resilient attitude, a Christian ethos and team spirit. All of these are important and their promotion both at school and at home will ensure that your child becomes a successful learner.

The 4 key areas focused on in BASE are; attendance, behaviour, uniform and effort. Please refer to the table below for more information. **B** = BEHAVE **A** = ATTEND **S** = SMART **E** = EFFORT

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|  | **GREEN** | **AMBER** | **RED** |
| **ATTENDANCE** | Above 96% | 95% - 90% | Below 90%**Any holiday in school time is an automatic red for that half term regardless of overall attendance for the year.** |
| **BEHAVIOUR**  | Excellent, trustworthy and responsible | Usually acceptable behaviour but has needed reminders about expectations | Some poor or challenging behaviour; has led to time being wasted  |
| **UNIFORM** | Is smart and always has everything s/he needs. | Is usually smart; does not always have PE kit / book bag | Is not smart; usually does not have PE kit / book bag |
| **EFFORT** | Consistently good effort, self-motivated, tasks completedReading logs are signed | Usually good effort, sometimes needs remindersReading logs are signed but inconsistently | Rarely good effort, refusal, tasks often left incompleteReading logs not signed. |

**CHANGES THIS YEAR:**

Your child’s report card will look different this year. We are monitoring attendance over the whole year as well as for a fixed “badge” period. This means that your child will still strive to earn a badge each half term by being all green but that the end of year reward trip will be awarded differently.

Green awards for behaviour, uniform and effort all year and an attendance of 96 %+ will secure a place on the end of year reward trip.

When you receive your child’s first report card in Autumn 1 the format will be very clear and easy to understand.

**HOW TO BE A SUCCESSFUL LEARNER**

The school focus is on 12 learning skills. These are qualities which if developed will ensure that your child is successful in all aspects of their life. The table below shows how these skills will present in your child.

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| **TO BE A GOOD LEARNER** | **EXAMPLES FOUNDATION STAGE** | **EXAMPLES KEY STAGE 1** | **EXAMPLES KEYSTAGE 2** |
| **POSITIVE**: Encourage others, happy, self- belief, even when things are tough, celebrate the good in things, make other people smile. | Smiling, overcoming and ignoring barriers, interested in talking to others. | Smiling, working with others well, holding their head up high | Tackling problems with a smile, not giving excuses, leads conversations |
| **MOTIVATED**: Have get up and go, enthusiastic, try your best, want to learn, thirst for learning, want to be better. | Excited about learning, asks questions about their environment, celebrates achievements | Celebrates achievement, joins in to the best of their ability with whole class and group work. | Knows their targets and how they are going to get there, celebrates achievements and can accept praise, joins in all tasks, takes responsibility for own learning, completes tasks at home |
| **CONFIDENT**: Not too shy or arrogant, believe they can succeed or do well. | Responds to new things without getting upset. Begins to appreciate what they are good at | Has a good sense of self.Knows what they are good at | Has a good sense of self.Knows what they are good at and uses their strengths appropriately. |
| **CURIOUS**: Interested, asks questions, inquisitive, tries things out | Explores environment and resources, wants to know how things work. | Asks questions, forms questions and researches to find answers, takes things apart to see how they work | Asks well- formed questions, extends research |
| **INDEPENDENT**: Can do things on my own, knows what to do next ,thinks for themselves, can make decisions | Dressing and undressing, accessing resources, setting up areas, toileting, following routines | Using and selecting appropriate resources to help them, deciding what to do next, following routines | Choosing appropriate resources to help them, following instructions on how to complete a task, organise their work, not copying, following routines |
| **RISK-TAKER**: Tries new things, pushes limits, goes one step further. Not afraid to have a go, adventurous, doing things that you don’t know how to do. | Trying new things like new food, learning new skills like riding a bike, do things in front of others | Exploring new areas of the shared area, contributing to class discussions, putting hand up and having a go in front of others. | Answering questions even when they are not sure, experimenting with words in their writing, trying challenging methods. |

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| **TO BE A GOOD LEARNER** | **EXAMPLES FOUNDATION STAGE** | **EXAMPLES KEY STAGE 1** | **EXAMPLES KEYSTAGE 2** |
| **PROBLEM SOLVING**: Know what the end goal is, can break tasks down into manageable parts, can make decisions. | Finding solutions to arguments and peer problems. Puzzles, water construction, den making | Solve problems in the Shared Area or classroom, resolve arguments | Work through a process to solve math problems, plan and organise work, resolve arguments |
| **CREATIVE**: Resourceful, imaginative, thinks outside the box, suggests ideas, makes connections, inventive, trying things out | Role-play, modelling, dance ,music, selecting resources, finding alternative uses for things, improvising | Making suggestions for presentation, shaping things, choosing good words in writing | In art using different materials in different ways, presenting Non-Fiction work, varying vocabulary for effective, using imagination where appropriate. |
| **REFLECTIVE** : thinks about what they are doing, suggests how to change things, evaluates thinks about consequences, asks why | Makes changes to what they are doing, understanding other people’s feelings | Can suggest improvement to their work, know why something happened e.g. something failing or someone being upset | Evaluating their own work, can say what they did well, suggesting improvements, understanding their actions towards others and the effect on other |
| **HONEST**: does the right thing , admits when mistakes are made, trustworthy, tells the truth, accepts responsibility. | Learning to tell the truth despite the possible consequences | Learning to tell the truth despite the possible consequences, be able to differentiate between real and imagination | Able to self -assess work realistically, can offer constructive criticism without causing offence, telling the truth despite possible consequences, know that no one is perfect, reflecting on when lying is acceptable. |
| **RESILIENT**: determined, stickability, doesn’t give up, has another go, tries again, has an “I can” attitude, doesn’t mind mistakes, knows mistakes are needed to get better | Riding a bike, fastening zips, handling tricky objects like sellotape or scissors | Enjoys tricky problems, not flitting between activities in the shared area. | Doesn’t ask for help too readily, is willing to make mistakes and then make them better, time tables and tests. |
| **KIND AND CARING**: awareness of others, speaks nicely, gentle, thoughtful | Sharing, turn taking, learning to say sorry with adult support, knowing when to say sorry, checking someone is OK, talking politely to one another, being aware of body language, helping others when they are stuck |

**REPORTING YOUR CHILD’S PROGRESS AND YOUR SUPPORT**

The children are given a report card each half term which illustrates their successes. It is important that this report is acknowledged as this supports both your child and facilitates communication between staff and parent. Please sign and return the slip each half term.

The children are very eager to be ‘green’ so that they can both personally achieve and help their Base Team to win the ½ termly trophy.

The children of Christ Church are extremely proud of their achievements from last year. We awarded over 270 report card super star badges, more than the previous year and I am positive that this year we will exceed that number again. In order to do this we need your help – ask your child about their BASE group. Ask them about being green and encourage them to wear their badges with pride.

Thank you for your support.

Miss S.Redgrave.