



Martham Academy and Nursery

Parents & Carers Handbook 2022/23

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*All details are correct at time of printing September 2022
Any updates will be live on the school website*



Welcome to our School from the Executive Headteacher

We are delighted to welcome you to Martham Academy and Nursery. The school is a member of the Broad Horizons Education Trust and was graded by Ofsted in October 2017 as a 'Good' School'.

Our children are caring, well mannered, cheerful, and love learning in school. There is an excellent and extremely hardworking team across the school who provide high quality, positive learning experiences that enable our pupils to achieve the very best and develop a love of lifelong learning.

The school continues to strive for excellence. Our latest Ofsted reports say:

'Teachers establish strong relationships with pupils and this means that pupils want to do the best for their teachers and readily cooperate with them. Teachers also know their pupils well, including the different needs of individual pupils.'

'Pupils have very positive attitudes to learning and want to do their best. They enjoy all aspects of school life and are not afraid of hard work.'

This is a true reflection on our school and we are very proud of what we have achieved. At Martham, we actively encourage our parents and carers to support children in their learning, so that together we can help them succeed to the very best of their ability. This will, in turn enable them to have high expectations, promote better learning at school and aim high throughout their lives.

We love our school and all it has to offer. We pride ourselves that we provide a safe, positive and happy environment for children to learn and achieve.

We look forward to welcoming you and your children as you join our school family.



Mrs Sarah Mules

Section 1

School Profile

The school is friendly, happy and very successful. We do everything we can to try to ensure that every child can be happy, achieve, be safe, make a contribution and develop a love of learning that will prepare them for life in the modern world.

Vision Statement

We aim to develop a lifelong love of learning by immersing our children in an exciting and diverse curriculum. Through an ethos of nurture, respect and value of individuality, all are encouraged to strive to achieve their full potential, raising their aspirations for a successful and happy future.

Broad Horizons Education Trust Executive Team

Chief Executive Officer	Mr Don Evans
Executive Director for Education	Mrs Clare Jones
Chief Operations Officer	Mr Phil Beacher

School Governance Team

School Governance Team	
Chair	Mr Peter Young
Parent Representative	Mrs Suzanne Mitchell
Parent Representative	Mrs Emma Hart
Parent Representative	Mr Martin Fleming
Staff Representative	Ms Deborah Gillespie
Community Representative	Revd Steven Sivyver
Community Representative	Mr Peter Young
Headteacher	Mrs Sarah Mules

The School Staffing And Structure

To ensure that children are not 'lost' in a big school it is organised into smaller units. Each child will be the responsibility of the class teacher who will be the first point of contact for all curricular and pastoral care matters. The classes are then grouped into education phases, rather like small schools. In charge of each education phase is a Phase Leader, an experienced teacher who acts as leader for that Key Stage. The learning for the phase is planned by the leader and class teachers, so equal access to learning is provided for all. PE and Music is taught by subject specialists. with expertise to cover the full range of subjects.

Staff List 2022/23

Senior Leadership Team

Headteacher	Mrs Sarah Mules
Deputy Headteacher	Ms Deborah Gillespie
Assistant Headteacher/KS 1 Leader	Mrs Katy Savage
SENCO	TBA
Key Stage 2 Leader	Mrs Gina Molineux

Teaching Staff

Nursery Manager	Caterpillar and Firefly Class	Mrs Helen Gilham
Reception	Ladybird Class	Mrs Kim Walters-King
Year 1/2	Rabbit Class Squirrel Class Hedgehog Class	Mrs Michelle King Mr Tom Smith Mrs Katy Savage/Miss Darlene Daniels
Year 3/4	Barn Owl Class Rabbit Class Pine Marten Class	Mrs Melody Devey Miss Katie O'Reilly/Miss Darlene Daniels Mr Alex Norfolk
Year 5	Fox Class Heron Class	Mrs Lynne Pearce Mrs Gina Molineaux
Year 6	Red Deer Class Seal Class	Mr Christian Taylor Mrs Clare Higgins
Music Teacher		Miss Sarah Wright
PE Coaches		Mr Gary Wilson, Miss Baelie Fairbrother

HLTA and Cover Supervisors

HLTA	Mrs Jo Smith
Cover Supervisors	Mr Greg Pearce, Mrs Catherine De'Ath, Miss Dawn Harvey, Mrs Sarah Crabtree

Learning Support Assistants and Nursery Assistants

Nursery	Miss Jaimie Ellis, Miss Khia Pallet, Miss Vikki Hill, Miss Emma Palmer, Miss Rebecca Rowand, Miss Phoebe Sheales
Learning Support Assistant	Mrs Caroline Albrow, Mrs Rachel Hall, Mrs Sue Allen, Mrs Sarah Crabtree, Mrs Wendy Rudrum, Miss Dawn Harvey, Mrs Catherine Cater, Mrs Jo Watson, Mrs Katy Hubbard, Mrs Stacey Daniels, Mrs Catherine De'Ath, Mrs Gaynor Breeze, Mr Greg Pearce, Mr Robert Hunt, Mrs Mandy Farrow, Miss Megan Pearson Miss Mia De'Ath

Support Staff	Administrator	Mrs Debra Hewitt
	Admin assistant	Mrs Sheena Siely
	Caretaker	Mr Graeme Blundell/Mr Kevin Cook
	Cleaning supervisor	Mrs Debbie Witheridge
	MSA	Mrs Sue Howard, Mrs Louise Fryer, Mrs Janette Styles, Mrs Sheena Balls
	Cleaners	Mrs Jill Pettit, Mrs Louise Fryer, Mrs Sue Howard, Mrs Lindy Stewart-Jacks

PTA (Parent and Teacher Association)

The PTA organises a fun packed diary of events for the children and their families to enjoy, including discos, bingo and our traditional fetes.

The purpose is to raise funds through our events to support the children and the Academy with extra enrichments, activities, playground equipment, Year 6 leavers gifts.

We always welcome new members to join us. For any enquiries, please contact Sarah Crabtree by email: PTA@marthamacademy.co.uk. Meetings take place once a term on mutually agreeable evenings (usually 6.15pm on a Wednesday)

School Facilities

The School is an Academy and Nursery for children aged two to eleven years. In addition to the classrooms the school also provides the following specialist areas:

Computing - The school has a modern computer network. All classrooms have large interactive boards. WIFI is available throughout the school. Banks of Google Chrome Books are available for use in classrooms throughout the school. Children are taught how to use the Google Education Suite which also helps to support home learning.

The Food Technology Area is a modern kitchen. Two sinks and cookers with optimum preparation areas ensure that small and large groups of children can prepare food safely and effectively.

The Music Studio is the centre for musical studies and class music lessons are taught here. It has a range of tuned and untuned percussion instruments, which makes the centre a very well equipped resource. The studio and other rooms are used for the teaching of violin, viola, keyboard, double bass, flute, clarinet, oboe, drums, guitar as well as orchestra training.

The School Library has been refurbished and restocked. It is situated in the middle of the school providing ready access to its considerable stock of fiction and reference books.

The Conservatory provides a pleasant airy facility for dining. It is also used for other activities during the day.

The School Hall is used for assemblies, physical education and Games. It is well equipped with gymnastics apparatus and has appropriate changing facilities.

The School Playing Fields are extensive and used for football, rounders and athletics. The school field also plays an integral part in our play facility for the children.

The School Playground now consists of a wide range of outdoor facilities to ensure that children have plenty to occupy them at break times, and to encourage active play.

All-weather sports pitch – provides a safe space for ball games for all pupils on a rota to ensure all children get a time to play.

OPAL - Outdoor play and learning.

We are currently undertaking a programme to introduce [OPAL](#) to our school.

This encourages children to play, assess risks and use their imagination and creativity to play. **Once the weather turns wet, this will mean your children will need a pair of named wellington boots.** You may also wish to provide waterproof outer wear to protect their school uniform. Your child may come home with dust or mud on their clothing.

The National Curriculum

The National Curriculum is the curriculum laid by the Government. It is to be studied:

- By all students
- In all state schools
- From the age of 5 – 16

The curriculum for a state school has to satisfy the requirements of the Education Reform Act 1988 and subsequent legislation. The Act states that the curriculum should:

- Be balanced and broadly based
- Promote the spiritual, moral, cultural, mental and physical development of the student
- Prepare the student for the opportunities, responsibilities and experiences of adult life.

English

English is for learning and for life and the key to all other areas of the curriculum. It provides children with essential skills that will support them through school and beyond.

We believe the ability to use language effectively is at the heart of all learning. Through language, we learn about ourselves and the world around us; we are able to gather knowledge and make connections.

Communication, both oral and written, is key. We value speaking and listening skills, in all their forms, and are keen to provide rich opportunities for children to share ideas; express opinions; give explanations for what they are doing; recount stories or experiences; extend confidence in speaking through drama and discussion. Through these experiences, children learn to respect others and become good team players.

Reading is a vital skill for all, as it gives us access to the world of knowledge, thoughts and ideas. Through it, we learn to appreciate both the beauty of our language and its power. The aim is to promote reading for pleasure: to create life-long readers who are excited by books. To enable this to happen, we extend the reading skills (word reading and reading comprehension) of all children, so that they can become fluent, independent readers.

The children are therefore encouraged to read, and to be read to, at home as well as at school. We want children to become curious and increasingly critical of what they read: to question it and to think about the wider issues; to empathise with others to explore different ideas.

Writing not only develops children's stamina and perseverance but also their self-esteem. We are creating a curriculum that will give the children a wide variety of experiences: both through writing for pleasure, writing for a purpose and writing for different audiences, including themselves. Rich texts are used to extend their vocabulary and introduce them to many varied styles and formats. We aim to develop positive attitudes to writing; develop stamina; equip children to know how to plan/draft, as well as proofread and edit.

Correct spelling and grammar are important: the children are encouraged to become aware of ways to improve their written work as they move through the school. Statutory word lists for each year group show expected levels. We believe that children should take pride in their work and help them to learn to present their writing neatly and clearly for all who may read it.

The English curriculum is enhanced by:

- Storytelling, drama for writing, imaginative-enquiry linked with cross-curricular topics
- Focus events such as book-focused weeks, visiting authors, out of school visits leading to writing
- Community learning events such as: landing pads and enrichment weeks
- Parents' meetings to support phonics, reading and spelling
- Involvement in Trust wide working; partnerships with other schools – sharing our practice and learning from others.

Mathematics

Our mathematics curriculum equips pupils with tools that include logical reasoning, problem-solving skills and the ability to think in abstract ways.

“Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.”

This statement is at the heart of both why and how we teach maths at Martham Academy and Nursery.

The aim for all pupils is that they:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. We work to create a safe learning environment for the children that celebrates both achievement and attainment. Understanding is at the root of what we want for the children; we are looking for more for them than simply the ability to provide right answers.

Martham Academy's maths curriculum aims to enable children to reason and understand maths so that they can appreciate the beauty and power of mathematics as well as answer questions. Lessons are planned to tackle children's misconceptions and ensure they become mathematically literate. The children are encouraged to ask questions and investigate; opportunities for this are a regular part of lessons. These are discussed in class and valued as an important part of the children's mathematical development.

Science

In Science, we use the 2014 Primary Curriculum in all year groups. We develop the understanding of science through the delivery of its concepts, using a practical approach that is both relevant to the child and the world in which they live. This will build skills required to take a full and active role in the development of children's lives. More specifically, our objectives are:

- To show respect for the world in which they live
- To develop thinking skills, applying scientific processes to solve problems and pursue scientific enquiry
- To work in a practical way and develop confidence in use and design of equipment
- To show that science impinges on many aspects of our lives
- To show that scientific knowledge is relevant to many aspects of our lives
- To apply learning from other areas of the curriculum
- To consider science as a potentially dangerous activity and respond accordingly.

Computing

Computing has become an integrated part of modern life and it is essential that our pupils can take advantage of its opportunities and understand its effects. In our school, pupils gain the appropriate skills, knowledge and understanding, outlined in the 2014 Primary Curriculum, to have the confidence and capability to use Computing throughout their lives. Computing uses the selection of information, logic, algorithms and data representation to build understanding. Children learn how to program, evaluate and apply knowledge in order to solve problems. Therefore they become responsible, competent, confident and creative users of information and technology. Pupils are also taught how to be safe online and how to use the internet safely.

Music

Music is taught throughout every year group at Martham Academy and Nursery by a specialist Music teacher. The lessons are built around the term's topic and meet the requirements of the Music National Curriculum. In lessons we use a mixture of fun and interactive musical activities, songs and instruments to develop the children's performing skills, self-confidence and ability to read music and create simple compositions. The key skills that are the focus throughout each year group include: dynamics, tempo, structure, timbre, duration, pitch, notation and rhythms. A variety of different themes are covered during a child's time at Martham Academy and Nursery to allow for concepts to be revisited and revised to enhance the recall of key vocabulary and skills resulting in keen musicians with the confidence and ability to perform.

Religious Education

Religious Education (RE) is an important subject in itself as it develops individual knowledge and understanding of various religions and beliefs in our society. RE contributes to pupils' personal development and promotes a sense of community through mutual respect and tolerance in a diverse world. At Martham Academy and Nursery, Religious Education is provided in line with current education guidance and using the Discovery schemes of work. The content of Religious Education reflects the fact that religious traditions in Great Britain are in the main Christian while taking account of the teaching and practices of the other religious traditions represented in Great Britain.

To enable us to provide a broad and balanced curriculum, Christianity is studied in each year group alongside other principal religions such as Hinduism, Islam, Judaism, Buddhism and Sikhism.

It is recognised that children may come from a variety of religious and secular backgrounds. Therefore, our religious programme seeks to be sensitive to the home background of each child; Religious Education should not promote or disparage particular religious views.

Physical Education

Physical Education (PE) at Martham Academy and Nursery is valued for its unique contribution to developing children's physical, social, interpersonal and emotional skills. It provides opportunities for children to be creative and competitive while learning to work with and respect others.

At Martham Academy and Nursery children learn how to plan, perform and evaluate actions, often in pairs and small groups, helping them to develop the quality and effectiveness of their work. The children across our school develop confidence and competence in performing different skills and build a resilience to overcome challenges as they arise.

A positive attitude towards active lifestyles is promoted and we aim to introduce children to lifelong physical activity. This is provided by the children having access to a wide range of sporting extra-curricular clubs which accommodate a wide variety of interests both before, during and after school.

Children in all year groups work with sports coaches to enhance their skills across the PE curriculum for at least 2 hours per week. Children build on their previous experiences

through a broad PE curriculum. They learn specific skills and refine and improve existing ones. The children develop confidence to evaluate their own and other performances and reflect on how they can improve. They learn to work as a team in pairs and small groups as well as taking part in competitive experiences so that they develop a greater awareness of the importance for their actions as well as winning.

History

Our history curriculum aims to encourage children's curiosity to find out about Britain's past and the wider world. History is taught through a cross-curricular approach, which allows pupils to link their learning to other areas of the curriculum. It builds and develops skills such as understanding, enquiry, interpretation and reasoning. The children are encouraged to consider how the past has influenced the present and through this, gradually develop an understanding of chronology. We aim to bring history to life and to instil a desire to find out about our predecessors. Learning is enhanced by visits to museums and historical sites of interest.

Geography

Our geography curriculum is taught through a cross-curricular approach allowing pupils to link their learning to other areas of the curriculum. Children are encouraged to think about the natural and human worlds. It develops knowledge of different places encouraging them to ask geographical questions. The children are taught to use maps, atlases, globes and compasses. Children investigate the local area and the wider world with carefully planned visits to enhance their learning.

Art and Design

Art is taught through a cross-curricular approach which allows pupils to make links with other areas of the curriculum. Art is a form of expression and is a great source of pleasure for many children. Children are encouraged to experiment and become more confident in their use of different media such as pencil, paint, charcoal, collage, inks, textiles and clay. They are encouraged to produce creative work exploring their ideas, recording their experiences and evaluating their own work. Links between their own work and the work of other artists are explored.

Design and Technology

Design and Technology provides our pupils with an opportunity to tackle problems of a practical nature. It incorporates many skills such as cooking, model making, drawing and sketching, problem solving, observation and discussion. Design and Technology is taught through our cross-curricular approach enabling the children to apply their knowledge and skills from a number of other subjects. Children are encouraged to explore and try out different materials, tools and processes of making. They learn independently and in groups, learning to cooperate, plan, design, make and evaluate their work.

French

Learning a foreign language prepares our children for life in modern Britain, in which work and activities increasingly involve using languages other than English.

Our aim is to foster pupils' curiosity and deepen their understanding of the world. At Martham Academy and Nursery, children in Key Stage 2 have the opportunity to learn French. We use a variety of techniques to ensure children enjoy learning a language: these include games, roleplay, songs, storytelling and interactive ICT programs. We watch videos and listen to recordings in order to expose the children to more than one voice. We

make our lessons entertaining and enjoyable in order to develop a positive attitude towards learning a foreign language. Inclusive education for learners with

Visits

We passionately believe that the best and most memorable learning takes place outside of the classroom. This is essential for excellence and enjoyment. Residential and Day Trips are valued by both school and parents as an exciting and rewarding educational experience and have been organised across all year groups throughout the year.

Residential field trip experiences organised in Key Stage 2 as follows:

- Year 4 – 2 night stay at Sheringham Youth Hostel
- Year 5 – 4 night stay at an Activity Centre
- Year 6 - 4 nights camping trip to Holt Hall Centre

Educational Day Visits

All year groups plan a range of educational visits in support of curriculum topics.

Government policy on charging states that we may not charge parents for travel, entrance fees, etc., but we may charge for board and lodging. We are, however, able to ask parents for voluntary contributions to cover travelling and entrance costs. In reality, the only way we will be able to run educational visits is if parents and carers are willing to make these voluntary contributions to cover all costs as they have in the past.

SEN

The academy adheres to the SEN Code of Practice and the Special Needs Register is updated regularly. All staff are involved in educating pupils with special needs and appropriate training is given, where possible, for specific cases.

Consideration of differences in pupils or groups is a central part of our curriculum planning. Pupils with particular physical, behavioural or emotional needs are considered in planning to ensure that the full timetable is accessible to them. Pupils are included in class groups throughout the school. Pupils with difficulties will receive the necessary support.

The school is single storey with wide doorways, level thresholds and ramps, which make it wheelchair friendly. If specialist equipment is needed it is obtained, either through the LEA or the NHS Trust, or a relevant charity.

At Martham Academy and Nursery we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. Our school improvement plan is about developing learning for all and details the planned continued professional development (CPD) opportunities for all staff.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners. Staff continually assess all pupils, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engaging in coaching and supervision.

At Martham Academy and Nursery, we value learning for all.

What we do to Support Learners with SEN at Martham Academy and Nursery

Every teacher is required to adapt the curriculum to ensure that there is access to learning for all children in their class. The creation of an inclusive environment for education is paramount to us at Martham Academy and Nursery and we are proud of our teachers and their continued developments to improve standards for all. Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- Chromebooks, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Martham Academy and Nursery to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

At Martham Academy and Nursery we share the provision map with our colleagues in the North Yarmouth Cluster so we can learn from each other, and demonstrate what we offer for learners with SEN. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity.

Our provision map is shared with the Governing Body who is able to ensure that we monitor the impact of these interventions on learning across the school.

Safeguarding Children

Senior Designated Leader — Ms D Gillespie

Alternative DSL – Mrs S Mules, Mrs K Savage, Mrs Julie Beales, Mrs Helen Gilham

Designated Governor — Mr Peter Young

Martham Academy and Nursery has a written statement of the arrangements in place for the protection of children, including arrangements to safeguard the children from abuse or neglect, and the procedures to be followed in the event of allegations of abuse or neglect. The statement is based on the procedures laid out in the booklet ‘What to do if you are worried a child is being abused—summary’. It clearly states staff responsibilities with regard to the reporting of suspected child abuse or neglect in accordance with Local Safeguarding Children Boards’ procedures, and includes contact and telephone numbers for the local police and Social Services. It includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer. A copy of the school’s Safeguarding policy is available on the website.

Section 2

School Admission Policy 2022/23

Boys and girls will be admitted at the age of 4 without reference to ability or aptitude. The maximum number of intended admissions for the year commencing September 20 will be 60.

Over-subscription criteria will be applied in the following order:

1. Looked after children living in the catchment area This includes children who are currently or who were in public care and have since been adopted or fostered by relatives.
2. Children currently attending the school’s nursery.
3. Children with siblings currently attending the school
4. Children of staff – provided that they have been employed for a minimum of two years and/or are recruited to fill a vacant post for which there is a demonstrable skills shortage
5. Children living within the school’s catchment area.
6. Proximity of the child’s home to the school (using Norfolk County Council’s ‘as the crow flies’ data).

Please note that even if you meet the over subscription criteria there can be no guarantee of a place for your child. Please see the schools admission policy for more details.

Attendance and Punctuality

Attendance and Punctuality- an area of focus for our school. The school has a strict policy on attendance. Low attendance can lead to court proceedings. Regular school attendance is essential if pupils are to make the most of the educational opportunities available to them.

Irregular attendance and frequent lateness seriously disrupts continuity of learning and can lead to underachievement and low attainment. Therefore unless your child is unwell, they should attend school every day. When a child is absent at the time of registration, the law requires the school to mark on the register whether the absence is authorised or unauthorised.

An authorised absence means that the school has given their approval for the child to be away.

In order for the school to do this, the person with parental responsibility for the child has to give a satisfactory explanation for the absence. An unauthorised absence is where the school feels the reason is not justified or when no reason has been given. It is only for the school to judge whether an absence is authorised or unauthorised. If no reason for the absence has been received by 10.00am the child's name will be put on the Truancy Call System which asks parents to provide a reason as to why their child is not in school that day. If not successful, this system will also ring the child's other contacts.

As a school we also believe that punctuality is very important and we try to teach this to the children. When a child arrives late they disrupt the rest of the class who will have started the lesson. We therefore ask parents to ensure that their child is on time for the start of each school day. Any child arriving after 8.45 am will be given a late mark and after 9.15 am an unauthorised late mark unless an appointment has been attended. (A medical card / hospital letter must be shown).

School finishes at 3.20pm. Any child who is not collected by 3.30pm will be taken to the after school club and a charge made for the service. If children are not collected by 4.15pm, the school has procedures whereby it may call social services. Any child that is late twice or more in one week will be reported to the Headteacher who monitors the situation.

Continued poor punctuality may mean a meeting which will involve the Deputy Headteacher and the School Attendance Officer.

Leave of Absence during Term Time

There is no entitlement to holidays/leave taken in school time. If you need to apply for emergency leave of absence, a form will need to be completed for the Headteachers approval.

No leave can be authorised after it has been taken. If the school does agree to an extraordinary leave of absence in term time, it is very important that the child comes back to school on the agreed date. If a child fails to return to school within ten days of the agreed return date, we can remove the child's name from the school roll and report them

as missing in education to the local authority. This may mean that your child will no longer have a place at Martham Academy.

The School Attendance Officer monitors school attendance. If a child has a number of unauthorised absences or is continually late, the school will involve our School Attendance Officer. Her role is to discuss issues around attendance. They offer support and advice to pupils and families for whom regular attendance at school seems to be a problem. Their aim is to ensure that all children benefit from the education to which they are entitled.

Religious Observance

Schools must treat absence as authorised when it is due to religious observance. The day must be exclusively set apart for religious observance by the religious body to which the parent(s)/carer(s) belong. Where necessary, schools should seek advice from the parent(s)/ carer(s)' religious body about whether it has set the day apart for religious observance.

Leaving School During School Hours Hospital/Dental Appointments

Wherever possible we ask parents to try to arrange appointments outside of school hours. Please ensure that when your child has an appointment, which will mean you need to take them out of school during school time, an appointment card is shown to the school office. The children will not be released to parents/guardians during school hours unless written notification has been given in advance and it has been agreed.

If you need to collect your child for an afternoon appointment, your child must be collected at the start of the lunch break or after the lunch break. We cannot collect children during lunch breaks due to the size of our site and not being able to locate your child quickly.

Children in Year 5 and 6 groups will be allowed to leave school at the end of the day on their own only if they have received written permission from a parent. We will never allow a child to leave school during school hours without an adult to meet them. This applies to children throughout the school. We do not allow children in Year 5 or 6 to walk younger siblings home.

Illness

Children should attend school every day unless they are ill. We ask parents not to send children to school when they are obviously too ill to stay at school.

Medicines in School

Usually children requiring medication are not well enough to attend school however; we also understand that on some occasions children are well enough to attend school providing medication is administered. Therefore the school will accept responsibility in principle for giving medicine to children who are otherwise well enough to attend school provided that:

- The medicine has been prescribed by a GP or hospital to be taken **four** times a day so needs to be taken during the school day
- We will need consent in writing from parents before administering any medication. All medicine needs to be supplied by parents. Non-prescribed medicines will not be administered at school.

However there are four exceptions to this:

- Travel sickness medication - for example Stugeron, Dralamine, and Phenergan.
- Paracetamol - for headaches/migraines or period pains.
- Cough medicines – only if the child is well enough to attend school but is troubled with a persistent cough, please note this treatment can be given for no longer than 3 days.
- Antihistamines - such as Piriton or own brands for the treatment of hay fever.
- Asthma inhalers

Before the above non-prescribed medicines are administered by the school the following conditions must be met:

- The medication is given to and collected from the school office by a parent or responsible adult (medicine will not be accepted from a child).
- The parent must supply the medication in its original packaging so that the expiry date and list of ingredients is shown.
- The parent must complete a “Request To Administer Medication” form which notes when and for how long the medication is to be given.

Please note that children are not allowed to carry medication themselves. If your son/daughter requires an inhaler while at school you must provide it. The School policy is that we keep ONE Blue inhaler in school. This must be supplied in its original box with your child’s name on. Emergency Inhaler Packs are now kept in the medical room. A consent form must be signed by parents allowing the named asthmatic children only to use them.

Head Lice

It is possible to catch head lice from anyone who has them. This may occur in schools, but head lice are often caught from members of the family or from close friends outside school. Care of children’s hair hygiene is the responsibility of parents and so, when the opportunity arises, they should be reminded to keep a continuous (weekly) watch on their child’s hair. They should also be advised that ordinary and medicated shampoos are of no use for clearing head lice and that a recommended lotion should be obtained from a pharmacist or their GP.

When a case of live lice or eggs (dark eggs) is discovered, parents will be contacted by the school. A letter will also be sent out to parents notifying them that a case of live head lice has been found in their child’s class and asking them to check their child’s hair. All pupils with hair longer than shoulder length should wear hair fully tied back.

Children do not need to stay at home if they have head lice.

First Aid in School

There is provision at school for First Aid to be given when necessary. You will be asked to give certain information about your child's medical history. This is necessary in case of accidents or emergencies. It is vital that we have current up to date telephone contact numbers for the same reason. Do inform the front office immediately when your personal details have changed.

Routine Health Checks

Each child in Reception and year six, has a height and weight check. A letter to parents in these year groups is sent out so you are aware of when these are to happen.

Communication from the school

We communicate with parents using email or text messages. It is important that you read any communication thoroughly and respond to requests to complete online forms as soon as possible. If there is a deadline set for a form you will be unable to complete it after this time. We try to advise you if a time sensitive communication is being sent using the text messaging service.

Please ensure that if you change your email address or mobile phone number that you let the school know as soon as you can to enable us to update our contact information and ensure that you continue to receive communication. It is a good idea to check your 'junk mail from time to time to check that messages have not been placed there. If this is the case you may wish to look at your settings to ensure that the school is listed as a permitted contact.

Communication to the school

Children are supplied with a home school diary that should be used to communicate simple messages to the class teacher on a day to day basis. Likewise teachers may add messages to the diaries. If you need to communicate a message that is confidential (other children may see the diaries when adding good behaviour stamps) this should be placed in the diary in a sealed envelope with the teacher's name on the front.

If you wish to contact a member of staff via email, you should do so through the school office. They will direct the email to the member of staff. We try to respond to emails as soon as we can but please allow 48 hours before chasing an email unless the matter is an urgent one. We do ask parents to understand that there is no expectation for staff to respond to email outside of the core working day - 8.30am - 4.30pm.

Contacting and Visiting the School

Visits By Parents. We encourage parents to come into the school as much as possible. We have to balance this 'open door' policy, with the need for security. We therefore ask parents who wish to see their child's teacher to make arrangements to do so at the end of the day.

If you need to come into the school during the day, then you will need to report to the school office at the front of the building. This allows us to monitor who is in the building for Health and Safety reasons.

The Headteacher and Deputy Headteacher are always willing to see you if you have any worries or concerns, no matter how trivial they may seem to you. Where possible an appointment should be made, but with exceptional circumstances this may not always be necessary. Each Key stage has a Leader and this member of staff should be your first port of call regarding concerns you have. In the event of a serious concern that needs the Headteacher's immediate attention a call should be made to the school office.

Parents' Evenings

We hold two parents' evenings a year where parents are invited to meet the teacher, see their child's work and discuss progress. We believe these meetings are very important and hope that parents will make every effort to attend.

School Rules

- Follow instructions straight away from all adults
- Respect and care for everyone and everything
- Show good manners at all times

Requests for parents and visitors to schools

- NO dogs are brought into school grounds parents who are bringing small dogs or puppies may carry the dogs onto the school premises..
- NO smoking in school, including outdoor areas and car park.

Expectations for Behaviour

At Martham Academy and Nursery we believe that children should be taught to take responsibility for and understand the consequences of their actions. We also believe that a positive approach to management behaviour is vital in helping to develop responsible, self-reliant young people. We have stickers and house points as well as certificates in place to praise those that represent themselves and the school well.

Each class has a YOYOB chart which stands for You Own Your Own Behaviour. Any child who makes a poor choice for their own behaviour is placed onto this chart and a stamp is not placed in their diary at the end of the day. The stamps are then counted up at the end of each term and further praise given to those who have collected enough!

The stamp in the diary also helps parents to monitor their child's behaviour and we have many parents who will talk to their child when they do not see the stamp there.

Other forms of recognition are through awarding house points or by nominating a child or children for a 'Bee's Knees' certificate, presented in the Celebration Assembly on Friday morning.

We believe every child should have a 'fresh start' every day. However, where there is a build-up of consistent behaviour patterns then a full record will be kept to ensure that children could have access to additional support. Throughout their time with us, we try to encourage good social behaviours and attitudes in our pupils through discussions of issues during assemblies and by examples. If a child persistently bullies other children verbally or physically, then the matter will be dealt with throughout Anti-bullying Policy.

Anti-Racist/Homophobic/Prejudice Behaviour

The school has an Anti-bullying Policy which clearly states that any behaviour or language which is perceived to be racist, homophobic or prejudice in nature will be recorded and dealt with in accordance with our Behaviour Policy and recorded with the Local Authority.

Full details of our behaviour policy can be found on the Academy website

Homework

At Martham Academy and Nursery we aim to:

- Provide carefully planned tasks that support progression in learning.
- Provide regular homework so pupils, parent(s), carer(s) and teachers know what to expect each week.
- Give pupils clear prompt feedback on their work
- Tasks also given will include spelling words, times-tables practice and Mathematics for those with accounts.

The role of Parent(s)/Carer(s)

- Provide a peaceful and suitable place to complete homework.
- Make it clear that homework is important.
- Show an interest in what they are doing.
- Give praise and encouragement.
- Remember your child may wish to complete their homework in short bursts or one session.
- Let us know straight away if they have struggled or are not clear on what to do.
- Work with them if they need your support.
- If they are really struggling, stop and come in to speak to the teacher.

Reporting to Parent(s)/Carer(s)

During the school year, opportunities are provided for parent(s)/carer(s) to come into school to discuss their child's progress with their teachers. Consultation sessions are set each term. At the Beginning of the Summer Term, parents will receive the Pupil's Annual Report, which is a written document providing parent(s)/ carer(s) with information on the child's progress through the year so far and key areas to work on to further learning.

Reports for pupils in Reception, Year 2 and 6 parents will receive them at the end of the summer term once statutory assessments results have been received. SATS

The results of the Year 1 phonics screen will be reported to parents with the annual report.

Section 3

TERM DATES FOR SCHOOL YEAR - 2022/2023

TERM	SCHOOL RE-OPENS	SCHOOL CLOSSES
Autumn	Tuesday 6th September 2022	Friday 21st October 2022
	Monday 31st October 2022	Friday 16 th December 2022
Spring	Wednesday 4th January 2023	Friday 10 th February 2023
	Monday 20th February 2023	Friday 31st March 2023
Summer	Tuesday 18th April 2023	Friday 26th May 2023
	Monday 5th June 2023	Friday 21st July 2023

SCHOOL CLOSED ON MAY DAY – 1st May 2023

Staff Development Days:

2nd September 2022

5th September 2022

3rd January 2023

17th April 2023

24th July 2023

School Timings

Nursery:

Morning sessions - 8.45 am - 11.45 am

Afternoon Session - 12.30 pm - 3.30 pm

Years Reception – Year 2:

Sessions - 8.50 am – 11.50 am 1.00 pm – 3.20 pm

Years 3 - 6:

Sessions - 8.50 am – 12.00 pm 1.00 pm – 3.20 pm

Travelling To And From School And The School Car Park

Black Street can become very congested during drop of and collection times. We encourage parents to walk children to school where possible or park at a suitable place and walk into school. The exercise this provides for pupils is proven to help their learning

once at school. If you must drive to school, for the safety of our pupils and parents there is no vehicle access to the site between 8.15am and 8.50am and 3.00pm and 3.30pm. We would ask that you park on the roads in such a way that is safe for your children and other road and pavement users. Please be respectful of our neighbours by not blocking drives. Vehicles are not permitted to stop or park on the yellow zigzag lines outside of school.

Pupils may scooter or cycle to school but must dismount before entering school grounds and they should be locked. A helmet must be worn to ensure the safety of the rider. The school cannot take any responsibility for bikes or scooters left in the shed.

School Uniform

A uniform has been welcomed by parents as providing a smart and standard form of clothing that helps to foster a spirit of belonging. Our preferred uniform partner is MyClothing, who sell a range of items online, with and without the school logo. Please go to: www.myclothing.com

School Uniform

We are an inclusive school and our uniform is non gender biased. Pupils may choose which form of uniform they wish to wear

Navy blue pinafore dress or skirt or
 Navy blue 'Trutex' style trousers or shorts in summer
 If in doubt regarding style - please check with the school prior to purchase. Softer smart trousers may also be worn if preferred by the pupil.
 Navy Blue Sweatshirt with school logo on
 Long sleeved light blue blouse/Shirt with collar for tie (Peter Pan style collars do not work with ties)
 (KS2 -Years 3-6 ONLY)
 School tie (KS2 - Years 3-6 ONLY)
 Light blue polo shirt (KS1 - Years R-2 ONLY)
 White, grey or navy socks/tights
 Plain black style shoes (no exaggerated fashion styles e.g. high heels)

Optional Summer Uniform may be worn in the Summer term and until 30th September

Navy Blue shorts/light blue polo shirt blue
 Blue and white gingham check dress
 School sun hat during hot weather

Any hair accessories must be navy blue and of a plain nature (no flowery hair clips or large bows etc)
 No jewellery is to be worn in school. If ears have been pierced one small stud may be worn but these will need to be removed for PE/Game. Please note that nose and body piercing are not permitted on safety grounds.

A simple watch may be worn

PE Kit (in doors)
 Navy blue shorts/gym skirt
 House T-shirt
 White/Black plimsolls
 White socks
PE Kit (Outdoors)
 General Purpose Training shoes
 House T-shirt
 Navy blue Tracksuit
 Navy blue Shorts
 White socks

Long or shoulder length Hair is to be tied back at all times No extreme hairstyles are allowed; this includes decorative cuts shaved into the hair. Dyed Hair is not permitted No makeup or nail varnish to be worn NO JEANS AND CORDUROY TROUSERS SHOULD BE WORN	
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To be introduced in the Autumn term when notified:

A pair of wellington boots

Waterproof all in one or trousers (optional)

Expectations when wearing school uniform

- Top button on shirts to be done up
- Ties to be tied properly and tightened to the collar
- Shirts/blouses to be tucked in
- Sweatshirts to be worn or hung up. They should not be tied around waists or shoulders
- All items of school uniform should be clearly named

Mobile Phones

Mobile phones are not encouraged in school. Children in Year 4 and below must not bring phones to school. Children in Year 5 and 6 who walk to school alone and whose parents feel a mobile phone is needed, should make arrangements with the class teacher.

Phones must be handed to the class teacher at the start of the day, who will keep them in a safe place. The school cannot be held responsible at any time the loss or damage to phones and pupils bring them in at their own risk. We ask that parents do not use mobile phones on school premises. **Greet your children with a smile not a phone!**

Charging and remission policy

Charging for school activities and other procedures, the Education Reform Act and its various regulations are designed to ensure that all pupils can benefit from the educational provisions, which take place mainly in the school so that no pupil should be excluded because of financial reasons. The schools Governance Team fully supports this principle and adopted Norfolk County Council Policy statement as its own.

School Activities

Charges for School Activities Legislation allows schools to charge for certain activities which take place both inside and outside school hours. These are the activities and materials for which you will be charged by Martham Academy and Nursery and its Governors.

Music tuition

Individual tuition in playing a musical instrument which is neither part of the syllabus for an approved public examination, nor part of the National Curriculum. The Academy may charge for instrumental tuition given to groups of no more than four pupils.

Travel

The cost of travel when a pupil makes use of transport not provided by the Academy, to travel directly from home to an activity approved of, but not provided by, the authority or school.

Board and lodging

Board and lodging will be charged in all cases where the Academies activities involve pupils on nights away from home.

Public Examinations

Charges are made for the entry of a pupil for a prescribed examination for which he/she has not been prepared by the Academy, or where the pupil entered for examinations in the same subject with two examination boards.

Extra-curricular Activities

The school offers a variety of clubs providing opportunities and experiences not available in the classroom. Some after school clubs may incur a charge. Details of clubs on offer each week can be found on the school weekly newsletter.

School Meals

The school has its own modern kitchen where all the meals are prepared daily by VERTAS

A wide-ranging menu caters for all tastes in line with current Government guidelines on healthy eating. Pupils must pay for the week's meals on the first day of the week. Free meals are served daily to those children qualifying for them (value £2.30 at present). Under the new Government Universal Free School Meals for Infants programme, all children in Years Reception, 1 and 2 are entitled to a free school meal each day.

Lunches are ordered each Friday for the next week. Meals can be paid using the parent portal or cash/cheque (payable to Martham Academy).

Please enclose the correct money in an envelope with your child's name and class clearly marked.

Break Time Snacks

Children should bring a named water bottle containing water only.

Key Stage 1 and Reception children are given a fruit snack free of charge.

Key Stage 2 children may bring their own fruit snack in its natural form. (No fruit bars, loaves or other snacks may be brought in for breaktime snack.)

Packed Lunches from Home

We encourage healthy eating in school and ask that packed lunches provided from home are balanced and healthy. We encourage children in school to consider the amount of wastage, please consider the packaging that you sent your child in using reusable containers if at all possible. Packed lunches should not contain drinks other than water, no sweets or chocolate bars. **To protect children who have nut allergies, nothing containing nuts should be included in packed lunches.**

Celebrating Birthdays

We understand that birthdays are a very important time in the child's year. We celebrate in classes but we ask that parents do not send in sweets, cakes or gifts to be given out to the class. We ask this because:

- It puts unfair pressure on parents to supply treats on their child's birthday
- It is not in keeping with our healthy schools ethos
- Teacher do not have the time to help with the distribution of treats at the end of the day

Food at the end of the day

We know that children are often hungry at the end of the day but we would kindly ask that any snacks/sweets etc are not given to children as they walk out of school. Why not wait until they are either in the car or at home when they can sit down and eat while they tell you about their day.

Making a Complaint

If you are unhappy about a part of your child's education or experience at school, you should:

- Make an appointment to see the Class Teacher,
- If this has not resolved to your satisfaction, then you should contact a member of the Senior Leadership team
- If this has not been resolved to your satisfaction, then you should make an appointment or contact the Headteacher.
- If this is not resolved, the Headteacher will provide you with a copy of the Complaints Policy and the name and address of the Chair of the Schools Governance team.

Similarly if you wish to compliment the Academy on any aspect of your child's education, it would be really lovely to receive a short note, email or just a quiet word to a member of staff regarding the matter. Sometimes it is very easy to complain, but people take for granted the hard work that goes on behind the scenes in the Academy.

Section 4

WHAT SHOULD I DO, WHEN...

...I SEND MONEY IN?

We encourage parents to pay by ParentMail to pay for visits, school meals, etc. wherever possible to reduce the amount of cash being sent into school. If you do need to send cash, it should be in a **clearly marked envelope with name, class, event/reason for payment and amount and handed to the teacher.**

E.g. Name _____
 Class _____
 Amount enclosed _____
 Event/Reason for payment _____

...A CHILD IS ILL?

Please do not send sick children to school - we cannot look after them properly and it takes staff away from looking after all the other children. If children have been sick during the night please do not send them to school the next day. Give them 48 hours recovery time. Invariably when they are sent in we find that we have to contact parents to collect children as they are sick again. Medicines should NOT usually be brought to school. If a course of medicine needs to be completed and the doctor has said that the child is fit to return to school, then medicine can be brought. At NO time should medicines be kept by the child. They must be brought to the office, clearly labelled with the dosage for that day. **Please note** we are prohibited to accept responsibility for the administration of medicines to children, **unless** an administration form is filled in.

...MY CHILD IS ABSENT?

A telephone call is required when your child is **off sick**. In this way both the school and the parents can be certain of all children's whereabouts. If the absence for sickness is not covered by a call it has to be recorded as an "unauthorised absence" on the annual report to parents. An "unauthorised absence" is also recorded for other absences not covered by sickness or holiday.

...MY CHILD ARRIVES LATE FOR SCHOOL?

We understand that there are occasions, like early dentist or doctor appointments, which may cause late arrival at school. Please report to the main office and register your child with the school office prior to their joining normal lessons.

...MY CHILD NEEDS LEAVE OF ABSENCE?

Full attendance during the school year is vital for your child's education. Holidays during term time **WILL NOT** be granted. Approved absences are only granted in exceptional circumstances, and at the Headteacher's discretion. Even if your child is not of

statutory school age when they join us in Reception, the school's policy towards attendance is applicable to all pupils.

...MY CHILD LOSES SOMETHING?

Lost property is situated in the school reception and is available for sorting through at any time. It is periodically disposed of if not claimed. Please **label** all your child's clothes and shoes.

...I CALL IN PERSONALLY TO THE SCHOOL?

It is essential that your first contact be at reception where the school admin staff will ask you to complete the Visitors' Signing In Book. This has to be completed for security reasons and for fire regulations. Your assistance in this formality is greatly appreciated. Identification badges are given to regular visitors in order that staff and children recognise them and feel secure.

PERSONAL PROPERTY

All items and valuables such as watches, purses, wallets etc. are brought to school at the owner's or parent's own risk and the school does not accept any responsibility for them. Sometimes, by request, teachers will look after such items for children in their class for a short period only. It is preferable that valuables are not brought into school, especially on days when P.E. or Games are timetabled, as we are unable to provide secure collection facilities.

Jargon Busting

Some of the terminology used in your child's report may be unfamiliar to you. Whilst this list is not exhaustive, it is hoped it will help to explain some of the terminology used. If we have missed anything or you remain uncertain of the meaning of anything contained in your child's report please do not hesitate to contact your child's teacher.

Cooperative learning: this is a style of learning where all pupils are actively engaged and totally accountable for their own learning. This style of learning gives ownership of their own learning and also of their peers. A range of activities are used within this method of learning. These include:

- **Meet in the middle:** all table group respond to the question/ task/ independently in a timed manner in the middle of the table. Each speaker in turn shares their responses with the other group members
- **Catch one partner:** each pupil has a small ticket with a question/ calculation/statement on. Children walk around the classroom and find a partner to ask them their question and vice versa. They swop tickets and go off to 'catch another partner'
- **Reasoning corners:** a statement/ question/ calculation is displayed in the classroom for all pupils to read. Pupils have to decide if they strongly agree/ agree/ strongly disagree/ disagree with the statement and stand in that designated area. They then need to be

prepared to give reasons for their opinion to the rest of the class. This develops their reasoning skills

Mathematical Super Powers: these are specific mathematical skills pupils possess to help them reason and solve mathematical problems. There are eight of them;

- Conjecture - I can predict or estimate
- Organise - I can put things into groups
- Generalise - I can make rules
- Imagine - I can picture something in my head
- Specialise - I can spot patterns and relationships and I can give an example
- Convince - I can prove I am right
- Classify - I can identify groups I have made
- Express - I can show and explain my thinking

RUCSAC- this is a method used which enables pupils to systematically solve maths word problem

Read the problem

Underline key facts (numbers and words)

Calculation- write the chosen calculation with correct operation

Solve- use written methods

Answer- write the answer (in context to problem)

Check- using the inverse operation to check an answer

Fronted Adverbials: A fronted adverbial phrase goes at the beginning of a sentence It describes the verb in the sentence It describes where, when and how.

Example:

As soon as the train had left the station, Tom jumped from the carriage door.

After my tooth fell out, I went to the dentist to get a false one!

Conjunctions: A conjunction links two words or phrases together. There are two main types of conjunctions: coordinating conjunctions (e.g. and) link two words or phrases together as an equal pair subordinating conjunctions (e.g. when) introduce a subordinate clause.

Example:

James bought a bat **and** ball. [links the words bat and ball as an equal pair]

Kylie is young **but** she can kick the ball hard. [links two clauses as an equal pair]

Everyone watches **when** Joe does back-flips. [introduces a subordinate clause]

Subordinate Clause: A subordinate clause (does not make sense on its own; it depends on the main clause for its meaning)

Example

Main clause: My sister is older than me. Subordinate: **Even though she is older than me**, my sister is very annoying.

Adverb - Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes .The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, another adverb or even a whole clause.

Example:

Joshua soon started snoring **loudly**. [adverbs modifying the verbs started and snoring]

That match was **really** exciting! [adverb modifying the adjective exciting]

We don't get to play games **very** often. [adverb modifying the other adverb, often]

Fortunately, it didn't rain. [adverb modifying the whole clause 'it didn't rain' by commenting on it]

Prepositions - Words which show the relationship between two things. They often tell you where

Example:

about, above, across, after, against, along, amid, amidst, among, amongst, before,

Cohesive Devices - Words or phrases that are placed at the start of sentence to help the reader to link parts of the text.

Example:

After that

Many people say

Finally