

Personal development at R A Butler Academy

March 2024

- 1 - 6RS**
- 2 - UNICEF Rights Respecting School**
- 3 - British Values**
- 4 - Equality of Opportunity**
- 5 - Inclusive Environment**
- 6 - Pupil's Character**
- 7 - Working Collaboratively**
- 8 - Curriculum**
- 9 - Music Provision**
- 10 - Sports Provision**
- 11 - Working in the Forest / Outside**
- 12 - Enterprise**
- 13 - Extra-Curricular Activities**
- 14 - Transition**
- 15 - Parental Engagement**
- 16 - Twitter**
- 17 - Workshop and Trips**
- 18 - Cultural Capital**
- 19 – Next Steps**

At RAB our curriculum extends beyond the academic. We support pupils to develop in many diverse aspects of life of which the impact of this provision may not be assessable during their time with us. Despite being a large school, we work very hard to maintain a family ethos and value every single child and the contributions that they make. We are a UNICEF Rights Respecting School meaning that we ensure that our children have a right to a good education, to develop talents, to have a voice, to have friends and to feel safe and play.

We also base everything we do in school on our 6R values. Whilst we acknowledge that children are also influenced by other factors in their home environment and communities, while they are at RAB they are taught how to embed these values in their approach to learning. This equips them with the necessary traits to succeed when facing the next stage of their education and their adult life beyond.





1 - 6Rs

The 6Rs are: Respectful Relationships, Resilience, Reflectiveness, Risk –Taking, aRticulacy and Resourcefulness.

Examples of specific curriculum opportunities with direct teaching of the 6Rs are:

Respectful Relationships

- Weekly 'Rights Respecting' Assemblies
- Rights Respecting School Award Termly work and Friendship Days
- UNICEF Rights of the child class charters
- Whole school TPP approach to behaviour
- Monthly Reading Buddies focus work
- Year 5 and Early Years Buddy system
- Annual Anti-Bullying focus week
- Opportunities to become Eco Warriors and Peer Mediators
- Mixing our three forms annually giving opportunity to practice friendship making skills

Resilience

- Whole school approach to the curriculum is based on retrieval and children being given the opportunity to 'struggle' and stretch and embed learning

Reflectiveness

- Whole school feedback and marking policy based on www/ebi with the emphasis being on children self-reflecting accurately
- Cross year group 'proud cloud' work
- Reflecting logs as part of behaviour policy

Risk –Taking

- 3 residential opportunities for children in Key Stage 2 which build on time away from home, each having a different focus of activities
- Forest school and opportunities to learn outside programme from Early Years through to Year 6
- RAB's Got Talent annual show with auditions

aRticulacy

- Mighty Oak 5-week public speaking programme for Years 2 to 6
- Moktar Cup school public speaking competition for the whole of Key Stage 2
- Annual poetry recital built in to the curriculum
- Extended written outcomes for each project based on demonstrating learning for that unit
- Opportunities for year groups to perform to their parents or carers

Resourcefulness

- Every Year 6 child has a responsibility role across the school
- Year 2 children have opportunities to be responsible for areas of school life (delivering fruit, putting chairs out for assembly etc)
- Whole school council involves every child and promotes resourceful ideas to improve the school
- Children encouraged to plan and run their own clubs and charity events
- Year 6 Dragons' Den project – raising money for local charity
- Gold holders of Reading Olympics become Reading Ambassadors to promote Reading across the school

RA Butler Academy @RAButlerAcademy · Feb 9 ...
Four Y4 children travelled to Great Chesterford Primary to represent RAB at a local schools Public Speaking Festival on the theme of Environment. Well done to Lydia, Ffion, Jasper & Alex who were so articulate & confident in their delivery. You did the school proud.



RA Butler Academe @RAButlerAcademe · Nov 20, 2023 ...
We've 'Made a Noise about Bullying' at RAB with special assemblies, workshops & it was great to see the younger & older children enjoying their buddy, odd sock disco! There has also been some wonderful articulation around Respectful Relationships.



RA Butler Academe @RAButlerAcademe · Jan 31 ...
The children have fine tuned their bed making skills in the Great Duvet Tussle 2024!



RA Butler Academe @RAButlerAcademe · Nov 1, 2023 ...
All hands on deck! Y5 enjoying a boat trip on the Broads.



RA Butler Academe @RAButlerAcademe · Jan 29 ...
The first group of Y4s have had a busy first day settling in at Burwell House, exploring the grounds and making the most of the games on offer.



2 - UNICEF Rights Respecting School

In November 2022 R A Butler Junior School met the standard for UNICEF UK's Rights Respecting Schools Award at Gold level.

The assessor stated that it was evident that children's rights are embedded across the school and underpin every facet of school life.

Some of the strengths that were noted were:

- Articulate children who talked confidently about rights and demonstrated the school's focus on oracy.
- The extent to which rights respecting language is embedded in the day-to-day life of the school and the principles of dignity and equity are understood by all.
- The schools 6Rs values feed through everything the school does.
- A nurturing, inclusive atmosphere and strong relationships with parents/carers.
- Strong pupil participation. There are several mechanisms for children to feed into decision making and leadership in different areas of school life. Children felt listened to, that their views matter and that they could make a positive difference.



In November 2022, the Infant school were awarded Silver. The reports are on the website.

We continue to put the aims of the United Nations Convention on the Rights of the Child (UNCRC) at the heart of everything we do.

Children learn about the articles in the UNCRC, which are regularly the focus of our Friendship Days. These articles include: the right to a good education, to develop our talents, to have a voice, to have friends,

feel safe and to play. In our classes, we have created class charters to remind us how we can respect everyone's rights and work together towards common goals.

We have both Junior and Infant School Councils, attended by two elected representatives from each class. The children work hard to listen to and represent all the views of the children in their class. They act as a steering group to help us become a Rights Respecting School.

3 - British Values

At RAB we develop responsible, respectful and active citizens who are able to engage with society are given plenty of opportunities to do so.



RA Butler Acad @RAButlerAcad · Dec 8, 2023 ...
Some Y6s joined an idling action event with SW's Clean Air project. They worked with the local council air quality experts to find out more about the impact of idling in cars & ventured outside on the local roads, to pass on what they learnt about idling to drivers.



Some of the clubs our children are involved in outside of school are Triathlon, Swimming, Brownies/Cubs/Guides/Scouts, Football, Rugby, Gymnastics, Netball, Fencing, Cricket, Dodgeball, Street Dance, Orchestras, Karate.

We believe all children have the right to develop their talents. We encourage all children to take part in extra-curricular activities, relating to sport and music, as well as Art and Drama.

The older children are very keen to participate as Ambassadors, RAB Leaders, Playground helpers and as reading buddies for younger children. Many children have visited the older residents of Saffron Walden to talk with them and perform Carols. Community is a very important part of school life and we encourage our children to play an active role both in our local area and our school. Children regularly raise money for charities of their choice.



We develop and deepen pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of those with different faiths and beliefs. by:

- Ensuring that our curriculum reflects these values
- Holding assemblies which are age-appropriate explaining the themes
- Providing wider opportunities to explore these areas
 - Visits, places of worship
- Valuing discussion around these topics and making time for them where appropriate – steering group, peer mediator training
- Auditing the literature available for the children within the reading spine, class and school libraries, texts chosen for guided reading

The British Values run through what we do in school for example:

Democracy

- There are opportunities to see this process in practice during the school year, for example the setting up of a new School Council and Steering Groups and children also vote for children to represent them for public speaking or house captains etc.

Rule of Law

- Children develop their school charters each year and aware of behavioural expectations around the school.

Individual Liberty

- Our pupils are encouraged to think for themselves. They are taught regulation strategies through their engagement with the Zones of Regulation. PSHE lessons cover how to manage peer pressure.



Mutual Respect and the Tolerance of those with different Faiths and Beliefs

- Our main 6R is Respectful Relationships and children are rewarded when they show this value within the school setting and beyond.

Being able to resolve conflicts effectively is taught through PSHE and Year 5s are given the opportunity to volunteer as Peer Mediators and receive weekly training to do so.

4 - Equality of Opportunity

We promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.

An INSET on equalities and challenging assumptions was held.

In response to a racial incident, we set up a parents and carers **REACH** (Race Equality and Cultural Heritage) group which met each half term drawing on people's experiences and knowledge. The aim of the group was to celebrate diversity within our community and support our children to be their true authentic selves and draw up an action plan.

After gathering participants thoughts, the action plan covered these areas:

- Opportunities for REACH to be part of school events / calendar dates
- Share strategies with families about having difficult conversations (use Anna Freud materials)
- Equip teachers to have courage to address difficult conversations appropriately – fuel curiosity
- Audit wider REACH group for experiences and skills – and draw upon them appropriately
- Look for approaches on how to build self-esteem
- Review our Tolerance Statements within policies
- Set up Diversity Ambassadors within our Steering Group (including SEN representation)

A cultural themed Arts week was held in the Summer Term 2023. This Summer we will have a diverse Science week.

The impact of this will develop

- children's understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others within the RAB community
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

RA Butler Acade @RAButlerAcce · May 26, 2023 · ...
Thank you to all our wonderful families who came to share their heritage, languages, traditions and food during our Cultural Arts week. You enabled our children to 'travel' the world and share some wonderful experiences 🌍



A parent spoke to the children about her culture and her job as a software engineer. The children enjoyed thinking about their experience of coding and how they could use this in the real world.

The REACH parent's views continue to be sort.

Examples of equal opportunity within our curriculum are:
In MFL we look at festivals and celebrations and the cultural differences. We hear and watch children from France speaking. We study traditional foods and recognise what different European countries are famous for. We explore neighbouring countries on an atlas and also discuss how languages developed and changed over time.

In Music children are exposed to a wide range of music from across the world, thus exposing them to different cultures. As they go through the school, they have units on Hip Hop, Latin music, Sea shanties, African music, Reggae, Gustav Holst, Soul and Gospel, Jazz, Grime and Rock.



RA Butler Academy @RAButlerAcadem · Jan 19 ...
Merci Ms Villement for visiting 4MM and teaching them about French culture and the language. They loved hearing a children's story in French and, using their language detective skills, working out what it was all about.



5 - Inclusive Environment

We promote an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

Based on an audit of learning behaviours and engaging with current research into making learning sticky, we have developed a range of strategies we expect all of our teachers to use in their daily work with the children to help learning make its way into children's Long-Term Memory. These strategies are based on a range of techniques connected to the use of knowledge organisers and mini quizzes.

Teachers also plan in active learning techniques to complement learning and give all children the opportunity to become actively engaged in learning and to articulate their understanding.

We have also developed the use of pre and post learning 'masterclasses' to enable all children to be able to access learning at an age-appropriate level and to prevent a widening of a learning gap. We aim to keep the learning pace of all children at the highest level and ensure there is no 'glass ceiling'.

Each topic begins with a launch event designed to spark children's interest and engagement. This also acts as a 'leveller' to enable all children to be able to access their future learning irrespective of any difference in cultural capital. It also acts as a knowledge harvest to allow teachers to ensure planning meets the needs of pupils



RA Butler Academy @RAButlerAcademy · Mar 25 ...
It was back to 20.10.1940 for Y5 who spent the morning experiencing school as evacuees and the afternoon shopping 1940s style, working out how they could make their ration books stretch to cover their shopping list. An immersive culmination of their WW2 history topic.

A school trip planned each term deepens links and supports the children's learning in the classroom.

Assemblies are carefully planned to expand our school curriculum and cultural capital.

We do not tolerate any form of discrimination and children show respect for those who share the protected characteristics. The curriculum is planned and delivered so that children develop age-appropriate knowledge and understanding during their time at school.

Children are taught about the different types of family groups that exist within society.

6 - Pupils' character

All our school staff are TPP (Trauma Perceptive Practice) trained which enables staff to reflect on early life experiences that may affect a child's development. The principles behind this training are embedded throughout the school and have influenced policy and practice. The core values are:

- Compassion and kindness (instead of blame and shame)
- Hope (instead of hopelessness)
- Connection and belonging (instead of disconnection).

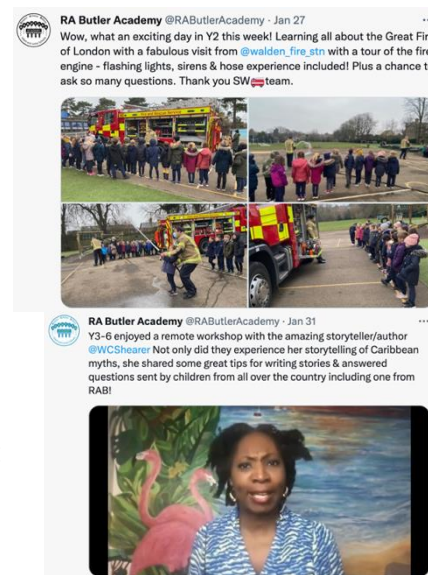
Within this framework we develop our pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.

We also develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. We have embedded the Zones of Regulation throughout the school which gives children emotional vocabulary to check-in with how they are feeling.

In addition to what we already had in school (Learning Mentor / School counsellor) we have responded to an increasing need in supporting children's and their parent's mental health by:

- restructuring our SEMH provision so that all year groups have better access to TPP trained ambassadors
- running a parent Connect group each month looking at connecting with their children and supporting their and their children's mental health
- training a member of SLT as a Senior Mental Health Lead
- engaging with Essex MIND and having an Educational Mental Health Practitioner (EMHP) working one day a week

Our behaviour policy has been rewritten in light of our TPP training which builds on our provision for children's moral development and their ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England. Children are taught to understand the consequences of their behaviour and actions.



Staff meet and greet their children at the classroom doors to establish connections.

7 - Working Collaboratively

Children are encouraged to work collaboratively and have rich discussions and debates. They are taught to investigate and offer reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoints of others on these issues. Children in Year 5 are invited to join a Challenge Club to develop these skills further.

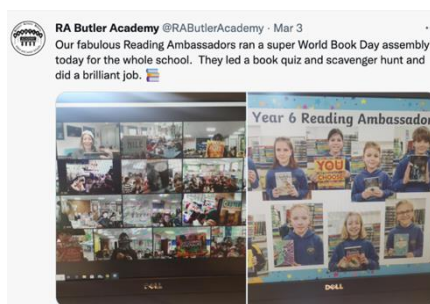
All staff have been trained in using 'Kagan' structures which encourage children to participate more fully.

8 – Curriculum

Our knowledge-rich curriculum provides opportunities for children to apply their skills across all subjects and ensures pupils have the cultural capital required to be successful citizens. This approach enables children to

apply knowledge and skills they have learnt to new situations. We ensure that all children have access to a broad and balanced curriculum, identifying quality first teaching as the biggest key to success. The Pupil Premium Grant (PPG) is allocated wisely to enable us to ensure pupils entitled to PPG funding make progress in line with their peers.

At R A Butler we consider our curriculum to be much more than the details of what we set out to teach. Our school curriculum encompasses all that children learn as a result of being members of our school community. This includes the learning that takes place as a result of our taught curriculum but goes much further and includes learning through carefully and purposefully created experiences, traditions and interactions. We aim to give children a sense of enjoyment and fascination in learning about themselves, others and the world around them, by using their imagination and creativity in their learning. Our curriculum combines what we teach with how we teach it, or importantly what children learn and how they learn it. The curriculum is carefully designed but continuously evolving with research and based on our community and children's needs.



RA Butler Academy @RAButlerAcademy · Feb 9 ...
Y1 had a visit from Wizard Belzar. He showed them how to make a potion using 'stardust', 'mountain rainwater', 'toad juice' & 'worms' to get rid of rats. This inspired the children to create their own potions and give instructions as to how they were made.



RA Butler Academy @RAButlerAcademy · Feb 2 ...
We've been afraid of the big, bad wolf, huffed & puffed the house down, & run away as fast as we can during Y1's Fairy Tale day. Children created their own Fairy Tale characters, made up their own stories for these characters & also took part in a Fairy Tale dance lesson.



All curriculum subjects contribute to pupils' personal development in different ways. For example:

RE - Children are given the opportunity to be reflective about their own beliefs (religious or otherwise) and perspective on life whilst learning about and respecting, different people's faiths, feelings and values.

PSHE - At RAB we follow the Cambridgeshire PSHE scheme which we adapt to meet our specific needs. A number of the units focus on being physically healthy (healthy lifestyles, drug education, personal safety etc.) and keeping mentally healthy (My emotions, zones of regulation etc.). Throughout PSHE lessons, the children are encouraged to reflect on their own and other's beliefs (beginning and belonging, diversity, etc.) as the subject revolves around respectful relationships which is backed up by other areas, for example during assemblies.

We teach children to recognise risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, substance misuse, gang activity, radicalisation and extremism – and make them aware of the support available to them.

RSHE - We develop pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education.

We specifically address sexual harassment, online abuse and sexual violence. The curriculum should also address safeguarding risks (including online risks), issues of consent, and what constitutes a healthy relationship both online and offline.

We ensure that our systems for talking to a trusted adult are robust. All classes have worry boxes, and 5 adults the children can talk to in addition to the Learning Mentor, Assistant Head and Deputy Head for Inclusion.

Teachers are aware that there are other factors that increase a child's vulnerability, or potential vulnerability, such as mental ill health, domestic abuse, having additional needs, and being at greater risk of exploitation and/or of feeling unable to report abuse (for example, girls and LGBT children).

We hold annual NSPCC assemblies.

RA Butler Academy @RAButlerAcademy · Mar 25 ...
A brilliant return visit from @darwintreelife scientists to show Y5s what insects had been caught in their autumn malaise trap. They included a Darwin wasp, dung beetle, fairy wasp and a very hairy Asian tiger mosquito!



← Tweet

@RAButlerAcademy

Y6 have been further developing their creative, technical and practical expertise in DT. Collaboratively they have worked hard to make stable and well insulated shelters for the 3 little pigs, with a particular focus on techniques around building and strengthening structures.



RA Butler Academy @RAButlerAcademy · 18h ...
What a fabulous #WorldBookDay2023 we've had. Fantastic costumes, brilliantly interactive storytelling workshops, a book swap so everyone got a new book to take home. The children used the characters they were dressed as to create their own stories to perform to their class.



Computing - We enable pupils to recognise online risks and to recognise the dangers of inappropriate use of mobile technology and social media.

We invite outside speakers to teach the children, staff and parents about staying safe on the internet. We gather pupil's voice and respond to the findings around use of technology.



Design Technology - All food lessons include some aspect of hygiene from EYFS onwards and these and one other project in every year group will cover some aspect of how to use tools safely eg Year 2 saws, Year 3 craft knives, Year 5: sewing machines, rotary cutters.

All projects include creativity - it is essential that the children create a product that fits the design criteria and children are encouraged to do this in an innovative way. It is central to DT that the children bring their own designs and ideas to a project.

All food projects include aspects of why healthy diets are important, seasonality and the Eat well plate, which has links with PSHE.

As with other subjects, DT uses the 6R's throughout lessons. Planning and teaching include points to remind the children to be resilient - we make it clear that they will not always find focus tasks etc easy but after reflection they can choose whether it is a skill they want to include in their design, empowering them through choice and awareness of the difficulty levels. There is also an aspect of seeing a project through from inception to completion, that is very satisfying and is unique to DT. The children are also aware that they are learning and using new skills or tools, which are directly applied in their project.

Art - All artists (male and female, alive or dead) who are selected as the artist focus in the art curriculum represent a range of people from many different countries.

Art tasks are written with many opportunities for reflective practice to enhance their own interpretation and creative interpretation.

Lesson plans are written to promote and develop knowledge and understanding of the influence on the time and place of historical events on the work being viewed e.g. William Morris's designs as protest against the Industrial Revolution.

9 - Music provision

Our curriculum is enhanced beyond the National Curriculum. We have access to watch music in the Saffron Hall.

We have an orchestra and a choir. Children access individual music lessons throughout the day, the times carefully selected so that they are not missing vital learning.

We have a music specialist who teaches and works alongside teachers to deliver the music curriculum and offers more musical opportunities to groups of children who may not access individual music lessons.



10 - Sports Provision

At RAB we aim to offer all children high quality PE and sport, and give everyone the opportunity to be a part of this, regardless of their background, ethnicity, gender or ability. We develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities.

All children have the opportunity to explore new skills, experiences and talents in a broad range of clubs and teams representing the school at a local and county level.

We promote well-being and healthy lifestyle by promote healthy lunchboxes and children take part in daily mile.

We currently run Active sessions or 'PE party', (as the children have renamed it) every week offering an opportunity for the children with SEN to follow a mixture of structured activities and activity through exploration of apparatus and equipment. The type of activity varies each week, and will include a number of different games which incorporating different skills, following instructions and teamwork.

We also offer the 'Power hour' which is an opportunity for all children to access further physical activity during the school day outside of their structured PE lessons, often the SEN/ PPG children access this during their lunch hour as it offers a number of different games and activities outside of sport.

We have also taken 11 KS1 children along to a Multiskills inclusion festival and 9 KS2 SEN/PPG children along to a Kurling and Boccia competition.



RA Butler Acadei @RAButlerAcac · Oct 6, 2023 ...
Congratulations to the KS2 children who took part in a local schools Kurling & Boccia competition. Working as a team they played some great shots in both sports. They all did amazingly well with Y6 coming 2nd overall in the Boccia & our mixed Y4/5 team taking 3rd place.



RA Butler Acadei @RAButlerAcac · Jul 10, 2023 ...
The boys played fantastically throughout the County Cricket Finals, making it through to the finals for their toughest match. In the end they took home silver—second in the County! The big excitement was the opportunity to meet Nasser Hussain who was watching the boys' games 🏏



RA Butler Academy @RAButlerAcademy · Mar 7 ...
A fantastic morning of hockey over at JFAN last week, with some amazing hockey played. Team 1 won overall out of 17 schools, not losing a match in the process. Well done to the Year 5s who were playing up a year group. Congratulations to everyone who took part.



RA Butler Academy @RAButlerAcademy · Mar 7 ...
In one of the wettest tournaments we've played, 3 RAB tag rugby teams competed against other Uttlesford schools. They all played fantastically with Team 1 facing some tough games & challenging pitches to become overall winners, qualifying for the regionals. Well done all.



11 - Working in the Forest

All children have the access to the forest area.



12 - Enterprise project

RA Butler Academi @RAButlerAcad · Jul 17, 2023 ...
Well done to our enthusiastic, entrepreneurial Y6s whose stalls raised £582 at our Open Afternoon & thank you to our families for your generosity. Their legacy gift for the school will be investing in the Junior Reading Garden. Thank you Y6!



Year 6 children have an opportunity to be involved in an enterprise project each year.

13 - Extra-curricular activities

We develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities.

Last Autumn Term we ran 29 clubs. All 593 club's places were allocated and 345 children were been given a club. 15 free places were given for FSM children.

We have 93 pupil premium children. We are continually looking at strategies to increase this number, for example personally inviting them,



running them during lunch times for ease of access etc.

We will offer an additional adult for our children with SEN who need this adjustment.

Although there is no expectation on teachers or support staff to run these clubs, 14 are run by teachers, 2 by SLT and 6 by Support Staff.

DAY	CLUB	YR GRPS	MAX.	TIME
MONDAY	Dodgeball	1&2	25	8:10-8:50am
	Multi Sports	1&2	22	3:30-4:30pm
	Art Club	5&6	20	3:30-4:30pm
	Netball	3&4	22	3:30-4:30pm
	Lacrosse	3 to 6	16	3:30-4:30pm
	Country Dancing	2 to 4	30	3:30-4:30pm
	Athletics	3 to 6	30+	3:30-4:30pm
TUESDAY	Badminton	5&6	16	8:10-8:50am
	Hockey	3&4	20	8:10-8:50am
	Kurling	2 to 4	16	8:10-8:50am
	Rounders	3&4	16	3:30-4:30pm
	Rounders	5&6	22	3:30-4:30pm
WEDNESDAY	Energy Club	EYFS	16	8:10-8:50am
	Archery	3 to 6	20	8:10-8:50am
	Hockey	5&6	20	8:10-8:50am
	Drama	3 to 6	28	3:30-4:30pm
	Gardening Club	4 to 6	15	3:30-4:30pm
THUR	Boogie Bounce	3 to 6	18	8:10-8:50am
	Karate	1&2	25	8:10-8:50am
	Chess	3 to 6	28	12.15-13.15pm
	Multi Sports	1&2	22	3:30-4:30pm
	Dance	3 to 6	26	3:30-4:30pm
	Diamond Cricket	5&6	32	3:30-4:30pm
	Gardening/Crafts	Year 2	12	3:30-4:30pm
FRI	Running/Tag Games	2 to 6	Unlimited	8:10-8:50pm
	Badminton	3&4	12	8:10-8:50pm
	4 Square	3 to 6	30	3:30-4:30pm

14 - Transition

We have a strong transition programme into EFYS where our practitioners seek to form strong bonds with our families as early as possible.

This includes an invitation to school to meet the teacher on a 1:1 basis whilst we carry out a Speech and Language screen on their child. An opportunity for the child to come for a session in their classroom, whilst their parent / carer meets other parents. The EYFS teachers attend nursery settings and make phone calls to gather information and, in the September, they undertake a home visit.

Nearly all of our Year 6 pupils move-up to the local High School. We have a strong transition package in place and work hard at getting the same experience for those who are going to other schools. This will involve teachers coming to RAB to run taster lessons, the Head of Year and Pastoral Lead meeting the children and talking to RAB staff. Previous pupils return to RAB and talk to the Year 6s about what they can expect. For our children with SEN or are exceptionally anxious, there are additional sessions that we offer.

We ensure that by the end of Year 6 our pupils are equipped to make the transition to Key Stage 3 successfully.

We plan for transition between Year groups too and offer Social Stories, time to meet new adults, transition books and videos etc for those who need it.

For all children there is a Move-Up day.

At every transition safeguarding information is appropriately shared.

15 - Parental Engagement

Seesaw is established as an informal communication for teachers to communicate with parents. Videos are being used to support parents with home learning and strategies used in school.

We keep a record of which parents do not attend Parent meetings and then personally invite the parents to the following terms meeting. This strategy has been effective in raising the percentage of parents attending consultations.

Parents in EYFS and Year 1 are invited in to read with their children. Parents are invited to come and share their children's work with them at regular open afternoons.

Staff run workshops for parents on a variety of topics: phonics, times tables etc

We run SEN Coffee Mornings each half term.

16 - Twitter

Our twitter feed is regularly updated showcasing what we are up to in school:

RA Butler Academy@RAButlerAcademy

RA Butler Acade @RAButlerAca · Oct 13, 2023 ...
RAB were delighted to support @Uttlesfordfb with our Harvest collection. Thank you to all our families for your generous donations, we filled their van!



17 – Workshops and Trips

Examples of workshops and trips booked or undertaken this year so far:

Juniors			
Autumn Term	368	Y3-6	Junior Swimming Autumn Term
11/09/2023	91	Yr 4	HOTP Ancient Egypt
13/09/2023	92	Yr 3	West Stow
03/10/2023	91	Yr 4	Rye Meads
16/10/2023	96	Yr 6	HOTP Life in Roman Britain
24/01/2024	96	Yr 5	HOTP Home Front 40 Day
Spring Term	288	Y3-5	Swimming Spring Term
05/03/2024	90	Yr 3	Circus Skills
06/03/2024	96	Yr 4	Epping Forest
12/03/2024			Big Bang Fair
18/03/2024	95	Yr 6	YSC: Midsummer Night's Dream
19/04/2024	96	Yr 5	Celtic Harmony Camp
?????	96	Yr 5	South Bank Centre
5th, 6th, 7th Jun	96		Astra Zeneca
11/06/2024	90	KS2	Hockey Trip
30th Oct - 3rd Nov	91	Yr5	Aylmerton Residential
29th - 31st Jan	91	Yr4	Burwell Residential
24th - 27th Jun	95	Yr6	Eaton Vale Residential
DATE	No. of	CLASSES/	VISIT/
2023/24	Pupils	YR GROUPS	WORKSHOP
Events yet to happen / letter yet to go out - double check figures and bookings			
Infants			
09/10/2023	90	Yr 2	Wonder Dome Planetarium Workshop
31/10/2023	90	EYFS	Pop Up Play Village
17/11/2023	90	Yr 1	YolanDa's Band Jam at Saffron Hall
Spring Term	90	Yr 2	Swimming Spring Term
27/02/2024	90	Yr 1	Pop Up Play Village
		Yr 2	Zoolab



18 – Cultural Capital

See linked documents

19 – Next Steps

We are continuing to consider how we can offer more opportunities for pupils to lead. For example, assemblies, clubs etc.

Preparing our children for adulthood is also an area that we are developing.

Linked Documents to Look At

- Cultural Capital
- RRSA Accreditation Report Junior School
- RRSA Accreditation Report Infant School
- Inclusion update