

Green Dragon Primary School



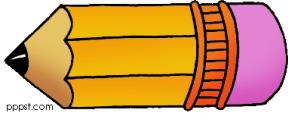
Volunteers Handbook

With this handbook you should also receive:

- our behaviour leaflets
 - Encouraging Good Behaviour
 - Racism. No Thanks
- a copy of our curriculum leaflet
- a copy of our Child Protection Policy
- a copy of the term dates for the year
- a copy of our ICT agreement
- an emergency details form (please complete and leave in the school office)

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Welcome to Green Dragon Primary School

Welcome and thank you for volunteering to help in our school. The staff and children really appreciate your offer of help and are looking forward to working with you. We value all offers of support as it greatly benefits the children’s learning and schooling experience.

This Volunteers Handbook provides you with useful details of school life, health and safety essentials and how to get started in the classroom. If there is anything that you need to know, please feel free to ask a member of staff - they will be pleased to answer any questions. We hope that you will enjoy the time that you spend with us.

At Green Dragon Primary School we believe that all children have a right to reach their full potential in a safe environment where they feel at ease.

We recognise that all people are different and some people face prejudice and discrimination on the grounds of gender, race, disability, sexual orientation, age and culture.

We believe that the school is a community where everyone has a role in providing, supporting and promoting equal opportunities for all and that as part of our volunteer team you will take an active role in this.

How to contact the school

Green Dragon Primary School North Road Brentford Middx TW8 0BJ	Tel: 020 8568 3971/3958 Main office	<u>Deputy Head & Volunteer Coordinator</u> Jane Buck Via school number or jane.buck@greendragon.hounslow.sch.uk
The children will love to receive a postcard from you!	Fax: 020 8569 9260	

To find out more about us visit our website:

www.green-dragon.hounslow.lgfl.net

Headteacher

Mr Ben Foley

Deputy Head teacher & Volunteer Coordinator

Ms Jane Buck

Office staff

Mrs Cheryl Hughes, Ms Sharon Doyle & Ms. Jennifer Goodall





Class staff



Foundation Stage

Nursery 3 & 4 years		Julia Ross – teacher, Wendy Clack & Dawn Beamiss – Nursery Nurses
Reception 4 & 5 years	Centaur 1	Claire Turner – teacher Jody Harris – Nursery Nurse
	Centaur 2	Natalie Staples – teacher Suzann Dunk – Nursery Nurse

Key Stage One

Year 1 5 & 6 years	Hydra 1	Camilla Gruzman – teacher Helen Woodhams – teaching assistant
	Hydra 2	Shonah Keeling – teacher Kim Diaz – teaching assistant
	Hydra 3	Kim Willimas – teacher Penny Cushen – teaching assistant
Year 2 6 & 7 years	Sphinx 1	Lisa Watkins – teacher Amanda McMaster – teaching assistant
	Sphinx 2	Hilary Leo – teacher Sharon Hearn – teaching assistant
	Sphinx 3	Julia Baddeley – teacher Lema Fitrat – teaching assistant

Key Stage Two

Year 3 7 & 8 years	Unicorn 1	Kate Chapman – teacher Angie Wilcox – teaching assistant
	Unicorn 2	James Kendall – teacher Raji Raghavan – teaching assistant
Year 4 8 & 9 years	Griffon 1	Jess Telford – teacher Elizabeth Murray – teaching assistant
	Griffon 2	Celeste Van de Pol – teacher Hibah Brunt – teaching assistant
Year 5 9 & 10 years	Phoenix 1	Jeannie Francois – teacher Sally Ballard – teaching assistant
	Phoenix 2	Megan McCarter – teacher Nidhi Srivastava – teaching assistant
Year 6 10 & 11 years	Wyvern 1	Liz Sylvester – teacher Jennifer Uddin – teaching assistant
	Wyvern 2	Cath Pinkney – teacher Jennifer Uddin – teaching assistant

Other staff

Language support for children with English as a second language	Bunny Veglio
Special Needs Coordinator	Sarah Smith
Deputy Headteacher – curriculum and standards	Lucy Barker
Caretaker	Geoff Mines
Reading Recovery Teacher	Veronica Hammond
Polish support teacher	Anna Reglio
1:1 tuition	Carolyn Turner
Parent Support Advisor	Maggie Curran
Play Therapist	Clair Zohrab

We have over 60 staff – please ask at the office if you'd like a full list.

Green Dragon's Learning Aims



GREEN DRAGON'S LEARNING AIMS

At Green Dragon Primary School we believe that everyone has an entitlement to lifelong learning opportunities. We aim to:

be a good employer by providing fair, clear and supportive management with opportunities for further professional development

promote the ethos that 'in this school everyone is important'

be an active member of our local community

provide an education that promotes the highest standards for all our children

widen the horizons and raise the aspirations of everyone in our school

offer a learning environment that embraces new technologies, research and new ways of thinking to fully prepare children for their future in a changing world

maintain a safe and comfortable physical environment where people can learn and work

provide a stimulating environment in which everyone loves and values their learning and understands how they learn effectively

encourage all children to become: successful learners; confident, healthy individuals and responsible citizens



Our values

At Green Dragon we all strive to be

an enquiring
learner who
participates

ambitious &
aspirational

internationally
minded

socially
responsible &
respectful to all

an ambassador for
the UNCRC



confident in their
own ability

a good
communicator

resilient

adaptable & open-
minded



Recognition of Commitment

Green Dragon - a Rights Respecting School

The important concepts are:

- to distinguish between wants and needs;
- that the CRC is a charter of rights for all the world's children up to the age of eighteen;
- that rights are the same as needs put in a framework (the CRC) which nearly all governments and many people around the world agree on;
- that we can enjoy our rights only when we respect the rights of everyone else.

Please keep these in mind as you are working with the children.

Key principles and provisions of the Convention

The CRC consists of 54 articles. A 'child' is defined as every human being below the age of 18. The key provisions are:

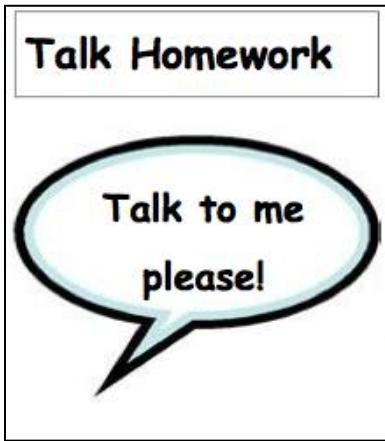
- The right to a childhood (including protection from harm)
- The right to be educated (including all girls and boys completing primary school)
- The right to be healthy (including having clean water, nutritious food and medical care)
- The right to be treated fairly (which includes changing laws and practices that discriminate against children)
- The right to be heard (which includes considering children's views)

Why teach about the Convention?

Teaching children and young people about the CRC means that they can find out about the legal and human rights and responsibilities that underpin society. By learning about the Convention, children and young people in the UK can discover that:

- They have rights
- They should be informed about their rights
- They should be helped to exercise their rights
- They should be able to enforce their rights
- There should be a community of interest to advocate young people's rights

These tenets of the CRC are true for children and young people worldwide, making the Convention an excellent starting point for understanding global citizenship.



Talk Homework at Green Dragon

Talk Homework is an important part of whole school life at Green Dragon and is shared with all children from Nursery to Year 6 by all members of staff – in the playground, the classroom, the lunch hall and in assemblies etc.

Talk Homework is based on the idea that if a child can't say something they won't be able to write it. To be a quick, confident writer a child has to be able to organise their thoughts and language at high speed. Teaching children to be more articulate talkers enables children to retrieve and organise their language

swiftly and confidently.

Whole School Talk Homework

This is put on the newsletter and displayed in every classroom each week. Staff introduce the topic for that week and discuss briefly which Wow Words or Power Openers (connective, ly word or with an ing word) the children might use that week.

The Talk Homework is followed up by teachers and TAs during the week – maybe when the children are lining up in the playground, getting changed for PE, if a lesson ends a few minutes early etc. or in an allocated morning task slot. Volunteers should engage children in conversations about that week's topic. If they haven't done their talk homework with an adult at home then your time with the child is an ideal opportunity for them to have some quality 'talk time'.

If you have a suggestion for a Talk Homework topic please let Jane know!

The International Primary Curriculum



The International Primary Curriculum (IPC) is a comprehensive, thematic, creative curriculum for 3-11 year olds, with specific learning goals for every subject, for international mindedness and for personal learning.

We teach all subject areas (apart from some English, maths and PE) through project lessons which are derived from units published by the IPC. Ask the class teacher for a copy of the parent project leaflet for each new project so that you know what is happening. The children will be delighted if you are able to attend any of the Entry or Exit Points.

The IPC has been designed to ensure rigorous learning but also to help teachers make all learning exciting, active and meaningful for children. Learning with the IPC takes a global approach; helping children to connect their learning to where they are living now as well as looking at the learning from the perspective of other people in other countries. The IPC is used by schools in more than 85 countries around the world.

www.greatlearning.com/ipc

Health and safety essentials

When you arrive in school

To comply with the school's health and safety policies when you arrive in school please:

- 1) Sign in at the school office
- 2) Put on a visitors label
- 3) Make your way to the class where you will be working and let the teacher know you have arrived
- 4) Put your belongings in a safe place



Please remember to sign out when you leave – it's important that we know who is in school.

Please phone the school (020 58568 3971) and leave a message for your class teacher or email them directly if you are unable to attend for any reason. The teacher can then let the children know and adjust their plans as necessary.



Practical issues in school

Refreshments: Tea/Coffee is available in the staff room but hot drinks should not be taken to classrooms. Cool water machines are located around the school.

Toilets: Adult toilets are located along the balcony – just off the main reception area.

Smoking: The school operates a no-smoking policy in the school buildings and grounds, including the car park

Coats and personal belongings: The school is unable to accept responsibility for your personal belongings, please avoid bringing valuables into school. Please ask the class teacher for a suitable place to hang up coats/store bags etc. If you have a phone, laptop or other mobile device it must be locked with a PIN number or password.

Fire Procedures: These are clearly displayed around the school and you should familiarise yourself with them. Please confirm details for the class you are working in with the teacher (exit routes, meeting points etc.). As a general guide, in the event of a fire alarm ringing, the class teacher will lead the children through the nearest exit to the assembly point on the school playground. If you are working away from the main class, please escort the children through the nearest exit and re-join your class at the assembly point, please don't return to the classroom unless this is the quickest way out of school. All children, staff, visitors and volunteers will be checked against class registers and visitors signing in books.

First Aid: For health and safety and legal reasons, please do not administer any form of first aid, however minor the ailment. If you are first on the scene after an accident, please call a member of staff for help. Do NOT move the child/adult or attempt to stop any bleeding. If in doubt, please seek advice from the class teacher or teaching assistant. No child must be picked up/carried by any adult.

Travelling to Green Dragon: Our car park is too small for staff, please don't try to park in it! If you drive please park by the shops on Netley Road or in Bolton House car park on Green Dragon Lane. We have a cycle rack by the back door that volunteers are welcome to use.

Maintaining a safe learning space

Please help keep everyone safe as possible and avoid accidents by ensuring that:

- you always walk up and down stairs on the LEFT and remind children to do the same



- staff attention is drawn to any spillages
- children are reminded that all four legs of their chairs should be firmly on the floor at all times!
- scissors and sharp utensils are always carried with the point down
- children are reminded of matters of safety before undertaking any potentially dangerous activity or using any potentially dangerous equipment
- children are encouraged to move safely around school at all times – walking quietly, on the left
- fire exits do not become blocked by anything.

Confidentiality

During your time in school, you may read confidential information or a teacher may share information with you about a child. This is to enable you to best support the child/ren you may be working with; please ensure that this is not shared with anyone else, in or out of school.

Also, during your time in school, a child may share a confidence with you that causes you concern. Please respect this trust and do not share this with anyone else – except the teacher. All schools follow strict guidelines on child protection and as such, any concerns must initially be reported to the class teacher as soon as possible. Please ensure that if you have any concerns – or have heard anything to cause concern, that you report this to the teacher before you leave your volunteering session. Please do NOT ask the child any questions to ascertain facts etc. This is NOT recommended under the guidelines. If you are unable to speak to the class teacher please ask at the office to speak to the head or the deputy head teacher.

Misbehaviour in school

The school operates a positive behaviour management policy and emphasis is put firmly on recognising children's good behaviour. We encourage all children to be polite at all times; however there are times when children may need to be reminded of this. Remember: different children respond to differing forms (and levels) of praise and "behaviour management". If you find yourself in a more difficult situation, please talk to a member of staff so that this can be addressed. Please avoid discussing the child's behaviour in front of him/her as it is often unhelpful.



Racist or homophobic incidents

Dealing with a racist incident

We take racist remarks very seriously. A racist remark is any comment that is perceived by the victim as being racist. Racist remarks do not happen very often in school but if you witness one or one is reported to you it is important to remember the following points:

- don't over react – often unpleasant remarks are made to see if they can shock or upset
- give your attention to the victim, ask the perpetrator to wait to be spoken to
- encourage the other children to support the victim
- report the incident as soon as possible to a member of staff and leave them to deal with it.

Most racist remarks made at the age are made through ignorance rather than deliberate malice. They still need to be dealt with and reported. It's only by discussing remarks and educating children that we can change patterns of behaviour.

Dealing with a homophobic incident

We take homophobic remarks and the use of derogatory terms very seriously. If you hear a child making a comment that is homophobic please do not ignore it. We tackle homophobic remarks by explaining the meaning of the comment to the child and explaining that whilst the word in itself isn't offensive using it as a term of abuse is.

All homophobic remarks are recorded. Please make sure that incidents are reported to the class teacher or to the head or deputy headteacher.

Safeguarding disclosures

If a child makes any comment to you that you feel suggests that they are at risk of any kind of harm (emotional, physical, sexual or neglect) then you **MUST** follow our Child Protection procedures. As a volunteer this means:

- **DON'T** ask the child any questions
- **DON'T** tell the child that you can keep a secret/not tell anybody
- **DON'T** make any comments/remarks – avoid being judgemental
- **DO** either take the child immediately to the Child Protection Officer (Jane Buck) or deputy Child Protection Officer (Ben Foley) or write down word for word what the child has said to you and give it to the CPOs
- **DON'T** discuss the incident with **ANYONE** else – disclosures are extremely confidential
- If in doubt, speak to Jane Buck our Child protection Officer

Keep yourself safe from allegations. Don't exchange any personal details with the children – email address, home address etc, make sure that you're never in an enclosed space on your own with a child, don't take any photographs, don't approach any of the children if you see them out of school – apply common sense, err on the side of caution!

Getting started in the classroom



Tips for working with children

Always try to be fair

Never physically deal with a child's misbehaviour - holding an arm to move them, touching a shoulder to remind a child to sit down etc.

Try to avoid making hasty judgements about a child.

Praise the children and always try to find something positive to say about a child's work.

Try to always listen carefully and appear interested when a child is talking to you. Children soon become disheartened if they feel that you do not value what they have to say.

Avoid getting into an argument with a child - stay calm.

Never make assumptions about a child's ability to do a task; what you may think is easy may be very difficult for the child. Remember how you feel when you are asked to do something new or difficult.



Encourage a child to try. It can be very tempting to do it yourself but remember, a child will never learn if you do it for them.

If you are unsure about something, always ask a member of staff.

Remember, everybody values your support and wants to ensure that you have a good experience.

Always look for the positives about a child's work, appearance or manner.



Volunteer activities

1. Remember to vary activities and give the child choice
2. Rotate the order of the children so that they don't miss the same lessons each week
3. Use open-ended sentences to encourage conversation
4. Try using flashcards
5. Remember it is not only about the child reading, you can read to the child or take turns, try using plays
6. Be generous with your praise
7. Get to know the schools reward scheme and use it when the child does well
8. Use games (shopping list, yes/no game, etc.) to expand vocabulary
9. Use a notebook to record your session
10. CELEBRATE your time together – point out things the child can do now that they couldn't do before, set a challenge for next time, always leave on a positive comment



Giving positive feedback

How many ways can you find of saying.....

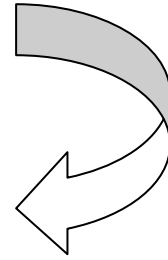
1. You're doing a good job!
2. You've done a lot of work!
3. What super work!
4. That's great!
5. Great!
6. Fantastic!
7. Superb!
8. Excellent!
9. That's really nice!
10. Wow!
11. Good thinking!
12. Exactly right!
13. Gosh - what clever children!
14. You're getting better every day!
15. Wonderful!
16. I knew you could do it!
17. You're doing beautifully.
18. You're working really hard today.
19. You're very good at that.
20. You're learning fast.
21. I'm very proud of you.
22. You certainly did well today.
23. You're really learning a lot
24. That's better than ever!
25. Marvellous!
26. I like the way you've done that.
27. You've done that really well.
28. You remembered that well.
29. Can I use your idea - it's great!
30. You haven't missed a thing.



I've really enjoyed working with you!

Reading strategies

Stuck on a Word? Try this

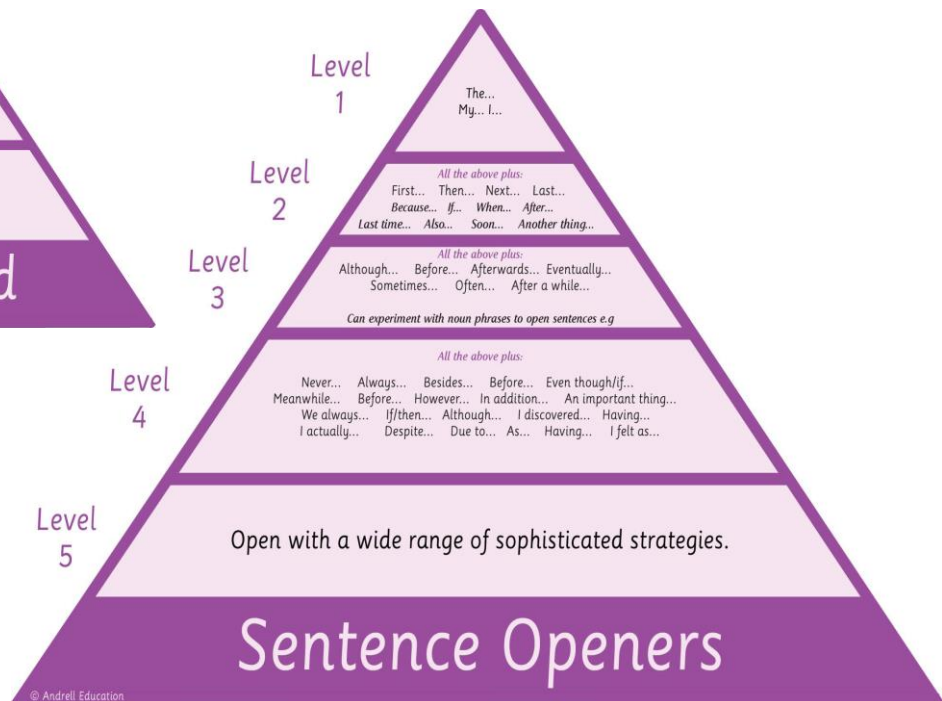
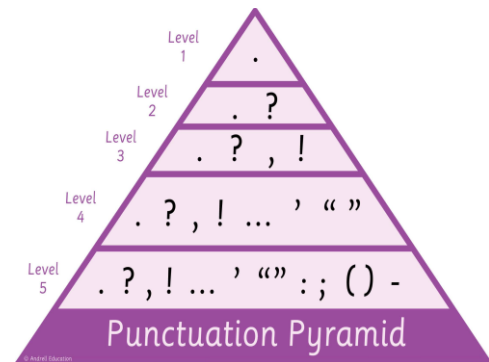
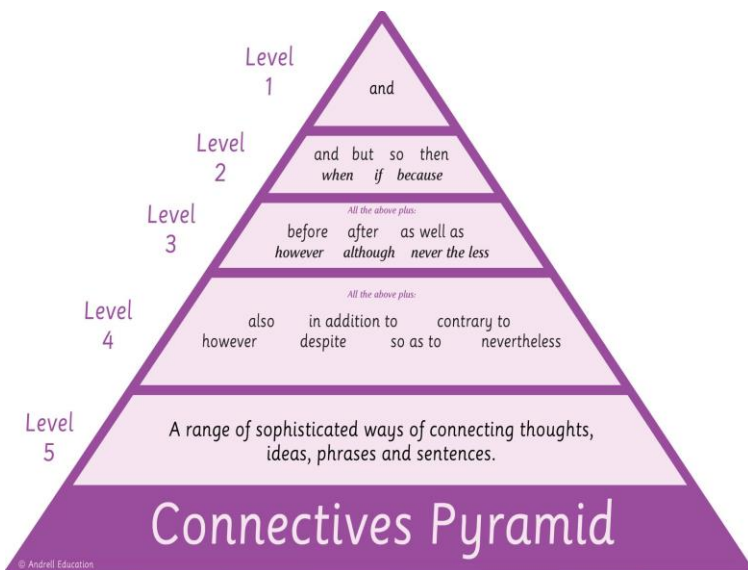


	Get your mouth ready to say the
	Look for parts that you know
	Use the pictures for clues
	Skip the word and keep reading
	Go back and re-read
	Think, does that make sense ?

Big writing

Big Writing is a whole school approach to develop children into independent and expert writers. Big Writing focuses on the four key aspects of quality writing:

1. **Vocabulary** - every child is encouraged to widen their use of language, in order to make their writing richer e.g. 'The sirens filled the sky.' - not that interesting! However, by developing vocabulary: 'The screaming sirens were suffocating the quiet night.' is a far more interesting sentence to read!
2. **Connectives** - or joining words, are really important for ensuring writing is cohesive and interesting.
3. **Openers** - by varying the way you open sentences, writing becomes more engaging to read.
4. **Punctuation** - the 'icing on the cake', so to speak! Children are encouraged to use appropriate punctuation to lift their writing off the page e.g. 'We were sailing hard at 23 knots (very fast!) through perilous and ice cold waters.'



During Big Writing sessions children are encouraged to:

- TALK about what they will write
- Find exciting (WOW) words and use these in their own writing
- Borrow/Magpie exciting words and phrases from other writers
- Have a go at using interesting punctuation
- Re-read their own writing and find ways to make it better (up-level it)
- Understand what they need to do next to improve as a writer.

Pie Corbett and Talk for Writing



During your time in Green Dragon you may hear staff talking about Pie Corbett or Talk for Writing. You may also hear classes of children reciting entire pieces of writing from memory!

Pie Corbett

To really understand what's going on you need to visit www.piecorbett.org.uk and have a look under his non-fiction tab!

On his website you'll see videos and explanations that makes perfect sense!

What is Talk for Writing?

For **experienced writers**, many of the creative and thinking processes involved in writing are internal and automatic. For example, many writers can hold an internal dialogue with themselves about the possible effectiveness of alternative language choices.

However, for **developing writers**, it is very helpful if these processes can be made explicit and explored through talk in a supportive learning context.

It is this developmental exploration, through talk, of the thinking and creative processes involved in being a writer that we are calling Talk for Writing.

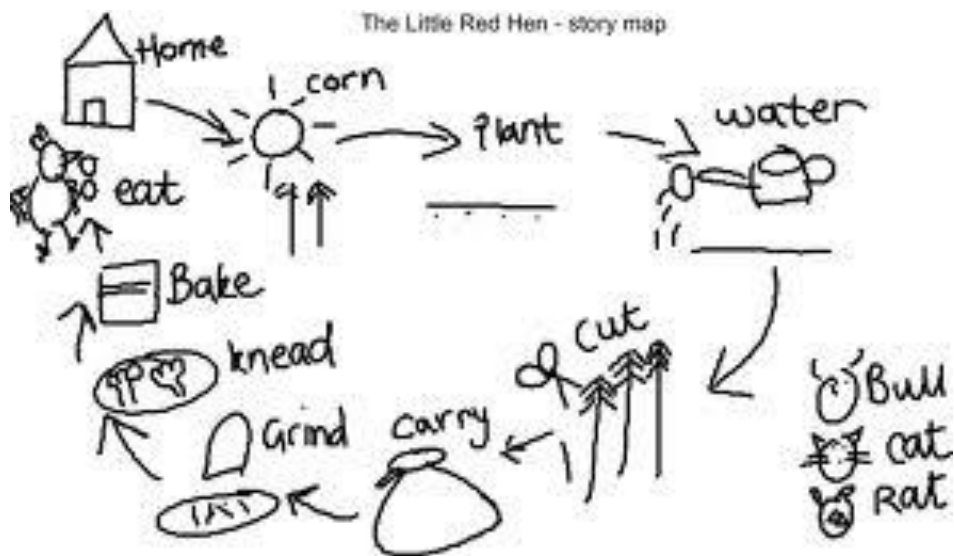
Storytelling and story-making

The storytelling and story-making approach involves:

- learning and repeating oral stories
- building the **confidence to develop** them through telling
- extending this development into writing
- creating 'new' stories orally as a preparation and rehearsal for writing.

The development of storytelling is built through a 3-step sequence.

- **Imitation**: straight retelling of learned stories.
- **Innovation**: developing, extending and changing elements of a story.
- **Invention**: creating a 'new' story.



Phonics

The children in Nursery, Reception and Year 1 are taught all the sounds in the English language – did you know that there are 44 main sounds in total but only 26 letters of the alphabet? The youngest children are taught an action to accompany every sound they learn following Jolly Phonics.

What is Jolly Phonics?

Jolly Phonics is a fun and child centred approach to teaching literacy through synthetic phonics. With actions for each of the 42 letter sounds, the multi-sensory method is very motivating for children and teachers, who can see their students achieve. The letter sounds are split into seven groups as shown below.

Letter Sound Order

The sounds are taught in a specific order (not alphabetically). This enables children to begin building words as early as possible.

How does Jolly Phonics work?

Using a synthetic phonics approach, Jolly Phonics teaches children the five key skills for reading and writing. Complemented by Jolly Readers and Jolly Grammar, it provides a thorough foundation for teaching literacy over three years in school.

The five skills taught in Jolly Phonics

1. Learning the letter sounds

Children are taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs such as sh, th, ai and ue.

2. Learning letter formation

Using different multi-sensory methods, children learn how to form and write the letters.

3. Blending

Children are taught how to blend the sounds together to read and write new words.

4. Identifying the sounds in words (Segmenting)

Listening for the sounds in words gives children the best start for improving spelling.

5. Tricky words

Tricky words have irregular spellings and children learn these separately.

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

Once the children have been taught each sound explicitly they are encouraged to refer to the Complex Speed Sounds chart whenever they write. Gradually, as they read more, children begin to learn which grapheme (letter group) is the right one to use to spell words correctly e.g. snail snayl snale ...

Visit www.jollylearning.co.uk to find out more and to learn how to pronounce each sound accurately!

Complex Speed Sounds											
Consonant sounds											
f	l	m	n	r	s	v	z	sh	th	ng	
ff	ll	mm	nn	rr	ss	ve	zz	tl		nk	
ph	le	mb	kn	wr	se		se	ci			
					ce						
b	c	d	g	h	j	p	qu	t	w	x	y
bb	k	dd	gg		g	pp		tt	wh		ch
	ck				ge						tch
	ch				dge						
Vowel sounds											
a	e	i	o	u	ay	ee	igh	ow			
	ea				ā-ē	y	i-e	ō-ē			
					ai	ea	ie	oa			
						e	i	o			
							y				
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure	
ū-ē			oor	are	ur	ow	oi				
ue			ore		er						
ew			aw	au							