



St Mary and All Saints Church of England School

Welcome!

Head, Hand, Heart – Wisdom, Creativity, Love

VISION STATEMENT



Head, Hand, Heart

With our heads we learn • With our hands we create • With our hearts we love & care for each other

We believe in education of the whole child and through this holistic approach, and our christian ethos, when children leave SMAS they are:

- Confident, resilient learners
- Able to challenge themselves and overcome challenges
- Well-rounded young people
- Equipped for life in an ever changing world
- Global citizens, respectful of themselves & others
- Caring and thoughtful individuals

Colossians 2:2 "My goal is that they may be encouraged in heart and united in love so they may have the full riches of complete understanding"

Christian Distinctiveness

Church of England schools must demonstrate their distinctive Christian foundation in terms of their policies, practices and impact.



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What is a Church School?

FIFTY-FOURTH ANNUAL REPORT,
1865,
OF THE INCORPORATED
NATIONAL SOCIETY
FOR PROMOTING
The Education of the Poor
IN THE
PRINCIPLES OF THE ESTABLISHED CHURCH
THROUGHOUT
ENGLAND AND WALES.
ESTABLISHED 1811.

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What is a Church School?

Church schools
are not

- 'faith' schools
- about indoctrination or conversion to Christianity
- just about RE and Collective Worship

Church schools are

- Inclusive - for children of all faiths and of none
- Distinctive - in foundation
- Spiritual - in nature

HEAD

An Engaging Curriculum

Curiosity

Love of learning

HAND

Creativity

Expression

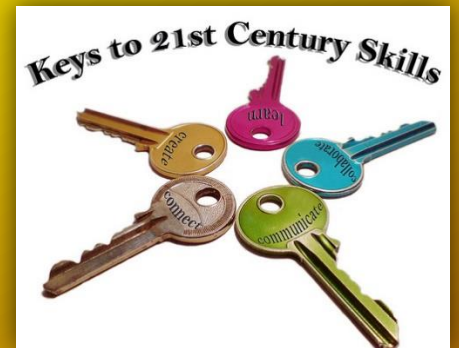
Identity

HEART

The whole child

Christian distinctiveness

Citizens of the world



Working together – a shared vision

Building compassionate, resilient people



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Recent Achievements

- A nurturing approach to children's wellbeing, supporting self-regulation
- Enrichment of our Curriculum provision
- Development of a robust and thorough Phonics Curriculum
- Improved partnership with the parent community
- Exceptional assessment results

Standards

Early Years Foundation Stage

% of pupils achieving a 'Good Level of Development' across all the Early Learning Goals	
SMAS	National (emerging)
79%	68%

% of pupils achieving a 'Pass' grade in the Year 1 Phonics screening		% of pupils achieving a 'Pass' grade in the Phonics test by the end of Year 2	
SMAS	National	SMAS	National (2023 data)
85%	80%	100%	89%

Year 1 Phonics

Standards

Key Stage Two

Subject	TEST/TA RESULT % achieving the Expected Standard + (inc at Greater Depth)		% achieving the Expected Standard (inc at Greater Depth) Reading, Writing and Maths Combined		TEST RESULT % achieving Greater Depth Standard
	SMAS	National (emerging)	SMAS	National (emerging)	SMAS
English Reading	95%	74%	82%	61%	49%
English Writing (TA)	85%	72%			27%
Mathematics	85%	73%			47%
Spelling, Punctuation & Grammar	89%	72%			62%
Science (TA)	89%	81%			

School Improvement Priorities



1. To improve the learning experience and outcomes in **writing** for every child.

2. To develop a progressive, broad and rich curriculum led by skilled subject leaders.

3. To embed a culture of wellbeing in the school experience for both children and staff.

4. To explore the Christian Distinctiveness of our school.

5. To ensure the provision of the EYFS curriculum is progressive and adaptive.



Your role



- Turning up this evening!



- Reading

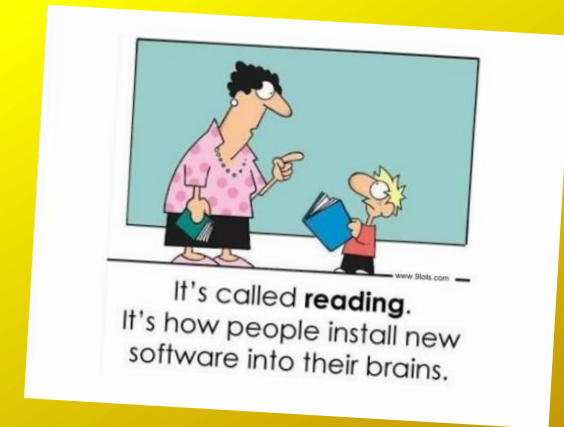


- Communication

- Attendance



- Your talk



- Social media and screen use

- Home Learning



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How does school attendance affect a child's learning?



365 days in a year

190 school days

175 non-school days

Having 90% attendance over five school years, is half a school year's work missed

A two-week holiday in term time, means the highest attendance a child can achieve is 94.7%



Buckinghamshire Council



PreSent for their future

Attendance

% Children gaining the 'expected standard'

Key Stage	99-100%	89-90%
1	68%	46%
2	71%	48%

Key Stage 2

Next, we do similar for pupils at the end of Key Stage 2 (Year 6) in the schools in our sample.

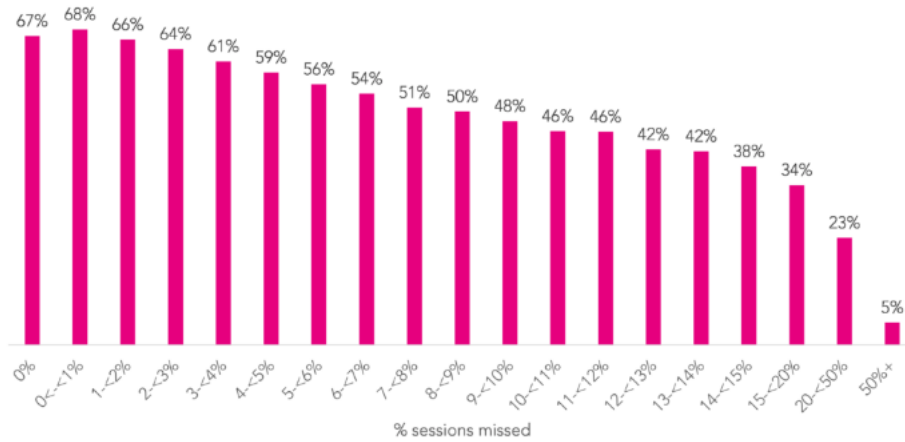
% pupils achieving the expected standard in KS2 reading, writing & maths by absence, 2022/23
State-funded mainstream schools



Key Stage 1

Now we show the relationship between absence and KS1 attainment.

% pupils achieving the expected standard in KS1 reading, writing & maths by absence 2022/23
State-funded mainstream schools



90% attendance = ½ a day a week of absence

A holiday taking 6 school days in a term could equate to 90% attendance

Homework

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A need for change

- **Research shows: No impact** on progress and attainment
- Children and parents (and teachers!) can approach homework as a **chore** or it can be a **flashpoint** for conflict at home.
- **Inconsistency** in quality of work

BUT

- Homework is **statutory**
- Duty to **prepare** children for secondary education & beyond
- Routine, good habits, **work ethic**

Intent:

What we want to achieve

Policy aims:

1. To develop **independence** and **creativity** in children's learning attitudes and behaviours
2. To develop children's **enjoyment** of learning
3. To actively **involve parents** in their children's learning, developing home-school **partnership**

Implementation:

What will home learning look like across the school?

SAME

Weekly Maths tasks and spelling lists will still be set. Seesaw will still be the primary method of setting and receiving Home Learning.

DIFFERENT

All home learning will be set on a Monday and will be due in the following Monday.

In addition to weekly Maths and spellings, children will be offered a 'buffet' of learning opportunities at the start of each half term.






For KS2, spellings will be set on the new programme 'Spelling Frame'



Implementation:

A 'buffet' of learning opportunities



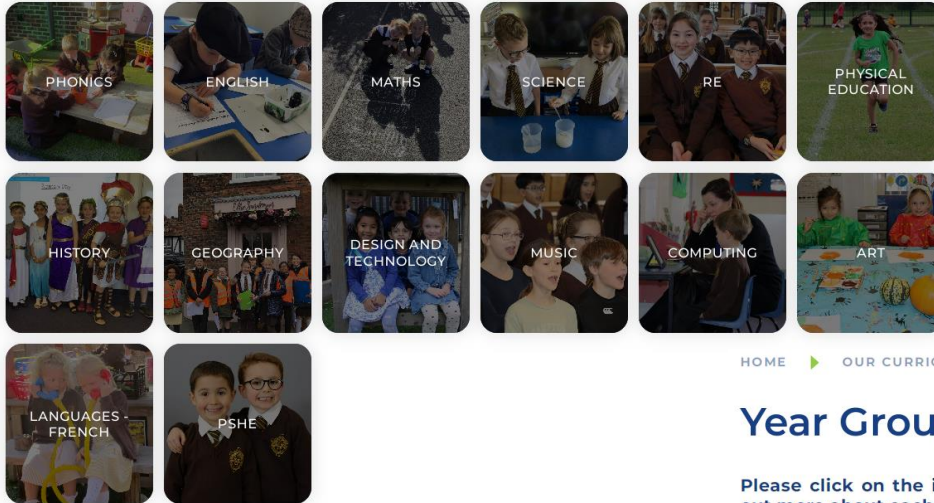
<p>Geography</p> <p>Create a fact file about the Great Barrier Reef.</p> 	<p>ART and DT</p> <p>Create a diorama of the Great Barrier Reef.</p> 	<p>Science</p> <p>Research and write a biography or create a fact file about Mary Anning.</p> <p>Include information about:</p> <ul style="list-style-type: none"> • Early life - When and where she was born and died. Her parents, Did she have any siblings? • Family Life - Did she get married? Did she have children? • What is she famous for? • Later life • Picture of Mary Anning
<p>Science</p> <p>We are studying the topic Evolution and Inheritance where we will be focusing on adaptation and variation.</p> <p>Create your own unique creature. Draw your creature, name it, and explain what habitat it would be found in. Next, identify the different ways your creature has adapted to survive in its environment.</p> <p>Example:</p> 	<p>Reading</p> <p>We have been reading The Last Wild by Piers Torday. Write a diary entry as Kester based on a day at Spectrum Hall or the day he escaped from Spectrum Hall. Use separate ways to begin your sentences, powerful vocabulary, modal verbs and use the correct verb tenses. Remember, also, to include all the key features of a Diary entry.</p> 	<p>English - Grammar</p> <p>Create a Verb Poster to explain the different tenses and types of verbs. Give examples for each and how they are used in sentences. Your poster should be colourful, informative, neat and have the following subheadings: Present, Past, Future, Continuous (progressive), singular and plural verbs and modal verbs.</p> 

Year 6 example

Find out more about what your child is learning

HOME ► OUR CURRICULUM ► SUBJECTS

Subjects



HOME ► OUR CURRICULUM ► YEAR GROUP CURRICULUM PAGES

Year Group Curriculum Pages

Please click on the individual 'Year Group Curriculum Pages' to find out more about each of our Year Groups and what they are learning.



This section

[YEAR 1 CURRICULUM](#)

[YEAR 2 CURRICULUM](#)

[YEAR 3 CURRICULUM](#)

[YEAR 4 CURRICULUM](#)

[YEAR 5 CURRICULUM](#)

[YEAR 6 CURRICULUM](#)

In conclusion

A Shared Vision - Working Together

Building compassionate, resilient people

Christian Values – Shared Values

Positive Communication

A rich curriculum including a range of experiences

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