

Supporting children in school

We will cover:

- How you might be asked to support children in school
- Reading and phonics
- Protocols for volunteering in school
- School trips
- Safeguarding including use of mobile phones in school

Talented parents!

If you have a particular interest or skill set, please do let us know!

Supporting children in the classroom

- You will be working under the direction of the class teacher
- Resources will be provided
- Make sure you are clear about what is expected from the activity – what is the learning behind it?
- The teacher may give you some questions which they would like you to focus on during the activity
- You may be given a recording sheet to show how the children got on with the activity
- Always ask if you are not sure!

Reading Detectives!

In order to be able to infer and deduce from a text children need to be able to decode confidently, fluently and not robotically. The text should not be too hard for them otherwise they will focus all their energies on trying to decode and get a literal meaning and will miss the subtle clues given.

Inference and Deduction

Inference: is an interpretation that goes beyond the literal information given.

Deduction: is an understanding based on the evidence given in the text.

Inference

What is Inference?

Inference is where we 'read between the lines' to gain a greater understanding of what we are looking at and to reach logical conclusions.



Inference

- Who is in the picture?
- Is it cold or hot in the mountains?
- How does the mountaineer feel?
- Why has the mountaineer chosen to climb to this location?



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Phonics

We use 'Letters and Sounds revised' in school and we use the 'Little Wandle' synthetic, systematic programme.

Children are encouraged to use phonic cues to help them to 'word build' in their reading. This skills is practised daily in school.



Reading Strategies



Go back to the beginning and reread the sentence



Does it look similar to other words?

Reading Strategies



Look at the picture for clues

Are there smaller words inside?

lightning

Questions



- What words make you think that? Why?
- How do you feel about.....? Why?
- Can you explain why.....?
- At the end of the story the main character is feeling Does this surprise you?
- What does this tell you about whatwas thinking?
- Do you think this is true/untrue? Why do you think this?
- What do you think the is thinking? If it were you what would you be thinking?
- Predict what you think is going to happen next. Why do you think this?
- From what you have read, can you tell me what you feel about....?
- Who would you like to meet most in the story? Why?
- What is your opinion? What did you like/dislike about the story? Can you find pages in the book to show me?

Volunteering in school

It is helpful if volunteers can commit to a particular day in the week – this helps the teachers with planning etc

There is no guarantee that volunteers will be with their own child's class – you will be asked to help where the need is on that particular day. We would ask for flexibility with this – the classes may vary each week



School trips

We are looking to have a 'bank' of volunteers who could help on school trips.

Please could you let us know which day(s) in the week you would generally be able to help on a trip

This would not necessarily be a trip with your child's class



Safeguarding



- Safeguarding is protecting children from mistreatment
- Preventing impairment of children's health or development
- Ensuring the children are growing up in circumstances consistent with the provisions of safe and effective care
- All those who come into contact with children, whether paid or voluntary, have a duty to safeguard and promote the welfare of children.

Mobile phones

We ask that mobile phones are given in at the office when you arrive, and collected when you leave the school – this is to safeguard you as a volunteer.





Safeguarding

DBS check needs to be completed before volunteering in school

Sign and sign out

Mobile phone handed into the office

Visitor lanyard or sticker to be worn at all times

Designated Safeguarding Leads

Mrs Angus

Miss Mutch

Mrs Peachey

Mrs Pirt

Safeguarding Governor – Daniel Beck

Safeguarding

If a child says something or does something which you feel is unusual, please report it straight away to the class teacher in the first instance or a DSL.

You may be asked to write something down, but the staff will advise you on any next steps that are needed.

School Documents to read and sign

St Giles' C of E (A) Infant School Safeguarding and Child Protection policy 2022 – on website

Acceptable Use policy – parents should have read this and signed the parents part already

Anti Bullying policy – on website

Behaviour policy – on website

Mobile phone policy – collect a copy from the office

Staff behaviour policy – collect a copy from the office

Statement of Principles for Volunteers – to sign
(please collect a copy at the Office)

Key Safeguarding Documents to read

Keeping Children Safe in Education 2022 – PART ONE

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf

Working together to safeguard children 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf

The Prevent Duty 2015 (updated April 2021)

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

Safeguarding

There will be a need for confidentiality should a safeguarding situation occur.

If information is shared, there is a risk of jeopardising the safety and welfare of a child.