

MANCHESTER COMMUNICATION PRIMARY ACADEMY

PARENT GUIDE 2020 - 2021

With you...for you...about you...



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Welcome to MCPA!

Welcome to Manchester Communication Primary Academy, which opened its doors in September 2014. From September 2015, we welcomed children to our wonderful newly built academy and we have continued to grow ever since. MCPA is a non-selective school with no religious affiliations, serving local children of all abilities in the local area. We currently have a 52 place nursery and classes for reception, year 1, year 2, year 3, year 4, year 5 and year 6. By September 2021 we will be a full two-form entry with 472 pupils on roll.

Thank you for choosing MCPA, we are excited to welcome you and your family to be part of our school community.

We hope that you will find lots of useful information within this booklet and on our website www.mcpacademy.co.uk. If you require further information, please contact our school office on 0161 202 8989.

A Message from the Head Teacher

At Manchester Communication Primary Academy I will seek to ensure that every child grows both academically and personally through excellent teaching; access to state of the art facilities; a wide range of opportunities and a value-set which places our children at the centre of any decision which is made.

As MCPA continues to grow, it has become a vibrant and diverse learning community with a rich variety of heritages, backgrounds, languages and religions. Our children understand the value of living and learning in such a diverse community and recognise that whilst we are all individual, we are all working towards the same aim: To achieve the best we can, in all we do. I am extremely proud of the 'can-do' culture and 'family-feel' amongst both children and staff; as the school continues to grow, I will ensure that this remains central to its ethos.

Alex Reed,
Head Teacher



Our Values

Our Academy values can be summarised:



Trustworthy



Helpful



Inspiring



Straightforward



Heart

These are the core values that will underpin all of our day to day work and they will be demonstrated in all aspects of the Academy.



Learning at the Academy

At MCPA we have an innovative and child-centered relevant curriculum which will continue to grow with the pupils.

We challenge all learners and staff through ambitious targets, ensuring that there are no barriers to progress or attainment.

In addition to the core requirements of the curriculum, our children all access the 'MCPA opportunities',

MCPA Opportunities

We believe that school is about a lot more than tests, so whilst your child is with us at MCPA we'll make sure that they have the chance to do the following:



Go to the theatre



Eat in a restaurant



Visit another country



Learn a language



Learn a Instrument



Discover their favourite sports



Sing the national anthem



Learn to cook



Go to the beach and build a sandcastle



make a den



Learn to swim



Visit the park



Visit lots of museums and love them



Become a library member



Visit places of worship



Stay away from home for a night



Stargaze



Hold an insect or reptile



Look after an animal



Start a fire



Perform a poem



Learn about each other's culture and beliefs



Sing like noone's listening



Meet and thank a police officer, fire fighter and paramedic



Visit a seat of government



Eat something they've planted



Climb a big hill



Raise money for charity



Help a local community group



Manage a budget



Visit the zoo

Learning at MCPA

Teaching and Learning

At MCPA we believe that the key aim of successful primary education is to develop polite, well-rounded young people with a thirst for knowledge and a love of learning. In order to achieve this, we provide a high quality learning environment, expert staff (including subject specialists) and a well-balanced curriculum with an emphasis on real-world learning opportunities.

Each half term learning starts with a 'WOW' - this may be a trip, visit, event or special lesson which hooks children into their learning, sparking their interest and promoting their curiosity. Parents are invited into school at the end of the half-term to share in their children's learning through 'showcase'. These are held on the last Thursday at 3pm before the half term break.

MCPA's Aspire Curriculum is taught from Y1-Y4. It is a topic/keytext centred approach with a sharp focus on embedding literacy skills in a creative and engaging context which results in children experiencing a broad and balanced curriculum.

As our children move into years 5 and 6, they will be taught MCPA's Achieve Curriculum. This curriculum focusses on ensuring that children are completely ready for the next stage of their education with a slightly more but age-appropriately formal approach to teaching.

Reading

At MCPA, we believe that reading is about enjoyment and creating lifelong readers.

We make sure that we read every day. From Nursery to Y2, the children take part in a daily phonics session which lasts 40 minutes (Y1), 30 minutes (Rec) and 20 minutes (Nursery).

In Phase 1 all the children take part in a Take 10 at the end of each day, where an adult models reading for pleasure. Year 1 children also have the opportunity to read in the morning once they have finished their morning challenge. In Phases 2 and 3, reading is part of the English lesson. There is more of a focus on reading for

understanding rather than word reading (as this is the key focus in Phase 1). Children learn reading techniques such as skimming and scanning, which are then consolidated and applied across the curriculum.

Just like Phase 1, reading and writing are entwined so that the lesson flows seamlessly. Children (in phases 2 and 3), who still need additional support in reading, access the phonics in Phase 1 and get heard read on a weekly basis.

In Phases 2 and 3, all the children take part in a 'Take 10,' once a day. As part of this, we try and carry out some paired reading (twice a week) across different year groups.

Writing

Here at MCPA, we use Talk for Writing, an approach developed by Pie Corbett and supported by Julia Strong, which is based on the principles of how people learn. The movement from **imitation** to **innovation** to **independent** application can be adapted to suit the needs of learners of any stage.

Our English curriculum is designed around challenging texts which link closely to the topics for each half term. We cover a range of fiction, non-fiction and poetry. The use of Talk for Writing enables children to imitate the language they need for a particular topic, orally, before reading and analysing it and then writing their own version.

Children complete a cold task at the start of a unit (allowing staff to identify key areas of learning needed) and a hot task at the end which enables them to recall and apply the vocabulary, sentences types and genre specific features that they have been taught.

Lessons are structured so that the children experience orally retelling story maps, 'reading as a reader' and 'reading as a writer'. The teaching of handwriting, vocabulary and grammar are interwoven into lessons. We intend for pupils to leave school being able to use fluent, legible and speedy handwriting. Alan Peat sentence types and ideas from The Writing

Revolution are also taught alongside T4W. These are mapped out across the whole school so that there is clear progression.

The construction of toolkits supports children with the writing process alongside their ability to retrieve and use the vocabulary they have learned.

Phonics

At MCPA we teach phonics through the use of Read Write Inc, a programme that creates fluent readers, confident speakers and willing writers by the end of Key Stage 1. Children begin to access phonics in Nursery and will continue on the programme until they are confident and fluent readers, most children are off the programme at the end of Year 1. Phonics is taught daily for 40 mins. Children are grouped based on ability to ensure that they make rapid progress in accuracy and fluency of reading. Children are assessed at the end of each half term to ensure accurate groupings and to ensure children making slower progress are identified. Children below the expected level of reading for their age will have daily 1:1 phonics with a member of staff. In the Early Years and Year 1, phonics is embedded in to the environment, giving children the opportunity to embed their skills through independent learning time.

Maths

MCPA is proud to provide a Maths curriculum that is based upon mastery approaches to learning early mathematics. Using these approaches at the start of EYFS, enables children to develop their understanding of early mathematics by solving problems through meaningful experiences. We aim to create purposeful experiences both inside and outside of the classroom, using real life concepts and problems, and support children's understanding by implementing concrete and pictorial representations to make mathematics interactive and playful. This sound foundation assists our children in developing a better understanding of mathematics, which in turn allows a seamless transition into the next stage of their learning onto the more abstract areas of Maths.

Throughout Reception we begin to adapt the Maths No Problem approach used throughout the rest of school. With a focus on Number and Shape, Space and Measure children will independently or in partners explore mathematical concepts before a guided practice led by the teacher. Using this process ensures children are addressing the characteristics of effective learning whilst confidently able to talk about what they found through their Independent exploration. After the guided practice from the teacher the child will then apply their learning independently to a range of maths problems.

Maths lessons are made up of 2 parts – number fluency (15 mins in KS1 and 30 mins in KS2) and Maths No Problem. The number fluency focusses on the use of number and is intended to support the development and understanding of number facts, timestables and mental arithmetic. The Maths No Problem scheme of work follows a very specific format which all our staff have been trained on.





Inclusion and Nurture

Manchester Communication Primary Academy is dedicated to ensuring that our school environment supports learning and the well-being of children and staff through a strong sense of community cohesion.

Co-operation, mutual support, and respect are the foundations of our community and we work hard to provide a safe school where all children feel included and valued in every aspect of school life.

MCPA is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential; that opens a world of opportunities. It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning and where a strong sense of community builds self-esteem and self-belief. Children who have positive nurturing experiences in their early years tend to develop more positive trusting relationships and

Ruby The School Dog

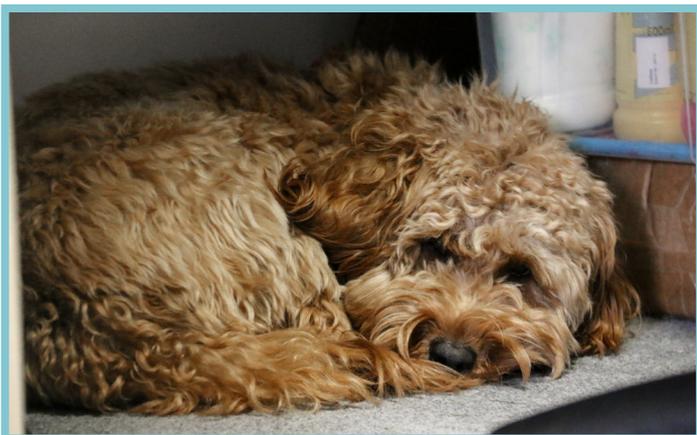
Hi, I'm Ruby the school dog and I'm here to help. I've been coming to MCPA for nearly 2 years now and I work with all children where possible as well as those with Special Educational Needs. I like to help keep children calm and support children who are struggling

self-confidence, and are more successful in school.

To ensure all children achieve their potential we engage a range of strategies to issue challenge at an appropriate level, use a range of tools to identify any developmental/learning needs and provide a graduated system of support to overcome barriers to learning.

Children with special educational needs are catered for within their own class and, where useful, may be withdrawn for short periods to work with a specialist adult, individually or in a small group. We work hard to ensure that every member of our school community; pupils, parents, staff and visitors, feel safe, included & welcome. We are an inclusive school and every child is equally valued and welcome here.

to read. My favourite thing to do is to go and sit in a classroom whilst they reading a story or to go for a walk out on the playground. If you see me in school, be calm and quiet and I will come and say hello.





Community Challenge Days

MCPA is driven by seven 'Community Qualities'. These qualities provide a framework that encourages children to develop and refine a range of positive attitudes, attributes and behaviours whilst promoting children's safety in school and adherence to our rules.

Our 'Community Qualities' are:

Attitude, Behaviour, Courage, Determination, Enthusiasm, Friendship & Grit

To give pupils an opportunity to demonstrate,

practice and refine their 'Community Qualities' we hold half termly 'Community Challenge' sessions.

These sessions focus on team-building and are centred around games, activities and challenges that encourage children to work together, listen carefully, communicate clearly, and think creatively. They also encourage our pupils to get to know each other, build trust as a community and, best of all, have some fun!

School Council and Pupil Voice

We believe in the importance of giving children the opportunity to be heard as well as encouraging them to get involved in shaping the future of their school, local community and the wider world.

Pupil Voice provides further opportunity for every pupil to discuss their feelings about school - from both an academic and pastoral perspective - to ensure that they are active participants in their education. Every pupil is encouraged to express their views, and be active participants in decision-making on a range of topics, issues & developments in school.

We want to give children the relevant skills in leadership and empathy, whilst nurturing each child in their development of our school community qualities. Our aim is to create a positive and inclusive community within the school that prepares children for the opportunities, responsibilities and experiences of later life.

The MCPA Council is made up of 12 pupils from Years 2-6 who are elected by their peers. The school Council gets involved in many

aspects of the school in order to help make the school an even better place. Our older pupils take great pride in the responsibilities they are provided with including modelling to younger council representatives how to become great councillors. Any child can become part of the School Council; they are elected following democratic class elections, which are held at the start of the year.

The School Council meets once a week with the school PSHE lead, who helps facilitate their meetings. Using ideas from the rest of the school, they pick one project each term to work on focussing on either an improvement to the school, local community or an environmental project.

The children work together to create action plans, delegate jobs, run whole school assemblies and hold meetings to work on their projects.

Through the school Council, all pupils at MCPA have the opportunity to raise issues, share ideas and take part in discussions that involve all of their peers in reaching a democratic solution.



Early Years School Readiness

'Children make good progress in the Nursery and Reception classes.'- Ofsted

Here at MCPA inclusion and health and safety are at the top of our priority, in providing the best care for our children.

In our EYFS department, many children start the year with lots of skills in place, ready to access our provisions and school ready curriculum.

Occasionally, some children start the year with little or no pre-school experience and therefore find starting school a struggle.

For our children to be 'school ready' we wish them to have developed a number of different skills, and be able to carry these out independently or with little support from staff.

- Coping with a full school day and full school week
- Toileting (Intimate Care policy)
- Feeding themselves independently (incl. eating solid food)
- Respecting adults and beginning to learn right and wrong behaviour.
- Starting to develop an understanding that forms of aggression/fighting are not ways to behave.
- Starting to develop an understanding of risk and risk factors (e.g. running away)

If the EYFS teachers notice that children are clearly struggling with developing these skills, it informs us as professionals that the child may need a timetable to suit their needs, or to defer their school year to the following year when they may be more school ready.

The well-being and happiness of the individual child is paramount to us and we would not want what should be a very exciting and happy time for the family to be one of upset and difficulty.

During our induction process (the duration may vary for different children) staff will develop a good knowledge and understanding of the individual child and their specific needs and this will allow us as school to discuss with you the possible next steps for your child and if we, as an academy, are the best choice for your child.

Any decisions will not ever be taken lightly and will be supported with lots of evidence and suggestions, and be discussed thoroughly with MCPA's Nursery or Reception lead and ultimately the Head Teacher. Please note that a child is deemed as being of school age the term after the child turns the age of 5; parents do need to ensure that children are in regular full time education by this point.







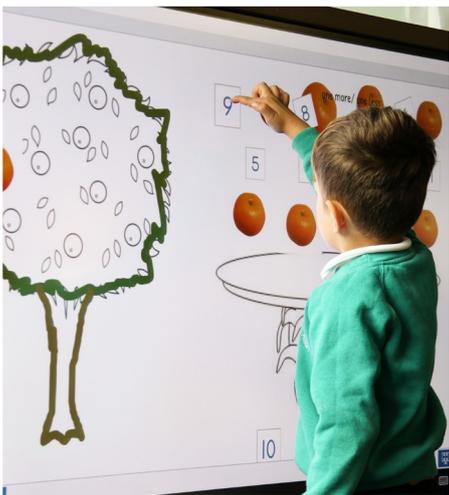
Nursery at MCPA

Welcome to MCPA Nursery, a purpose built, high quality Nursery with a spacious outdoor area. In many ways, our early years are some of the most important in our lives. They can start to shape and define both who we are and our view of the world. That is why here at MCPA, we like to give young individuals an early idea of how inspiring and enjoyable school life can be. We believe that Nursery should be a magical time full of adventure and discovery! Our highly qualified team of teaching staff are experienced in early years teaching, with a passion for providing the very best learning experience for all our children, going the extra mile to deliver the best possible start to your child's education.

an integral part of our school; developing an early sense of self in a safe, friendly place that gives them the space to express themselves, whilst having lots of fun! We offer a variety of excellent learning activities for children, including sessions in our Forest School, MCFC sessions and much more. We aim to help our children build the foundations to develop their skills and abilities, to become courageous and independent life- long learners.

Our children are very well supported in their transition to school here at MCPA, and the Nursery has developed excellent links to make this transition as seamless as possible.

Our Early Years Foundation Stage (EYFS) is



Our School Day

Breakfast Club

Breakfast activity club is open to Reception-Y6 children only.

Breakfast club is run by MCPA staff and is open daily from **8:00am—8:45am**. With the last admission at **8:25am**. It is situated in the school hall and children sign in via the school office.

You do not need to book. When arriving, please be patient as the staff sign in all the children.

At breakfast club, children can enjoy a hot cereal such as bagels and porridge or cereal, along with a drink of milk or water.

Once they have eaten their breakfast they are encouraged to take part in the activities which include reading, colouring in, help with homework, football or games and physical activities.

Admission to breakfast club is £1.00 per day, this can be paid upon entry or for the week in advance. If your child is pupil premium then they will be entitled to FREE breakfast club.

Start of the Day

The school gate opens at **8:45am**, and learning begins at **8:50am**.

The academy finishes at **3:00pm** (Nursery, Reception and Year 1) and at **3:15pm** (Year 2 to Year 6).

On Fridays the whole school finishes at **2:00pm**.

Arrival and Departure

The school gate is opened from **8:45am**, and children go straight into class, where 'Early Morning Activities' are provided by the teachers. Parents are encouraged to allow children to enter their classes by themselves, so they can develop their independence. The younger children may still need parents to assist with coats and bags at first.

At home-time the children collect their belongings together ready to take home, and they assemble in their classrooms, or to their designated exit door, ready to be met by parents.

During collection, we ask you to be patient and stand behind the painted line, and to think of others. If you



need to speak to the teacher, the teacher will be happy to speak to you but you must be prepared to wait until all the children have been safely handed over to their parent/responsible adult.

Playtimes and Lunchtimes

Morning playtime begins at **10:20am - 10:40am** (Phase 1 and 2), **10:40am - 11am** (Phase 2)

During break time children in the playground will have the opportunity to have a drink and a healthy snack.

Lunch times are staggered to accommodate the different year groups and to ease the number of children having lunch at the same time.

- **Nursery & Phase 1** have lunch at **11:40am**
- **Phase 2** have lunch at **12:15pm**
- **Phase 3** have lunch at **1pm**

School Meal Information

Manchester Fayre is our school meal provider; they offer lots of choice every lunchtime and ensure that our children have their preferred choice each day.

We offer both European and Halal options as well as being able to cater for pupils with medical diets.

School Meals are £2.30 per day. You have the option for your child to have a hot school meal or if you prefer you can supply them with a healthy packed lunch from home.

All Reception, Year 1 and Year 2 children are entitled to universal free school meals. Children in all other year groups will have to pay for a school meal unless they are eligible for FSM.

Payments for school meals will need to be done online in advance; weekly, monthly or termly. Please register at www.parentpay.co.uk If you need further assistance, please speak to our office staff who will be able to help with your set-up.

End of the Day

The school day ends at **3:00pm** (Nursery, Reception and Y1) and **3:15pm** (Y2-Y6) Mon—Thur. The whole school finishes at **2:00pm** on Fridays. The school gate is opened so that parents can collect their children.

Nursery, Reception and Y1 children assemble in their classes and each child is dismissed when the teacher knows their parent or responsible adult is there. Your child will be handed to you using the hand to hand method. Y2-Y6 children assemble from their designated exit door with their teacher, and are collected from there by their parent/responsible adult.

Afterschool Club (Extra-Curricular Activities)

Afterschool club is available to pupils in Reception-Y6 only. (Mon: Y4-6 clubs, Tues: Rec-Y1, Wed: Y2-3).

Clubs run Monday—Wednesday, starting at the end of the school day until **4:00pm**.

The clubs run by our staff and have included gymnastics, dance, arts & crafts, homework booster club and running club to name a few!

We will notify parents in the first week of each term of the clubs available and how you can sign up. We currently offer one club, per child, per week, depending on spaces.

Your child may be invited to personalised intervention clubs run by teachers who may like to offer additional support to certain children afterschool. If your child is offered a place, we will encourage them to attend.

Going Home Independently (Y5-Y6 only)

If you wish for your child to walk/cycle home on their own then this should be put in writing to the Head Teacher or written in the child's 'Planner' for the teachers attention as responsibility for the child from 3:15pm lies with the parent/carer. Children who have this permission will not be able to take younger siblings home on their own, this is still the responsibility of the parent or a responsible adult.





Our School Day

External Afterschool Provision

We do not have an after school provision on site. Some parents choose to use local child care providers e.g. Carisbrook, to provide afterschool care. Parents must call the school office if, for any reason circumstances change e.g. you have cancelled the provision for that day or your child is attending an additional session that week. Carisbrook will collect the children from the school hall and sign a register to acknowledge that your child is now in the care of the external provider.

Password Policy

If your child is to be collected by somebody other than yourself for the first time, then you must inform the school office of who they are, and also provide us a password. Ensure that your nominated adult knows the password.

Parental Responsibility

Once a parent or nominated responsible adult has collected your child then your child is your responsibility. You must supervise your child in the playground and on the journey home. Manchester Communication Primary Academy will accept no responsibility for your child after you have collected them.

This also includes any event that you may attend with your child after school e.g. parents' evening and showcases.

Failure to Collect a Child

MCPA will always endeavour to support parents and ensure that children are kept safe. It is important that children are collected promptly as staff have their own work/family commitments and it can be very distressing for children when parents are late.

If, due to unforeseen circumstances, you are going to be delayed please contact the school immediately on 0161 202 8989. This will allow us to plan for your arrival or be made aware of alternative arrangements.

Procedure if a Parent Fails to Collect a Child or Contact the School

In the event of a child not being collected at the end of the school day or session, the office staff will:

1. Phone all contact numbers given by the child's parents or carers
2. We will continue to contact the parent/carer until we know that you are on the way
3. If no contact has been made after half an hour, or sooner, or if staff have to leave, we will telephone the duty social worker and/or contact the local police.
4. Incidents will be logged on the child's records and may be passed to our safeguarding team for further investigation.



Attendance

We have number of initiatives in school to help promote the importance of good attendance in school amongst the pupils and parents/ carers. Absence has a negative impact on the academic achievement your child reaches in school and later at high school. Occasional days off school soon mount up and parents are not always aware of the impact of this.

Exceptional Leave / Absences (Non-Medical) in Term Time

In all cases an 'Exceptional Leave Form' must be completed (available from the school office) and handed back into the office several weeks ahead of the planned absence. Full reasons for exceptional leave should be provided on the form. Where there are genuine cases of exceptional circumstances the request will be viewed by the Head Teacher for authorisation.

Holidays are NOT AUTHORISED in term time, and therefore the child's attendance record will be marked as unauthorised during the period of absence. The School may also refer the child to the Family Support Worker where the attendance level is a concern. Upon 5 days of unauthorised absence, MCPA will request a Penalty Notice to be issued from the Manchester City Council attendance team.

Attendance Levels

Good attendance is considered to be where children's percentages are in the region of 96% and over - this is what we aim for the majority of children.

Where the absence levels drop below 95%, we may consider this a concern and as such would assess the child's attendance level, punctuality and reasons for absence. The school may send a letter to parents to make them aware of the drop in their child's attendance level and look at ways to improve it.

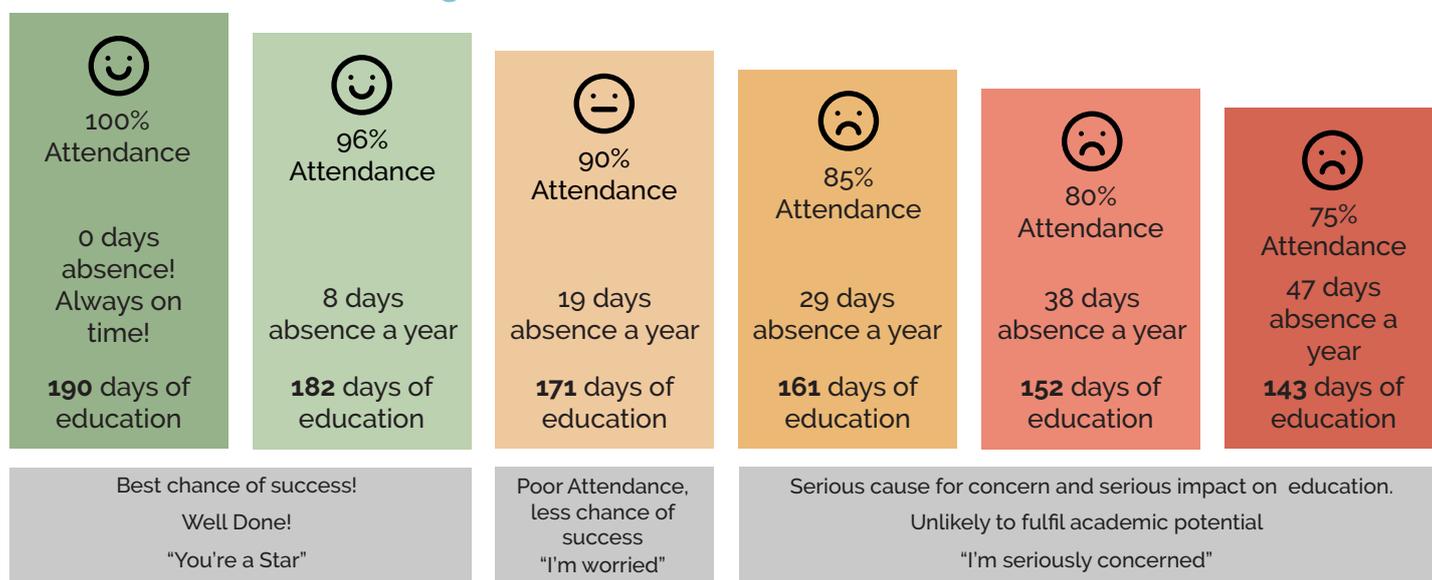
If a child's attendance level continues to fall, with little or no improvement, and the absence level is considered to be unacceptably low, the school will be write to the parent/carer inviting them in for a meeting with the Family Support Worker, who regularly monitors attendance levels in school if it does not improve.

We understand that there are circumstances that impact on attendance, such as long term illness, surgery, disability etc. and this is taken into consideration. If your child is likely to be in this category, the level of attendance is managed differently according to the individual needs of the child. Because of these exceptions it is essential that parents continue to communicate with us regarding absences and provide evidence to the school such as appointment letters etc.

Minutes late per day during school year	Equal days worth of teaching lost in a year
5 Minutes	3.4 days
10 minutes	6.9 days
15 minutes	10.3 days
20 minutes	13.8 days
30 minutes	20.7 days



Good Attendance is Being in School at Least 96% of the Time



Punctuality is Important

Learning begins at 8:50am every morning. We expect children to be at school by 8:45am ready to start the school day. If a child arrives late into school, he/she misses the teachers instructions and important information about the days activities. Children may feel embarrassed at having to enter the classroom late as it may disrupt the class teacher and also other children in their learning.

A child that arrives in good time are able to talk to their friends and settle into the school day together—this makes children feel good about themselves! Give your child the best start by getting them to school early so that they can be excited for school! Frequent lateness can add up to a considerable amount of learning lost, and can severely disadvantage your child. Help your child be punctual and excited for school.

Attendance Awards

	Celebration
Attendance Bank: Attendance	Class with the highest weekly attendance score will earn £10 for their class attendance bank. This is saved and spent by class teams on an end of term/half term celebration activity / event
Punctuality 'Pick N Mix': Punctuality	Class with the highest punctuality score will earn a tasty treat for their class. Mrs Cullen (Attendance Officer) will also choose 2 top pupils from upper and lower school and reward them with her 'early bird' prize.

Attendance Tip for Parents

Let Children know that Good Attendance is Important:

- Attendance is a parent and pupil's responsibility. Let your child know that you think attending school daily is important. Show them you are interested in their school activities and tell them that you want them to do well in school.
- Good attendance habits start at an early age. Make sure your child goes to school regularly and on time. This helps them develop a positive view of school and the importance of attendance.
- Become involved in your child's school life and school activities
- Take an interest in your child's school work. Read regularly with them and check their homework for accuracy and completeness.
- Regularly check ClassDojo to understand what they are learning in school, celebrate their work and encourage them at home.
- Read the school news on our website and social media - updated regularly
- Make sure you are receiving MCPA's text messages and school emails to be kept up to date daily with school news.
- Post the school calendar and term dates on your refrigerator, or other prominent locations to highlight school activities and important student information.
- Do not provide inappropriate excuses for your child to miss school. Do not let them take time off from school for minor ailments – particularly those which would not prevent you from going to work.
- Do not expect or let older siblings stay at home from school to babysit younger siblings.
- Set good examples and enforce rules. Speak well of the school and support school

staff.

- Make a contract with your child to improve his/her attendance. Reward positive improvements.

Establish a Routine:

- Give yourself and children enough time to get ready. No TV on school mornings.
- Provide your child with their own alarm clock. Teach them to set and use their own alarm clock or clock radio.
- Set alarm 30 minutes earlier for your child who needs extra time to get ready for school.
- Plan ahead the night before: identifying and pre-prepping breakfast, have children set out their uniform and shoes the night before, and prepare reading book bags with completed homework. Parents can prepare for work the night before too.
- Set a regular bedtime schedule. Age should be a factor.
- Get a proper rest and go to bed early.
- Have your child go to bed 10 minutes earlier and wake 10 minutes earlier.
- Have children shower or bathe in the evening.
- Help your child relax before bedtime with a story, instead of the stimulation of television.
- Have schoolwork and lunch ready and laid out, ready to go. Create a special folder for completed work and projects.
- Provide regular study time and a quiet, clean area for doing homework.
- Walk to school with, or make friendships with other MCPA families at the bus stop who are always on time.
- Limit and balance extra-curricular activities.
- Have a back-up plan for cold weathers e.g. for cars not starting.



Show Interest in Your Child's Activities:

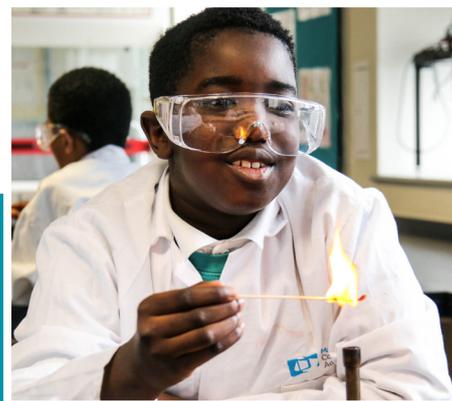
- Attend parent workshops (see website calendar and parent notice board for these events)
- Attend parent Inspire showcase (see the great work your child has done each half term)
- Attend your child's parents evening
- Volunteer your time at 'Friends & Families of MCPA'
- Make education a family priority
- Encourage your child to get more involved in their school. Sign them up for extra-curricular activities. Studies show the more involved a child and a parent are with school, the better their attendance and success is.

Keep Open Lines of Communication with your Children, Teacher, Head Teacher and School Office:

- Let the school know in advance if your child is going to be absent or if you have concerns about your child's attendance or school performance.
- Report all absences on the day your child will miss school. The office is open from 7:30am.
- Provide doctors notes to the school office when medical verification is available for your child's absence.
- If your child does not want to go to school, find out why and work with your school and child to address concerns. Let your child know he/she must attend school.
- If you notice your child avoiding a particular class or is having a difficult time in one subject area, discuss this with your child and his/her teacher. Offer extra support at home.

This will prevent your child from developing a behaviour of avoidance in school when things become difficult.

- Get to know your children's friends and their families and make connections with other families that value school attendance.
- Contact MCPA for help if it is need to support your child or family.
- Ask teachers and staff at MCPA, or other family members for advice on how to keep your child going to school – on time, every day!
- Check your child's book bag weekly. Occasionally important letters (such as a doctor's note from last week's absence) can become lost in a full bag. Organising its contents weekly improves your chances of finding these documents whilst they are still useful.
- Keep a school year calendar. It is a convenient place to document absences, reminder of parent meetings or workshops, and all other important school related information.
- Make sure your child knows you do not approve of him/her being late or absent. Talk to your child about issues making them late for school.
- Help your child understand the state laws and school attendance policies.
- Do not let your child persuade you into making an excuse for him/her. Don't give up. Reward good behaviour and take it one day at a time.
- We will communicate important information via emails, so please check your emails regularly





School Uniform

We like our children to look smart and to maintain high standards with regard to uniform.

When our children look smart, neat and tidy - they are ready for a good day of learning!

Many garments can be purchased from supermarkets or chain stores; our school-specific items (jumpers / cardigans) can be purchased from Ziggys in Harpurhey, and are available to purchase online at Tesco direct.

All new pupils joining the Nursery and Reception at the start of the academic year will be given a voucher for a free MCPA jumper or cardigan

Uniform

- Turquoise jumper or cardigan with MCPA logo
- Plain white polo shirt
- Black school style shorts, skirt, pinafore dress or trousers
- Black, grey or white socks
- Black school shoes (No trainers)
- In summer the girls have the option of wearing a green gingham check/stripe design dress.

Please note that all items of clothing must have your child's name written inside with pen.

Note: Black shoes which should not have heels. School trousers/shorts should be tailored type for both boys and girls (no tracksuits or jeans). Bootleg trousers etc. are not allowed. Likewise, skirts should reflect suitability/decency and should be around knee length. Short skirts are not allowed.

Jewellery & Hair Accessories

One small pair of studs and a wristwatch may be worn. No other form of jewellery or piercing is acceptable.

Please do not send in jewellery of any kind for health and safety reasons. Earrings are not allowed to be worn under any circumstances in PE or swimming lessons (please ensure any studs are removed on these days). This complies with guidelines and may affect any decision over the timing of when a parent chooses to have their child's ears pierced.

We ask that any head bands and bows that children wear to school are appropriate. Giant bows and head bands e.g with cat ears, are not conducive to a good learning environment and are not part of our school uniform.

Long hair should be tied back in order to prevent children passing head lice to each other. Shaved patterns or colours in hair are not allowed.



Term Dates for 2020 - 2021 Academic Year

Autumn Term 2020	
Staff training day	Tuesday the 1st of September
Academies open to learners	Wednesday the 2nd of September
Academies close to learners	Friday the 23rd of October
Half term holiday	Monday the 26th of October to Friday the 6th of November inclusive (2 weeks)
Academies open to learners	Monday the 9th of November
Academies close to learners	Friday the 18th of December
Christmas Holiday	Monday the 21st of December to Friday the 1st of January inclusive (2 weeks)
Spring Term 2021	
Staff training day	Monday the 4th of January
Academies open to learners	Tuesday the 5th of January
Academies close to learners	Friday the 12th of February
Half term holiday	Monday the 15th of February to Friday the 19th of February inclusive (1 week)
Academies open to learners	Monday the 22nd of February
Academies close to learners	Thursday the 1st of April
Easter holiday	Friday 2nd of April to Friday the 16th of April inclusive (2 weeks)
Summer Term 2021	
Academies open to learners	Monday the 19th of April
May bank holiday	Monday the 3rd of May
Academies close to learners	Friday the 28th of May
Half term	Monday the 31st of May to Friday the 4th of June inclusive (1 week)
Academies open to learners	Monday the 7th of June
Academies closed for learners	Friday the 23rd of July

Time in School:

Autumn 1	7 weeks and 3 days	38 days
Autumn 2	6 weeks	30 days
Spring 1	5 weeks and 4 days	29 days
Spring 2	5 weeks and 4 days	29 days
Summer 1	5 weeks and 4 days	29 days
Summer 2	7 weeks	35 days
3 inset days (31/08, 01/09, 04/01) 2 disaggregated over termly twilights		190 days + 3 + 2 days

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