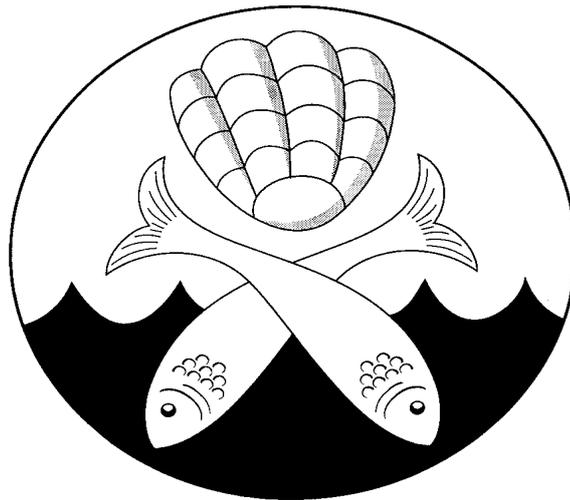


Brightlingsea Junior School



Believe & Achieve



Information Booklet

Believe & Achieve Information Booklet

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Believe & Achieve at Brightlingsea Junior School

What is Believe & Achieve?

Believe & Achieve is based on the principles of Assertive Mentoring. It is a guaranteed, regular, one to one dialogue between a pupil and a mentor. It is evidence based and focused on 'The triple A': Attainment, Achievement, and Attitude. Believe & Achieve is a way of working that focuses on each individual pupil's strengths and areas of need. School wide systems have been put into place that allow teachers to track each child's progress carefully, identify where weaknesses exist, set targets for improvement and plan their lessons to meet the children's needs.

What are the aims for Believe & Achieve at Brightlingsea Junior School?

- True assessment for Learning - each child will know their own targets and what they need to do to reach them. They are fully involved in the process.
- A personalised curriculum for every child which ensures relevant intervention.
- Raised standards for all – more children will reach or exceed their target in year Six.
- Accurate assessment which informs planning and then ensures accelerated achievement.
- Meaningful dialogue with parents.
- Develop positive attitudes to learning of all pupils - whole school learning culture.
- A streamlined system which incorporates parents evenings, target setting sheets, 1:1 mentoring sessions, learning plans and SEN reviews

What aspects of school are affected by Believe & Achieve?

Believe & Achieve 'thinking' is a way of working that all teachers in Brightlingsea Junior School adopt. Specifically, the systems put in to place directly impact on:

- Mathematics (*see factsheet on BigFoot Maths*)
- Writing
- Social & Personal Development
- Reading (for some pupils)

How does Believe & Achieve affect my child?

The systems implemented under Believe & Achieve affect every child in the school. Children are grouped for certain activities as a result of the information a teacher has obtained through their assessment of the class. Children are given individual targets for writing and mathematics (and for reading if necessary). Teachers and teaching assistants support children in achieving these targets over the year.

Assessment is made against set criteria and outcomes are shown as:

Green	Means your child is working at a level of progress which makes it likely they will hit their end of year target
Yellow	Means your child is making progress but is currently working at a rate that means it is less likely that they will achieve their end of year target
Red	Means they are making slow progress and it is currently unlikely that they will achieve their end of year target.

Each child is also assessed at the end of every half-term on six strands within their *Attitude Profile*. The strands are:

Attitude: Attendance, Punctuality, Behaviour, Effort, Homework, Uniform		
Green	Yellow	Red
Attendance exceeds 95%	Attendance between 90-95%	Attendance below 90%
Never late for school	Rarely late for school	Often late for school
Excellent behaviour: no Red Cards, trustworthy, responsible	Acceptable behaviour but one or more Red Cards	Poor/unacceptable behaviour: regular Red Cards and/or Behaviour Slips.
Consistently good effort, self-motivated, tasks completed	Usually good effort, sometimes needs reminders	Rarely good effort, refusal, tasks often left incomplete
Homework always completed and returned on time	Homework usually completed and returned on time	Homework often not completed or returned
Always in uniform, adheres to policy	Usually in uniform and follows school policy	Rarely in uniform, often breaks policy; jewellery, trainers, no PE Kit

We all know that attitude has profound implications for attainment and achievement. This system visually demonstrates that link and provides powerful evidence to children and parents. Regular attitude tracking provides an effective vehicle for challenging such attitudes and demonstrating their effects on performance. In turn this becomes a powerful motivator for children and has been shown to have a positive effect.

At Brightlingsea Junior School we are all 'going for green' and we recognise the pupils who achieve green in all areas of the attitude strand at the end of each term by giving them a 'Team Green' badge that they can wear in school throughout the next term.

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How does Believe and Achieve affect me?

Research has clearly shown that children who are actively supported in their learning at home do better in school. Through the systems we have put in place you will:

- Be able to support your child with their learning, as details of what they are currently working on will be shared in their Learning Log every fortnight.
- Be able to support and guide your child in their personal and social development. At the end of each term you will receive an update on how well your child is doing in the six Attitude strands outlined previously. With this knowledge you will be able to praise your child for the areas they are doing really well in and, if necessary, offer guidance in those they are not. Children who come to school with a positive attitude and are committed to trying their best will make progress. You can help by instilling these qualities in your child.
- Be invited to attend a Parents Evening appointment twice a year in school. These are similar to the traditional parent consultations we have held in the past, but differ in the way the teachers manage the meeting and the clarity of the information they will provide you with. During the meetings you will have an opportunity to review your child's Believe & Achieve Folder and look through their work. It is important to note that this session will have maximum impact if your child is present with you at your Parents Evening appointment.

Believe & Achieve – BIGFOOT Maths

BIGFOOT maths: How it works

All children are taught mathematics on a daily basis. In addition to this they complete a 'Weekly Basic Skills' test which enables us to identify areas to focus on. Following this test, the children are organised into groups according to the areas which the children need to be taught or practise. These groups change on a regular basis depending on the progress made. This also allows us to work with the children on their personal targets.

The session following on from the test is known as the BIGFOOT (Being In Groups, Focusing On Our Targets) session. Bigfoot maths is aimed at improving number understanding and calculation; the foundation of mathematical understanding. Other mathematical concepts, such as shape, space, measures and problem solving are taught alongside this throughout the week.

Even though we have only been running the Bigfoot sessions since September, we are already seeing a marked increase in the children's confidence and accuracy when solving number calculations, puzzles and problems.

Here are a few quotes from the children about Bigfoot, taken from a recent questionnaire:

"It helps with your understanding of how to answer things and learn more about them."

"My favourite part about Bigfoot is discussing together how to improve."

"It is quite hard but it is good to try something new and have a go."

"It makes me feel very proud when my scores go up."

"I like doing them because it is helping people and it keeps my brain working"

"It gives me confidence (to have another go) when I get things wrong."

"I enjoy Big Foot because I can concentrate on what I need to work on".

"Big Foot is fun because I learn more".

"It keeps my maths improving."



Believe & Achieve - Going for Green

We believe that your child will do best if we are helping them in school, they are trying their best in all that they do, and you can offer support and encouragement at home.

Within Believe and Achieve in addition to the regular academic assessments each child is also assessed at the end of every half-term on six strands within their *Attitude Profile*. The strands are:

Attitude: Attendance, Punctuality, Behaviour, Effort, Homework, Uniform		
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We all know that attitude has profound implications for attainment and achievement. This system visually demonstrates that link and provides powerful evidence to children and parents. Regular attitude tracking provides an effective vehicle for challenging such attitudes and demonstrating their effects on performance. In turn this becomes a powerful motivator for children and has been shown to have a positive effect.

Parents will receive an update on how well their child is doing in the six Attitude strands at the end of each term. With this knowledge you will be able to praise your child for the areas they are doing really well in and, if necessary, offer guidance in those they are not. Children who come to school with a positive attitude and are committed to trying their best will make progress. You can help by instilling these qualities in your child.

At Brightlingsea Junior School we are all 'going for green' and we recognise the pupils who achieve green at the end of each term by giving them a 'Team Green' badge that they can wear in school throughout the next term. New for 2014-2015 we have removed the requirement to have an Attendance rate above 95% to be Team Green. This means that for the school year ahead a child can be Team Green if they have green for: Punctuality, Behaviour, Effort, Homework, Uniform - even if they are not green for attendance.

Frequently Asked Questions

How did you decide that 95% was good attendance?

An attendance level of 95% means that your child has attendance which is on or above the minimum level recommended by the Government. If this level of attendance is maintained through their secondary education they are likely to achieve the grades that will give them real opportunities to continue their studies in further education or in the world of work. (*Believe & Achieve Attendance Factsheet available*)

Why are you assessing punctuality?

Poor punctuality causes your child to miss essential teaching inputs and is an unacceptable disturbance to lessons. We regard good punctuality as a parental responsibility. Being punctual is also going to be important to your child as they move onto secondary education and eventually in the world of work.

My child doesn't want to do their homework and I don't want to battle with them at home. Why do they have to bring work home?

Children taking responsibility for their homework lays down the foundations for future study habits and we hope parents will support this practice. If completing the Learning Log at home is difficult then why not send your child to our weekly homework club? Our teaching staff each take turns to run this club on Fridays after school and it is proving popular with pupils.

Why is uniform included in the attitude strands?

Wearing school uniform encourages pride in being a member of Brightlingsea Junior School. It ensures that children are dressed appropriately for all school activities. Uniform reinforces school identity and eliminates 'brand' fashion and stigma. Our staff actively encourage the wearing of school uniform, which can be purchased from the School Office. Our PTA hold regular second hand uniform sales to ensure that school uniform is affordable to all.

My child was given a Team Green badge last term but I am wondering what happens if they are not green in all areas next time? Will they have to give their badge back?

No. Once a team green badge has been given to a child it is theirs to keep forever. However if they are no longer green in all areas when we assess at the end of term we will ask that they do not wear it in school next term.

What do our pupils say about Believe & Achieve and Team Green? Here are a few quotes from a recent survey of pupils:

- "I think it is really helpful because one of my personal targets is to concentrate on my behaviour and it encourages me to get team green."
- "After the badge assembly, I felt determined to get in team green next time so I'm putting lots more effort in."
- "At first I wasn't bothered about being red for things but now I am because I want to be green so I try harder."
- "I think team green makes children want to put more effort in."
- "I like it a lot because it encourages kids to try harder (I'm trying harder now!)"

Responsible
 BelieveAndAchieve
 Encouragement
 Effort
 ExcellentBehaviour
 AttitudeTracking
 PowerfulMotivator
 self-motivated
 Behaviour
 Attitude
 Consistently-good-effort
 GoingForGreen
 Support
 MaximumEffort
 LearningLogs
 Uniform
 Trustworthy
 Attendance
 Punctuality
 Attendance-exceeds-95
 NeverLateForSchool
 Homework
TeamGreen

Attitude @Brightlingsea
Attendance
 GoodAttendanceIsCrucial
 GoldStar BelieveAndAchieve
 TeamGreen UnauthorisedAbsence
 Opportunity Punctuality
 Celebration
 ParentalResponsibility
 GreenAttendanceIs95plus
 Certificate
 GoodAttendance

Merits
 Attitude
 PositiveReinforcement
 Silver
GoodBehaviour
 RightsAndResponsibilities
 HomeSchoolAgreement
 Sanctions
 RedCard
 TeamGreen
 Discipline
 @BrightlingseaJ
 BelieveAndAchieve
 Courtesy
 Respect
 SchoolRules
 TakeCareOfOthers
 TakeCareOfYourSchool
 CodeOfConduct
 HighExpectations
Rewards
 GoodManners
 Bronze

Believe & Achieve - Attendance

Why is good attendance important?

Good attendance is essential if children are to fulfil their potential and is viewed as a parental responsibility. We believe that if your child is to benefit from education, good attendance is crucial. School work is easier to cope with. Pupils feel more secure. School work is more satisfying and results are better.

Why is punctuality important?

Poor punctuality causes your child to miss essential teaching inputs and is an unacceptable disturbance to lessons. We regard good punctuality as a parental responsibility.

What is meant by unauthorised absence?

Some absences are allowed by law. For example, if a child is ill or there is a family crisis such as a funeral. However, there are other times when pupils are absent which are not permitted.

We realise that on some occasions there may be a particular problem that causes your child to be absent. Please let us know and we will deal with it sympathetically.

How do parents know if their child's attendance is good?

At Brightlingsea Junior School attendance is reported termly to parents, as one of the Attitude strands of Believe & Achieve. Attendance will also be discussed at Parents Evenings. Your child's end of year report will contain an attendance rate for the full school year.

Attendance and Team Green

New for 2014-2015 we have removed the requirement to have an Attendance rate above 95% to be Team Green. This means that for the school year ahead a child can be Team Green if they have green for: Punctuality, Behaviour, Effort, Homework, Uniform - even if they are not green for attendance. We will continue to use the red, amber, green system to show an individual pupil's attendance rate in our mini-termly reports to parents and we will still set targets around attendance in Believe & Achieve mentoring sessions where we believe poor attendance is impacting on progress. We will be looking for other ways to promote, value and reward good attendance at school.

Extract from our Attendance Policy (to show attendance percentage bands)

GOLD STAR **Your child's attendance is above 97%.**

If you receive a **GOLD STAR** report, then this means that your child has achieved above 97% attendance so far, which is above Government expectations and will help us as a school reach our target. Thank you and well done! They are likely to be a "Star Performer" as well as an "excellent" attender. If this level of attendance is maintained through their secondary education they will almost certainly achieve the best grades for their ability.

GREEN **Your child's attendance is 95% plus.**

They are on "*Green for go*" for good attendance. This means that your child has attendance which is on or above the minimum level recommended by the Government, **95%**. If this level of attendance is maintained through their secondary education they are likely to achieve the grades that will give them real opportunities to continue their studies in further education or in the world of work.

AMBER **Your child's attendance is 90% to 95% attendance.**

They are on “amber – take care”. They will be missing up to 20 days of school each year and this will make it difficult for them to achieve their best. The Government consider 95% to be the attendance rate expected nationally for a primary school pupil, your child's attendance has dropped below this national expectation. It may be that these absences have been due to illness or an authorised holiday, but we feel you should be aware that your child's attendance is below the minimum level recommended and so does need to improve.

RED **Your child's attendance is between 85-90%.**

They are a “red light – be alert”. They are missing so much time from school that it will be very difficult for them to keep in touch with lessons or work. In the longer term if this poorer level of attendance is maintained through their secondary education they will struggle to get good exam results and achieve their full potential. We would ask for your support in ensuring that, where possible, attendance improves over the coming weeks. Your child's attendance is now being monitored on a regular basis and we may invite you into school to discuss this further.

WARNING **Your child's attendance is below 85%.**

Immediate Action by parents is required. They are missing so much time from school that it will be almost impossible for them to keep in touch with lessons or work. An attendance rate of 85% or below is considered by the Government to be persistent absenteeism. Education Welfare Service are almost always involved in cases where a child's attendance has dropped below 85%.

How does the school encourage good attendance?

Children who achieve 100% attendance for a full term will receive a certificate, presented in a celebration assembly. Certificates will also be awarded in July to those pupils who have achieved 100% attendance for the full school year.

Can I take my child out of school for a term time holiday?

Until September 2013, The Education (Pupil Registration) (England) Regulations 2006 allowed Headteachers to grant leave of absence for the purpose of a family holiday during term time in “special circumstances” of up to ten school days leave per year. Headteachers could also grant extended leave for more than ten school days in exceptional circumstances.

From September 2013 amendments to the 2006 regulations removed references to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.

If parents do not apply for leave of absence in advance of taking it, the absence will be recorded as unauthorised. If you keep a child away for longer than was agreed, any extra time is recorded as unauthorised. Any unauthorised absence can result in a Penalty Notice for £120 (£60 if paid within 21 days); a Penalty Notice will be issued to each parent for each child taken out of school. Due to these changes, the school will no longer be able to authorise any leave for absences which we may have done in the past; this includes family holidays and extended weekend breaks. The school can only consider requests for leave if the conditions detailed in the application cover letter can be deemed as an exceptional circumstance. It should be noted that explanations such as a parent could not get time off work in the Summer are no longer considered an exceptional circumstance, because it is expected that thought should be being given to whether it is possible for a family to take holiday during one of the five other school closure periods during the year.

Updated leave of absence forms are available from our school office and any application must be accompanied by a letter clearly outlining the exceptional circumstances.

The school is still able to authorise absence for extra-curricular events such as sports events or

music exams.

Believe & Achieve – Behaviour

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”
(Education Observed D.E.S)

Children’s Behaviour

In the school and its surroundings there are ample opportunities which the teacher uses to encourage better social behaviour, for example: in the playground, at school meals and moving around the school as well as the classroom. Above all there is a consistency of social standards in the class and throughout the school shown by the outlook of the Head, the teachers and all the staff, so that the children understand our expectations of them. Parents will be contacted quickly if their child is experiencing particular behavioural or academic problems and we hope parents will not hesitate to come in if they have any anxieties or queries.

Code of Conduct

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. Our school rules are displayed throughout the school and reinforced by all staff.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

Our Code of Conduct is:

	<u>Take Care of Yourself</u>
1. Never	<ul style="list-style-type: none">Do anything silly or dangerous where you might be hurt.Stay in school at break times or leave school without permission.
Always	<ul style="list-style-type: none">Tell someone if you are unhappy, being picked on or bullied.
	<u>Take Care of Others</u>
2. Never	<ul style="list-style-type: none">Do anything to hurt others (such as hitting/name calling).Distract others from working.Be cheeky or rude to adults.
Always	<ul style="list-style-type: none">Be friendly to visitors, newcomers and other children.
	<u>Take Care of your School</u>
3. Never	<ul style="list-style-type: none">Steal or deliberately damage school equipment.Drop litter or damage the school building.Give the school a bad name.
Always	<ul style="list-style-type: none">Be proud of your school.

Our Listening Code	Our Line up Code
<p><i>When I am asked for my attention I:</i></p> <p>Stop what I am doing Empty hands/show me five Look at the teacher Keep quiet and still Listen to instructions</p>	<p><i>When I am asked to line up I:</i></p> <p>Walk to the end of the line Leave a person space Keep my hands and my feet to myself Keep quiet and still Listen to instructions</p>

These basic rules displayed in all classrooms and corridors and regularly verbalized in assemblies and PSHCE lessons.

Rights and Responsibilities

Children's Rights	Children's Responsibilities
<ul style="list-style-type: none"> • To be respected • To be heard • To be believed • To be trusted • To learn • To be safe 	<ul style="list-style-type: none"> • To show respect • To listen • To tell the truth • To be trustworthy • To allow teaching • To take care

"We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere."

(Discipline in Schools - Elton Report)

Rewards and Sanctions

We believe in rewarding good behaviour. It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

We use a variety of rewards including stickers, certificates and Headteachers Awards. We also have regular Achievement Assemblies and we hold bi-annual Governors Awards presentations. In addition the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps. Tickets may be awarded for any actions, deeds or attitudes which are deemed noteworthy. In addition to entering the weekly class ticket draw when a pupils collects 10 tickets they can exchange these for a 'Smiley' face stamp. **Once awarded a ticket can never be deducted.** They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behaviour 1 Ticket (recorded on class chart)
10 Tickets Teacher commendation: (Smiley face stamp recorded on individual achievement card)
100 Tickets/ 10 Smileys Bronze Award (Presented in assembly)
200 Tickets/20 Smileys Silver award (Presented in assembly)
300 Tickets /30 Smileys Gold award (Presented in assembly)

A ticket can be awarded by any staff member to any child at any time. All staff should carry tickets at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.

If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day
- Gold Party: up to a full day

A range of sanctions are available when behaviour falls short of expectations. When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

We use a system of Red Cards to record where a Time Out sanction has been given. These red cards are kept in the child's Believe & Achieve folder so that they can be discussed during mentoring sessions if appropriate. Behaviour Slips are issued for more serious disruptions of lessons or school routines. If there are 3 behaviour slips in one half-term a letter is automatically sent home to the parents/carers advising them of the poor misbehaviour of their child and warning them of the possible consequences. This system alerts parents at an early stage that the school has concerns about their child's behaviour.

Behaviour is one of the strands in the Attitude section of Believe & Achieve. Pupils who achieve green in all 5 Attitude strands for a term are given a Team Green Badge.

Behaviour at Brightlingsea Junior School

Ofsted 2013 *"Pupils have good attitudes to learning and behave well in lessons. Pupils also behave well around the school grounds... Pupils behave sensibly and maturely, with great consideration for other pupils".* Ofsted graded behaviour as Good.

Ofsted 2010 *"The inspection team found that the school has succeeded in improving behaviour and that it is now good. The behaviour of individual children with social and emotional needs is managed well so that it rarely leads to the disruption of lessons."* Ofsted graded behaviour as Good.

Further details of our school behaviour systems can be found in our Behaviour Policy, a copy can be downloaded from our school website.

Believe & Achieve – Homework

Homework is an important part of education and the school tries to ensure that the work set is relevant, limited and manageable. Homework completion and return is tracked through our 'Believe and Achieve' Mentoring Programme and is seen as an important element of the Attitude section of performance. Please check regularly if your child has homework and help them to ensure it is completed and returned on time.

All children will be asked to practise reading at home. For younger children this may mean reading aloud but for older children it may mean talking about their book to develop comprehension skills.

Children taking responsibility for their homework lays down the foundations for future study habits and we hope parents will support this practice.

Learning Logs

Our Aims:

- To improve the quality and effectiveness of homework tasks.
- To continue to extend learning by linking homework to activities completed in the classroom.
- To make homework something that children can take control of, actively engage in and be proud of.

What are learning logs?

- Learning logs will replace some of the homework that your child has been set in the past.
- They will contain challenges and tasks to work on at home.
- They will share with and inform parents of the learning going on in the classroom.
- They will give children the opportunity to record their work in a variety of ways.
- They will aid independence, curiosity and personalised learning skills.

What about Reading, Spelling and Tables?

Your child should still read at least three times a week and have this recorded in their reading log book

They will still be given spellings to practice.

They will be given multiplication tables to learn.

They may occasionally be given additional mathematics homework tasks to help them to meet their targets.

In year six they will also receive regular extra homework covering English and Maths skills.

How will Learning Logs be used?

Your child will bring their learning log home on a fortnightly basis. It will be sent home on a Friday and should be returned to school by a week on Monday. This gives ten days to work on the learning objectives set.

Your child's teacher will stick in a label to remind each child what learning they have covered and should develop and extend in their learning log.

Remember!

There is no right way or wrong way to complete the learning log. Children can choose how they would like to present their work, through pictures, diagrams, writing, photographs, or even 'lift the flaps'. The work should be child-led. Please feel free to give support and encouragement but do not do it for them!

Only one double page should be completed each fortnight. If your child wants to extend the space they have available, they could carefully attach fold outs or flaps. This should all fold neatly back into the book.

Please explore the following web-site for more information and ideas on how to get the most out of your child's learning log. <http://www.learninglogs.co.uk/>

Here are a few quotes from the children about Learning Logs, taken from a recent questionnaire:

Learning logs are the best because you can do it your own way and you can design how to do it." Esme Year 5

"I like the logs because they help me record my ideas." Evie W Year 3

I think the learning logs are fun because you can be creative!" Demelza Year 3

"I like our learning logs because I like writing things and I find stuff out that I didn't know." Andrei Year 5

"This is better than how we did homework before because we are able to do more". Josh Year 5

"I like learning logs and big foot because I have to think about what I am doing and it keeps me out of trouble!" Noah Year 6

"I enjoy doing my learning log and putting my own work in". Rachael Year 4

"I enjoy doing extra topic work in my learning log". Isaac Year 4

"I like doing my learning log because it is fun and I can be creative". Martha Year 4



Brightlingsea Junior School

Believe & Achieve



*Remember, **YOU** are the role model*