

Primary Phase Prospectus

Kettering Science Academy



Welcome to Kettering Science Academy

Primary Phase

A New Direction

Kettering Science Academy opened in September 2009 as an independent state school for learners between the ages of 3 and 19.

KSA provides a range of learning experiences for its pupils, enhanced by recent refurbishments throughout the Primary Phase.

During your child's school life we seek to provide them with exciting learning opportunities; your child will be known and supported by a team of professionals who will ensure that every pupil will experience a successful, seamless transition from Primary to Secondary Phase.

Transition at an 'all through' Academy

At KSA we pride ourselves on the care and support provided for our pupils transferring between Year Groups, Key Stages and Primary and Secondary Phases.

During the term before transfer all pupils are given the opportunity to meet their new teachers and support staff before moving up to the next stage of their education. This takes place in the familiar environment of the pupils' current classroom. Pupils undertake age related activities, for example younger children may have story and discussion time while children in Key Stage 2 may move across to the Secondary Phase.

Transition in our 'all through' Academy allows staff to tailor work to each individual, mapping the child's needs with specific support. This process allows smooth, well structured transition events where each child is able to feel as comfortable as possible.

Admission

For the latest admissions information it is recommended that families contact the Local Authority School Admissions department. The Academy Admissions Policy can be found on our website: www.ketteringscienceacademy.org

Other admissions information can be found in the 'Parent Information' section of the Primary Phase website or by contacting the Primary Phase office.



Early Years Foundation Stage



The Early Years Foundation Stage (EYFS) refers to children between the ages 0 and 5 years. In our Academy, the children in Nursery and Reception are taught using the themes and principles of the EYFS.

Our Nursery caters for children of 3 and 4 years. They make use of different rooms within the Nursery and have access to the Nursery garden. The Nursery has an experienced team of adults who care for and enrich the lives of the children.

Our Reception unit is made up of 2 classes, each class being able to accommodate up to 30 children of 4 and 5 years of age. The children have the opportunity to use both classrooms, a wet area, 2 role play areas and 2 outside areas. The Reception unit has 2 teachers and 2 Nursery Nurses who care for and teach the children.

The children are continually assessed during the EYFS and this information is used at the end of the Reception year to compile the Foundation Stage Profile.

The Nursery and Reception teams strive to provide a safe and happy learning environment. Children are taught to be independent and respect each other and the property within the EYFS setting.

Children in the EYFS learn best through play, and all practitioners within the setting work to provide opportunities for all children to succeed.

“ Children are taught to be independent and respect each other and the property within the setting. ”



There are 3 prime areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Communication, Language and Literacy

These are interlinked with 4 specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

There is an excellent link between Nursery and Reception and the children have many opportunities to play and learn together.





Lower School

Within the Lower School we follow the International Primary Curriculum (IPC) which provides children with experiences and learning in which they can grow and fulfil their potential. We strive to create a stimulating and varied learning environment which allows the children to develop their learning independently. Lessons are planned to be engaging and focussed; they are organised with adult-directed activities and independent learning tasks. Topics are supported by a range of visits and excursions, usually 1 or 2 trips per year group during the course of the academic year.

Learning continues after school, with a variety of activities and after school clubs.



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Upper School

In Upper School we build on the work completed in Lower School. Our children continue to enjoy a broad, balanced and stimulating curriculum which explores topics such as Treasure, Fashion, Making the News and The Physical World. Alongside these topics year groups explore a ‘host country’, widening their world knowledge and making comparisons between their own experiences and life in the host country.

Within each topic, careful planning ensures that children benefit from a wide range of cross-curricular learning, inspirational experiences, and essential skills and knowledge. We believe that it is important to foster our children’s independent skills to support them in their future endeavours. Children are actively involved in the planning process of each topic: in consultation with the teaching staff, they determine the direction in which they would like to take their learning. This involvement ensures all children have an investment in the process and gives every individual the opportunity to flourish.

Throughout the school year several visits are organised to support learning and engage young minds.

During Year 5 and 6 strong links are established with the Secondary Phase to aid transition into Year 7. We make use of the facilities and expertise in the Secondary Phase whenever possible to enhance the learning experience of our children.

“ Lessons are planned to be engaging and focussed; they are organised with adult-directed activities and independent learning tasks. ”



Curriculum

Kettering Science Academy Primary Phase has implemented a Creative Curriculum. Developing this Creative Curriculum has promoted a positive approach to learning and teaching.



Children have an entitlement to a challenging and stimulating curriculum. In our rapidly changing society, we want our pupils to develop skills for learning that they can apply in a variety of contexts in preparation for the future. In the last 10 years, the rapidity of change has increased dramatically and the development of Information and Communications Technology has opened doors and widened horizons. The future for our children is going to be very different from the present and we aim to provide a curriculum that will make our pupils successful life-long learners. To achieve this we have adopted the International Primary Curriculum (IPC).

The IPC is designed to help children:

- Learn the essential knowledge, skills and understanding of a broad range of curriculum subjects
- Engage with their learning so that they remain committed to learning throughout their school careers and their lives
- Develop the personal qualities they need to be good citizens and to respond to the changing contexts of their future lives
- Develop a sense of their own nationality and culture while nurturing a profound respect for the nationalities and cultures of others



Each term children study themes which link curriculum areas rather than individual subjects. A key focus is the development of independent learning skills which enable children to express themselves, refine their ideas and draw conclusions.

All units begin with an exciting entry point and from this the children complete a 'knowledge harvest' of the things they already know about the topic and what they would like to learn over the coming term. Providing the children with the opportunity to plan the topic, in collaboration with their peers and class teacher, gives them a real sense of ownership of their learning.

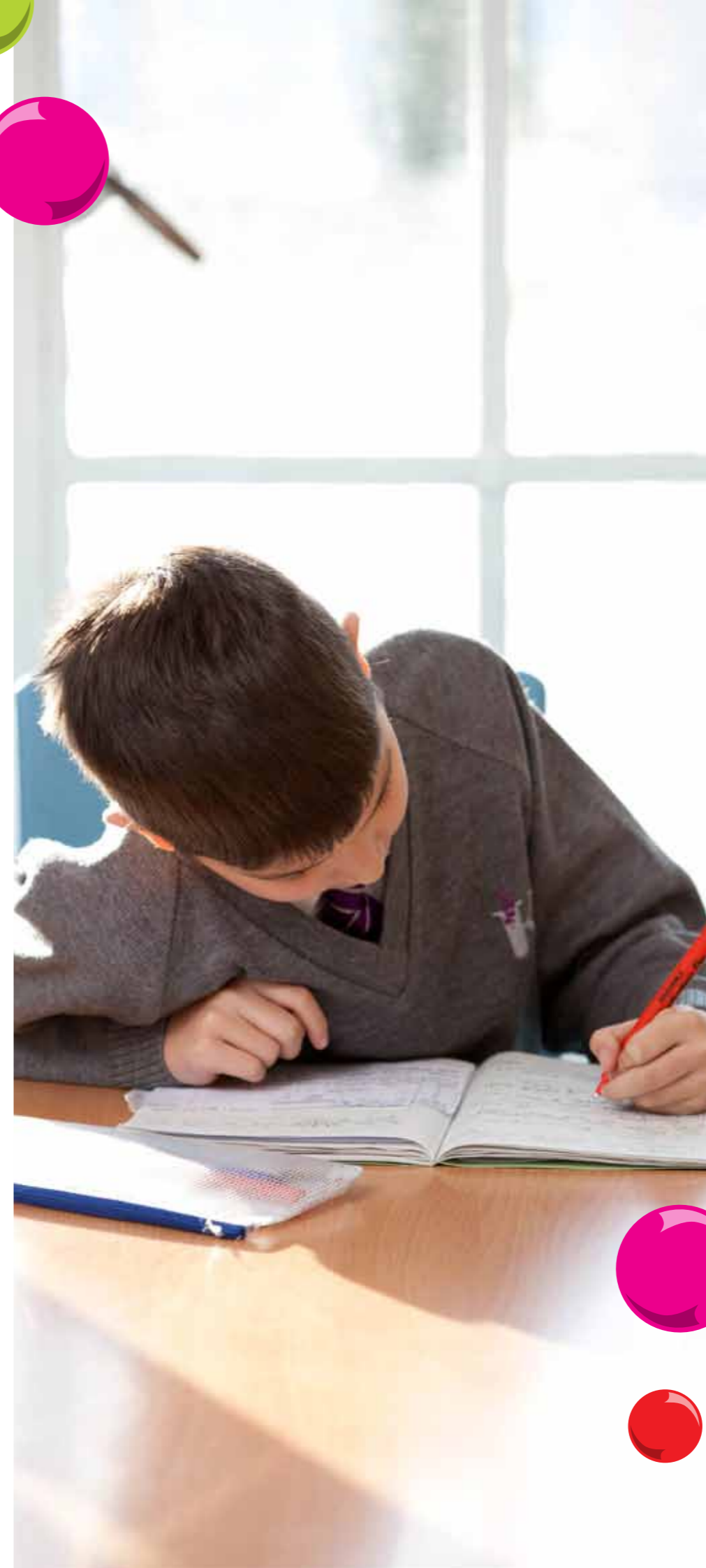
Literacy

The ability to communicate effectively is crucial to every area of life. Skills in literacy are essential for a successful future; our aim is for our children to be able to read, write and speak with confidence, fluency and understanding. Through reading and writing they will develop their powers of imagination, inventiveness and critical awareness.

We encourage creativity and self-expression within writing and oral work, including drama. We seek to foster a love of reading and we encourage the children to read widely. The children develop their comprehension skills through following our progressive independent reading scheme. We have a well-resourced library, which the children are encouraged to visit with their peers or independently.

Literacy skills are taught in all subjects, so that all pupils are continually learning new vocabulary and developing new reading and writing skills. Staff provide individual reading and spelling lessons to support pupils who experience some difficulty in their learning as well as extension activities for those who have talents in these areas.

Learning to read and write is arguably the most important skill we can give our pupils. We work in partnership with parents and carers to ensure that our pupils achieve their full potential.





Numeracy

Numeracy is a key part of every child's education. Children are continuously encouraged to develop their mathematical skills. Teachers ask open ended questions to ensure that pupils' learning develops effectively.

Through the use of interactive whiteboards, practical equipment and differentiated activities, lessons are tailored to the needs of the children. Teachers incorporate mathematics into the IPC, where relevant, so that children may apply numeracy skills to other areas of learning.

A key element of numeracy lessons is mental calculation. Pupils are encouraged to think logically and work independently or with a learning partner. Problem solving and mental calculation work enable children to apply the skills they have learned to everyday life situations.

Children's progress is assessed by the class teacher. Underperforming pupils are identified quickly and interventions are set in place. Parents are kept informed of their children's progress through consultation evenings and end of year reports.



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Science

Being a Brooke Weston Trust school with a science specialism means that we deliver an exciting and varied range of scientific experiences. In the Primary Phase we focus on developing strong investigation skills where children broaden their horizons and foster a love of exploring and finding things out.

Some specialist science teaching takes place across all year groups, including access to the Secondary Phase 'mega labs' to use the latest scientific facilities.

Information Communication Technology

Children are taught to use the internet responsibly and e-safety is considered a high priority.



Today's young people are part of an ever expanding, rapidly evolving, technological landscape. At KSA we strive to offer the latest equipment, software and resources to ensure that our 21st Century children are well prepared for the future. Investment in ICT is strong and is a vital ingredient in igniting learning, opening up possibilities and developing skills that children require to be successful in the modern world.

In the Primary Phase children are able to access the internet under strictly monitored conditions. Children are taught to use the internet responsibly and e-safety is considered a high priority. Through our creative curriculum, teachers integrate technology and software seamlessly into lessons, giving youngsters the opportunities to experiment, create and explore.

Inclusion

At Kettering Science Academy, we are committed to providing an inclusive education in which all children have access to a broad, balanced and relevant curriculum.

Learning opportunities are absorbing, rewarding and differentiated appropriately.

Teaching styles are diverse to accommodate a variety of learning needs, whether a child is gifted and talented, has special educational needs or uses English as an additional language.

Special Educational Needs

If children are having difficulty acquiring the skills and knowledge needed, further support and interventions are planned.

Initially, the class teacher will discuss any concerns with the Special Needs Co-ordinator (SENCo) and, if appropriate, children may receive additional support within the classroom or by being withdrawn for intervention programmes.

If further intervention is required to support a child's needs then the Academy will seek advice and work collaboratively with outside agencies. If a child is subject to a Statement of Special Educational Needs, then other personnel from Local Authority departments will be involved in giving support.

Parent Partnership

We recognise that much of a child's education happens in the home and when families and staff work closely together a child's achievement is greatest.

Therefore we aim:

- To develop good communication with families
- To actively involve families in the education and progress of their child
- To make good use of parents' expertise and willingness to enhance their own learning and that of their child and to involve them actively in school life
- To ask for the views of families of the school and respond accordingly



Further Information

The most up to date information can be found on our website:

www.ketteringscienceacademy.org

The website is updated on a regular basis with all the latest news and photographs. Each class has its own dedicated pages to keep you fully informed about curriculum development, trips, visits and successes during the year.

The Academy also publishes a magazine called Under the Microscope which is distributed three times a year. This is filled with articles and photographs illustrating stories and successes of the latest term at the Academy.

We also welcome visits to the Academy. A guided tour can be a valuable way of seeing the school in action and meeting both pupils and staff. To arrange a visit please contact the Primary Phase office.

Contacting the Primary Phase

Our Academy is a large learning community, but is organised in such a way that all pupils are well known and cared for. Their progress and achievement relies on a successful partnership between home and school, and it is therefore important that parents are able to contact us directly.

The most important contact for all our pupils is their class teacher who maintains an overview of every child's needs and progress. Class teachers are available at the end of each day to discuss any issues about the children. Class teachers can also be contacted via the Primary Phase office, where a message can be left for the teacher to contact you.

Contact Details:

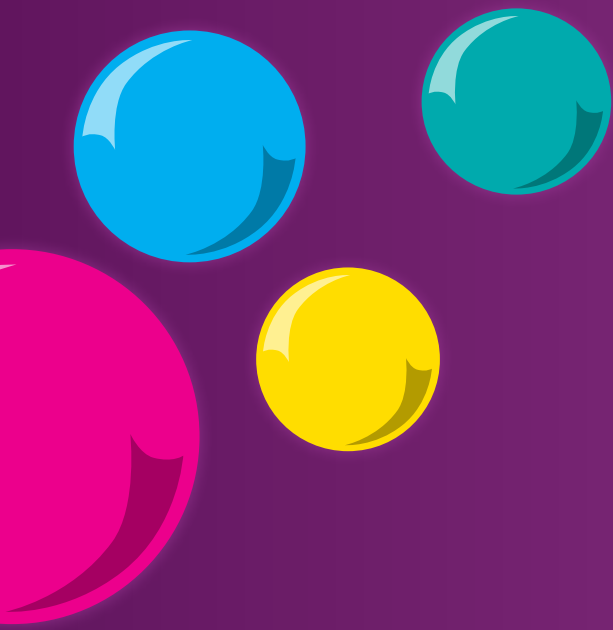
Primary Phase Office

01536 532700

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