



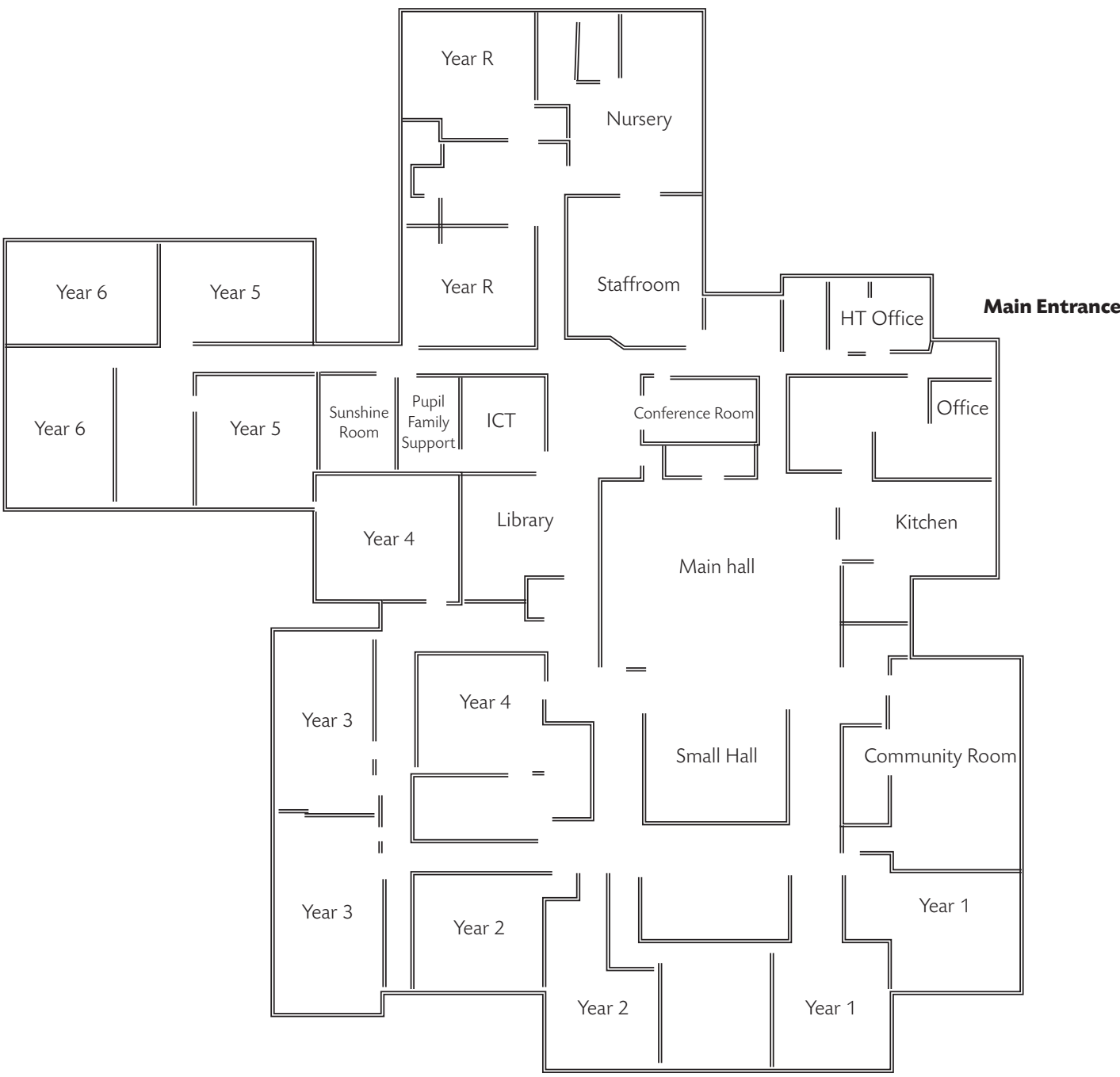
# Teacher Survival Guide

*Striving for Excellence*





# Map of our school: how to find your way around



## Welcome to The Oaks Community Primary School

### Mr Palmer and Mr Pentreath, joint Headteachers, say

We are very pleased to be welcoming you to teach at our wonderful school.

#### Partnership

We are proud of the fantastic progress children make each year at our school, but we are prouder still of the positive partnership between children, parents and staff that makes this possible. We believe that children's achievement is founded on an understanding that we all do our best when we feel safe and happy, and when we feel valued.

#### Learning opportunities

We aim to ensure that learning is active and enjoyable, and work to generate a wealth of positive learning opportunities for all children.

#### Rewarding

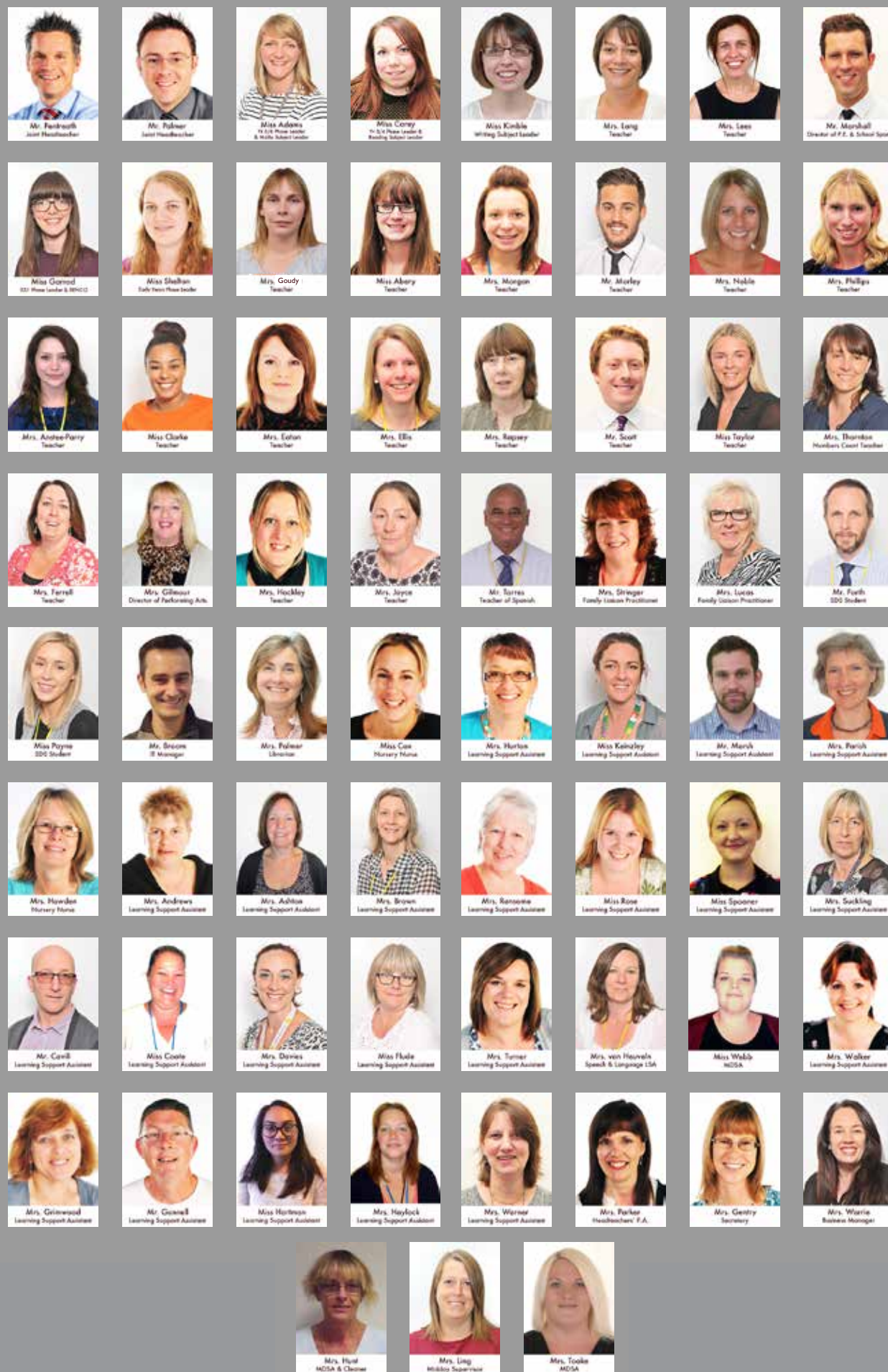
Working as a teacher in this fantastic school is fun, challenging, rewarding and the best job in the world!

#### Ipswich Primary Academies Trust

We are a member of Ipswich Primary Academies Trust. Initially centred in Ipswich, the Trust is a group of Suffolk schools aiming to make a real difference to education in our local area. Bringing together our skills and expertise, as well as learning from the best practice nationwide, our vision is to create a hub of outstanding practice in teaching and learning, and provide real opportunities for children in Suffolk that help them to achieve the best outcomes possible.



# Who's who



# Staff guide to IT at The Oaks

## Your equipment

Every teacher will have their own laptop to be used during planning time and at home. Almost all classrooms are equipped with a desktop computer. Some staff will also have access to an iPad to be used in class. All computers run Windows 7, Microsoft Office 2013, SMART Notebook 11 and LibreOffice 5. Teaching resources are stored on a central server accessible via the T: drive labelled 'Staff Shared Area'. You will also have a class digital camera for recording evidence of children's learning.

Each classroom has a SMART board. You may need to regularly recalibrate the board to ensure the projected image is in sync with the sensors in the board. This can be done by holding down the mouse and keyboard buttons simultaneously for two seconds.

We have two large Sharp MX-6240 copiers. They are capable of printing, copying and scanning. It is possible to scan directly to the T: drive, hole punch documents, staple them in the corner and fold and staple booklets. If the copier gets jammed please ensure the only things you touch are pieces of paper or anything green. The copier will tell you how to fix the problem. Please do not attack the copiers with scissors!

## The children's equipment

The children have access to Samsung netbook computers which are stored in the IT room in large grey trolleys. There is a booking form in the staff room to reserve the resources on a certain day. The trolleys are set on a timer to charge the netbooks overnight. Please ensure your children have plugged in each netbook and that you return the trolley to the IT room and plug it into the mains. If you need to charge the laptops you will need to press two buttons on the back of the trolley to activate a 3 hour manual charge. All children log into the netbooks using the standard 'pupil' account. There is no password.

Each year group has a cabinet of LearnPad tablet computers. These are to be shared between the two classes. The tablets should be left switched on so that they are quickly accessible. Children should do a short press on the power button to switch the screen off and flip over the protective cover. Another short press on the power button will quickly resume the tablet. The IT suite provides 12 desktop computers. The big screens, keyboards and mice make it easier perform tasks such as image processing and video editing. The computers dual-boot Windows 7 and Ubuntu Gnome. A selection menu is available when the computer is switched on.

Children can save their work on the central server using the P: drive labelled 'Pupil Shared Area'. Teachers also have access to the P: drive. You can place files on the P: drive to share them with children. It is recommended that you set the file properties to be read-only as this will make it considerably quicker when 25 children are opening the same file simultaneously.

There is a set of 14 purple Nikon digital cameras for taking stills and videos. These can be reserved using the booking form in the staff room.

## Website and messaging

Information is uploaded to the school website on a weekly basis. Please add photographs/class activities/school visits etc to the website folder saved on the staff server - T: drive labelled 'Website Folder'.

The school uses the Teachers 2 Parents texting service to send short messages/reminders to parents.

## Logging in

You can log in to any machine in the school and your environment will be (mostly) the same. Shared files are stored on the T: drive. When logging in, your login name is your first initial followed by your surname (all in lower case), e.g. bbroom for Barry Broom.

## Email and calendars

Your email address is [first initial][surname]@theoaksprimary.co.uk e.g. bbroom@theoaksprimary.co.uk.

You can read and write email using Thunderbird which will be set up on your classroom computer and laptop. You can also manage your online calendar; view colleagues' calendars and view upcoming events on the main school calendar.

You can access your email and calendars using a web browser by typing the address <http://mail.theoaksprimary.co.uk>. You will need to log in using your full email address and your password. We use Google Apps for Education as our email and calendar service.

## Wireless networking for personal devices

You may connect your personal smart phones, tablets and laptops to the school wireless network via our guest network. You will only have access to the internet and not printers or shared drives. Connect to the network named guest. The password is OPSguest. You will need to configure your proxy settings on your device. See the 'known issues' section.

## Software

The same software is installed throughout the school regardless of whether it is a teacher or child device (there are a few exceptions).

### General tools

- Firefox/AdBlock Plus – Firefox is our preferred web browser which includes the AdBlock Plus plugin. This will prevent adverts from displaying and cuts out video adverts before YouTube clips.
- SMART Notebook 11 – For making best use of the interactive whiteboards.
- Microsoft Office 2013 – Word, Excel, PowerPoint.
- LibreOffice 5 – Alternative office suite.
- VLC Player – Media player.
- ClipGrab – Download videos and music from YouTube.

### Teaching resources

- Espresso – Online learning resources. Accessible by typing 'espresso' in your browser or via 'online.espresso.co.uk' outside of school.
- DK Find Out! – Encyclopedia.
- Curriculum Visions – Encyclopedia.
- Nessy Learning Programme – Dyslexic support games and progress monitoring.
- Accelerated Reader – Reading comprehension.
- Clicker 6 – Key stage 1 book creator, capable of reading words aloud.
- Times Tables Rockstars – Guitar Hero inspired times tables game.
- Mathletics – Maths challenges.

### Computing resources

- GIMP – Raster image manipulation. Similar to Adobe Photoshop.
- Inkscape – Vector graphics manipulation.

- Brackets – HTML and CSS editing environment.
- Scratch – Visual programming environment.
- Audacity – Audio editing suite.
- OpenShot – Video editing suite.
- Minetest – Three dimensional collaborative building game, very similar to Minecraft. Many children can interact in the same environment. Useful for maths and as a behaviour incentive.
- Wiki – The school has a wiki which can be edited by anyone in school, anytime. Double click the page to edit.

## Main hall

There is always a laptop in the main hall for assemblies. You should log onto it using the username 'bighall' with no password. Midway down the audio-visual cabinet there is a black slide-out tray containing two remote controls, a white one for operating the roll-up projection screen and another for switching the projector on and off.

To use the speakers in the hall you will need to switch on the illuminated red power switch at the top of the cabinet and the circular power button next to the volume controls. The two amplifiers at the bottom of the cabinet can be switched on to control the two speakers in the main hall, small hall or both.

There are two wireless microphones, two wired microphones and a unit for controlling the stage lights.

## Known issues

### Common problem – No internet access

All of the school's internet access is filtered through a proxy server to ensure children are not exposed to undesirable material. If your proxy server settings are not set correctly, you will not be able to access the internet. They must be set for each machine you log on to.

The proxy server address is [proxy.gfl.suffolk.org.uk](http://proxy.gfl.suffolk.org.uk), port 8084.

To change your proxy server settings, open Internet Explorer (the big blue e), click on the cog on the far right of the toolbar. Click the 'Internet options' menu. In the window that pops-up, click the 'connections' tab. Click the LAN settings button at the bottom. At the bottom of this window, tick 'Use a proxy server for your LAN'. Type in the address and port number as above.

If you are using a school laptop at home, you will not have access to the proxy server so will need to untick the option 'Use a proxy server for your LAN'. Remember to tick it again when you return to school!

### Common problem – Main hall projection only shows The Oaks logo

The laptop in the main hall should be configured to mirror displays. What you see on the laptop screen should be the same as what is being projected on the wall.

You may find that the display configured has changed to become an 'extended' display. The laptop screen and projection will no longer be mirrored and you will only see The Oaks logo on the projection. This is a consequence of using PowerPoint. When running a presentation, the laptop will convert to 'Presenter' view and the presentation will display on the projector. Unfortunately it doesn't put the display back!

To mirror the display once again, you will need to right-click on the desktop, click Screen Resolution in the menu that appears and then select 'Duplicate' from the 'multiple displays' drop down list.



# Tips from our teachers



## Megan Garrod says:

"Be organised and pro-active. Think ahead and consider possible misconceptions and how to address them before they crop up unexpectedly in lessons!"

"Make the most of every minute – use lining up, walking to the toilet, putting coats on and tidying up as opportunities to recite spellings, chant times tables or cover any other area of learning."



## Emily Adams says:

"Always ask yourself 'What is the impact?' At The Oaks we try to only do things that have an impact on children's learning. If not, stop it or change it!"

"Remember to ask if you are not sure about something. I am really lucky to work at a school where there is a wide range of expertise and always someone who is willing to help."



## Kay Gilmour says:

"Music is a great way to create a mood or atmosphere for learning in class. You can come to me for help with ideas or suggestions of pieces of music that specifically induce the 'alpha-state for learning'. ie. pieces of music of a certain tempo that help to stimulate the brain into being the most receptive to learning. Music can also be a great tool for introducing and finishing off topics. If you need any times-tables, spelling or any other specific tasks set to music, come and see me!"



## Katherine Kimble says:

"Do not be afraid to deviate from your plans. Use assessment during a lesson and if it is clear the children have not understood or need further support, bring the class back together and remodel."

"Use a range of open and closed questions (closed questions do have a place in the classroom for quick assessment). Explore open and closed questioning with the children as it can be beneficial for them to be aware of the different types of questions."



## Hollie Carey says:

"Never underestimate the power of positivity! At the Oaks we work together and support each other to move forwards. There is always someone around to share a smile and help you out."

Everyone at The Oaks believes in our wonderful children and does the best they can for them every single day. We make the most of every learning opportunity and utilise pockets of time to consolidate learning with little chants and memorable songs. You will often hear classes lining up whilst doing their times tables or practising a spelling.

Our aim is to empower our children to be thinkers, decision makers and resilient learners. We are dedicated to ensuring they are powerful learners and are the best they can be."



## Vicki Abery says:

"Maximise your time as much as you can – use library time to work on IEP targets, or reading with children."

"I have found that children at The Oaks learn really well through songs and actions. Learn vocabulary for maths and English with singing and actions to help children to recall them. We have learnt our times tables, subordinating and coordinating conjunctions, 3D shape properties... this way."



## Lisa Lang says:

"Spend time finding out what interests your children and use this to motivate learning. Create a 'can do' attitude in your classroom by letting children know it is OK to make mistakes and we can learn from them."



## Emma Morgan says:

"Have high expectations of every child. Expect amazing things and amazing things can happen!"

Encourage children to love reading. Offer a selection of reading materials in the classroom and praise children who read regularly at home."

# New teacher support



**New to teaching? The first thing to do is ask other teachers what they do. Learn from what works, and what doesn't. You should also consider the following three issues, to help you get started.**

## 1. Help with setting up your classroom

### Seating arrangements

It's up to you whether you seat children in rows, groups or a horseshoe etc. To begin with it may be a good idea to arrange your desks in a horseshoe because it makes the class easier to manage: you can see everyone, and they can see you too!

### Where do you sit?

To decide where you are going to sit, visit the classroom without pupils at desks, and see what it looks like from several angles. Be aware that you need to see as much of the room as you can.

### Wall displays

Some teachers have a lot on the walls, and some teachers don't have much. It's a personal preference. When choosing what to put on your class walls you must pick things that are linked to what you are teaching, and that are term and age appropriate. All classes have an English and maths working wall.

## 2. Lesson planning

You need to plan how, and what, you teach. Ask colleagues how they plan, and involve your Learning Support Assistant too.

### Keep it simple

Ofsted ask that "teachers plan effectively, using clear objectives that children understand". That's good advice! Keep it simple. Decide on what you are going to assess (and how you will assess pupil progress), and then keep your plan focused on key areas of learning.

### Getting started

Quick tip:

The DfES Standards website is a fantastic resource. Type in the national curriculum details, and then your email address, and you will be mailed a lesson plan.

### Staff meeting

Staff meetings are held on a weekly basis. Staff briefings take place every Friday at 8.15am.

## 3. Coping with classroom disruptions

Usually bad behaviour happens for a reason. Try and support a child and try and find out what's wrong at school or home. Punishment rarely helps but consistency is all important.

### Personal

Don't take it personally. If you understand why the child is misbehaving, you can look at ways to help, and better deal with the situation.

### Dignity

It's often tempting to ridicule a misbehaving pupil, as a way of gaining back classroom control. You must always help to maintain that pupil's dignity. If you value the child, it is clear to them that you want to help.

### Top tips

- Avoid answering questions which may prolong the misbehaviour.
- Be positive, and seek to help rather than punish.
- Act fast. If the pupil needs to be taken out of class, do so. You can talk in the hall.
- In all cases, follow the behaviour policy.





# Teacher case study

## Lauren finds it rewarding to be able to help children of all abilities in her class at The Oaks Primary School

Lauren Clarke teaches a Year Three class at The Oaks Primary School. She is in her first year as a qualified teacher but worked for the spring and summer term at The Oaks during her final teacher training year.

### Lots of variety

Lauren loves the way every day at the school is different. "The children are changing all the time as they learn new things so no two days are ever the same. I teach every subject on the curriculum except for music and Spanish, for which they have specialist teachers, and I take one indoor session of PE a week and help out with the netball team," she explains.

### Plenty of help

"I have 26 pupils in my class and a full-time Learning Support Assistant working with me. I get one afternoon a week lesson planning time and, as a newly qualified teacher, I also get extra time out of the classroom to help me organise things. All the staff at The Oaks are very supportive. I have a specific mentor but I never feel afraid to go and ask other people for help," Lauren says.

### Welcoming the challenge

"I am really enjoying the work. The highlight for me is working with children who are finding something difficult and finally helping them to understand it. That is very rewarding. However, working with children to help them reach the correct level for their age is also probably the most challenging part of the job," she says.

### Meeting all needs

Lauren has a wide range of abilities in her class. "Some children are working at greater depth than others, while some have to have interventions. In the afternoons the LSAs will take children in small groups who have struggled during the morning and give them booster lessons. You can also give out learning prescriptions as you go along so that children who are finding things difficult can have a few minutes of one-to-one help later," she says.

### Practical experience

"Every term we start a new topic and at the moment we are working on 'From the Stone Age to the Iron Age'. We started in spectacular style by lighting a fire outside and pretending to be hunter gatherers. We all sat round it and the children learnt that they had to work to keep the fire going by constantly finding dry twigs to throw on it. They didn't realise how hard it would be," Lauren says.

### Working as a team

"I can't believe how quickly the time has gone and that I will soon have completed my first year of teaching. I now feel I can recommend The Oaks to other teachers and tell them they will have a good team to work with. My advice to newly qualified teachers would be to be open-minded and not set your sights on a particular year group, but find a school you know you'll be happy working in."



# Teacher case study

## Hollie enjoys the stimulating atmosphere every day at The Oaks Primary School

Hollie Carey is a Key Stage 2 teacher and Lower KS2 Phase Leader, providing a supporting role for Year One, Two and Three teachers. She has been teaching at The Oaks in Ipswich for six years and also did her final teacher training year at the school.

### Making learning fun

"A typical day at The Oaks Primary School is very busy, but we have lots of fun while we learn and we don't waste a second of our learning time! The school is an exciting and stimulating atmosphere in which to work and there is always something going on," Hollie says.

### Working together

"The Oaks is attended by more than 400 children, who are all wonderful and full of character," she says. "I am part of a lovely team and we all work together because we are committed to doing everything we can to help the children be the best they possibly can be. All the staff are hardworking and flexible and willing to try new things. We work collaboratively and share lesson planning and take advice from each other to help the children."

### Personal development

"I teach a class of 27 and with my different roles I am out of my class and supporting within the phase at times too. We are very lucky in that there is a Learning Support Assistant in every class. Personal development is taken seriously and there are lots of opportunities to develop and progress," she says.

### Providing support

"The main challenge of the job is constantly trying to raise standards and secure the best possible outcomes for every learner. We have children with many backgrounds and differing needs and we strive to ensure that they all reach their potential and meet national age-related expectations. We provide extra support and intervention based on our assessment. Although it can be demanding, we rise to the challenge!" Hollie says.

### Tackling problems

"As a team, we are incredibly proactive in responding to the needs of our pupils. When a child struggles with their learning, we will give them some kind of support to ensure they move on in their learning. Often we will write a prescription so they can attend a learning surgery and get extra help with that specific issue. We hold booster groups, spelling clubs and phonics groups too," Hollie says.

### Seeing progress

"The best part of the job for me is seeing the children grow and achieve, realising how far they have come and how much of an impact you have had on their learning. I also love working with other people who are driven and positive about what they do. I would definitely encourage other teachers to come and work here. It is a great school and we have a fantastic team. They will have to work hard but they will get a lot of satisfaction from the job."





Autumn

**Starts**  
PD days (children not in school):  
Thursday 1st September 2016  
Friday 2nd September 2016

Children return to school:  
Monday 5th September 2016

**Half-term**  
PD day (children not in school):  
Friday 21st October 2016

Children finish for half-term:  
Thursday 20th October 2016

Children return to school:  
Monday 31st October 2016

**Ends for Christmas holiday**  
Tuesday 20th December 2016

Spring Term

**Starts**  
PD day (children not in school)  
Wednesday 4th January 2017

Children return to school:  
Thursday 5th January 2017

**Half-term**  
School finishes for half-term:  
Friday 10th February 2017

Children return to school:  
Monday 20th February 2017

**Ends for Easter holiday**  
Friday 31st March 2017

Children return to school:  
Tuesday 18th April 2017

Summer Term

**Half-term**  
Children finish for half-term:  
Friday 26th May 2017

Children return to school:  
Monday 5th June 2017

**Ends for summer holiday**  
Thursday 20th July 2017

PD day (children not in school)  
Friday 21st July 2017



Useful contact information

In the event of sickness, staff should ring the school sick phone before 7.30am. Telephone number 07549676302

Useful extension numbers: Mrs Stringer (Pupil & Family Support Practitioner) - extension 207

Mrs Lucas (Pupil & Family Support Practitioner) - extension 206

Mrs Warrie (Business Manager) - extension 201

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“The Oaks Primary School is friendly, warm and welcoming with approachable staff who actively listen to, and value, both children and their parents. We believe The Oaks Primary School is helping our boys grow into confident, self-assured children; and as well as providing a good education, it’s also teaching them important life skills in preparation for the next steps in their education.”

Emily Collison lives in Ipswich with her partner Adam Bradshaw and their children, Benjamin (10), in Year 5 and Oliver (7), in Year 2.

## At The Oaks we are Striving for Excellence...

### ... in our achievements

So that all children at The Oaks make good or outstanding progress while they are at the school.

### ... as learners

We are self-motivated, curious and tenacious with the confidence to ‘have a go’ and never give up.

### ... as families and a community

We provide a welcoming environment and share responsibility with families to develop and support our community.

### ... in our relationships with others

We have consistently high expectations of and care for, each other. We are polite, tolerant and respectful at all times.

### ... as staff and governors

We share collective responsibility for every learner and are united in our enthusiasm for learning.

### ... in our lives

We have high aspirations for ourselves and others, remaining positive in times of challenge and taking pride in each other’s successes. We want to be the best we can be.



“My children really love going to school, which I think says a lot about The Oaks. They speak very positively about their teachers at the end of the day and they have strong relationships with them and with their friends. It’s somewhere they wake up on a morning and they want to go! As a mum, that’s very reassuring.”

Anna and Jarek Chmielewski live in Ipswich with their children, Roksana (10), in Year 5, Oliver (7) in Year 2 and Nathan (one).

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Any member of our office staff is happy to help you with any queries or questions you may have or direct you to the relevant member of staff.

Headteachers:  
Mr P Palmer  
Mr J Pentreath

Mrs Gentry – School Secretary  
Mrs Parker – Headteachers’ PA  
Mrs Warrie – Business Manager



*Striving for Excellence*